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Bachelor's thesis

**In What Ways Is the English
Language Changing the World?**

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Prohlašuji, že jsem tuto bakalářskou práci vypracovala samostatně a výhradně s použitím citované literatury.

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Abstract

This thesis deals with the growing importance of the English language in the world and social changes associated with it. The theoretical part is devoted to the historical development of English as a global language and its geographic expansion, as well as current changes connected with the English language. It is estimated that in the future the number of English speakers from other countries than the English-speaking ones will increase, and that this trend will affect the character of the language.

The practical part mentions statistics related to information technology, language skills of Europeans and learning English in the Czech Republic. They are followed by examples of Anglicisms used in Czech, German and other languages. An Internet survey among primary school pupils, teenagers and adults is also an important part of the thesis. Detailed results are presented in the appendices.

Key words: influence of English, global language, communication, Anglicisms.

Abstrakt

Tato práce se zabývá rostoucím významem anglického jazyka ve světě a společenskými změnami, které s ním souvisí. Teoretická část se věnuje historickému vývoji angličtiny jako světového jazyka a jeho geografickému rozšíření, dále současným změnám souvisejícím s angličtinou. Je odhadováno, že v budoucnu poroste počet mluvčích angličtiny z jiných než původně anglicky mluvících zemí, a že tento trend ovlivní charakter jazyka.

V praktické části jsou uvedeny statistiky týkající se informačních technologií, jazykových znalostí Evropanů a výuky angličtiny v České republice. Následují příklady anglicismů užívaných v češtině, němčině a jiných jazycích. Důležitou součástí práce je také internetový průzkum mezi žáky prvního stupně, teenagery a dospělými.

Klíčová slova: vliv angličtiny, globální jazyk, komunikace, anglicismy.

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Introduction

In the last few decades, the importance of the English language has grown greatly. It is no longer used only as a mother tongue by people from Britain and the British colonies. English has become a lingua franca, a means of communication for millions of people around the world, regardless of the country of their origin. Therefore, it deserves to be studied as a considerable cultural phenomenon. From the perspective of a future English teacher, the global aspect of English and its effect on society is a fascinating theme to deal with.

In this thesis, the influence of the English language on the current world will be discussed, with reference to several statistics, articles published on the Internet and a survey among Czech citizens. It will be complemented by an overview of the historical development and predictions for the future. Various changes will be analysed with the aim to determine their truthfulness and global significance. The expected result is a confirmation of the fact that English plays an important role in people's lives.

The chapters of the main body will deal with the relationship between the English language and communication, computers, Europe, schools and different languages. The survey should reveal the importance of English to Czech people, namely the influence on their lives, frequency and reasons of use, popular Anglicisms etc. The ideas will be supported by statistics such as Eurobarometer of the European Union.

1. Theoretical part

1.1. Historical development

In this chapter, the historical development of the English speaking countries will be described, since it had a crucial effect on the current position of English as a global language. The overview will focus on geographical and economic reasons. Three works will be cited, one book by a British linguist David Crystal: *English as a Global Language*, *Encyklopedický atlas anglického jazyka* (Encyclopedic Atlas of the English language) originally published in Germany as *Atlas Englische Sprache* by Wolfgang Viereck et al, and *English Past and Present* by Josef Vachek.

First, the spread of English into particular areas will be demonstrated. In the early phase, English reached the neighbours of England: Wales, Scotland and Ireland. However, this did not play a very important role in terms of the global status of English. The real expansion had not begun until the colonisation phase which started in the late sixteenth century (Viereck et al. 151). Vachek describes it “Of greatest importance was to become, of course, the colonization of the Atlantic coast of North America, where later on, an independent powerful country was to emerge, the United States of America” (47). Since that time, the world has changed greatly.

In America, the settlement started at the beginning of the seventeenth century and many waves of immigration followed. “By the time of the first census, in 1790, the population of the country was around 4 million, most of whom lived along the Atlantic coast. A century later, after the opening up of the west, the population numbered over 50 million, spread throughout the continent” (Crystal 35). This trend continued constantly and so in 2000, there were 215 million native speakers of English in the USA (Crystal 36). Because of the geographical isolation and the contact with other languages, American

English started developing independently. The results can be seen especially in the different vocabulary. For example, there are several borrowings from the language of Indians and from Spanish: *skookum*, meaning good or big, and *burro*, which is a small donkey (Viereck et al. 161). Furthermore, American English varies in pronunciation, with its typical preservation of /r/ before a consonant or before pause, as well as in grammar and spelling (Vachek 50).

In Canada, the migration started at a similar time, but there was a conflict between English and French settlers, which led to several wars. After the US Declaration of Independence, many people moved to Canada (Crystal 36-37). The proportion of French-speaking population decreased from 75% to 30%. Another wave of immigration occurred between 1897 and 1912, with almost two and a half million people coming from the USA, Britain and Europe. It is natural that Canadian English contains borrowings from French, such as *souvenir* meaning memory (Viereck et al. 177-179). Crystal adds that in the twenty-first century, the population reached 31 million and two thirds of Canadians are English-speaking (37).

