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Anglicisms in the speech of Czech Teenagers

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Prohášení

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V Praze dne 1.4. 2010

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ABSTRACT

This bachelor thesis studies the occurrence of anglicisms in the speech of Czech teenagers. The theoretical part explains and describes the term **anglicism** in the context of the Czech language, its history and use as well as a general description of the social group of teenagers.

The practical part focuses on my research based on primary hypothesis that more than 50% of my respondents will claim they use anglicisms in their speech. The survey was conducted by means of a questionnaire filled in by students of primary and secondary schools in Pelhřimov in the Czech Republic in January 2010. The students were supposed to answer questions concerning the occurrence of anglicisms in general and find some of the Czech equivalents for particular anglicisms. The results of the research confirm all hypotheses based on preliminary observation of individual issues mentioned in the text.

Key words: anglicism, teenager, speech, language, communication

ANOTACE

Bakalářská práce se zabývá výskytem anglicismů v mluvě české mládeže. Teoretická část práce vysvětluje pojem **anglicismus** v českém jazyce, historii výskytu anglicismů a také obecnou charakteristiku mládeže.

Praktická část práce vychází z výsledků dotazníkového výzkumu založeného na základní hypotéze že více než 50% dotazovaných odpoví, že používají anglicismy ve své mluvě. na základních a středních školách v Pelhřimově v České republice provedeného autorkou práce v lednu 2010. Respondenti měli za úkol odpovědět na otázky týkající se obecně výskytu anglicismů a najít vhodné české ekvivalenty jednotlivých anglicismů. Výsledky výzkumu potvrzují veškeré hypotézy založené na předběžném pozorování jednotlivých témat zmíněných v práci.

Key words: anglicismus, náctiletý, řeč, jazyk, komunikace

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INTRODUCTION

The size of the vocabulary of particular languages differs. It depends on many factors ranging from the history of the language to the number of people speaking it. An important factor is also the geography of the country where the language is spoken. It is probable that, for example, the language of countries situated by the sea will be richer in expressions concerning the names of fish. On the other hand, the language of countries situated in the centre of a continent will probably be endowed with more expressions concerning, for example, forests, e.g. mushrooms (Swinkels-Nováková 2005).

According to the Dictionary of the Czech literary language (1989), the Czech language is endowed with a range of vocabulary incorporating approximately 192 000 dictionary entries of the standard language (Uhlířová 2010). However, comparing it to the English language might be very difficult. *“To take a famous case, the entry for **set** in the Oxford English Dictionary runs to 60,000 words. The noun alone has 47 separate senses listed. Are all these distinct words?”* (Quinion 2006-2010). Here we can see that it is almost impossible to answer the question *“How many words are there in English?”* *“because it all depends what we mean by word and by vocabulary (or even English)”* (Quinion 2006-2010).

As Czech is a Slavonic language, the biggest part of the Czech vocabulary is of Slavonic origin. However, as the lexicon is the least stable part of the language, the vocabulary has changed noticeably especially after the **Velvet revolution** in 1989, when democracy was established in the country. The lexicon has changed particularly in political and economic phraseology but also in the ecological, cultural, social and scholastic fields (Holub 2000-2010).

There are a few processes ensuring the continuity of a language, which depends on the actual needs of the speakers of a particular language. Of those processes I can mention **word formation** (creation of new words), **univerbization** (Kolářová 2008) and **multiverbization** (Handová Navrátilová 2009), **loan translation** and **borrowing**.

Borrowing is a *word formation process during which a word, a phrase or an idea that somebody has taken from another person’s work or from another language and used in their own*. Some words from the Czech lexicon are taken from different foreign languages such as French (vocabulary concerning fashion e.g. **Móda**), Italian

(vocabulary concerning music terminology e.g. **Andante**, **Moderato**), and Latin and Greek (vocabulary concerning terminology in the cultural and scientific area e.g. **Tělo** – Latin, **Anestezie**, **Psychologie** – Greek). Words taken from English are mostly from the area of sport terminology (e.g. **Tenis** from the English word **Tennis**, **Volejbal** from the English word **Volleyball** etc.) and information technology (e.g. **Bluetooth**, **Hard disk**, or **Internet**).

The first chapter of the thesis concerns anglicisms in general; it is divided into three sections including the characteristics of the expression **anglicism** (1.1), the linguistic disciplines concerning the appearance of anglicisms in the Czech language (1.2) and the history of the occurrence of anglicisms in the Czech language and lexicon (1.3).

The second chapter refers to the target group of my linguistic survey. It contains the general characteristics of teenagers referring to the period of life which is affected by being a teenager (2.1) and also a comparison of Czech teenagers with French ones (especially in term of using anglicisms) (2.2, 2.3).

Chapter three concerns the practical part of my thesis. It is a description of the linguistic survey I conducted with pupils and students at both primary and secondary schools by means of a questionnaire containing different kinds of tasks which the respondents were supposed to answer.

In the conclusion, I compare the results of the questionnaire with my hypotheses and describe the general situation of the usage of anglicisms amongst Czech teenagers.

For the translation of particular words from English to Czech and vice versa I used the *Česko-Anglický Anglicko-Český velký slovník* (2006) and for the explanation of some fixed expressions I used the *Advanced Learner's Dictionary* (2005); the dictionary definitions are marked in italics in the thesis. For the expressions of particular anglicisms in Czech and vice versa I used *Slovník cizích slov* (2006). For transcriptions of particular English and Czech expressions I used the International Phonetic Alphabet.

1. ANGLICISMS

1.1 Definition of the term ‘anglicism’

Anglicism is a *language element adopted from English by another language or constructed in compliance with the English language* (Akademický slovník cizích slov 1997, author’s translation). In other words, anglicisms are words of English origin occurring in a language other than English itself. In the Czech language, anglicisms are to be found in many fields. The most important are, as I have already mentioned in the Introduction (8), sport, modern technology and information technology.

1.2 Czech Linguistic disciplines influenced by English

Karel Kučera, professor of the Philosophical Faculty, Charles University in Prague, mentions in his publication *The Czech Language in the U.S.A* the influence of American English on Czech phonetics, morphology, syntax, but mostly vocabulary and phraseology (Kučera 1990, 106-143).

The influence of **phonetics** is not very strong; however, both from the phonetic and from the morphological point of view, we can divide anglicisms into a few groups.

One ‘group’ consists of anglicisms that do not change either their pronunciation or their orthography. A typical example of this group is the word **Bluetooth**. When we say the same word in Czech without any change of spelling or pronunciation, a large part of the Czech speaking population understands its meaning. Obviously there would be a slight change in the pronunciation between native and non-native speakers, but not so accentuated. For example, if I should analyze the word **Bluetooth**, the native speaker will probably pronounce it [blu:tu: θ] whereas the phonetic transcription of the Czech pronunciation would look like [blu:tu:t] because the Czech alphabet does not incorporate the phoneme [θ].

