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Anglicisms in the Facebook Communication of English Language Students

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ABSTRAKT

Tato bakalářská práce zkoumá výskyt anglicismů v komunikaci studentů anglického jazyka na Pedagogické fakultě UK ve facebookových skupinách určených výhradně studentům tohoto předmětu. V teoretické části je definován výraz anglicismus v kontextu slovotvorby, jeho asimilace a význam pro obohacování české slovní zásoby. Praktická část se zabývá analýzou korpusu příspěvků a komentářů ve facebookových skupinách studentů angličtiny. Primární hypotézou je předpoklad, že studenti ve svém českém projevu méně často používají jednoslovné anglicismy a upřednostňují vyjádření větší části promluvy v angličtině. Tuto část doprovází zhodnocení nutnosti a možné důvody pro použití anglicismů s oporou o dotazníkové šetření provedené mezi studenty anglického jazyka na PedF UK. Cílem následující části je potvrdit kvalitativní hypotézu, která předpokládá, že hlavním důvodem používání anglicismů je jejich jednodušší nebo kratší tvar než má český ekvivalent. První hypotéza byla vyvrácena, protože z 530 příspěvků v korpusu 60 % tvořily promluvy obsahující jednoslovný anglicismus. Kvalitativní hypotéza byla potvrzena, nejčastěji zvoleným důvodem pro používání anglicismů byla s 88 % kratší a jednodušší forma anglického slova upřednostněného před českým překladem.

KLÍČOVÁ SLOVA

anglicismus, slovotvorba, Facebook, komunikace, studenti anglického jazyka

ABSTRACT

This bachelor thesis studies the occurrence of anglicisms in the communication among the students of the English language at the Faculty of Education, Charles University. The communications researched concerned the Facebook groups reserved specifically for students of this subject. The theoretical part explains the term anglicism in the context of word formation, its assimilation and significance for word-stock enrichment in the Czech language. The practical part presents the research conducted by the analysis of the corpus of posts and comments in the Facebook groups of students of the English language. The primary hypothesis presumes that more cases occur of students expressing a longer part of the utterance in English rather than of using a single English word in otherwise Czech utterance. It is accompanied by the evaluation of the necessity of the usage of anglicisms and an exploration of the possible reasons behind it. This discussion is supported by a questionnaire conducted among the English students of the Faculty of Education, Charles University. The aim of the qualitative hypothesis is to prove that the main reason for using anglicisms in the Czech utterance is their simpler or shorter form than the Czech equivalent has. The first hypothesis was disproved as 60 % of the 530 items in the corpus consist of Czech utterances including a singular English word. The qualitative hypothesis was proven correct and the most frequently chosen reason for using anglicisms appears to be, with 88 %, the shorter and simpler form of the English word preferred to the Czech translation.

KEYWORDS

anglicism, word-formation, Facebook, communication, students of English language

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1 Introduction

The English language is a lingua franca and its influence on human communication worldwide is undeniable. This has only escalated in the recent decades, in the Czech Republic particularly after the year 1989, with the liberation from communism and with the rapid development of technology. With globalization, the world has become smaller, tighter-bound and the boundaries between languages have become more blurred. The impact of English is blatant in the areas of technology and specialized industries, but the most obvious mass influence is via popular culture. This has swept especially the younger generations, who spend a lot of time on social media talking to people from all parts of the world. The power of English in this time and age is basically inescapable.

The digital natives tend to be more open and more inclined to use English words and implement them into their ordinary speech in their mother tongue. In comparison to the generations of digital immigrants, the younger generations have had the chance to encounter English-dominated media basically since their birth – very often the fairy tales these children watch come from the USA, the songs played by most radio stations are predominantly in English and even the newspapers and magazines use anglicisms as symbols of professionalism and prestige. This influence can be expected to grow and affect new generations more and more, as they get to use the Internet from a fairly young age nowadays.

The main reason for English being used as a crutch for communication and as a source for expanding the word stock of foreign languages lies in the fact that English is very flexible and can adapt to the news more easily than some other languages. Most, if not all, of the professional fields all over the world are nowadays required to translate their projects and discoveries into English which has become a universal language for communication. Thus the new inventions often infiltrate other languages through English. This leads to the integration of new predominantly English terminology, with a bigger or a smaller degree of adaptation after being integrated in other languages.

The creation and development of social media, and Facebook above all, has brought new vocabulary to the user countries across the globe. Specifics of Facebook conversation have emerged – the usage of particular vocabulary, plenty

of anglicisms, emoticons, various uses of punctuation, all for substitution of the face-to-face aspect of common conversation.

Having known the specifics of Facebook communication, I could not overlook the excessive use of English words in the communication of students of English in Facebook groups bringing together only students of this subject.

The aim of this thesis is to analyse the lexical units of English origin used in the Facebook groups of students of English at the Faculty of Education, Charles University. The theoretical part begins with a chapter on the world-wide influence of English on other languages. Then, the various processes of word formation are defined, further focusing on borrowings and anglicisms in particular. Building up on that, the assimilation of anglicisms and their adaptation are described. This section is finished with a chapter on the specifics of Facebook communication. The practical part is based on the analysis of the corpus of posts and comments of the students of English, seeking to prove that they use a single lexical unit in English more often than expressing a longer part of the utterance in English. A questionnaire has also been conducted among the students to find out their motivation for using anglicisms.

2 English as a lingua franca

English has the status of a global language, which according to Crystal (1996) occurs when a language "develops a special role that is recognized in every country". He distinguishes two criteria for judging that: either the language becomes the official language in a country or it is the main foreign language taught at schools. (3) With 1,132 million speakers in 2019 (Ethnologue), English is the largest language by the number of speakers and thus takes the role of the modern lingua franca, which is a language that has the function of a common communication means for speakers who have different mother tongues. (Sherman 2017)

In the past, Latin held the role of a lingua franca in Europe because Romans subjugated many nations and forced their language on them. This dominance was caused by military at first, but continued through Roman Catholicism and education. (Crystal, 7)

A language becomes global because it has played the role of "a vehicle of a great literature in the past, or because it was once associated with a great culture or religion". (Crystal, 9)

The English language has built its power-base with the help of conquest in the past and with technological, economic and cultural power in the modern history. A lingua franca bringing together the whole world is an unprecedented concept, which developed only in the 20th century with the foundation of international political bodies. (Crystal, 12) Although a rapid growth of the impact of English took place in the 20th century, the concept of its being a global lingua franca is not a reality yet. Crystal estimates that two thirds of the world population do not speak English, or the language has only "a very limited presence". (28) Yet English is the most used means of communication in the western world in the domains of politics and safety, business, media, communication, entertainment and education. (30)

One of the primary characteristics of a global language is that it is so widely spoken that it does not have a sole "owner" anymore. Crystal states that the USA, the country with the largest number of native speakers, holds only about a fifth of all the English-speaking people around the world. (141) What inevitably follows

this expansion is modifications of the language to better suit the communicative needs of the new English-speaking territories. English is now infiltrated with words describing animals and plants unknown to native speakers, or traditions, food, entertainment and basically anything there was a gap for in the original English word stock relating to the different cultures and living environments. These area-specific linguistic varieties are known as “new Englishes”. (142)

This increasing expansion of English goes hand in hand with the so-called linguistic imperialism. Defined by Phillipson (2003), it is “the dominance of English asserted and maintained by the establishment and continuous reconstitution of structural and cultural inequalities between English and other languages”. (47) This may have some negative consequences, e.g. a language shift, the process in which the whole community gradually lets go of one language in favour of a different language in everyday communication (Sloboda 2017), which can lead even to a language death, “the final stage of the decay of linguistic structure a minority language undergoes on the way to total language shift”. (Dressler, 5)

3 The word and word stock

3.1 The word – definition

Although everybody has a sense of what a word is, a clear definition is difficult to estimate. First off, it is important to distinguish a word and a lexeme. Peprník (1992) defines a word as "a basic and primary language unit on a lexical and grammatical level of language". (3) Hornová (2003) defines the broader term lexeme as "a single lexical entry in the dictionary or vocabulary of language". (45) The difference between both lies in their form as a lexeme can consist of more than one word – e.g. the idiom "butterflies in one's stomach" classifies as a lexeme despite being comprised of four orthographic words.

The orthographic word is the easiest to distinguish. It is a unit of the writing system. Plag (2018) defines it as "an uninterrupted string of letters which is preceded by a blank space and followed either by a blank space or a punctuation mark". (4) The problem with this definition lies in the fact that spelling can often differ: for example *hotdog*, *hot-dog* and *hot dog* are all correct spellings, but according to the definition of an orthographic word, we can have either one or two words for the same object, which proves this definition unreliable. (4-6)

Another way to distinguish a word is to look at its sound structure and stress in particular. Every word can have only one main stress – e.g. *ˈlove, ˈletter*. However, the two-word compound "love letter" has only one main stress, *ˈlove ˌletter*, and is to be considered a single word according to the phonological definition. This notion is closer to what a word really is, because it unifies compounds, which makes semantically more sense than the orthographical distinction.