In the Caribbean, English was influenced by the slave trade, because since the seventeenth century many slaves were brought there from different countries in West Africa.

The result was the growth of several pidgin forms of communication, and in particular a pidgin between the slaves and the sailors, many of whom spoke English. Once arrived in the Caribbean, this pidgin English continued to act as a means of communication between the black population and the new landowners, and among the blacks themselves. Then, when their children were born, the pidgin gradually began to be used as a mother tongue, producing the first black creole speech in the region. (Crystal 39-40)

This English Creole is based on English vocabulary, but it differs in phonology, semantics, morphology and syntax. In fact, it is an independent system of language. It is used in many Caribbean countries including Barbados, Jamaica, Trinidad and Bahamas (Viereck et al. 189).

In Australia and New Zealand, the colonisation began after James Cook's visit in 1770. It is remarkable that the first settlers were transported to Australia from the overcrowded English prisons. But gradually, free settlers were also coming. The Australian population increased to 4 million in 1900 and 19 million in 2002. Over 3.8 million people were living in New Zealand in 2002 (Crystal 40-41). As a result of the colonisation, English became the dominant language, which now threatens the aboriginal languages. The number of languages has fallen from 250 to 70, of which many are spoken only by a very few people in the central regions. On the other hand, the native languages enriched the English lexicon with words such as boomerang and dingo (Viereck et al. 227, 231).

There are many other areas, in which English has gained power to a smaller or bigger extent. Since the seventeenth century, English has been used in India. It is connected with administration, higher education and tourism in particular. Furthermore, it spread to East, West and South Africa. In 1822 English was made the official language of South Africa and other countries followed. Whereas some pidgins and creoles originated in the west, the east stayed closer to British English, since many emigrants lived there. Finally, English found its way to Southeast Asia and Pacific, thanks to both British and American influences. It plays an important role in Singapore (Viereck et al. 196-213).

Nevertheless, it is not only colonisation what caused the rise of English around the world. It is also the Industrial Revolution that is behind the great international success. Crystal names the important British inventions: "the harnessing of coal, water and steam to drive heavy machinery; the development

of new materials, techniques and equipment in a wide range of manufacturing industries; and the emergence of new means of transportation” (80). Subsequently, a completely new terminology was introduced. It enlarged the English lexicon immensely. This boom later continued in the USA, which turned into an economic superpower.

In conclusion, the historical development favoured the English language around the world. The contributing factors were first of all the many-centuries-lasting colonisation and the economic growth of Britain and the USA. During the twentieth century, English obtained the status of a global language and continued in the expansion. This will be dealt with in the next chapter.

1.2. English today

After having studied the historical development, it is time to have a closer look at the present situation of English as a global language, how it has been examined by several scientists from the world. Some interesting statistics will be shown to illustrate the ideas, including numbers of native speakers of English around the world and estimated numbers of second language learners. Then the chapter will focus on the specific changes in the European society which are caused by the growing power of the English language; and on the use of English as a lingua franca.

As David Crystal suggests, it is impossible to find out accurate numbers of English speakers for the whole world, because no data are available for many countries (61). Despite this fact, he tries to estimate the possible figures. With reference to Braj Kachru, he divides the English-speaking population into three circles: inner, outer and expanding.

The inner circle refers to the traditional bases of English, where it is the primary language: it includes the USA, UK, Ireland, Canada, Australia and New Zealand. The outer or extended circle

involves the earlier phases of the spread of English in non-native settings, where the language has become part of a country's chief institutions, and plays an important 'second language' role in a multilingual setting: it includes Singapore, India, Malawi and over fifty other territories. The expanding or extending circle involve those nations which recognize the importance of English as an international language, though they do not have a history of colonization by members of the inner circle, nor have they given English any special administrative status. (Crystal 60)

The numbers estimated in 2001 were 330 million in the inner circle, 430 million in the outer circle and 750 million in the expanding circle. That means more than one and a half billion speakers, which corresponds with a quarter of the world population (Crystal 59-71).

It is sure that English plays a very important role in Europe. But in what ways is English really influencing the European countries? Claude Truchot from the University of Strasbourg explains it in his text "Key aspects of the use of English in Europe". Firstly, he mentions English in education and describes its superiority over the other languages. Truchot claims that pupils start learning a foreign language already at the age of seven to ten (8). The language taught is generally English, followed by French with only 4%. Furthermore, the importance of English as a teaching language is highlighted, including bilingual primary and secondary schools, as well as the international higher education.

The universities taking part in the European Union's Socrates programme like their students to be able to acquire additional training abroad but as those programmes take place on a basis of reciprocity they turn to English when they consider that their language forms a barrier to attracting foreign students. We are

witnessing a general process of internationalisation of higher education. (Truchot 9)

The former national education systems are becoming global thanks to English. Secondly, attention is given to English in the sciences. In this field, the position of English is undoubtedly stronger than in other fields. The centre of the scientific research has been for many decades in the United States and therefore English dominates it almost exclusively.