The second ‘group’ deals with words which have the English **root** (Advanced Learner’s Dictionary) but which are **Czechified** (Encyclo: Online Encyclopedia), which means that they deal either with the Czech pronunciation (for example, the word **software**) or with one or more **morphemes** (Advanced Learner’s Dictionary) changing

the orthography of the word (e.g. the Czech word **surfovat** meaning to **surf on** the internet, seek some information on the internet, but in this case we can notice, that this word is composed of the root **surf**, coming from English, and the Czech suffix **-ovat**, indicating an infinitive form of a verb).

The other type of anglicism both from the phonetic and morphological point of view does not retain either the original orthography (not even the root of the original word) or pronunciation. Typical examples are words from the area of sport (e.g. the English word **volleyball** is transformed into Czech as **volejbal** and the pronunciation is [volejbal]).

From the syntactic point of view, the influence of English on the Czech language can be noticed in the position of the attribute in a sentence. In Czech grammar the attribute usually occurs in the **ante position**, which means that it is placed before the modified word. However, in some phrases (mostly in the names of Czech firms or shopping and sports centres) the attribute adopts the position according to the English syntax, where the attribute usually occurs in the **postposition** (e.g. **Sazka Arena**, **Novodvorská Plaza**, etc.) (Fidelius 2008).

1.2 The history of anglicisms in the Czech language

The arrival of anglicisms was not apparent till the 20th century, although many English definitions had appeared in the Czech lexicon already after the **Industrial Revolution** (Giddens 2010) in the 19th century. Obviously, as the first country where the revolution occurred was England, terms concerning industry such as **tramway** or **metro** are adopted from English.

The first wave of anglicisms in the 20th century came after the First World War, where English was the language of communication between the countries participating in the war.

In the second half of the 20th century the communist party having dominance over the Czech country for over 40 years strictly prohibited the use of anglicisms. Those anglicisms which were already in use in the Czech lexicon had to be replaced by Czech expressions (e.g. **hotdog** had to be replaced by the Czech expression **párek v rohlíku**

(Nekula 264, 2004) and back then popular music group **The Rangers** had to be renamed as well; they became **Plavci** (Vančura 2010)).

The second and most noticeable wave of anglicisms so far came after the **Velvet revolution** in 1989. After the fall of the communist regime the charged atmosphere of almost fifty years ended and the language opened up to the new expressions (Bozděchová 273, 1997).

The English language has the strongest influence on the Czech lexicon. Even the Russian language, which all students were forced to learn during the communist regime, has not had such a significant influence on the Czech language (Daneš et al 19-20, 1997).

One of the causes behind the usage of anglicisms is the result of **globalization**. Speculations about whether the Czech language is endangered by English have arisen recently. It is true that in some fields anglicisms need to be used to maintain the correct and unique meaning of an expression (e.g. in sport or industry). On the other hand, some of them are rather redundant and can even shade the essential meaning. This happens mostly in publicity, commercial and in the speech of particular groups of speakers who do not consider the usage of anglicisms thoroughly (Daneš et al. 6, 1994).

2. TEENAGERS

2.1 General characteristic of teenagers

The word **teenager** originates from the ending ‘- teen’ of the numerals from 13 to 19. When we hear the expression ‘**teenager**’, we should thus imagine a person who is between 13 and 19 years of age. The period of life typical for teenagers can be defined as a passing period of life connecting childhood and adulthood called **adolescence**.

This period, lasting seven years, is obviously long and it is apparent that the ‘children’ at the beginning of this period differ significantly from the ‘adults’ at the end of adolescence; it is a time of some very noticeable changes which are most apparent in four areas: physical, mental, personal and social (Townsend 67, 2009). Coming from those facts, we can suppose that the individual lexicon of an individual person also changes during this time.

2.2 Czech teenagers

In my opinion, teenagers in the Czech Republic do not particularly differ from teenagers in other countries. Their behaviour remains more or less the same; however, one of the things in which they do differ is the usage of a particular language. Obviously, the biggest part of the lexicon of Czech teenagers is made up by the Czech language. However, anglicisms form a big part of it as well (Jechová 2009).

2.3 The European context and French anglicisms

In the context of other European countries, Czech teenagers are definitely not the only ones using anglicisms. As my second specialization is the French language, I have chosen to comment on the occurrence of anglicisms in French.

French anglicisms are very similar to Czech anglicisms. From the expressions they use I can mention the adjective **cool**, used also by Czech youngsters (I will explain the meaning of this expression as an anglicism in 3.3.2.1). Another French anglicism

worth mentioning is the connection of three letters forming an **acronym**, **LOL**, meaning **laughing out loudly**. French teenagers use this expression as do Czech ones, perhaps even more so; it is used to describe something extremely funny. The French were actually inspired by English when they started using another acronym, **MDR** (Mort de rire, meaning dying of laughing) (urbandictionary.com). Although it is not an anglicism anymore, there is the influence of English in the form of the expression at least.

What can be difficult for French-speaking people as regards pronunciation are English expressions like **hotdog** or **hamburger**; the problem is caused by the fact that although French phonetics operate with the phoneme **h**, French-speaking people are often not able to pronounce it. The transcription of the French pronunciation of the expression **hotdog** would thus look like [odog]; obviously, it may sound funny for those who can pronounce **h** without problem.

THE PRACTICAL PART

Hypotheses based on my preliminary observation of individual issues mentioned in the thesis

According to what I have experienced with Czech teenagers, I have learnt that anglicisms are a popular phenomenon in their speech. Thus I suppose that more than 50% of the respondents to the questionnaire will claim they use anglicisms in their speech.

In my opinion, modern technology (including the internet) is widely used by today's teenagers. Therefore I think that the most common source of anglicisms amongst teenagers will be the internet.

Generally speaking, media are not an insignificant source of anglicisms; my third hypothesis concerns magazines and claims that they are read by teenage girls more than by teenage boys.

As the survey was conducted at four different types of school I think that there will be a difference in the answers of the respondents from different types of school concerning the suitability and exactness of the translations of particular expressions.

3. THE QUESTIONNAIRE

The practical part of the thesis is based on a linguistic survey done with the help of a questionnaire focusing on the usage of anglicisms by students from different age groups attending different years of school, both primary and secondary. The survey took place in Pelhřimov, the town where I attended both primary and secondary school.

From the primary school I chose students from the 7th and 9th years of ZŠ Komenského and also from suitable classes of the 8-year study program at the Grammar school (Sekunda and Kvarta); the average age of those students should be 13 and 15 years. From the secondary school I chose students from the second and the fourth years both from the Grammar school and the Business College (17 and 19 year old students). Thus I had 8 groups of respondents to cover all the age groups of teenagers. Altogether there were **110 respondents, 74 girls and 36 boys**.

