

## **Abstract**

This diploma thesis deals with comprehension of newly borrowed anglicisms into the Czech language. As newly borrowed we considered those which are listed in the dictionaries of neologisms, or have not been included in them yet. The comprehension was tested at primary school pupils and students of lower secondary school. The theoretical part describes ways of enriching vocabulary, especially borrowing from foreign languages. The main research method used in the practical part was a survey. It took place in April 2014 among the pupils of the 6th and 9th classes at one of Prague's primary schools and in corresponding classes at Opava secondary school. The results were related to the sex and age of the respondents and also to the type of school they are attending. We observed increased number of successful responses in closed questions testing the passive comprehension of anglicisms than in the open-ended questions testing the active comprehension of anglicisms. Comparing responses by gender, girls reached higher percentage of successful answers or the successful answers of boys and girls were balanced. The most striking differences brought comparison of respondents by age. Older pupils reached on all issues significantly higher success rate than younger pupils. Differences were also observed in the results of primary school pupils and secondary school students. Lower secondary school students showed a higher success rate on almost all issues. Factor of period the term appeared for the first time in Czech proved irrelevant. More important factor is the communication sphere in which term is used.