That leads to the next possible definition – semantic. Plag (2018) states that "a word expresses a unified semantic concept". (8) However, this notion is not sufficient either. Example of such insufficiency could be the translation of the Czech word "červánky", into the English "red evening clouds". Although the latter does express a unified semantic concept and it represents one orthographic word in the Czech language, it would not be considered one word in English. While a word always represents a unified concept, not every unified concept can be expressed by means of a single word. (8)

The last definition to be introduced here focuses on syntax. Each language system has got syntactic classes and connected rules, which determine the behaviour of the word and its position in the sentence. Therefore, we can check whether a given unit acts in accordance with the rules of a certain word class and if it does, it can be considered a word. (Plag 2018)

Jackson and Zé Amvela (2015) create a definition of a word and that is "an uninterruptible unit of structure which consists of one or more morphemes and which typically occurs in the structure of phrases". (59)

3.2 Word-stock enrichment

There are various types of word formation which serve to enrich language word stocks. Their usage might vary depending on the analytic or synthetic character of a given language. Czech as a representative of inflected languages and English as an example of an isolating language can show the contrast in the prevalent type of word formation. The major types employed in English are described below and for each one, the comparison to its usage in Czech is provided.

3.2.1 Derivation

According to Jackson and Zé Amvela (2015), derivation is "a lexical process which actually forms a new word out of an existing one by the addition of a derivational affix". (82) Examples of such can be the words *to befriend*, created by prefixation, *a teacher*, made out of a verb by adding a suffix *-er* to signify an agent, or a word created by a rare case of infixation, *a passenger*.

According to Bauer (1997), derivation is the most widespread and the basic method of word formation in the Czech language. (12) Affixation is used not only to mark different grammatical categories as Czech is an inflected language, but also to create new words. The predominant forms of affixation in Czech are prefixation, e.g. *před*-školní, and suffixation, e.g. vysokoškol-*ský*. There are only very rare examples of infixation used mostly to connect two parts of a word as in the adjective hoř-*l*-avý from the verb *hořet*, or to make a diminutive of a word such as is the case in *spát* → sp-*ink*-at.

3.2.2 Conversion

Rochelle Lieber (2005) describes conversion as "the process by which lexical items change category without any concomitant change in form". (418) Examples of conversion can be *to email*, which is a verb made from a noun, a deverbal noun *a start*, or *ups and downs*, which are nouns converted from prepositions.

Czech linguists often omit conversion from the list of word formations used in the Czech language or mention it under derivation as a zero derivation or zero affixation. (Bednaříková, 139) The examples Bednaříková enumerates are not of a "clean" conversion as can be seen in English and they include slight modifications, e.g. *zlý* → *zlo*, *modrý* → *modř*, *lovit* → *lov*. This type of word formation is typical rather for isolating languages, so there are only rare cases of true conversion in the Czech language such as substantivized adjectives *nemocný* or *dospělý*. (Čermák, 187)

3.2.3 Compounding

Jackson and Zé Amvela (2018) define compounds as "stems consisting of more than one root". (92) Words formed by compounding can appear in various word-classes and examples of that could be the noun *blackboard*, the adjective *seasick* or the verb *to overdo*.

Compounding occurs often in Czech as well. It usually connects only two words such as *vysokoškolský* or *sladkovodní* and only rarely more than three words, usually in specialized terminology, e.g. *formaldehydbisulfit*. The word classes connected most often are an adjective with a noun, such as *novostavba*, two nouns as in *blahopřání* or a numeral with a noun as is the case of *dvojhlas*. (Bauer, 13)

3.2.4 Blending

A word created by the process of blending can be defined as "a new lexeme built from parts of two (or possibly more) words in such a way that the constituent parts are usually easily identifiable". (101) Some English examples used also in the Czech language are *brunch* (breakfast + lunch), *emoticon* (emotion + icon), *sitcom* (situation + comedy) or *smog* (smoke + fog).

This type of word formation is not used very often in Czech and words created by blending usually infiltrate the Czech language in the form of internationalisms as mentioned above.

3.2.5 Shortening

Shortening is a hyperonymy for the word processes of clipping, initialism and backformation. (102)

Clipping is a process, in which "only part of the stem is retained". (102) Four types of clipping can be distinguished according to the position of the part of the stem which was cut off: initial, middle, initial-final and final. Examples of those are in this order: *phone* (tele*phone*), *Maths* (*Math*ematic*s*), *flu* (in*flu*enza) and *ad* (*ad*vertisement).

Initialism is defined as a process of "an extreme kind of clipping since only the initial letters of words, or sometimes initial syllables, are put together and used as words". (102) When the resulting initialism is pronounced as a single word, it is called an acronym, e.g. *UNESCO* (United Nations Education Scientific and Cultural Organization) or *Benelux* (Belgium, Netherlands and Luxembourg). If the individual letters are pronounced instead, it is called an abbreviation, such as *LOL* (laughing out loud) or *ASAP* (as soon as possible).

Backformation is a process of "making of a new word from an older word which is mistakenly assumed to be its derivative". (102) This is the case of verbs *to housekeep* (from "housekeeper") or *to televise* (from "television").

The Czech language employs various types of shortening as well. Bauer (1997) distinguishes three types: graphic abbreviations, which he says are caused by the writer's laziness to spell them out, because they are always pronounced fully, not in their shortened form. (14) The examples of these include units of measurement or the commonly used abbreviations *atd., tzv.* or *str*. The next kind is called graphic-phonic abbreviations, which is an equivalent to the abovementioned initialism as the initial letters of a string of words are put together to create a new unit. And the last type Bauer calls phonic abbreviations, which have the character of an independent word, have a morphological paradigm and are very often used in their shortened form, e.g. *ČEDOK* (ČEská DOpravní Kancelář) or *umprum* (Vysoká škola UMělecko-PRůMyslová v Praze). (15)

3.2.6 Borrowing

Borrowings are a result of language contacts. Any word taken from a source language and integrated into the system of the target language is a borrowing.

(Nekula 2017) Dickins (2008) states that linguists often consider the borrowing to be a word taken from a foreign language, which differs from words with domestic origin by its foreign root, regardless of its degree of adaptation. (1) Svobodová (2007) deems borrowing one of the most productive ways of extending the Czech word stock nowadays. (6) Borrowings often fill a gap in the word stock, for example English vocabulary has been enriched by the Italian word *balcony*, the Dutch *waffle*, the Hungarian *goulash*, the Japanese *tsunami* or the Czech *robot*. The Czech word stock is nowadays broadened mostly by anglicisms, words originating in the English language.

4 Anglicism

4.1 Definition

Cambridge Dictionary defines an anglicism as "an English word or a phrase that is used in another language". Bozděchová (1997) considers an anglicism to be any lexical unit taken from English or created in another language by the rules of the English language. She also adds a broader definition, which will be used for the purposes of the practical part of this thesis, and considers anglicisms to be all English elements of any language sphere regardless of the degree of their adaptation in the target language. Bozděchová (1997) also points out the difference between the past and modern views – in the past, only the lexical units which retained the English form were considered anglicisms whereas today, anglicisms are considered to be all words taken from or created in accordance with English, whether or not adapted in accordance with the rules of the Czech language system (272).

Anglicisms in the Czech language could be divided into two groups – the ones that describe previously unnamed phenomena (special terminology, e.g. gender, rock and roll, software) or those which have an interchangeable Czech synonym (e.g. hobby/koníček, deadline/termín, check in/odbavit se). Adam (2012) says that the language loyalty of Czech people is low, which is reflected for example in the fact that many people consider using anglicisms over Czech synonyms more prestigious and think it makes them seem more educated. On the other hand, there is also the fear of the English language dominating the Czech language, which could lead to the eradication of older Czech vocabulary, and the use of Czech could wither in favour of the English lexis.

4.2 Assimilation into the Czech language

Nowadays in the globalization era, languages come in contact more often than ever before. Mostly it is the case of singular languages encountering the influence of English. A language contact can be understood as a mutual influence of two or more languages. Czech and English in this case are mostly in a superstrate situation, which means that the foreign, but prestigious language (in this case English) is influencing the mother tongue of the native people (Czech), at first by English lexical borrowings, later it can escalate into phonological, syntactic or

morphological borrowings. There are very few examples of a substrate situation, when Czech words infiltrate the English word stock – e.g. robot, pistol or dollar. (Nekula, 2017)

The most prominent evidence of language contacts are language borrowings. Furdík (1994) differentiates three phases of a relationship between two languages: interference, adaptation and integration (95).

4.2.1 Interference

Svobodová (2009) says that interference occurs with the first use of a unit from a foreign language, irrespective of it being random or deliberate. This is the primal stage, when the second language (the target language) is introduced to such a lexical unit without any adaptation to the target language. Included are also the instances of wrong use caused for example by an analogy to a different word (so-called false friends) or by an imperfect translation. (23)

4.2.2 Adaptation

Adaptation is a dynamic process of accommodation to the linguistic rules of the target language. As the Czech language has been subject to the increasing spread of anglicisms since the 90s, some presumptive rules for the future adaptation of internationalism can be inferred. It can happen on the phonological, morphological, semantic or stylistic levels, which will be developed in detail further on in the thesis.