What plays the biggest role concerning the answers of the respondents is probably the school where they study. Having compared the answers of the 7th year students from the primary school with the answers of the students from Sekunda of the Grammar school (children of the same age), I must admit that the grammar school students are more perceptive and think more analytically than the students from the primary school. The difference is apparent not only in the translation of particular expressions but also in the number of grammatical mistakes. To illustrate my judgement, I have chosen to comment on the translation of the sentence **I had a sandwich for lunch** into Czech. From the grammatical point of view I noticed mistakes concerning usage of the tense as well as incorrect word order.

As regards usage of the tense, 14% of the respondents used the present instead of the past. In my opinion this is caused by the fact that it is not so obvious there is a past tense in the sentence; inattentive readers might not notice that **had** occurs instead of **have**.

73% of the respondents translated the rest of the sentence (**I had.....for lunch**) as **K obědu jsem měl**, which is the correct translation. However, 20% of the total number of respondents, 80% of which were students from the 7th year of the primary school, translated it as **Já jsem měl.../Já mám**. On the other hand, none of the respondents from Sekunda translated it incorrectly.

As for the syntax, it is probable that the respondents were influenced by the exact translation of the sentence (**I=Já, had=jsem měl/a** etc.) and they might not be aware of the fact that in the Czech sentence (as opposed to the English one) the subject does not have to be realized.

The questionnaire itself is divided into two parts.

The first part concerns the individual usage of anglicisms: whether the students use anglicisms in their speech, if they use them consciously, why they use anglicisms and where they usually encounter them.

3.1 The occurrence of anglicisms

The first task of the theoretical part of the questionnaire was to answer the question: **Where do you think people of your age come across anglicisms most often?** There were eight possibilities which the respondents were to enumerate from 1 (the least) to 8 (the most). The options were:

- Internet
- Television
- Magazines
- Radio
- Friends
- Newspaper
- SMS
- Others

The results are as follows:

*The number indicates the grand total of the ranking of the options in the individual groups of respondents; the smaller the number is, the more popular the option was among the respondents.

1. INTERNET: 11*
2. FRIENDS: 26 + TELEVISION: 26
3. MAGAZINES: 33 + SMS: 33
4. NEWSPAPERS: 41
5. RADIO: 42

3.1.1 Internet

Of the total number of respondents, 73% gave the internet a score of 7, which means that according to them, the internet is the most common source of anglicisms. However, there were two groups of respondents which did not put the internet in first place; the students from the 9th year of the primary school assessed the position of the internet as second and 2nd year students of the grammar school even as third. This might be due to the fact that these students have more free time activities than the rest of their co-respondents; as they attend the Grammar school, they might also have more homework and preparation for school.

3.1.2 Friends

Being a member of a particular ‘group’ is very important for young people, especially for those at secondary school. In some cases, not everybody can be accepted as part of a group; the ‘applicant’ must fulfil the demands required by the ‘leader’. Those demands can differ in a lot of ways, but the determining factors are usually the style of clothing, behaviour and, naturally, the style of speech. Therefore, the term **friends** appeared in the rank of usage of anglicisms in second place.

3.1.3 Magazines

None of the male respondents gave this option number higher than 5. On the other hand, 17 female respondents gave it the highest; most of them were from the 7th year (13 years old on average).

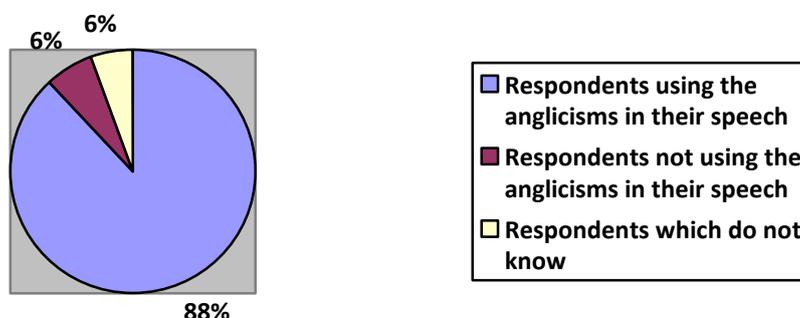
Girls’ magazines are full of anglicisms; the editors (usually women) use language similar to the language spoken by the readers. In fact, they want to appear as friendly and to sympathize with the girls through such language. That is the reason why it is better to use **sexy**, **super** and **trendy** instead of **svůdný**, **prima**, and **módní** (which would be the Czech translation of those words) (Kadlecová 58-63, 2007).

3.1.4 SMS

SMS is an acronym meaning **short message service**, used by means of mobile phones. The expression itself (SMS) is an anglicism. It could be translated into Czech as **textová zpráva** or in short **textovka**. There is one acronym which I learned from children using mobile phones; they use the acronym **ILY** meaning **I Love You** when they want to be tough on the one hand, but want to express their feelings on the other. It sounds better for them than the Czech equivalent **MTR** meaning **Mám Tě Rád/a**.

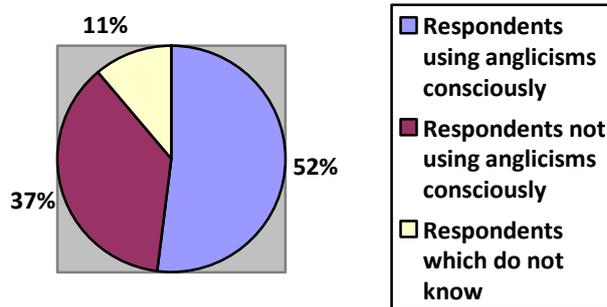
3.2 The usage of anglicisms

The second question from the theoretical part of the questionnaire focused on the individual usage of anglicisms. I asked the respondents to answer the question whether they use anglicisms in their speech. The results are as follows:



3.2.1 Awareness of the usage of anglicisms

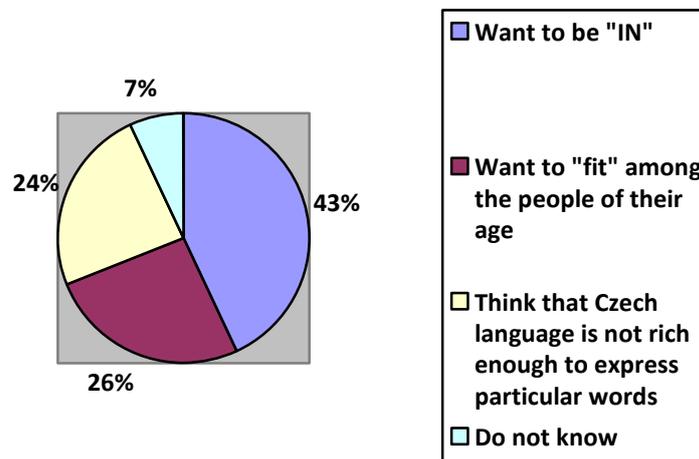
The sub-question of this task was only for those respondents answering that they do use anglicisms. I asked them if they use anglicisms consciously, meaning if they actually realize they are using anglicisms while speaking.