Initially established in the publication of papers, the primacy of English subsequently spread to other fundamental language practices in scientific activity. It has become the main language for access to scientific information because researchers tend to look first of all in the 'hard core' for information, which is increasingly sent over the Internet. With the internationalisation of science, English is tending to become the dominant, and often the sole, language used for discussions in symposia, congresses and similar events. Its use extends to exchanges of work in scientific laboratories where there are foreign researchers, especially if they are in countries whose languages are localised and little taught. (Truchot 10)

As it was explained, the influence of English can clearly be seen in the whole process of research. Thirdly, the change of languages used by European companies and institutions is depicted. There are two basic reasons which made companies use English for communication: exports and the foundation of international concerns. Since 1990s, many companies have become transnational and have adopted English as their official language, often together with a new English name. Within the European institutions, English also gained more power at the expense of French. However, both languages are used in most cases. In addition, the impact on culture and information

technology is briefly explained. It can be seen especially in the market of cinema, where movies from Hollywood dominate the market; and on the Internet, which was originally created in English only. However, some other languages have recently obtained a not unimportant representation on the web, specifically Japanese, German, Chinese and French (Truchot 12-20).

To make the list more complete, some ideas from *English as a Global Language* will be added. The attention is given to the media: newspapers, magazines, advertising, radio, television and popular music. In all of these fields, English is world-wide important, although it shares the market with local languages (Crystal 90-104).

In the 2000s, the English-language character of the international pop music world is extraordinary. Although every country has its popular singers, singing in their own language, only a few manage to break through into the international arena, and in order to do so it seems they need to be singing in English. The 1990 edition of *The Penguin encyclopedia of popular music* was an instructive guide to the 1990s decade: of the 557 pop groups it included, 549 (99 per cent) worked entirely or predominantly in English; of the 1,219 solo vocalists, 1,156 (95 per cent) sang in English. (Crystal 103)

It shows that the world really is changing in connection with English, since when people are longing for an international recognition, they choose English as a means to achieve it. Above all, people started to use English as a lingua franca for general communication, particularly thanks to the possibility of travelling around the whole world. The impact on tourism is apparent.

Money talks very loudly in tourism – if only because the tourist has extra money to spend while on holiday. In the tourist

spots of the world, accordingly, the signs in the shop windows are most commonly in English. Restaurant menus tend to have a parallel version in English. Credit card facilities, such as American Express and Mastercard, are most noticeably in English. And among the destitute who haunt the tourist locations, the smattering of foreign language which is used to sell artefacts or to beg money from the passing visitor is usually a pidgin form of English. (Crystal 104)

It is also remarkable that many English conversations are not held by any native speaker, which affects the language itself. Jennifer Jenkins explains it in her article for *World Englishes*. She distinguishes English as a lingua franca (ELF) and English as a native language (ENL). “ELF’s common ground inevitably contains linguistic forms that it shares with ENL, but it also contains forms that differ from ENL and that have arisen through contact between ELF speakers, and through the influence of ELF speakers’ first languages on their English” (Jenkins 201). Besides, she points out that there is a tendency towards regularisation. “Examples of features resulting from these processes are likely to include the countable use of nouns that in ENL are considered uncountable (e.g. informations, advices), and zero marking of 3rd person singular -s in present tense verbs” (Jenkins 201). The possible consequences of these processes will be discussed in the following chapter.

On the whole, English has won an exceptionally high status in the world during the last few decades. The number of English speakers has been growing rapidly and English has become part of many phenomena, from education, business and science to entertainment, tourism and everyday communication. In other words, English is changing the world in almost all possible ways, which leads to the question how the situation is going to develop. The next chapter will try to find out the answers.

1.3. Predictions

In order to complement the study of English as a global language, a few predictions concerning the future position of English in the world will be offered. This chapter will refer to the article from *Language Problems & Language Planning* “Predicting challenges to English as a global language in the 21st century” by Paul Bruthiaux; and as in the previous chapters, to David Crystal.

Considering the situation of English nowadays, two general directions of development can be predicted. On one hand, there is a tendency to modify the language and to create regional dialects, which would better express the national identities. Because of the isolated geographical location of the English-speaking countries, this phenomenon started already a few centuries ago. Moreover, the population of countries of the outer circle is growing faster, and so their influence will increase (Crystal 141). It can be assumed that this trend will continue and the varieties of English will become even more diversified, which might cause troubles to understanding.

On the other hand, the internalisation of the world demands a common language, which would enable people to communicate with anyone from any country. Therefore, a common ground of English might be established, despite the coexistence of many regional varieties.

If Englishes did become increasingly different, as years went by, the consequences for world English would not necessarily be fatal. A likely scenario is that our current ability to use more than one dialect would simply extend to meet the fresh demands of the international situation. A new form of English – let us think of it as ‘World Standard Spoken English’ (WSSE) – would almost certainly arise. Indeed, the foundation for such a development is already being laid around us. (Crystal 185)

It is very probable that English will become more dominant. But are there any factors that could diminish its influence? If there was a total change in the world power, this could happen. Bruthiaux points out that any language attempting to overcome English would have to fulfil three conditions: a second language friendly linguistics (minimal inflection, non-tonal, non-logographic), a freedom of usage accepting changes, and usefulness motivating people to learn it (Bruthiaux 131). Whereas English meets all these conditions, the possible challengers do not. Bruthiaux says “while increased geopolitical power is a factor that may well favor China – and hence Chinese – in the not too distant future, the critical mass accrued to English may well prevent radical change in current power relations between world languages” (152). Crystal adds that for some reasons, countries may begin feeling antagonistic about English and reject it (124), but otherwise there are probably no obstacles to its further growth.