4.2.3 Integration

The final stage of a language contact is called integration, which is a full incorporation of the lexical unit into the language system of the target language. This includes the transfer from the language periphery, where the lexical unit serves only for a marginal use by certain social groups (e.g. students' slang, terminology of IT workers), into the centre, which means that it becomes well-known by the majority of the language users. (Svobodová 2009, 22-25)

4.3 Types of adaptation

Adaptation is a process of modification and integration of a word or a phrase into another language. The target language, which includes the new word into its system, plays the active part in this process because the transferred word

undergoes various adjustments in form and meaning to conform to the linguistic norms of the new language. This process has various degrees which depend on several factors – Bozděchová (2017) enumerates them as the age and length of the process of borrowing, typological distance of English and the receiving language (formal and grammatical differences), lexical meaning, functionality, synonymy with words in the target language, word formation, stylistic validity, frequency of use.

Direct borrowings undergo some changes in pronunciation, grammar, morphology and syntactic use in accordance with the target language, in this case Czech. What can cause a problem for the Czech people who cannot speak English is the disparity between the written form and its pronunciation, so "Czechifying" (adapting to the rules of the Czech language system) the word makes it more transparent and accessible to wider spheres of population, which also leads to a more permanent integration into the word stock. (Rejzek 1993)

Anglicisms can be distinguished by the degree of their adaptation into the new language as adopted and adapted loanwords. Adopted anglicisms are such that are incorporated into the new language without undergoing any major changes – such as cool, deadline, gender, comeback, hardware or management. Adapted anglicisms on the other hand follow the rules of phonological or morphological changes to conform to the target language. (Gerding 2014, 43) Examples of such could be svetr from the English sweater, hokej from the English hockey or esej from the English essay. There are some anglicisms which do not follow this distinction so clearly. This is the case with the loanwords which have multiple forms with different degrees of adaptation, all of which are used actively in the target language – such as business/byznys, handicap/hendikep, fair/fér.

Nekula (2017) has got a broader scale and distinguishes anglicisms by the degree of adaption into adapted loanwords, foreign words and quotation words. Adapted loanwords or true loanwords are those which are fully adapted – such as sprej, tenis or víkend. Foreign words are partly adapted on the syntactic and morphological level, but their spelling and pronunciation still feel foreign – e. g. spam, or piercing. And finally, quotation words are such phrases, which are integrated completely in the original language, untranslated, and are indeclinable

in the Czech language system. Examples of quotation phrases of English origin could be fair play, happy end, science fiction, or know-how.

The first two types of adaptation are closely interconnected – orthographical and orthoepical adaptation. That is because of the discrepancy between English spelling and pronunciation. The basis of the adaptation process is that an English word is morphed into forms not so foreign to the Czech language, closer to the usual spelling and pronunciation, so as to remove that difference between spelling and pronunciation. These two adaptation processes influence each other and happen at the same time. (Mravinacová 190)

4.3.1 Orthoepical adaptation

Orthoepical or pronunciation adaptation is the process of transformation of English lexical units to be in accordance with the Czech phonological standard. The foreign sounds are changed into something more palatable to the Czech speaker – the short vowels of the open e [æ] and schwa [ə], the long vowel [ɜː], fricatives [θ] and [ð] or approximants [w] or [r] do not exist in the Czech language and have only similar sounds, which can substitute them and help the adaptation.

The English words can undergo the following changes in the orthoepical adaptation process according to Nekula (2017): (1) Stress shift – the primary stress can shift, and the secondary stress is omitted. The word stress in Czech is systematically put on the initial syllable of a lexical unit, e.g. antiperspirant, displej.; (2) Assimilation of voice at the end of a morpheme or a word – such as slide [slajt], job [džop] where the voiced consonants at the end are pronounced as voiceless.; (3) Reduced syllables at the end of words become pronounced fully – schwa is one of the speech sounds the Czech speaker does not employ and tends to deal with it by full pronunciation of the letter which was reduced to schwa, e.g. bestseller, gender, gospel.; (4) Full realization of r – the English r is an approximant, it is not voiced (except for rhotic accents) so in the process of adaptation, it becomes replaced by the fully realized Czech r in words such as hamburger, drink, internet, ready.; (5) The phones p, t, k lose their aspiration, e.g. kornflejky, party, top.; (6) Replacement of specifically English phonemes as mentioned above – for example the long vowel [ɜː] can be substituted by [o] or [e], according to the original spelling – nerd [n ɜːd] vs [nerd], work [wɜːrk] vs [vorkoholik]. The fricative [θ] can be replaced with t or s – e. g. thriller [triler],

Smith [smis]. The open e [æ] is substituted by a or e – e.g. hamburger [hamburgr], camping [kempink]. The bilabial w gets replaced with the labiodental v – e.g. steward/stevard [stevard], tramway/tramvaj [tramvaj], whiskey [visky], weekend/víkend [víkend]. Schwa [ə] is replaced by fully realized vowels corresponding with the original spelling – e.g. Internet [internet], supermarket [supermarket].

4.3.2 Formal adaptation

As mentioned before, this adaptation is also a consequence of the differences between the English spelling and pronunciation. Especially in the past, when the Czech people could not come in contact with English very often, formal adaptation made it easier for them to understand how to pronounce foreign words. That is not the case today, or at least not in the same amount, due to the bigger exposure to the English language nowadays, be it media and entertainment, the Internet or education.

Rejzek (1993) says that there are two basic ways of new spelling of borrowings in the Czech language – in the first case, the pronunciation changes slightly to be more in accordance with the graphic form (e. g. tramway/tramvaj, overalls/overal, basketball/basketbal), or the second way, which occurs more often, when it is the other way around and the graphic form adapts to the pronunciation (e. g. business/byznys, juice/džus, weekend/víkend).

Nekula (2017) goes further and distinguishes four categories of adapted words: (1) words with English spelling and English pronunciation (Facebook, business, deadline, chat); (2) words with English spelling and partly adapted pronunciation (bodyguard, laptop, tablet, dealer); (3) words with Czech spelling and English pronunciation (koktejl, skejťák, sendvič, šoubyznys); (4) words with Czech spelling and wrong pronunciation of the English spelling – often a relic of the past, reflecting the limited knowledge of English (manager/manažer, hockey/hokej, football/fotbal, jackal/šakal). The distinction is not always absolutely clear and there occur cases which fall into multiple categories (jam/džem, business/byznys, jazz/džez), but usually, after some time, one form comes to prevail. The original spelling is usually maintained in English phrases, compounds and words the pronunciation of which is significantly different from their spelling (outsider, business, showtime, happy end). If the original spelling

prevails, it is easy to distinguish the foreign origin of the word, which can be beneficial because the knowledge and usage of foreign words (in their original form) are often considered to be more prestigious than the adapted form and can leave the impression that the speaker has a broad range of knowledge. This is especially noticeable in specialized fields such as music (blues, rock and roll, heavy metal, reggae) or technology (scanner, spelling checker, logout).

4.3.3 Morphological adaptation

English borrowings are based on the transition from the analytic English to the synthetic Czech. Synthetic languages have more morphological categories and indicate word classes morphologically, whereas analytic languages use word order and conversion. That is why the newly coming words need to be adapted to make their declension and usage easier.

Mravinacová (2005) defines morphological adaptation as a process in the course of which the form of borrowed lexemes is transformed and adapted with the help of such devices which in Czech express word classes and other morphological categories connected to the corresponding word classes (192).

This type of adaptation concerns mainly nouns, because it is necessary to determine the grammatical gender for them to be used correctly. This is not the case with adjectival or verbal borrowings because both accept Czech morphological suffixes, allowing them a regular declination or conjugation. Nouns also make up the majority of anglicisms in the Czech language, while adjectives and verbs are usually derived from them with the help of Czech suffixes. Lexemes of indeclinable word classes are borrowed only rarely (e. g. ready, bye, alright).

The grammatical gender is usually determined by the form of the word in nominative, singular. Then, it is assigned a paradigm of nominal declension with the help of which it expresses the morphological categories of grammatical case, number and grammatical gender. The simplest way to do that is to assign the declination paradigm to the word according to its pronunciation – when the pronunciation and the declination paradigm end the same way. That is also a reason for the orthographical adaptation. Given the differences between Czech and English, it is often easier to decline the adapted words by their pronounced

form rather than the written form, which often has a foreign spelling style for the Czech language (e. g. use of "w", double vowels or consonants). However, there are still many anglicisms the grammatical gender of which still varies (e. g. essay/esej – male and female gender, show – female and neutral gender, wellness – male and neutral gender). (Bozděchová, 2017) There is also a group of anglicisms that are indeclinable – they usually end in -i/-y in the nominative singular, which is atypical in Czech (e. g. kiwi, chilli, hobby, country) and they usually take on the neutral gender. (Nekula 2017)

4.3.4 Semantic adaptation

Anglicisms usually maintain the original meaning when they enter a new language, but sometimes a semantic shift can occur – the original meaning can broaden, narrow down or change – Bozděchová (2017) gives an example of the word "drink" – in English, it serves as a verb or a noun denoting any beverage, while in Czech the word "drink" stands only for an alcoholic beverage, usually a mixed cocktail.