The question which comes to my mind is whether the respondents know what conscious use is; I suppose that the results might not be so reliable as regards the lower age groups of the respondents.

3.2.2 Arguments justifying the usage of anglicisms

In this part, the respondents were to answer the question ‘Why do you think people of your age use anglicisms in their speech?’ The task was to choose one of the following possibilities:



The reason they want to be “IN” appeared as the most frequent. As I supposed, this possibility was the most popular among the younger respondents, that is to say the classes of 13 and 15-year-old students.

‘Being “IN”’ is a very important thing for today’s youth; what this expression amounts to will be explained in 3.3.3.1.

3.3 The second part of the questionnaire concerning the translation

The second part of the questionnaire focuses on anglicisms themselves; it consists of five exercises; in four of them I asked the students to “translate” some of the most common anglicisms used by youngsters into the Czech language. In the fifth exercise I used some Czech definitions of anglicisms taken from the Dictionary of words of foreign origin (Slovník cizích slov) and the respondents were to find the anglicism according to the definition.

3.3.1 Nouns and verbs

In the first exercise, six nouns and two verbs of English origin appear. Some of them are in their original form; some of them are adapted into the Czech language through **Czechification** (*Encyclo: Online Encyclopedia*). The task was to translate them or explain them in Czech.

3.3.1.1 SMAJLÍK

Smajlík is a word coming from the English language. The English expression **emoticon** (a blend formed from **emotion** and **icon**; *a short set of keyboard symbols that represents the expression on sb’s face, used in email, etc. to show the feelings of the person sending the message. For example:-) represents a smiling face (when you look at it sideways)*) stands for this anglicism. The origin of this expression is the word **smile**, being both a noun and a verb. The essential meaning is the same for both; to smile would be translated into the Czech language as **usmívat se** or **smát se**; as a noun it would mean **úsměv**.

According to the results of the survey, most of the respondents imagine a face with **eyes**, **a nose** and **a mouth** (either smiling or scowling). The most common Czech equivalents of this word are: **šklebík**, **úsměv**, **usměváček**, and **kreslený obličej**. Those expressions could be translated into English as **grimacer**, **giggler** and **animated face**. 8 of the respondents explained the expression by drawing ☺ (which is in fact the essence of this word).

Some of them added that it can also express one's **mood** (22% of the respondents) or **feelings** (7% of the respondents). However, only 4 of the respondents stated that it is constructed from **punctuation marks**, which I suppose is a very important fact.

There was also one rather sophisticated definition from one student from the fourth year of the Grammar school which I suppose is worth mentioning. It could possibly be translated like this: **Smajlík** is an **established symbol of a smiling face in the schematic form**.

3.3.1.2 LŮZR

Lůzr is an anglicism coming from the English noun **loser**, *a person who is regularly unsuccessful, especially when you have a low opinion of them*. In the Czech language it has retained the basic meaning; even the pronunciation is the same. The only thing which was czechified about this word is the orthography.

Lůzr could therefore in other words be described as somebody who is not very popular amongst his classmates; he is not skilful, does not wear the right clothes in order to be accepted by society, and does not behave in a **cool** way (3.3.2.1).

However, the most frequent Czech equivalent, stated by 18% of the respondents, was that **lůzr** is somebody who **is losing** or **has lost**, for example, in a game or some kind of a battle. This idea might be evoked by the other meaning of the noun **loser**, meaning *a person who is defeated in a competition*. The second most frequent answer was, surprisingly enough, **I do not know**. Most of the respondents (9 out of 11) answering they do not know were from the 7th year of the primary school. However, the second most frequent answer in this group were various types of expressions such as **blbec**, **debil**, **krypl**, **zvláštník** etc., meaning somebody like a **dummy**, **flathead**, **moron**, **fool**, or **weirdo**. I think that the last stated Czech expression (**zvláštník**) stands for somebody from a **special school**, called **zvláštní škola** in Czech; students from regular primary schools very much despise children attending special school. This certifies the fact that primary school students, especially those aged around 13, are often not very nice to others and sometimes even vulgar.

From the other definitions worth mentioning I can mention for example that **lůzr** is somebody who **does not fit into society**, somebody who **has not managed to do something** (4%) or **who is not generally accepted** (4%).

3.3.1.3 TÝPEK

The anglicism **týpek** comes from the English **type**. The female respondents see **týpek** as somebody really great, cool, with a positive character; somebody who should be looked up to. 10 girls from the lower age group also added that **týpek** is **handsome**.

The other respondents think the total opposite; 29% of the total number of respondents, of which 70% were male, defined **týpek** as **frajer** or **machr**, meaning somebody like a **dab**, **dandy** or **fop**. However, the second most frequent answer was that **týpek** is **borec** (16% of the respondents), meaning a **great guy** or a **brick**. The other quite frequent answer was **kluk**, meaning just a **boy**. 7 of the respondents did not know what it means. There was also one unique definition I must mention: **In fact, týpek can be anybody, even a president or a homeless person** (quoted by one boy from the fourth year of the Grammar school).

3.3.1.4 SEX APPEAL

Sex appeal is an expression retaining the same orthography and pronunciation as it has in the original form. In general it means *the quality of being attractive in a sexual way*. The most common expression was **přitažlivost**, meaning **attraction (sexual or natural)**. This answer was given 64% of the respondents. From one group, even 100% of the respondents stated this answer (fourth year of the Business College, all girls). From the lower age students many of the respondents stated **I do not know** (altogether 24%, 15% of whom were from the age group of around 13 years). 7% of the respondents stated that sex appeal stands for **charisma**. Other expressions which also appeared are, for example, **atraktivita (attractiveness)**, **krása (beauty)**, **touha (desire)** or **šarm (charm)**, being a little paradoxical as it comes from French). Also, one very peculiar answer appeared, saying that **sex appeal** is **budova**, which means **building** in

English. The respondent is a boy from the lower age group who probably does not know at all what the expression stands for.

3.3.1.5 KILLER

Originally, **killer** *is a person, an animal or a thing that kills*. However, it can also signify *a person that is very good at something or something that is very difficult, very exciting or very skilful*. The first definition seemed the most suitable for 90% of the respondents, which is over all the biggest dominance of all the definitions from the survey. They used the word **vrah** or **zabiják**; these are the Czech equivalents to the English expressions **killer**. However, there were a few respondents who described killer as a **brick** or a **great guy**. One respondent defined **killer** as **a person who plays shooting games on the computer** (second year of the Business College), another interesting definition comes from a boy from the fourth grade of the Grammar school, saying that **killer is the winner of a ‘rap battle’ in the USA**.