As it was explained, there were many important factors, which helped English to win its current influential position. During several centuries, an originally local language of one small island has turned into a lingua franca spoken by approximately one and a half billion people, which is very astonishing progress. This theoretical part was trying to describe the historical development of the English language, the ways in which it is changing the contemporary society and to predict its future, with reference to *English as a Global Language* and other works. In the following part, the changes will be studied from a practical point of view. An effort will be made to support the ideas with concrete examples from the Internet, articles, everyday communication and other sources.

2. Main body

2.1. In general

If the impact of the English language is considered, many points of interest can be found. First, English has turned into basic and essential knowledge taught at schools. Sometimes, children start learning it even earlier, although they cannot read or write. In many countries, English is required by almost all employers, regardless of the kind of job people are applying for. A great amount of language schools has been opened to give everyone the possibility to gain this important skill. In international companies, business, scientific research etc., people speak English more often than their first language. It is a part of their everyday life.

Furthermore, the increase of a new media, the Internet, has changed English into a very powerful source of information, since the majority of web pages are written in English. Information is available anytime it is needed, and people can look it up in a few seconds. Many users of the Internet got used to searching and reading in English, as the texts provided are often more extensive and accurate. If the page is written in a different language, it usually has an English translation. Otherwise, it would not be accessible to the international society.

As the globalisation of our world increases, a common language becomes necessary. Not only do people travel from one country to another very easily, but they live abroad, work abroad and sometimes they even marry a foreigner and have an international family. Moreover, English influences other languages. Especially the vocabulary tends to include many words borrowed from English. As a result of all these aspects, English has become the world language number one. Most of its speakers nowadays are non-native and that makes it even more interesting to look at. The different impacts of the English

language on our world, which were mentioned above, will be analysed in the following chapters. Special attention will be paid to examples from real life.

2.2. English and communication

Obviously, English is nowadays a useful means of international communication. It is widely spoken at world conferences on scientific, political and other topics, it is required by most employers, it is a language of the media and it is used by millions of people for everyday communication, when they are abroad or when they talk with their foreign friends. This chapter will try to illustrate it.

When searching the Internet for the key words “international conference”, 25.5 million links can be found by Google Search. In comparison, the numbers of its equivalents in other languages are much lower: Chinese – 8 million, French – 4 million, Spanish – 1.75 million and German – 1 million. According to these numbers it might be assumed that the majority of international conferences choose English as their lingua franca.

Furthermore, English has become an inseparable part of business. Job applicants face a steadily growing demand for efficient English skills, regardless of the country and the position they are applying for. In the Czech Republic, it was estimated in 2010 that 70% of job offers required certain knowledge of English, while only 18% asked for German. In Hungary 61% of offers were demanding English and in Slovakia 56% (Profesia). Many international companies use exclusively English for communication.

If people want to attract attention or inform the public about something important, they often choose English to do so. That is why English occurs frequently in the media, in advertisement, in the names of companies and on many signs with prohibitions or protests, not only in the English-speaking countries, but around the whole world. A sign from the recent protest in Libya

saying “We love freedom! Is that a crime!!?” (Google) is a good example. There are numerous TV channels with an English international broadcast: BBC, CNN, Sky News, France 24, Deutsche Welle, Russia Today, NHK (Japan), Press TV (Iran) and others, which people can watch in different countries. Besides, many English radio stations, newspapers and magazines are world-wide available. It was also found out that among the English names, Czech companies prefer words such as international (303×), business (238×), city (195×) and many adjectives: free, big, good, happy (Justice).

Finally, English is a lingua franca of travelling. Millions of people visit foreign countries every year, and so it is essential to find a way of communication. In these days, wherever you go, it is usual that there is somebody speaking English and pieces of information for tourists are in English too. For instance, many signs in Tokyo are written in Roman characters, instead of the logographic script. That makes travelling easier and more comfortable. In brief, English has dominated the international communication in many ways. A closely related topic will be analysed in the following chapter.

2.3. English and computers

In probably no field does English play such an important role as in computing. How did it happen? The investment of large sums, foundation of computer companies and many years of research resulted in great success of the twentieth century, personal computers and the Internet. And because the United States were in the centre of almost all research, English was chosen as the first language of computing.

As a matter of fact, the number of Internet users reached two billion in 2010 (ITU). It seems that there is a tendency to favour national languages. In the 1990s, 80% of the websites were in English. In 2002, English had

approximately 56%, whereas the percentage of other languages: German, French, Japanese, Spanish, Chinese and more increased rapidly (Ebbertz). According to the Internet World Stats, English was still the most important language on the Internet in 2010, but closely followed by Chinese, with a super high growing rate.