Sometimes a semantic adaptation takes the form of a semantic calque – often for new inventions in technology. A calque is a literal translation of a foreign word, which gives the translated word in the target language a new seme – e. g. computer mouse – počítačová myš (the word "myš" added to the seme of an animal a seme of a computer controller), Facebook wall – facebooková zeď (added the seme of the main page of a Facebook user). (Bozděchová, 2017)

4.4 Application of anglicisms in current communication

The world is now in the age of economical, informational and sociocultural globalization. The language that works as a mediator of that is English and it is currently difficult to imagine an alternative language taking its place in the future, considering the level of "anglicization" the languages all over the world are undergoing. The word stocks of most languages are adopting anglicisms in various spheres of life.

Adam (2012) brings up the term terminologization of the public discourse. (3) It is natural and appropriate to use international terminology for certain specialized groups of people – e.g. in science, technology or Art, but nowadays, English terminology is gaining ground even in the public sphere and can be heard and read

in the news, magazines, pop culture or advertising. Opavská (2005) considers the journalistic area one of the biggest mediators for the expansion of anglicisms – it helps to transfer anglicisms from the narrow (specialized, vocational, slang) circle into general awareness. (20)

It is not only terminology that is spreading into the public conversation; this is also the case of slang and vocational languages. Adam (2012) points out that these levels of language have always accepted internationalisms, the only difference being the source language (it used to be German in the past, nowadays it is English) and the way the internationalisms are transferred – in the past, people acquired these words from personal communication with the foreigners and these lexical units were created in a bilingual environment (e. g. Czechs in the Sudetenland adopted and adapted a lot of German words in 20th century) as opposed to today, when people adopt foreign words at a distance from English. (3) Adam holds the opinion that people do not recognize what sphere of language they should use in a particular situation and/or with particular people, or possibly that they do not care enough to limit themselves and strive for a conversation easy to understand for both/all parties, which might also be a reason for spreading anglicisms into the public knowledge. (ibid.)

The motivation for using anglicisms varies. It can range from wanting to update and freshen up our language to simply filling the gap in the word stock if a particular word is missing. Journalists, for example, use anglicisms often for emphasis, or to save space (if they are shorter than the Czech equivalent), to seem cosmopolitan, or even because they consider anglicisms more prestigious. These reasons can often pass as reasons for the usage of anglicisms in the common conversation as well. Young people often use anglicisms because they find them more fitting and expedient than describing a phenomenon in more words in Czech. Other reasons for using anglicisms can include the wish to appear modern and "cool", or using them just for the humour of how ridiculous the resulting utterance can sound. Young people seem less restricted when it comes to language loyalty and are more open to mixing languages and being playful with them. The reason for this might be the fact that they have not experienced any oppression by a different nation, so such wounds do not limit them and do not make them as protective of their mother tongue as the older generations might be.

5 Facebook

5.1 Basic concept

Facebook is an American social networking website and with 2.41 billion of active users in the second quarter of 2019 (Clement 2019), it is the largest social media currently used. Facebook is undoubtedly one of the websites the popularity of which has expanded internationally and thus has brought major changes to the concept of social media, set the tone for its successors and has influenced many fields.

5.2 Specifics of communication

One of the impacted fields is linguistics – neologisms have appeared to describe new Internet functions, abbreviations to make the conversation flow quicker or emoticons to express our attitudes. The communication on Facebook is very similar to spoken conversation in the sense of the use of nonstandard language or the attempt to present oneself as interesting and fun not through the communicated content, but more through the way the message is presented. (Hladká 2003)

5.2.1 Neologisms

With new ways of communication come new terms – some of them are created as completely new words, some just gain a new semantic meaning. Most of the social networks used in the Czech Republic (Facebook, Twitter, Instagram or Snapchat to name a few) were founded abroad so the words used for their description have infiltrated the Czech language from English. These words have been accepted into many languages all over the world and are nowadays used even in the common verbal communication. Some basic neologisms which are essential for the system of communication on Facebook are e.g. *post* – a noun, something such as a message or picture that you publish on a website or using social media (Cambridge Dictionary); *like* – a noun, a sign in social networks for liking a post or a photo, it is used in the Czech language as a noun, e.g. "*dát někomu like*" – to give somebody a like; or the word *hashtag* - the symbol # used especially in social media and blogging to identify or search for subjects of interest (MacMillan Dictionary). We can also mention the word *wall*, which has gained a new meaning and now denotes also part of a social media profile that can

contain different pieces of information posted by a user; or the phrase *Facebook stalking* which stands for an excessive use of Facebook to look up information about one particular person. (Kyrylenko 2015)

5.2.2 Abbreviations

There is a universal strive for quickening the pace of a written conversation online. One of the methods for this is shortening some expressions and phrases. Abbreviations usually develop in time after people notice an excessive use of a phrase. The abbreviations used online are mostly created by putting together the initial letters of each word in the phrase, creating a shorter unit. If it proves itself efficient after a longer period of time, it becomes standardized in the language pool of people who need it, in this case the users of Facebook.

Examples of most commonly used abbreviations could be *LOL*, which means "(I am) laughing out loud", *BRB* meaning "(I will) be right back", *OMG* standing for "oh my god", *BTW* which is a shortened version of "by the way" or *IDK* meaning "I don't know".

5.2.3 Emoticons

Emoticons are another tool providing help with one's expression on social media. The term originated as a blending of the English words emotion and icon. They are also called emojis or smileys, in Czech smajlíky or emotikony. (Hašová 2002) They started as simple groups of symbols, which looked like a minimalistic face, e. g. :-) – a smile, :-(– a frown, but have turned into small pictures, which can communicate a more complex message and attitude. They are supposed to substitute the factors of a face-to-face conversation like attitude, mood and body language.

5.2.4 Punctuation

Even the use of punctuation has changed with the social media. In a way, it might look as if the people communicating over social media have abandoned punctuation for most cases, supposedly because they do not care, but the truth is, there are some unwritten specific rules for the use of punctuation in the Internet communication.

One example can be the lack of full stops at the end of an utterance. The Internet users often end sentences without any punctuation or with an emoji. The reason

for that might be that a full stop in a spoken conversation is marked by falling intonation and seems too serious and formal for the Internet. Another reason could be that this seemingly allows a better flow of conversation, mimicking the spoken dialogue, where the ends of utterances are not always distinctly marked.

> E.g.: "No problem, I'll wait" will sound more relaxed than "No problem, I'll wait.", which might sound a little aggressive and hint at the user being annoyed for being made to wait.

Another interesting example of punctuation use is overusing the full stop – by separating each word of an utterance with a full stop, simply for emphasis, usually to show excitement or annoyance.

> E.g.: "I. just. cannot. wait. for. the. concert." or "Can. this. day. just. be. finally. over.", the first signalling the speaker looking forward to an event, the latter portraying the jaded mood of the speaker.

Another prominent example different from standard grammar is an excessive use of exclamation marks, question marks or full stops, as a means of heightening the emotions to make up for the lack of body language.

> E.g. "I'm so happy I got to see you!!!!", "Have you heard what she said about him???" or "I don't really know……".

6 Aims and hypotheses

The main aim of the research was to evaluate the occurrence of lexical units of English origin in the public Facebook communication (private communication was not included) of the Czech students of English at the Faculty of Education, Charles University. While the usage of anglicisms generally seems to be a trend among youth and young adults nowadays, the rate of their employment appears to be higher in the communication of students of English.

Based on preceding observations and assumptions stemming from the intense exposure to English that the students have, the quantitative and qualitative hypotheses have been established as follows:

- More cases occur of the students expressing a longer part of the utterance in English rather than of them using a single English word in their discourse.
- The students use anglicisms mainly in the cases where no short and suitable Czech equivalent can be found.

7 Methodology

The research has been conducted by the analysis of posts and comments submitted to the Facebook groups bringing together Czech students of English language at the Faculty of Education, Charles University. The corpus includes a total of 530 utterances, which had been posted between the years 2015 and 2020. These have been analysed in terms of the occurrence of anglicisms understood in the broadest sense – as words of English origin regardless of their degree of adaptation. All of the texts containing English words have been gathered without specifically picking and favouring some and discarding others. The list of utterances containing English words has been created and an analysis has been carried out to compare the quantity of use of singular English words and longer parts of statements written in English.

As the subject of this research are the students of a teacher programme, the often used English words connected to education will be supplied with sufficient Czech translations to show the redundancy of the often excessive use of anglicisms in the Czech discourse.

The reasons behind mixing Czech and English in the Internet communication have been explored via a questionnaire conducted among the Czech students of English at the Faculty of Education, Charles University.

8 Research results

This chapter presents the data gathered in the research. During the analysis process, the matter of words with English origin was observed in terms of their quantity in individual utterances, the manner of their employment and for the singular anglicisms employed, the undergone adaptation in the particular cases was observed.