3.3.1.6 FRIKULÍN

The Czech expression **frikulín** consists of three English adjectives (**free**, **cool**, and **in**). **Frikulín** is a fashionably dressed, swaggering and arrogant looking boy; details are not important, except one thing: Frikulín usually has a neck cord with some object hanging from it, for example, old-car keys or an Alcatel One Touch mobile phone (Schmiedtová, author’s translation).

Including this word in the questionnaire I wanted to find out whether the respondents knew what it consists of or if they could classify it into some group at least. The results are as follows:

- 58% of the respondents do not know what this expression stands for
- 18% of the respondents stated that it consists of the adjectives **free**, **cool** and **in**

The rest of the respondents used expressions such as **borec** (**great guy**), **frajer** (**dandy**) or **blbec** (**dunce**). However, with every other expression, some peculiarities appeared.

These were, for example, **somebody blowing out his nose very often** or **a teacher of the Czech language**.

3.3.1.7 CHATOVAT

The verb **chatovat** comes from the English verb **to chat**. As I supposed, almost all the respondents know that I meant communication via the internet. The respondents used various types of verbs such as **psát si s někým po internetu** (40% of the respondents), **dopisovat si**, **komunikovat přes internet**, **konverzovat**, **povídat si**, **e-mailovat**. The English equivalents are: **write to somebody via the internet**, **correspond with somebody**, **communicate via the internet**, **have a conversation**, **talk**, **e-mail**, **etc.** Peculiar definitions were quoted by the students of the 7th year of the primary school. As some of them might not have a computer at home, they have the expression **chatovat** connected with the Czech word **chata**, meaning a **cottage** in English (the beginning of the word looks the same). Therefore, their responses were **stanovat (to camp)** and **být na chatě (to be at a cottage)**.

3.3.1.8 SURFOVAT

Another verb concerning the internet has come to the Czech language from English. The essential meaning is *to take part in the sport of riding on waves on a surfboard*. However, the dictionary definition *surf the Net / Internet, to use the Internet* is getting more popular not only amongst teenagers. As with the preceding expression, the majority of respondents connect this expression with usage of the internet.

According to the survey, the most common Czech equivalent for this verb is **brouzdat**, meaning to **paddle** or **wade** through the internet (without an obvious reason). This expression was stated by 57% of the total number of respondents. Another big part of the overall results of this verb was made up of the Czech equivalent **vyhledávat** or **hledat**, meaning **to seek** or **look for** some information.

10% of the respondents, of which 80% were from the lower years (7th year of the Primary school, Sekunda of the Grammar school) were actually more familiar with the first definition associated with the sea and waves; therefore, their answers were **jezdit**

na vodním prkně (meaning **to surf on the sea**) or **sjíždět vlny** (meaning **to surf the waves**). These answers might have arisen, as I have already mentioned, by the fact, that children at this age probably do not have their own computer or they do not have everyday access to one. Only 2 of the respondents stated the answer **I do not know**.

3.3.2 Adjectives

To create a more precise image of teenagers' perception and usage of adjectives coming from English (and possibly their Czech equivalents) I put four adjectives in the questionnaire and asked the respondents to write as many Czech equivalents as they could.

3.3.2.1 COOL

In English the adjective **COOL** has a lot of meanings. However, according to the results of the survey, Czech teenagers associate this adjective more or less just with one meaning corresponding to the definition that *cool is used to show that you admire or approve of something because it is fashionable, attractive and often different*. The most frequent Czech equivalent stated by 23% of the respondents was **skvělý**, meaning **magnificent, superb, great, gorgeous, brilliant, first-class**, etc. Another very frequent answer, stated by 17% of respondents, was **dobrý**, meaning just **good**, and **v pohodě**, meaning something like **o.k.** in Czech slang. The third position in the imaginary scale would be occupied by the Czech adjective **hustý**, which has rather a particular meaning in Czech slang. The essence of this expression could be translated as **heavy** or **thick**; however, the figurative meaning could in fact be expressed by the adjective **cool** in English.

As the task of the respondents was to think of as many equivalents as possible, many Czech adjectives appeared. Some of them are worth mentioning; these are expressions like **super/suprový** [word formed by adding the morpheme **-ový** (which actually creates the adjective) to the **root**], **bezvadný** (meaning **perfect** or **great**), **moderní** (**modern**), **módní** (**fashionable**), **úžasný** (**marvellous, fantastic**), **in** (**popular and fashionable**), **fajn** (**nice, lovely**) or **pěkný** (**pretty, good-looking**). There

was also a small number (5%) of those whose response was **chladný** meaning **cold** or **icy**; this is actually another meaning this adjective can have. 7% stated **I do not know**.

3.3.2.2 TRENDY

The adjective **trendy** in English means something *very fashionable*. Most of the respondents stated this or a very similar Czech equivalent. Nevertheless, there was quite noticeable confusion among the expressions **módní** (**fashionable**) and **moderní** (**modern**); the meaning of these adjectives is not always the same. 49% stated **módní** and 33% **moderní**. It seems to me that children do not see the difference between those two adjectives and perceive them as synonyms. Of the other expressions mentioned I can cite **s dobou/v kurzu** (**on course**), **nový** (**new**), **stylový** (**stylish**), **hezký** (**nice**), **skvělá vyzáň** (**nice visage**, written with an orthographic mistake) or **šmrncovní** (**having edge** or **pizzazz**). 10% stated **I do not know**.

3.3.2.3 SEXY

When somebody is **sexy**, we can say that he/she is *sexually attractive*. This expression seems to be very familiar to the majority of respondents; 56% stated the adjective **přitažlivý**, meaning **appealing** or **attractive**. 3% mentioned **atraktivní**, meaning in fact the same. 26% of the respondents further cited **hezký/á** or **pěkný/á**, meaning **nice** or **pretty**; 12% cited **krásný/á**, meaning **beautiful**, or **gorgeous**. Then there were some peculiarities in the form of nouns such as **kočka/kocour**, meaning in fact **cat**, but in this context it meaning a **beauty** or **stunner**, or **kus**, meaning in fact a **piece**, but again, which this context can be defined in the same way as **kočka**. Some of the respondents from the lower years also mentioned adjectives such as **erotický** or **eroticky žádaný** (meaning **erotic** or **erotically wanted**), **rajcovní** (a slightly vulgar expression meaning **hot**, **sexy** or **raunchy**) or **šukézni** (I really do not know how to translate this word to English not being vulgar; in fact it would mean something like **worth making love**). 9% stated **I do not know**.