However, English is undoubtedly the number one of computer hardware and software. The list of leading companies published by Forbes reveals that all seven biggest computer corporations are American: IBM, Hewlett-Packard, Microsoft, Apple, Cisco Systems, Oracle and Google. Therefore it is highly probable that almost any operating system or programme installed on computers is originally English, although it might also include translations into other languages. Consequently, people around the world are in regular contact with English thanks to computers. After a study of the global situation, the next chapter will specialise on Europe.

2.4. English in Europe

The European languages and the status of English in the European Union were examined in the survey Special Eurobarometer 243 “Europeans and their Languages”, which took place in 2005 and was published in 2006. The most remarkable facts concerning English will be introduced in the following lines. “Today the European Union is home to 450 million people from diverse ethnic, cultural and linguistic backgrounds” (Eurobarometer 3). “German is the most widely spoken mother tongue in Europe (18%) followed by English and Italian with a 13% share” (Eurobarometer 7). That means 58.5 million native speakers of English in the EU. However, the number of foreign language speakers is much higher.

In terms of foreign languages spoken over the continent, the linguistic map of Europe seems to be limited to five languages:

English, French, German, Spanish and Russian. English remains the most widely-spoken foreign language throughout Europe. 38% of EU citizens state that they have sufficient skills in English to have a conversation. (Eurobarometer 12)

In other words, there are 171 million Europeans who have good knowledge of English as a foreign language.

When analysing the results at the country level, in 19 out of 29 countries polled, English is the most widely spoken language in addition to the mother tongue. This is particularly the case in Sweden (89%), Malta (88%) and the Netherlands (87%). It is also worth pointing out that in every country covered in this survey, with the exception of Luxembourg, English appears as one of the two most widely-spoken foreign languages. (Eurobarometer 13)

These facts prove the exceptional position of English in the EU. Finally, the participants evaluated the perspective of languages. “As expected, English is perceived by Europeans to be by far the most useful language to know (68%)” (Eurobarometer 30). “When analysing the results at the country level, the weight of English becomes even more apparent. In 26 out of 29 countries covered in this survey, English is rated as the most useful language to know. The shares range from 97% in Sweden to 59% in Portugal” (Eurobarometer 31). “77% of Europeans consider English to be the language that children should learn. The scores vary from 99% in Sweden to 64% in the acceding country Romania” (Eurobarometer 31).

In conclusion, the status of English in the EU appears to be really high. It is probable that English will become even more dominant, since the majority choose it as a language next generation should learn. The following chapter will illustrate the situation at Czech schools.

2.5. English at Czech schools

In the Czech Republic, English has been improving its position since the 1990s. Pupils are now obliged to start learning a foreign language in the third class of a primary school (at the age of eight). The analysis of the school year 2008/2009 claims that 99% of the third class pupils chose English as their first foreign language to learn. But many children start learning it even earlier. A half of Czech nurseries offer language courses, usually as a paid club organised by external teachers; and many primary schools teach English from the first class (ČŠI 5-7).

Between the school years 2005/2006 and 2009/2011, the number of English learners increased by 23% at primary and 10% at secondary schools. There are 618 thousand English learners at primary schools and 87% of pupils continue learning English at secondary schools together with another foreign language (Vančurová 1). The number of pupils per one language class is typically fifteen (ČŠI 7). Moreover, a very positive fact is that many schools organise trips abroad and exchange visits, which is a good opportunity to practise English and meet native speakers. In addition, 20-30% of pupils take part in language courses outside school. On the other hand, it is unfortunate that few native speakers teach at Czech schools (ČŠI 9, 13).

Another interesting phenomenon is the foundation of international and bilingual schools, which are becoming more popular. In Prague, there are many nurseries, primary and secondary schools with education partly or completely in English: ZŠ Angel, ZŠ Spektrum, Česko Britská ZŠ, Porg, English College in Prague, English International School and others.

On the whole, English has recently enjoyed much attention in the Czech Republic and therefore it might be assumed that young Czech people are going to achieve good skills in English. The next chapter will focus on Anglicisms.

2.6. Impact on other languages

When so many people speak English as a foreign language, it will surely influence the vocabulary of their mother tongues. That is exactly what is happening. English words have become frequently used Anglicisms in many languages around the world. They are especially popular among young people. This chapter will analyse Anglicisms in Czech and German, as well as try to find some examples of Anglicisms in other languages.

In fact, some Anglicisms became part of Czech vocabulary as early as the nineteenth or earlier twentieth century. They were adapted to Czech grammar, pronunciation and spelling, and they are generally no longer considered as foreign words. They predominantly belong to two fields: technology and sport. For example, *Encyklopedický atlas anglického jazyka* lists words fotbal (football), gól (goal), hokej (hockey), svetr (sweater) and tramvaj (tramway) (263).

Nonetheless, the real boom of Anglicisms in Czech had not started until the 1990s. Since then, English has immensely enriched Czech vocabulary. And because of the higher proficiency of English skills, borrowing is becoming more accurate, with fewer changes to spelling and pronunciation. Most of the Anglicisms are related to the following topics: technology (SMS, mobil, internet, notebook, e-mail, monitor, on-line, chat, software, Windows), music (CD, pop-music, playback, rock, hit, frontman, singl, remix, soundtrack, rap), business (job, management, marketing, logo, boom, shop, hypermarket, second hand, billboard, teleshopping), sport (aerobic, bowling, jogging, squash, snowboard, team, sponzor, skate, bungee jumping, play-off), food and fashion (hamburger, ice-tea, hot dog, popcorn, fast food, steak, drink, make-up, top, piercing) (Viereck 274-275). Of course, this is not a complete list.