The results of the research are divided into categories of the anglicisms used: greetings and addressing people, abbreviations, computer-related words, simple communication phrases, words connected to the studied subjects, miscellaneous, one-word utterances, phrases and finally the statements with longer part expressed in English.

8.1 The research data

The collected corpus contains overall 530 utterances by Czech students with at least one word expressed in English. Out of these 530 units, 322 statements include only singular English words, which amounts to 60.7 % of the analysed texts and thus disproves the hypothesis that the Czech students of the English language mostly express longer parts of utterance in English. Those make up only 26.6 % of the corpus with 141 posts and comments. There are also 46 phrases (8.7 %) longer than a single word (usually between 2 and 3 words) and thus not sufficiently falling under either of the aforementioned categories. The last case that observed in the corpus is one-word utterances, which appears only 21 times and amounts to 4 % of the corpus. Most of the examples show that the students are not afraid to be creative with the language and they do not seem to feel too restricted by the language boundaries in the conversation with fellow students of English.

8.2 Categories of the anglicisms used

8.2.1 Greetings and addressing people

For the purpose of this thesis, the category of greetings and addressing people has been established. However, out of 11 cases falling under this category, only two utterances contain both – those were "*hello comrades*!" and "*hi guys*".

"*Guys*" is also the most popular way of addressing the recipients, used 5 times, followed by two cases of "*hello*" and individual cases of "*ladies*" and "*people*". Only the last word mentioned above is used in a completely English utterance and that is "*People, how many derivations are in this sentence?*". All the remaining ones are singular English words in otherwise Czech utterances – e.g. "***Guys****! Zítřejší termín písemné zkoušky z AmLit se ruší*" or "***Guys****, je tu někdo, kdo by si se mnou prohodil Úvod do didaktiky*?".

8.2.2 Abbreviations

Although abbreviations are an often used device in the Internet communication, only 15 cases occur in the corpus. As there are generally not many Czech abbreviations used in the social media communication, it is not a surprise that the corpus of English students' utterances contains only English abbreviations. Most often students use "*btw*", an abbreviation from the phrase "by the way", which has been used in five utterances. It is practical as it is shorter than the Czech alternative, which does not have an abbreviated form. Examples of use are: "***btw*** *taky to mám napsáno jako adjunct*" or "***Btw*** *ještě jsem od něj nedostal mail ohledně úvodu, nevím jestli si to mám vykládat dobře nebo špatně*.". Another repeatedly occurring abbreviation is "*omg*", which stands for "oh my god" and although the phrase has the same number of words as the Czech equivalent, the Czech version has never caught on in the Internet communication and not a single case occurs in the corpus. The abbreviation was always used in otherwise Czech sentence such as "***Omg****, to je zase komedie*". Other cases of abbreviations used by the students are: *lol* (laughing out loud), *ok* (all correct), *tmrw* (tomorrow) and some including swear words: *fml* (fuck my life), *wtf* (what the fuck) or *ofc* (of fucking course).

8.2.3 Computer-related words

The foundation of Facebook and other social media has brought new vocabulary to describe the new functions developed. These words have been created in English and have been used in the Czech language with only slight adaptations – the orthoepical and orthographical/formal side of the word usually remains unchanged and the word only undergoes morphological adaptation to become declinable. In the corpus, there are 29 words related to the typical Internet use.

The most often used word is "*noticeboard*" (6 times), the official name of a part of the English Department's website where news and exam results are published. It is declined by the Czech morphological rules – e.g. "*a máme přístup k* ***noticeboardu***?" or "*já se pokoušel do* ***noticeboardu*** *za studium zaregistrovat zhruba 16x*".

The word "*update*" occurs twice as an indeclinable noun to introduce following news and once as a verb, conjugated according to Czech standards by adding a verbal suffix "-ovat" to create "updatovat" in the sentence "*na skupině je dokument s domácími úkoly, který se každý týden* ***updatuje***".

Other English verbs adapted by adding a verbal suffix are "*post*", creating forms such as "*postnu*" (I will post) or "*postoval*" (was posting), "scroll" with "*scrollni*" (ordering someone to scroll down on the site) or "*nescrolloval*" (did not scroll), or the verb "*screenshot*" with the form "*screenshotnout*", all retaining the original spelling of the root.

The only formally adapted word in this semantic category is "*lajknout*" originating from the English verb "to like" describing a function of giving a thumb up to a post or a comment on Facebook.

Other examples of single English words used in Czech utterances are: *spam, chat, inbox, sharing, dropbox, newsletter* or *files*.

8.2.4 Simple communication phrases

For the purposes of this thesis, the category of simple communication phrases has been established. It includes the phrases "please" and "thank you", the apology word "sorry" and the variations of "yes" and "no" to express agreement or disagreement.

The most used phrase in the corpus is "*sorry*", occurring 11 times and once in the shortened variation "sry", e.g. "*já jsem slepejš,* ***sorry***", "***Sorry*** *za poplach, už jsem to našla*" or "*možná jsem jen slepá, tak* ***sry***". The word "sorry" is used more often than a Czech apology, because "sorry" has less formal connotations, which better suits the Internet communication.

The second most used is the word "*please*" (7 times) with the following variations:

- "*pls*" – a commonly used abbreviation (used 3 times)
- "*plís*" – written the way it is pronounced, formally adapted (1 use)
- "*pliiiiiiiiz*" – written as a record of an exaggerated pronunciation (1 use)

The phrase "*thank you*" iss used in the corpus only twice, once as "*thanks*" and once as an abbreviation "*thx*", but the students seem to prefer to express their gratitude with Czech words.

Agreement is expressed by the word "*yop*" and once by the phrase "*yes please*", while disagreement iss represented by "*nope*" (2 cases) and "*nnnope*" (1 case), where the letter repetition is supposed to put emphasis on the beginning, possibly also for a comedic effect. Examples of their use in context: *"****yop****, podle mě to vždycky nějakýmu člověku naskočí", "****Nope****, to je to, co si máme stáhnout do mobilu nebo vytisknout" or "****nnnope****, i google sám mi tvrdí, že z jeho mailu se dá posílat jen na jeden mail".*

8.2.5 Words connected to the studied subjects

Unsurprisingly, the category of the words connected to the studied subject takes up the biggest portion of the English words in the corpus. While the students usually describe the problems that they are dealing with in Czech, they almost always use an English word to describe the phenomena found in the task. That is understandable, as the students are presented with information in English in the lectures and speak exclusively English in the seminars. Not only linguistic and literary terms occur, but this category includes also some set English expressions connected to education, which are commonly used in the Czech language.

There is an enormous diversity among the words in this category. The most often implemented word is "*essay*" with the English spelling, which occurs 16 times in otherwise Czech utterances. The reason behind the usage is unknown and does not

make a lot of sense, because the Czech language has integrated the word "essay" into its word stock with orthographical adaptation resulting in the Czech form "esej". This could be used in all 16 cases, as they all are predominantly Czech utterances. An example of usage in context: "*Jen jsem se chtěla ujistit na rozsah na **essay**.*". There are also cases when the English form, ending in "-y" for the singular, is declined by adding a Czech ending, resulting in a strange-looking form such as "*A jaká byla úmrtnost při psaní **essayí**?*".

The second most used English word in the corpus is "*handout*", which does not have a satisfactory Czech translation and appears in the corpus overall 8 times, used as a root to which Czech endings are added to make it easily declinable, e. g. "*První si dame nakopírovaný **handouty**.*" or "*podle toho, co mám v **handoutech** a vypiscich z prednasek*", both marking the plural.

Another word, which is employed 7 times in the corpus, is the anglicism "*deadline*". It is used very often nowadays in the Czech language and it takes on mostly masculine gender, and is declined by adding the appropriate masculine suffix – e. g. "*mně se těsně před **deadlinem** rozbil počítač.*"

"*Feedback*" is another anglicism used more often than its Czech equivalent, possibly because the English translation is shorter. In the corpus, it is used 6 times in utterances such as "*Už mu někdo poslal **feedback**?"* or *"uz mate nekdo nejakej **feedback** na ty eseje z BritLitu?*".

More reoccurring words worth mentioning are: "*pass*" and "*fail*". "*Pass*" is used 3 times and in all cases it is employed as a noun – e.g. "*Já to mám nějak takhle a mám **pass**, tak nevím*". "*Fail*" on the other hand is used with more variety, either as a noun (3 times) or as a verb (3 times) with appropriate suffixes – "*pokud ti nenapíše **fail**, tak máš teoreticky kolik pokusů ti ona nechá*." (noun), "*Takhle, mě by měla **failnout** na základě ústní, ale dobré známky okolo mě zachránily*" (verb) or "*A **failnula** někoho*?" (verb).

In the corpus, there are reoccurring cases of: *retake* (4), *mock test* (2), *worksheet* (2), *revision* (2) and *conclusion* (2). The remaining 81 cases from this category are mostly terms falling under syntax, lexicology and phonology.

8.2.6 Miscellaneous

This category encompasses 103 random English words, which do not fall within any other group presented above. There are only rare cases of repetition in the corpus and the particular word is repeated twice at most. This category seems to have the most diverse reasons behind the used words with English origin – from the words the English translation of which is shorter or more fitting, across the author seemingly not remembering the Czech equivalent at the moment, to using the English word for a humorous effect. These reasons are further explored in Chapter 10 based on the results of the questionnaire conducted among the students. Some interesting and repeated cases will be explored below.