3.3.2.4 ULTRAMINI

Ultramini is an adjective composed from the prefix **ultra** (meaning *extremely; beyond a particular limit*) and a radical, **mini** (meaning *small*). The meaning of this adjective could thus be **very** or **extremely small**. According to the results, most of the respondents associated it with this meaning. The most frequent answer was **velmi** or **hodně malý**, meaning **very small**. The second most frequent answer was surprisingly **I do not know** (16%) although I thought this adjective would not be so demanding as regards the translation into Czech. As the idiom itself evokes something very small, a plenty of diminutives appeared amongst the responses, expressions like **malinký**, **maličkatý**, **prt'avý**, **prt'avoučký**, **supermrňavý** etc. These all could be translated as **little**, **teeny-weeny**, **bitty** or **midget**. 7% of the respondents associated this adjective with the Czech equivalent **krátký**, meaning **short**. The translations were thus **ultra krátký** (**ultra short**), **krat'ounký**, **hodně krátký** (**very short**) or **nejkratší** (**the shortest**). In my opinion, these expressions appeared because of the association with the word **mini-skirt**, meaning a very **short** skirt.

3.3.3 Phrases

3.3.3.1 Být 'IN'

Být 'IN' (**to be 'IN'**, where **in** syntactically functions as an adjective) means *to be popular and fashionable*. The most frequent adjective stated by the respondents was **moderní**, meaning **modern** or **v módě** (**fashionable** or **trendy**); in my opinion, there is a slight problem in the understanding of those two adjectives, which I already dealt with in 3.3.2.2. Other expressions include **v obraze** (meaning something like **knowing what is going on**), **zapadat** (a verb meaning to **fit**, in this context more precisely **to fit in a group of people of the same age**), **v pohodě** (**o.k.**), **hezký** (**nice**), **dobrý** (**good**), **nejlepší** (**the best**), **výjmečný** (**extraordinary**), **oblíbený** (**popular**) etc. One very special response worth mentioning appeared; according to one student from the fourth year of the Business College **to be 'in'** means **to have everything that modern society**

requires: wit, beauty, intellect and money. Only 6% of the total number of respondents stated **I do not know**.

3.3.3.2 The opposite of **být** 'IN'

The logical response to this task would be **být** 'out' where **out** is the opposite of the adverb **in**. 63% of the total number of respondents stated this expression. From two groups of respondents (the fourth year of the Grammar school and Sekunda, also from the Grammar school) 100% of the respondents stated this answer. Nevertheless, other answers also appeared; these were, for example, **be out** (not **být out**), **be a loser** (the essence of which I have already explained in 3.3.1.2), **nemoderní** (**old-fashioned, outdated**), **nesympatický** (**unpleasant**) or **hnusný** (**repulsive, loathsome**). Only 2% of respondents stated **I do not know** as their answer.

3.3.4 Translation of Czech expressions into English

Another task of the questionnaire was to express some Czech expressions taken from Slovník cizích slov (Dictionary of words of foreign origin) in English; the choice of expressions was purely random.

3.3.4.1 ROZHOVOR

Rozhovor is the Czech equivalent to the anglicism **interview** which was stated by the majority of respondents (59%). From one group of respondents it was the whole 100%. However, as with every expression, there were other responses. 9% of the respondents defined **rozhovor** as **dialog**, which is not the exact synonym; **dialog** (**dialogue**) is distinguished by the fact that there are two speakers talking together whereas **rozhovor** (**interview**) is characterized by one person asking questions and another person answering them. Very curious were the definitions stated by the students from the 7th year of the Primary school. Expressions included **pokec** or **chat** (**chat**), **mluvení** (**talking**), **komunikace** (**communication**), **konverzace** (**conversation**) or **řeč**

mezi lidma (talking among people). These respondents probably had not realized that they were supposed to look for the definition of foreign origin. 4% stated **I do not know**.

3.3.4.2 PRAŽENÁ KUKUŘICE

The target word I wanted to get from the respondents as an equivalent of **pražená kukuřice** was **popcorn**. The result of the survey shows that 80% of the total number of respondents stated this word as their answer. From four groups of eight 100% of the respondents stated this answer. The final word sometimes slightly differed in the orthography; in three cases it was written as **pop-corn**, in two cases as **popkorn** (caused by the fact that in Czech the pronunciation corresponds to the orthography, which is not the same in English).

The answers of respondents from the lower years were sometimes rather peculiar. Some of them understood the task having to find an association (*a connection or relationship between people or organizations*) with this word. Therefore, words like **jídlo (food)**, **dobrý (good)**, **ta se jí (something to eat)**, **mňam (yum)** appeared. However, one answer seems very sophisticated to me; it is **pokrm z obiloviny pražený na pánvi (a cereal dish roasted in a pan)**. 5% of respondents stated **I do not know**.

3.3.4.3 NEROZHODNĚ

Slovník cizích slov states this word as a definition of the anglicism **fifty-fifty**. 59% of respondents answered in the same way. As with the preceding expressions, the orthography slightly differed in some cases; some of the respondents stated **fifty fifty** (without the dash), some of them **fifti-fifti** (which is a sign of the ignorance of the orthography of basic words in English). Associations instead of equivalents appeared again. Expressions included **blbý, chci to celý (that is bad, I want it all)** or **fotbal končí 5:5 (football match ends 5:5)**. Words like **remíza (draw)**, **kvit (quits)** or **kompromis (compromise)** appeared as well. 19% of the respondents stated **I do not know**.

3.3.4.4 PEVNÝ DISK

Pevný disk is the Czech equivalent to the English expression **hard disk**. 44% of respondents stated this expression. 11% stated the word **hardware**, the electronic parts of a computer system, whereas **hard disk** is a disk inside a computer that stores data and programs. Associations appeared also in this case; there were expressions like **paměťovka (smart card)** (4%), **CD** (4%) **součást počítače (part of a computer)** (3%) **USB, RAM, disketa (diskette)** (3%), **software** (2%), etc. These are all expressions which are connected with a computer but are not equivalent to the analyzed word. 13% stated **I do not know**.

3.3.4.5 MASOVÝ KARBANÁTEK V ŽEMLI

Masový karbanátek v žemli is the Czech definition of the anglicism **hamburger**; a large number of respondents perceive it like this although it might be rather difficult to define because the exact translation of the Czech definition could be a **meatball in a bun**. 61% of respondents stated hamburger as their answer. The rest of the answers were words like **karbanátek (meatball)**, **sandwich**, or **hambáč** (the informal Czech abbreviation of the word **hamburger**). The 7th year students stated associations like **jídlo (food)** (5%), **fuj** (interjection expressing **disgust** or **repugnance**) (6%) again. 14% of the respondents stated **I do not know**.