On top of that, some longer phrases and grammatical structures are used such as 'See you soon.' and uninflected adjectives in an attributive function

(super nálada) (Viereck et al. 271). As it was illustrated, English has a vast impact on the current Czech language and Anglicisms form an important part of Czech vocabulary.

The development of Czech vocabulary can be compared to German. There has also been a great increase of Anglicisms, in connection with the boom of information technology, business etc. Verein Deutsche Sprache lists 4600 Anglicisms with their equivalents and a degree of acceptability by German speakers. Frequently used words include for instance: baby, bit, bus, box, club, disco, hobby, jeans, smog and zoom.

Finally, some Anglicisms from other languages will be added. In Japan, Anglicisms are adapted to the Japanese pronunciation, and so the word text becomes “tekisuto” and the word strike “sutoraiku”. This feature is similar to the Zulu language, where motor car is pronounced as “imotokali”. Spanish Anglicisms are sueter or cocktail, whereas Hungarians use rekordman. In general, the most wide-spread Anglicisms are estimated to be these: airport, bar, boss, golf, jeans, know-how, no problem, okay, sex-appeal, stop and weekend (Viereck et al. 247).

This chapter focused on the impact of English on other languages and listed some significant Anglicisms. A survey of the Czech citizens will follow and conclude this part of the thesis.

2.7. Survey

A survey of the Czech citizens was carried out in order to confirm the hypothesis that English is generally important to people nowadays, even if it is not their native language. It was organised as three on-line questionnaires, presented on the webpage <http://www.vyplnto.cz/> during the first two weeks of February 2011.

The three questionnaires were distinguished according to the age: primary school pupils, teenagers and adults. The reason for dividing it was to make the questions more appropriate for the participants. It was decided to survey all these age groups, because it was expected to get a more comprehensive opinion. Whereas the first survey included five questions, the others included ten questions, which differed in most cases. The language used for the questionnaires was Czech, since it enabled everyone to fill it in without problems.

The participants of the surveys for children were first of all pupils from a primary school Základní škola u sv. Štěpána in Prague (thanks to the cooperation with PaedDr. Jarmila Pánková) followed by students from secondary schools Gymnázium Jana Nerudy and Gymnázium Jaroslava Seiferta in Prague and some other children, who were asked by their teachers or parents to take part. In contrast, the questionnaire for adults was accessible to public with advertising only on the webpage <http://www.vyplnto.cz/> and via e-mail and Facebook. The aim to contact people of different age, from twenty-year-olds to pensioners, was achieved by asking classmates as well as the friends of parents and grandparents.

At the beginning of the survey, the participants were provided a short introduction with information about the author and the purpose of the survey. They also had a possibility to send a message if they had any uncertainties or comments. Then they could open the questionnaire and fill it in anonymously. There were three types of questions: choosing one answer, choosing one or more answers and writing the answer. The number of choices given for one question was in most cases between four and seven.

The first survey Children and English (Appendix A) was intended for young learners, who are six to eleven years old. It focused on their experience with the English language and their opinion on it. It was expected that most of the pupils had already started learning English and that they realise some of the

reasons, why they should learn it. This questionnaire was filled in by one hundred and eight children.

It was found out that in Prague, English had become an important part of children's lives. 94% of young learners would like to learn it, especially because of the opportunity of travelling abroad. Only 4% stated that they had not yet started learning English. Moreover, their positive approach can be influenced by the fact that many Czech parents speak English as a foreign language. Pupils can also distinguish some of the common Anglicisms used in Czech, such as OK and sorry.

The second survey The importance of English to teenagers (Appendix B) was designed for children who attend the second stage of elementary schools (11-15 years) or secondary schools (11-19 years). It was more complex and included extra questions asking about the frequency, efficiency, reasons and ways of using the English language. Czech teenagers were supposed to use English quite often and in different situations, as they travel abroad, work on computers etc. One hundred and eight teenagers took part in this survey.

In comparison to young pupils, teenagers proved to know a wide range of Anglicisms. 93 different words appeared and some of them were mentioned many times. The most favourite words included those which are typically used in an informal conversation (OK, cool) and many words were related to technology or sports. It is also interesting that half of the participants had already been to Great Britain and more than 80% claimed that they could communicate in English.

Teenagers use English for their everyday lives: music, computers, communication etc. Moreover, they have an advanced view of the future perspective of the English language, which can be seen in their answers to question five (When / where can English be useful to you?). The time spent on English is worth pointing out too. At school, three or four hours per week prevail, yet 21% of students have even more lessons. Outside the school, more

than half of teenagers spend at least one hour weekly on English. The vast majority started learning English before or at primary school. The popularity of the language is similar to young learners.