- "*nezakládejme třetí* ***random*** *místo kam se budou nahrávat soubory*" – The word "random" is generally used quite often in the Internet communication as it does not have a sufficient Czech translation, which would not reduce the semantic meaning.
- "*Tak to* ***sadness****, ale přežiju*" and "*aha, super, děkuju, mám* ***relief***" – Both of these cases employ the English words for an obvious humorous effect.
- "*Prosím vás ignorujte fakt že jsme asi* ***besties*** *nebo co…"* – The English word "besties" holds funnier and more ironic connotations than the possible Czech translation.
- "***Coolsie****, dík*" – The playful diminutive of the commonly used word "cool" is used here to signify that something is great and impressive, possibly with a hint of irony.
- "*Mimochodem, co takhle nějaká záchranná* ***study group*** *v úterý před popravou?*" – The noun phrase "study group" is preferred here because it does not have a satisfying set Czech phrase equivalent to it.
- "*Já jen že to po mně chce* ***money*** *za stažení souboru*" – Interrupting the flow of a Czech sentence with the English word "money" results in the author's attitude sounding funnier and more ironic than if the whole sentence was in Czech.
- "***Disclaimer*** *hned na začátek: Nerada bych někoho vyděsila, že nemá zapsáno něco, co mít měl, že ho nepustí ke státnicím, že nedostuduje, že umře a tak podobně*." – As is apparent from the rest of the sentence, the

utterance is meant to sound humorous and once again, the insertion of an English word helps to create that atmosphere.

- "*A ani nemusi byt dle abecedy, ke konci se ten **pattern** porusil a vzala nas jinak nez jsme abecedne cekali*." – The Czech language does not have a word that would semantically fit as well as the English word does.
- "*Mám Překlad I od 8:55 a pokud neseženu někoho na **swap** Moderky, budu potřebovat Překlad I od 7:15. Je tu někdo, kdo by si ho vyměnil?*" – This case is particularly interesting as the author uses the Czech translation for "swap" later in the utterance so it does not seem that the correct Czech equivalent did not occur to him/her. It rather seems like the author did not want to repeat the same word twice or possibly found the shorter English word "swap" better fitting into the sentence. Either way it shows that the author is not afraid to blur the lines between both languages.
- "*nemám absolutně **drive** se učit na kluzury*" – The English word "drive" encompasses the Czech words for strength, motivation and enthusiasm, for the combination of which the Czech language does not have a singular word.
- "*omlouvám se za **typos**, jsem znavena*" – This utterance shows that the author probably works on the computer mostly in English as he/she first comes up with the English word for making a mistake instead of the Czech alternative.

8.2.7 One-word utterances

There is a special category in the corpus, which comprises 21 one-word utterances. The word used most often in this category is "*same*" and its variations "*sammeeee*" and "*samesies*" used to express agreement and solidarity often in a problematic situation. This expression does not have a sufficient equivalent in the Czech language that would be shorter than a sentence without reducing the connotations the English word has in the way it is used nowadays. More examples of these short utterances are: "*mystery*.", "*Best*.", "*Masterpiece*.", "*Done*.", sharing the attribute of ending with a full stop for a dramatic effect, or "*Help*", "*agreed*" or "*error*?".

8.2.8 Phrases

A special category of phrases has been established for the short phrases, which do not sufficiently classify as longer parts of the utterances, but are longer than just a single word. Out of a total of 46 cases in the corpus, the most popular is the phrase "*Good luck*", which appears 8 times and is unrivalled by the Czech translation. Examples of its use in the context are "*Díky a* ***good luck****!*" or "***Good luck*** *se všema zkouškama!*".

Some set English expressions are used, which in some cases shows advanced knowledge of the foreign language – e.g. "prý to záleží hlavně na tom, kdy bude mít volnou aulu, takže *long story short* – nic neni jistý a napíše nám mail, kdy to teda bude.", "to bylo oproti těm otázkám *child's play*", "*Breaking news*, už to vidím v sisu", "je to *bare minimum*", "*Friendly reminder*: nezapomeňte se dojít zapsat do dalšího ročníku s vyplněným evidenčním listem" or "někomu se poslední test bude zdát jako *a piece of cake*".

Some expressions are used for the comedic effect: "je to *easy peasy*", "Mně teda ale ani neodpověděla na email, takže ty jsi ta *lucky one*", "*good vibes* and ať to máme brzo opravený", "tak *my bad*, má paměť není dokonalá a budu věřit tobě, protože máš zdroje" or "A já zas nechtěl znít nijak ofenzivně, vůči nikomu, *just sayin"*".

8.2.9 Longer part of the utterance expressed in English

As mentioned above, the corpus contains 141 cases of utterances the longer part of which is expressed in English. The largest part of these examples is used with the intention to sound funny. Some of the utterances are expressed solely in English for no apparent reason such as: "*you're a gentlewoman and a scholar*", "*we are Pride and Prejudice fans first and human beings second*" or "*Trying to pass the Lexicology exam is like trying to conquer Russia during winter.*". Other utterances taking advantage of English phrases for humorous effect are "*ask and ye shall receive*", "*Santa Claus' helpers are known as subordinate Clauses.*" or *"the Lord SIS giveth and the Lord SIS taketh away*", referencing to the often non-functional online Student Information System.

Other utterances employ references to popular culture – such as "*So like may the odds be ever in your favour but never tell me the odds.*", referring to the popular

book series Hunger Games, "*The one that shall not be named!*" from the Harry Potter franchise or "*Thank u, next*", which is a name of Ariana Grande's song released in 2019, when the corpus was being gathered.

Several cases appear of the author intentionally misspelling the English words he/she uses, e. g. "Já vůbec nestíhám dojet na veleslavín, tak kdybyste mě mohli zapsat na středu, byla bych *veri hepi end grejtfl*!" or "*dis boi 4 president*", simply for a comedic effect.

What appears frequently is also the use of code-switching within a single sentence. Young (2014) defines code-switching as "alternations between two language varieties in a single context, such as within a single conversation or in a single text". (30) The examples in the corpus involve code-switching within a single sentence – e. g. "*Můj páteční disgrace, fiasco, debackle*.", "*Existenční krize is a bitch*" or "*Come on. Don't be rozmazlené*".

The second biggest category is of utterances employing English phrases, but no so blatantly intended to be humorous. The reason behind their usage could be the convenience and shortness of an English phrase compared to the Czech equivalent, or the absence of a required phrase in the Czech language. Examples from this category include: "*my words exactly*", "*Happy to help!*", "*Long story short – I was right…*", "PS. dělala jsem to fakt ze všeho, takže ne všechno se asi objeví v testu, ale *better to be prepared than sorry*", "Na noticeboardu jsou výsledky návazmag literatury, *stay tuned*" or "Nuže, *without any further ado*, Poznatek č.1/Je moc milá a nechce lidi vyhazovat.". A popular phrase which is frequently used in the corpus is "*Same here*" to express that the author is in the same conditions as the person he/she is reacting to. The Czech language does not have a simple translation of this phrase and the English one is employed overall 7 times with only slight modifications.

The students seem to enjoy the twist of switching between languages possibly for emphasis or a humorous, less serious mood – such as the speaker in the utterance "Já to taky dala na první dobrou a na jedničku, *what's your point*", the author of "pokud se nepletu, sama říkala, že to blbě podtrhla, *but don't quote me on that*.", or the two speakers in "Posledních 6, *if I am not mistaken*" – "*you are indeed not mistaken*".

There are also cases found in the corpus where the entire utterance is expressed in English without the intention to make it sounds humorous, however, those cases are quite rare. Some of them introduce study materials attached, such as "*Maybe someone will find it useful*.", "*Improving my karma*" or "*More sources to practice picture description for ME IV*.". Others are used for seeking help with some unclear answers to questions from various subjects such as "*People, how many derivations are in this sentence*?", "*object complement obviously*!" or "*that actually makes sense*".

9 Possibilities of replacing the anglicisms found

The Faculty of Education, Charles University offers the English language programme only in combination with other subjects, which are mostly taught in Czech. As the students of English are inevitably exposed to English in their free time and at university, there might be a tendency to use anglicisms even in the second subject that they will teach. However, this kind of mixing of two languages is not desirable; therefore suitable Czech translations for the often used education-related words from the corpus will be provided. The following table contains the English word, its definition, a suitable Czech translation and the amount of times it occurred in the gathered corpus.