3.3.4.6 ŠUNKA S VEJCI

I was very curious what the results of this task would be; **šunka s vejci** is a definition of the English expression **ham and eggs**. However, the Dictionary of words of foreign origin mentions further expressions such as **hemendeks** and **hemeneks**. Those two are both homophones of the original locution **ham and eggs** [hæmændeks] (Advanced Learner's Dictionary) although the Czech pronunciation slightly differs (the transcription of the Czech pronunciation would be [hemendegs] (Slovník cizích slov)). Therefore, I expected all the possibilities to appear among the results. The most common answer, stated by 43% of respondents, was **hemenex** (which is a homophone

of the word **hemeneks**, stated as one of the possible equivalents). In the second place on the imaginary ranking appeared the anglicism which maintained the original orthography – **ham and eggs**, stated by 28% of respondents. The rest of the results were more or less hybrid words that were mixtures of two or more of the expressions stated above. Those were words such as **hamendex**, **ham and ex**, **hamandeggs**, **ham with eggs** or **ham´n´eggs**.

Peculiar responses were stated by the group of students from the 7th years of the primary school. Instead of equivalents, associations appeared again. Those were expressions like **jídlo (food)** (4%), **dobrota (delicacy)** (3%), **ble** (interjection expressing **disgust** or **repugnance**) (3%), **volské oko** (the exact translation of this idiom would be **bovine eye**; in Czech it means **fried egg**) (3%) or **ruské vejce** (the exact translation **Russian egg**, however, the meaning differs in English; **ruské vejce** is a popular Czech delicacy consisting of a boiled egg, salad and a French mayonnaise whereas **Russian egg** in English means a painted egg with a long tradition in Russia). 6% of respondents stated **I do not know**.

3.3.5 Translation of sentences

The aim of this task was to find out whether the respondents use rather the anglicisms themselves than the Czech equivalents of the particular anglicisms.

3.3.5.1 I had a sandwich for lunch

The target word of this sentence was the anglicism **sandwich**, translated as **sendvič**. The pronunciation is similar (**sandwich** is pronounced like [sænwiʃ] (Advanced Learner´s Dictionary) whereas the Czech expression **sendvič** is pronounced like [sendviʃ] (Slovník cizích slov); one of the reasons why this difference occurs is that the Czech alphabet does not work with the vowel [æ]).

Slovník cizích slov further states the locution **obložený chlebíček** as the translation of the word **sandwich**. The results are as follows:

- 47% of respondents stated the expression **sendvič**
 - 25% of respondents stated the expression **obložený chlebiček/chléb**
 - 20% of respondents stated the expression **sandwich**
 - 2% of respondents stated the expression **toast**
- The rest stated either **I do not know** or nothing.

An exceptional translation appeared among the answers of the 7th year students of the primary school, which translated the sentence as **Měl jsem hlad, dal jsem si sandwich (I was hungry, I had a sandwich)**.

3.3.5.2 We played with a Frisbee

The word which I focused on in this phrase was the anglicism **Frisbee**, translated as **létající/házecí talíř**. The two possibilities were very close; 56% of respondents stated **Frisbee** and 47% stated **létající talíř**. Expressions like **frisbí** (which is basically the phonetic transcription of both the English and Czech pronunciation; the exact transcription would be [frisbi:] (Advanced Learner's Dictionary) or **disk** appeared rarely.

3.3.5.3 The film was really cool

The last sentence to be translated contains the anglicism **cool**, which I already dealt with in 3.3.2.1. Therefore, the results remain more or less the same. A difference might occur in the connection with the adjective **really**, enhancing the meaning of the adjective **cool** even more. I wondered whether the respondents would translate it into Czech or if they would translate only the first adjective (**really**).

The translations of the adjective **really** are fairly varied. Most of the respondents (37%) used the translation **opravdu**, which is one of the possibilities in a dictionary. Other possibilities are **velmi** (11%), **vážně** (10%), **skutečně** (5%); all of them appeared in the answers. The rather informal adjective **fakt** was stated by 6% of respondents.

The word which I focused on was the adjective **cool**. As already mentioned, I thought that within a context, the translation would be rather different to what I listed in

3.3.2.1. When the respondents were supposed to state the equivalent of the focused word (**cool**) many adjectives connected with physical appearance such as **modern**, **fashionable** or **in** appeared (3.3.2.1). However, talking about a film, nobody stated this expression. The rest of the adjectives appearing in 3.3.2.1 such as **dobrý** (**good**), **skvělý** (**great, awesome**), **hustý** (**cool**), **super**, **úžasný** (**amazing**), **pěkný** (**nice**) or **bezvadný** (**superb**) appeared as well. Only 6% of respondents did not translate the expression **cool**. 3% of respondents stated **líbil se mi**, meaning **I liked it** (the film).

CONCLUSIONS

The aim of the thesis was mainly to focus on the occurrence of anglicisms in the speech of Czech teenagers. The linguistic survey I conducted helped me to map the situation of the usage of anglicisms amongst Czech teenagers.

The question of whether the respondents use anglicisms in their speech (3.2) was answered almost unanimously (88% of respondents answered that they use them). I thus deduce, that anglicisms are a phenomenon amongst youngsters which confirms my main hypothesis that more than 50% of respondents will claim they use anglicisms in their speech.

Development of modern technology and the need for different kinds of information force us to use a particular language. These characteristics of our modern way of life relate with each other. For example, if we want to find out some information and we do not have enough time to look it up in a dictionary or encyclopaedia, the fastest way to learn about the information is to use modern technology meaning going to an internet browser and **googling** it (*typing words into a search engine on the Internet, especially the Google™ search engine, in order to find information about somebody or something*). This is one of the reasons why the internet appeared in the first place on the scale concerning the occurrence of anglicisms (3.1).

My third hypothesis claims that magazines are read more by teenage girls than by teenage boys. 15% of female respondents stated magazines as the source by means of which they encounter anglicisms the most often. On the other hand, none of the male respondents claims that magazines are the most common source of anglicisms. Therefore, I deduce that girls read magazines more than boys.

The task concerning awareness of the use of anglicisms (3.2.1) might have been rather confusing, especially for the younger students. Although the great majority of respondents answered they use them consciously, I do not know whether to consider this result as fully reliable regarding the age of the respondents.

The results referring to the reasons why the respondents use anglicisms are altogether unanimous; teenagers see the usage of expressions coming from English as important in their speech mostly because they want to have a good image. Therefore, the reason that they want to be 'in' occurs in first place (3.2.2).

What I would also like to mention is the difference among individual groups of respondents. Generally, it was not very apparent. However, one of the respondent groups was slightly behind the results of the other groups of respondents as regards accuracy of the translated expressions and the grammar; it was the group of 7th year students from the primary school. As already mentioned in 3., the answers of the students from Sekunda were more sophisticated than those of the 7th year students. This fact confirms my fourth hypothesis that the answers of individual respondents differ according to the school they attend.