The third survey How important is English to you? (Appendix C) was created for adults: university students, employees and pensioners. The questions were more specific than for children, particularly those asking about the use of English in everyday life. It was expected that most of the participants have some knowledge of English and they use it in many situations, from travelling and work to entertainment. At the end of the questionnaire, there was also one open question giving the opportunity to express additional opinions. It was delightful that two hundred and sixty-eight people filled in this opinion poll.

The replies showed that English is mostly perceived as useful and important by Czech adults. There was a difference in the age, when the participants started learning it. It was most probably caused by the previous dominance of German and Russian, because English had not been taught at schools. That is why people had to learn it later individually or at language schools. However, the level of English is generally very good and 90% of people try to improve it. Therefore it can be assumed that the situation in the Czech Republic is going to get better. Half of the participants expected that English would become even more significant in the future.

Furthermore, it was found out that people used English very often, 37% said they were in contact with English every day. The most favourite activities connected with English were listening to music, watching TV, using the Internet, travelling and studying. All of these scored more than 50%. On the other hand, it is a shame that 45% of the respondents had never been to any English-speaking country. The expected rate was certainly lower. In the field of Anglicisms, OK was again the answer number one and received 51 votes.

Together, 157 different words or phrases were mentioned. The topics included swear words, abbreviations and computers.

In conclusion, the three questionnaires confirmed that the English language plays a significant role in the Czech society, with a growing tendency, and that it influences people in many ways. The reasons can be found in the position of English in the Czech education, the immense growth of information technology and the popularity of travelling. The obtained results can be considered very positive. Nonetheless, it must not be forgotten that the participants were people who are able to use the Internet and many of them live in the capital city. Because of that, the international communication and English as its means is surely more important to them than it would be to the Czech population in general, including people who live in the countryside.

Conclusion

In this thesis, the importance of the English language in the world and the ways in what it is changing it were examined. Whereas the first part focused on the historical development of English as a global language, geographical overview, changes within Europe and predictions for the future, the second part offered concrete examples of the influence of English on the current society supplemented by data from several statistics, electronic databases, articles published on the Internet and other sources.

As it was expected, English has become an important part of people's lives, although it is generally not their mother tongue. However, it was surprising to find out to what extent it influences the society and how many English speakers there are. It can be said that one of the most influential phenomena which stands behind the world success of English is information technology. Not only did it origin in an English-speaking country, but it also enabled people to communicate globally and to share pieces of information with an immediate accessibility. The use of English as a lingua franca has grown together with the increase of the Internet. The amount of data stored on the Internet is really incredible and it appeared to be a practical source for this thesis, especially thanks to the useful search engine: the American Google.

Considering the other studied features, the impact on education, science, business and vocabulary is worth praising. Many countries decided to give English a kind of special status, they made it the first foreign language taught at schools and often spoken at work as well. Consequently, English started influencing the other languages and many Anglicisms became popular. Nobody knows what is going to happen next, but it can be predicted that English will gain more attention in the world. If that is true, the society might become really international, which is good news for anybody who enjoys travelling and talking to people from different countries all around the world.

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Appendices

A. Children and English

Number of participants: 108

1. **Is it important to you to learn English?**

Yes – 83%

A little – 11%

I do not know – 4%

Rather not – 1%

No – 1%

2. **Do your parents speak English?**

One of them – 39%

Yes, both – 32%

No – 22%

I do not know – 7%

3. **Do you know an English word which is used in Czech?**

Yes – 59%

No – 41%

Which one? Write it. (Open question, 59 people answered)

OK – 7×

Dog – 3×

Football – 2×

Hello – 4×

Pizza – 3×

Jam – 2×

Sorry – 4×

Ahoy – 2×

Zero – 2×

Clown – 3×

Cat – 2×

Other answers – 29×

4. **When did you start learning English?**

Before primary school – 47%

In the first or second class – 25%

In the third, fourth or fifth class – 24%

I do not learn English – 4%

Later – 0%

I do not know – 0%

5. **When / where can English be useful to you?** (Open question, 103 people answered)

When I am abroad / on holidays / in different countries – 64×

In England / America – 29×

At work – 10×

Talking with foreigners / friends – 8×

At school – 7×

For my life – 3×

When I am older – 3×

Songs – 2×

Other answers – 5×

B. The importance of English to teenagers

Number of participants: 108

1. Is it important to you to learn English?

Yes – 85%

A little – 11%

No – 2%

I do not know – 1%

Rather not – 1%

2. Do your parents speak English?

One of them – 42%

Yes, both – 31%

No – 22%

I do not know – 5%

3. Do you know any English words which are used in Czech?

No – 24%

Yes – 76%

Which? Write them. (1 – 5) (Open question, 59 people answered)

OK – 8×

Snowboard – 4×

Rock – 3×

Cool – 6×

Sorry – 4×

Teenager – 3×

Computer – 4×

Establishment – 3×

Baby – 2×

Fantastic – 4×

Meeting – 3×

Bus – 2×

Football – 4×

Notebook – 3×

Check – 2×

Fuck – 4×

Peace – 3×

E-mail – 2×

Facebook – 2×	Manager – 2×	Smile – 2×
Good – 2×	Mobile – 2×	Sport – 2×
Internet – 2×	Problem – 2×	TV – 2×
Loser – 2×	Radio – 2×	Other answers – 64×