No.	Word	Definition	Czech translation	No. of uses
1	essay	a short piece of writing on a particular subject, especially one done by students as part of the work for a course (Cambridge Dictionary)	sloh	16
2	deadline	a time or day by which something must be done (Cambridge Dictionary)	(závěrečný/konečný) termín, uzávěrka	7
3	handout	a document given to students that contains information about a particular subject (Cambridge Dictionary)	podklady (pro přednášku), nakopírované materiály	8
4	feedback	reaction to a process or activity (Cambridge Dictionary)	hodnocení, zpětná vazba	6
5	retake	to take an exam again because you failed it the first time (Cambridge Dictionary)	opravný pokus	4

6	mock test	an examination where the marks do or do not count, which serves chiefly as practice for future exams or exists so that the teachers are able to set a grade before the end of term (Yourdictionary)	zkušební/cvičný test, zápočtový test	2
7	pass	to be successful in an exam, course, etc. (Cambridge Dictionary)	úspěch u zkoušky (n.), projít, udělat (v.)	3
8	fail	to be unsuccessful, or to judge that someone has been unsuccessful, in a test or exam (Cambridge Dictionary)	neúspěch u zkoušky (n.), neprojít, nedat, neudělat (v.)	6
9	worksheet	a piece of paper with questions and exercises for students (Cambridge Dictionary)	pracovní list	2
10	revision	study of work you have done, in order to prepare for an exam (Cambridge Dictionary)	opakování	2
11	conclusion	the opinion you have after considering all the information about something (Cambridge Dictionary)	shrnutí, závěr	2
12	warm up questions	questions asked in order to prepare for an activity	otázky na rozehřátí, rozehřívací otázky	2
13	course requirements	what is wanted or needed in order to pass a subject/course	požadavky k předmětu/kurzu	1
14	passing grade	the number of points that must be achieved in order to be successful in an exam (Cambridge Dictionary)	úspěšná známka, známka k projití, limit pro splnění	1
15	lecture notes	materials for/taken during a lecture	poznámky z přednášky/k přednášce	1

16	overview	a short description of something that provides general information about it (Cambridge Dictionary)	přehled, průřez	2
17	review	a critical evaluation (as of a book or play); study of work you have done, in order to prepare for an exam (Cambridge Dictionary)	recenze; shrnutí, opakování (učiva před zkouškou)	3
18	oral exam	a spoken test	ústní zkouška	1
19	pre-test	a test to evaluate the preparedness of students for further studies (Merriam-Webster)	zkušební/cvičný test	1
20	mind map	a type of diagram with lines and circles for organizing information so that it is easier to use or remember (Cambridge Dictionary)	myšlenková mapa	1

10 Reasons for using anglicisms – questionnaire results

This part of the thesis is based on a survey conducted online in February 2020 with the help of a questionnaire focusing on the education and usage of anglicisms by the students of English at the Faculty of Education, Charles University. There were not any age restrictions placed on the respondents, the only condition was that they had to be active students of the aforementioned faculty. The exclusive participation of such students was ensured by the first question in the questionnaire, *"Do you study at the Faculty of Education, Charles University?"*, on the basis of which 7 of the respondents were afterwards excluded from the results for their negative answer. In the end, there were 100 respondents, 89 of which were women and 11 were men.

The questionnaire itself was divided into two parts. The first part concerned the students' background, which could explain the use of anglicisms – their individual education and the particularities of the employment of anglicisms – whether they used them, in what circumstances and what reasons lied behind including them in the conversation. The definition of an anglicism used for the purposes of this questionnaire was Bozděchová's (2017) definition that anglicisms were all English elements of any language sphere with any degree of adaptation in the target language, in this case Czech.

After determining the studied faculty and the gender of the research participant, the third question of the questionnaire aimed to establish for how many years the individual respondents had been studying English. The results ranged from 2 to 23 years, but the lower numbers with the respondents answering 2 years (1 case) and 4 years (1 case) must have been a misunderstanding and the numbers possibly stood for the amount of years the students had spent studying English at the university. The majority of respondents (60 %) stated that they had between 13 and 16 years of English education. Detailed answers are provided in the table below.

Table 1 – For how many years have you been studying English?

years of English education	2	4	7	8	9	10	11	12	13	14	15	16	17	18	19	20	22	23
amount of respondents	1	1	2	1	1	8	1	3	16	17	14	13	5	7	2	6	1	1

The following question focused on what language the respondents thought in – whether in their mother tongue, or whether they had mastered English enough to think in it – or whether they thought in a combination of both. The results were as follows: majority of the students (77 %) answered that they thought in both languages, 19 people said they thought in Czech and 4 of the respondents answered that they thought in English.

The question number 5 asked whether the respondents used anglicisms and if so, whether they used them in a spoken discourse, written discourse or both. 84 of the students answered that they used them in both spoken and written discourse, equating to 84 %. 14 students chose the option of only the spoken discourse and 2 respondents claimed to use them only in written discourse. None of the respondents answered that they did not use anglicisms.

The following question addressed the audience the respondents use anglicisms with. It was a multiple-choice question with the following options: *with other students of English*, *with friends*, *with family* or *other*, an option with a blank space where the respondents could write an answer not included above. The answers were as follows:

Table 2 - In a conversation with who do you use anglicisms?

The audience	**Number of responses**
other students of English	80
friends	88
family	38
other	9

Four of the research participants added the answer "*with everybody*" and another one specified "*with anyone who I know will understand it*". There appeared individual cases of "*on the Internet*", "*at work*", "*with my students*" and "*with myself*".

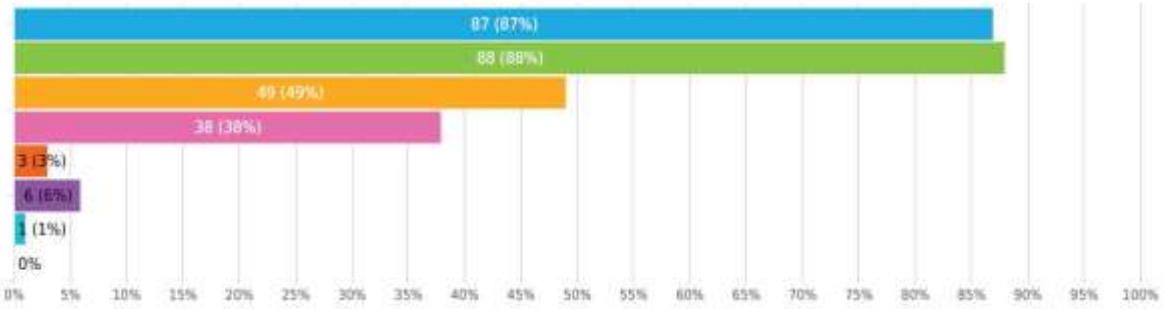
The seventh question asked after the respondents' opinion on whether studying English at university had led to an increase in their usage of anglicisms. 74 % of students considered it rather an important factor supporting the growth, 26 % did not regard it that substantial.

The core question for my qualitative hypothesis was the following, eighth question, which focused on the reasons behind the use of anglicisms. The respondents had multiple options to choose from and could select as many as they wanted or even add their own reason.

The most popular answer with 88 % was the option "*Anglicisms are easier/shorter/more fitting than the Czech equivalent*.". Students seem to use their English word-stock as a crutch in their Czech communication, to fill the gaps in the Czech language, which proves correct my second hypothesis that the students use anglicisms mainly when no short and suitable Czech equivalent can be found. It was closely followed by the reason: "*A Czech translation doesn't occur to me, I automatically think of the English equivalent*.", which was chosen by 87 respondents and could be a result of the respondents spending a lot of their time communicating in English – both at university and in their free time – and so the English seems to be becoming their second nature. Almost half of the respondents (49 %) stated that they would use anglicisms because they knew that the audience would understand them. 38 % of the respondents chose to answer that they employed anglicisms in their Czech discourse because it was funnier/more entertaining, which would correlate with the many humorous examples found in the corpus collected for the purposes of this thesis. 6 % of the students answered that they used anglicisms because it was modern to do so nowadays, and the option "*Anglicisms are more prestigious and using them makes one seem more educated.*" was chosen by 3 people. There was only one different reason added by a respondent and it was: "*Sometimes an English phrase is untranslatable*." A graph comparing the frequency of individual answers can be found below.

Figure 1 - Why do you use anglicisms?

Options	Responses
A Czech translation doesn't occur to me, I automatically think of the English equivalent.	87
Anglicisms are easier/shorter/more fitting than the Czech equivalent.	88
I know the audience will understand me.	49
It is funnier/more entertaining	38
Anglicisms are more prestigious and using them makes one seem more educated	3
It is modern to do so nowadays.	6
Other.	1
I don't use them.	0



The second part of the questionnaire focused on specific anglicisms often used in the school environment. There were 10 anglicisms for which the students should choose whether they: a) knew them and used them, b) knew them, but did not use them, c) knew them but used the Czech translation in which case they were supposed to provide it in the blank space, or d) did not know it at all. The English words listed were: *worksheet, handout, feedback, deadline, slide, checknout/čeknout, fail, ready, same* and *sorry*.