The issue related to this fact is the occurrence of grammatical mistakes in the translation of the whole sentences (although it was not the focus of my interest) appearing mostly among the responses from the group of the 7th year primary school students. As regards this fact, the lexicon of teenagers depends on the school where they study as well as on their age; having compared the results of the oldest respondents (19 years of age) with those of the youngest respondents (13 years of age) I can deduce that the lexicon broadens with age.

According to the results of the part of the questionnaire concerning the translation (3.3.1 – 3.3.5), I can say that most of the respondents generally understood the anglicisms concerning information technology, computers and internet (3.3.1.7 – 3.3.1.8). On the other hand, the most difficult issue of the questionnaire was finding a definition for the Czech descriptions of particular anglicisms (3.3.4.1 – 3.3.4.6). In my opinion, this exercise was on the whole the most difficult.

The results of the survey prove all four hypotheses. I can therefore claim that my idea of the situation concerning anglicisms in the speech of Czech teenagers which I had before conducting the survey resembles the results after summing up. Some of the expressions coming from the English language are more well-known and used in the language of the respondents (e.g. cool, smaljík, lůzr, surfovat); some of them are less ‘popular’, meaning they might not have been fixed in the teenagers’ lexicon yet (e.g. killer, frikulín). However, anglicisms are not an insignificant feature of the speech of Czech teenagers and their usage is very common amongst them.

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APPENDICES

1. The Questionnaire

Dotazník na anglicismy

Anglicismy jsou slova anglického původu přejatá do češtiny. Můžeme se s nimi běžně setkat v knihách, časopisech, na internetu, ve sportu, či v technice. Anglicismy si mohou zachovat původní podobu slova cizího původu (např. bluetooth), nebo mohou být tzv. počeštěny, tzn. převedeny do českého jazyka, co se týče koncovek a skloňování (např. **surf**ovat, **chat**ování).

Základní/střední škola, kterou studuji: _____

Ročník/třída: _____

Pohlaví: Chlapec Dívka

1. Kde se podle tebe mladí lidé ve tvém věku nejčastěji setkávají s anglicismy?

(Očísluj podle pořadí: 7 - nejčastěji, 1 – nejméně často)

- Televize: - Časopisy : - Rádio : - Přátelé:

- Internet: - Noviny : - SMS: - Ostatní (uved'): _____

2. Proč podle tebe mladí lidé používají anglicismy v běžné mluvě?

(Vyber jeden důvod)

- Chtějí být „IN“
- Chtějí zapadnout mezi vrstevníky
- Mají pocit, že čeština nemá dostatečnou slovní zásobu pro vyjádření

určitých slov

- Nevím/nedokážu odpovědět

3. Používáš ve své mluvě anglicismy?

- ANO
- NE
- NEVÍM

Pokud jsi na otázku č. 3 odpověděl/a ANO, používáš anglicismy vědomě?

- ANO

- NE
- NEVÍM

4. Jak by si přeložil/a (vysvětlil/a) následující výrazy:

SMAJLÍK:

KILLER:

LŮZR:

FRIKULÍN:

TÝPEK:

CHATOVAT:

SEX-APPEAL:

SURFOVAT:

5. Pokus se vymyslet co nejvíce českých ekvivalentů k následujícím slovům:

COOL:

TRENDY:

SEXY:

ULTRAMINI:

6. Vysvětli výraz „BÝT IN“ a poté uveď jeho protiklad.

7. Pokus se najít výraz pro následující slova/definice:

Rozhovor:

Pražená kukuřice:

Nerozhodně, stejným dílem, napolovic:

Pevný disk; pevná disková paměť počítače:

Masový karbanátek v zemi:

Šunka s vejci:

8. Pokus se přeložit do češtiny následující věty:

I had a sandwich for lunch.

We played with Frisbee.

The film was really cool

2. A filled-in example of the questionnaire (7th year student of the primary school)

Dotazník na anglicismy

Anglicismy jsou slova anglického původu přejatá do češtiny. Můžeme se s nimi běžně setkat v knihách, časopisech, na internetu, ve sportu, či v technice. Anglicismy si mohou zachovat původní podobu slova cizího původu (např. bluetooth), nebo mohou být tzv. počeštěny, tzn. převedeny do českého jazyka, co se týče koncovek a skloňování (např. **surfovat, chatování**).

Základní/střední škola, kterou studuji: ZÁKLADNÍ _____

Ročník/třída: 7.A _____

Pohlaví: Chlapec Dívka

1. Kde se podle tebe mladí lidé ve tvém věku nejčastěji setkávají s anglicismy?
(Očísluj podle pořadí: 7 - nejčastěji, 1 – nejméně často)

- Televize: - Časopisy : - Rádio : - Přátelé:

- Internet: - Noviny : - SMS: - Ostatní (uved'): _____

2. Proč podle tebe mladí lidé používají anglicismy v běžné mluvě?
(Vyber jeden důvod)

Chtějí být „IN“

- Chtějí zapadnout mezi vrstevníky
- Mají pocit, že čeština nemá dostatečnou slovní zásobu pro vyjádření určitých slov
- Nevím/nedokážu odpovědět

3. Používáš ve své mluvě anglicismy?

ANO

- NE
- NEVÍM

Pokud jsi na otázku č. 3 odpověděl/a ANO, používáš anglicismy vědomě?

ANO

- NE
- NEVÍM

4. Jak by si přeložil/a (vysvětlil/a) následující výrazy:

SMAJLÍK: PANÁČEK S ÚSMĚVEM

LŮZR:

TÝPEK: MACHR

SEX-APPEAL: Good

KILLER: ZABÍJÁK

FRIKULÍN:

CHATOVAT: POVÍDAT SI PO INTERNETU

SURFOVAT: CHODIT NA RŮZNÉ WEBSY

5. Pokus se vymyslet co nejvíce českých ekvivalentů k následujícím slovům:

COOL: SKVĚLÝ, SUPER

TRENDY:

SEXY: PĚKNÁ/Ý

ULTRAMINI: VELMI MALÝ

6. Vysvětlí výraz „BÝT IN“ a poté uveď jeho protiklad.

BÝT NEJLEPŠÍ BÝT NEJHORŠÍ

7. Pokus se najít výraz pro následující slova/definice:

Rozhovor: Fokec

Pražená kukuřice: dobrý jídlo

Nerohodně, stejným dílem, napolovic: půlka

Pevný disk; pevná disková paměť počítače: ~~memoria~~ ~~memoria~~

Masový karbanátek v žemli: fuj

Šunka s vejci: asi dobrý

8. Pokus se přeložit do češtiny následující věty:

I had a sandwich for lunch.

Já mám k obědu sendvič

We played with frisbee.

My si hráme s frisbee

The film was really cool.

Film byl velmi skvělý

Děkuji za Váš čas, A. Hořejší