4. When did you start learning English?

In the third, fourth or fifth class – 41%

Before primary school – 28%

In the first or second class – 26%

Later – 3%

I do not know – 2%

I do not learn English – 0%

5. When / where can English be useful to you? (Open question, 85 people answered)

When I am abroad / on holidays / in different countries – 57×

At work – 36×

Talking with foreigners / friends – 19×

Everywhere / always – 15×

At school / university – 13×

On computer – 8×

Living abroad – 2×

In everyday life – 2×

Movies – 2×

In the future – 2×

Reading – 2×

Interpreter – 2×

Other answers – 7×

6. Which English-speaking countries have you been to? (More answers)

Great Britain – 50%

None – 32%

USA – 21%

Ireland – 18%

Other – 17%

Canada – 6%

Australia – 4%

7. Can you communicate in English, for example when you are abroad?

- Usually yes – 35%
- Yes, without a problem – 25%
- I manage a basic conversation – 23%
- Rather not – 11%
- I do not know – 4%
- Certainly not – 2%

8. Where are you in contact with the English language? (More answers)

- At school – 97%
- I listen to music with English lyrics – 85%
- On the Internet – 81%
- Abroad – 73%
- I play English computer games – 56%
- On television – 50%
- I read English books or magazines – 38%
- I talk with my friends in English – 26%
- Elsewhere – 25%
- Nowhere – 1%

9. How many hours per week do you learn English at school?

- Three or four – 73%
- Five or more – 21%
- One or two – 4%
- Zero / I do not know – 2%

10. How many hours per week do you use English out of school (at home, at a language school...)?

- One or two – 36%
- More than two – 23%
- Less than one – 16%
- Zero – 15%
- I do not know – 10%

C. How important is English to you?

Number of participants: 265

1. At what age did you start learning English?

- Six to ten – 49%
- Eleven to fifteen – 25%
- Zero to five – 11%
- Sixteen to twenty – 8%
- More than twenty – 6%
- Never – 6%
- I do not know – 0%

2. At what level is your English?

- Advanced – 36%
- Upper intermediate – 33%
- Intermediate – 19%
- Beginner – 9%
- None – 2%
- I do not know – 1%

3. Do you try to improve your knowledge of English?

- Yes – 53%
- A little – 36%
- No – 10%
- I do not know – 1%

4. Which way of learning English is the most suitable for you?

- School – 23%
- Self-study – 20%
- Language school – 19%
- Private lessons – 15%
- Other – 14%
- None – 7%
- PC learning program – 2%

5. How often do you use English (for communication, Internet...)?

- Every day – 37%

Several times a week – 25%

Once a week – 13%

Once to three times a month – 10%

Less than once a month – 8%

I do not know – 4%

Never – 3%

6. Which activities do you ordinarily do in English? (More answers)

I listen to music – 77%

I watch movies, TV – 72%

I read articles on the Internet – 64%

I communicate on travels abroad – 57%

I study – 51%

I read books or magazines – 46%

I communicate with foreigners who come to the Czech Republic – 45%

I write e-mails, letters, SMS – 42%

I play computer games – 40%

I communicate with my friends – 29%

I work – 25%

A different activity – 13%

I phone – 12%

I communicate with my family or partner – 4%

None – 2%

7. Which English words or phrases do you often use in Czech? (1 – 5)

(Open question, 137 people answered)

OK – 51×

What the fuck – 9×

Hello – 4×

Sorry – 22×

Internet – 7×

LOL – 4×

Cool – 13×

Shit – 7×

Damn it – 3×

Oh my God – 12×

Ready – 5×

Fine – 3×

Fuck – 11×

Check – 4×

Google – 3×

Yes – 11×

Computer – 4×

In & out – 3×

By the way – 10×

Good – 4×

Nice – 3×

E-mail – 9×

Happy – 4×

Notebook – 3×

Web – 3×

Other answers – 131×

Weekend – 3×

8. Which English-speaking countries have you been to? (More answers)

Great Britain – 48%

None – 45%

USA – 14%

Ireland – 8%

Canada – 6%

Other – 6%

Australia – 3%

9. How important do you think English will be in twenty years?

More than now – 49%

The same – 29%

Less than now – 9%

It will replace other languages – 8%

I do not know – 5%

10. Would you like to add something? (Your experience with English, why is it important to you...) (Open question, 41 people answered)

“I think that English is essential for a well-paid job.”

“The importance of the English language depends on the cultural, scientific and economic power of the English-speaking countries.”

“English is important because it allows me to get much more pieces of information.”

“English is on the way to substitute Esperanto, one language for all. If the southern countries (Italy, Spain) accept it and start teaching English properly, this will become true and really helpful.”

“I use English at work very often for communication with foreigners. It allows me to meet new countries and their cultures. It is a direct connection to information on the Internet. I do not have to rely on unreliable translations.”

“I think that English is very important to people. I love English very much, because it is an interesting language and English is everywhere.”