The most often used anglicism from the ten stated above was the word "*sorry*", which 95 % of the students admitted to using. The remaining 5 people knew the term, but did not employ it in their speech. The following two most used words were "*deadline*" and "*feedback*" with 93 % of the respondents using their English forms. Only two people preferred a Czech translation of the latter word and suggested the phrase "zpětná vazba". The words "*slide*" and "*handout*" had 88 % and 87 % students using them, respectively, without any Czech translations offered by the respondents. The remaining people knew them but said that they did not employ them in their expression. The words "*ready*" and "*fail*" were also used by the majority of students, but 2 cases occurred of a preferred Czech

counterpart of "*ready*" and that was "připravený", and for "*fail*" the provided translations included: "nedat" (twice), "selhat" and "neprojít". The respondents were more reluctant with the words "*čeknout*", "*same*" and "*worksheet*". Four of the students responded that they rather used "zkontrolovat" than "*čeknout*" and six preferred "pracovní list" to "*worksheet*". The word "*same*" offered broader variety in its Czech translations submitted by the respondents: "takytaky", "taky tak", "stejný" and twice submitted "taky".

Detailed results are provided in the table below.

Table 3 - Do you know and use these anglicisms?

	I know it and use it.	I know it but don't use it.	I prefer Czech translation:	I don't know it.
worksheet	31	60	6	3
handout	87	13	-	-
feedback	93	5	2	-
deadline	93	7	-	-
slide	88	10	-	2
čeknout/checknout	68	26	4	2
fail	81	17	2	-
ready	84	14	2	-
same	45	50	5	-
sorry	95	5	-	-

Subsequently, 5 of the abbreviations most used in general common Facebook conversations were provided and the respondents were supposed to choose whether they: a) knew them and used them, b) knew them, but did not use them, or c) did not know them. The abbreviations were: *omg* (oh my god), *lol* (laughing out loud), *idk* (I don't know), *btw* (by the way) and *wtf* (what the fuck).

The abbreviation used by most respondents was *btw*, for which 85 % of the students admitted that they would use it and the remaining 15 knew it but did not use it. Its top position is not surprising as the Czech language does not offer an

equivalent shorter or of at least same length. The second most popular was the abbreviation *wtf*, which people often use in shocking and vexatious situations. 72 % of the respondents claimed to use it, 28 % stated that they did not use it, but were aware of its meaning. Two thirds of the research participants admitted that they used the abbreviation *omg* expressing frustration and/or surprise, and although they knew its meaning, the remaining 34 % of students claimed not to actively use it. Just slightly over a half of the respondents (59 %) stated that they used the abbreviation *lol* in their conversation. There was more variety among the answers for the last abbreviation, *idk*. The majority (62 %) responded that they did not use it although they knew its meaning, 32 % of the students said that they actively used it and 6 % of the respondents claimed not to know the abbreviation at all. Detailed answers can be found in the table below.

Table 4 - Do you know and use these abbreviations?

abbreviation	I know it and use it.	I know it but don't use it.	I don't know it.
omg	66	34	-
lol	59	41	-
idk	32	62	6
btw	85	15	-
wtf	72	28	-

11 Conclusion

The global influence of the English language has been growing rapidly in the recent years and the affected fields range from the IT industry across music to the sphere of language. The word stocks of languages from all around the world are being enriched by English words in the form of anglicisms. This impact is more than palpable in the communication of younger generations, and especially so on the Internet, which allows for languages to be in contact with English in much greater amount than any "offline" environment does.

The aim of this thesis was to analyse the Internet conversations among the Czech students of English at the Faculty of Education, Charles University. The main focus was placed on anglicisms used in their discourse related to their studies. A corpus of 530 utterances was acquired and analysed to find out whether the students expressed a longer part of the utterance in English or whether they employed only single-word anglicisms in their Czech utterances. This hypothesis was disproved as the majority of statements, 322 statements out of 530 in total, included only singular English words, which amounted to 60.7 %. Longer parts of utterances written in English were employed in 141 cases, which equalled to 26.6 %.

The second hypothesis observed the reasons behind the usage of anglicisms. I supposed that the students would use anglicisms in their discourse mostly because anglicisms might seem more fitting, shorter and/or simply more efficient than their Czech counterpart. For the purpose of verifying this, an online questionnaire was conducted. 100 students of English at the Faculty of Education, Charles University participated in the research and the results were as follows: 88 % of the respondents claimed they used anglicisms in their discourse because these were easier/shorter/more fitting than the Czech equivalent. It was the most popular option chosen and therefore my secondary hypothesis was proven correct. This reason was rivalled by the explanation that the students used anglicisms because the Czech translation did not occur to them instantly, and that was chosen by 87 % of the respondents.

It was also discovered that the majority of the participating students used the English words related to the school environment in their Czech discourse:

feedback (93 %), deadline (93 %), slide (88 %), handout (87 %) or ready (84 %) even though all of them could be replaced with Czech equivalents. This can be seen in both Chapter 9, which offers possibilities for replacing the anglicisms found in the corpus, and in the translations submitted by some of the respondents in the questionnaire, as is explored in Chapter 10.

The majority of respondents (74 %) said that they considered studying English at university rather an important factor leading to an increase in their usage of anglicisms in common Czech discourse. The remaining students supposed that the amount of anglicisms used would be more or less the same even without studying English at university, because of the extensive English influence coming from the Internet, the media and the pop culture.

The research has only confirmed that anglicisms are as undeniably a popular feature of expression with students of English as could be expected, for they spend their school time and usually even their free time in predominantly English environments.

My final assumption is that as English has become the current lingua franca, the language of choice to learn in the Western world and the most popular tool for international communication nowadays, its pervasive influence can be only expected to grow in the future.

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13 Appendices

13.1 The Questionnaire

Pro účely tohoto dotazníku prosím chápejte anglicismus jako slovo anglického původu používané v češtině na jakémkoli stupni adaptace.

1. Studujete anglický jazyk na PedF UK?
    - ano
    - ne
2. Jste:
    - žena
    - muž
3. Kolikátým rokem už se učíte anglicky? Prosím napište číslicí.

    _____
4. V jakém jazyce přemýšlíte?
    - V češtině.
    - V angličtině.
    - V češtině i v angličtině.
5. Používáte anglicismy?
    - Ano, v psaném projevu.
    - Ano, v mluveném projevu.
    - Ano, v psaném i mluveném projevu.
    - Ne, nepoužívám.
6. V konverzaci s kým anglicismy používáte? Můžete zvolit i více možností.
    - S ostatními studenty AJ.
    - S přáteli.
    - S rodinou.
    - Jiné: _____
    - Nepoužívám.

7. Myslíte si, že studium angličtiny navýšilo četnost Vašeho používání anglicismů?
    - Spíše ano.
    - Spíše ne.
    - Anglicismy nepoužívám.
8. Proč anglicismy používáte? Můžete zvolit i více možností.
    - Nenapadne mě český překlad, automaticky mě napadne anglicky.
    - Je to jednodušší/kratší/výstižnější než český ekvivalent.
    - Vím, že mi adresáti porozumějí.
    - Je to zábavnější/vtipnější.
    - Anglicismy mají větší prestiž, zní vzdělaněji.
    - Dnes je to moderní.
    - Jiný důvod: _____
    - Nepoužívám.

V následujících otázkách prosím zvolte, zda dané anglicismy znáte a zda je používáte. V případě, že používáte spíš českou variantu, prosím napište ji na volné místo v odpovědi.

9. worksheet
    - Znám a používám.
    - Znám, ale nepoužívám.
    - Znám, ale používám spíše českou variantu: _____
    - Neznám.
10. handout
    - Znám a používám.
    - Znám, ale nepoužívám.
    - Znám, ale používám spíše českou variantu: _____
    - Neznám.
11. feedback
    - Znám a používám.
    - Znám, ale nepoužívám.
    - Znám, ale používám spíše českou variantu: _____

- Neznám.

12. deadline
    - Znám a používám.
    - Znám, ale nepoužívám.
    - Znám, ale používám spíše českou variantu: _____
    - Neznám.

13. slide
    - Znám a používám.
    - Znám, ale nepoužívám.
    - Znám, ale používám spíše českou variantu: _____
    - Neznám.

14. checknout/čeknout
    - Znám a používám.
    - Znám, ale nepoužívám.
    - Znám, ale používám spíše českou variantu: _____
    - Neznám.

15. fail
    - Znám a používám.
    - Znám, ale nepoužívám.
    - Znám, ale používám spíše českou variantu: _____
    - Neznám.

16. ready
    - Znám a používám.
    - Znám, ale nepoužívám.
    - Znám, ale používám spíše českou variantu: _____
    - Neznám.

17. same
    - Znám a používám.
    - Znám, ale nepoužívám.
    - Znám, ale používám spíše českou variantu: _____
    - Neznám.

18. sorry

- Znám a používám.
- Znám, ale nepoužívám.
- Znám, ale používám spíše českou variantu: _____
- Neznám.

A ještě pět univerzálních zkratek pro internetovou komunikaci. Opět prosím vyberte, zda je znáte a používáte.

19. omg

- Znám a používám.
- Znám, ale nepoužívám.
- Neznám.

20. lol

- Znám a používám.
- Znám, ale nepoužívám.
- Neznám.

21. idk

- Znám a používám.
- Znám, ale nepoužívám.
- Neznám.

22. btw

- Znám a používám.
- Znám, ale nepoužívám.
- Neznám.

23. wtf

- Znám a používám.
- Znám, ale nepoužívám.
- Neznám.