ZÁPADOČESKÁ UNIVERZITA V PLZNI

FAKULTA PEDAGOGICKÁ
KATEDRA ANGLICKÉHO JAZYKA

ANGLICISMY V ČESKÉM JAZYCE
BAKALÁŘSKÁ PRÁCE

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Specializace v pedagogice, obor Anglický jazyk se zaměřením na vzdělávání

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Plzeň 2022

UNIVERSITY OF WEST BOHEMIA

FACULTY OF EDUCATION
DEPARTMENT OF ENGLISH

ANGLICISMS IN THE CZECH LANGUAGE
BACHELOR THESIS

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Plzeň 2022

Statement

Prohlašuji, že jsem bakalářskou práci vypracoval samostatně s použitím uvedené literatury a zdrojů informací.

V Plzni, dne ………………..

…………………………….
František Lejsek

Acknowledgements

I would like to express gratitude to my supervisor PhDr. Naděžda Stašková, Ph.D. for her kind and patient approach, her invaluable advice and for generally guiding me through the process of writing and compiling the whole thesis. I would also like to thank everyone who participated in the survey research or helped me distribute it.

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Abstract

The aim of the thesis is to summarize the theoretical background of borrowing English words to Czech and to further explore this topic.

The theoretical part describes the history of Anglicisms in Czech and reasons why such words are borrowed at all, various possible means of formal adaptation, what pseudo-Anglicisms are and what are the most common places where Anglicisms can be found, according to the academic literature.

The practical part of the thesis is based on a research survey, which seeks answers to six partial research questions. As the answers to research questions show, Anglicisms prove to be a relevant and a growing part of the Czech language. They are understood by majority of people very well, are used in various areas of daily life and are often integrated into Czech to a great extent, so most of people cannot even notice their foreign origin. Another finding this research offers is that most Czech people do not mind the influence which English has on Czech. They also do not think that this influence is harmful. Finally, the research managed to collect more than 200 expressions which the respondents deemed to be Anglicisms introduced to Czech just recently.

Key words: Czech, English, Anglicism, loanword, borrowing, vocabulary

List of contents

1 Introduction

Anglicisms, words which come from English but are a regular part of Czech vocabulary, are a phenomenon which Czech people encounter daily. It was therefore chosen as a rather current topic for the thesis. First thing when beginning with the research was to determine several research questions, which the thesis would attempt to answer. They were defined as follows:

1) In which aspects of their lives people knowingly use Anglicisms?
2) To what extent do people understand Anglicisms including internet abbreviations?
3) In how formal circumstances would respondents usually use Anglicisms?
4) Which Anglicisms are today perceived to be of foreign origin and which are so integrated that they are perceived to be original Czech words?
5) What is the common opinion on borrowing from English nowadays - do people find it harmful to Czech? (And why?)
6) What are some new Anglicisms that people have noticed to appear in Czech recently?

The thesis itself has two key parts: theoretical and practical. In the theoretical part, there is the description of a theoretical background of Czech Anglicisms. That includes a description of how English is internationally important language, description of Anglicisms themselves or history of borrowing them. The process of borrowing them is described in detail, with three different forms of adaptation. There is also a list of settings where Anglicisms are the most numerous according to academic literature.

The practical part consists of a research survey and evaluation of the responses. As there are six partial research questions, there also were six main parts of the survey, sometimes with numerous sub-parts. The six parts deal with areas of life where people knowingly use Anglicisms and the extent to which they understand them, determine the formal nature of areas in which people use them, describe the extent to which Anglicisms are integrated, they try to find out whether people mind frequent Anglicisms in Czech and attempt to collect a list of some of the newest of them.

The thesis is closed by a conclusion where the research questions are specifically answered and commented on.

2 Theoretical background

2.1. Czech and English

In today's world, we are surrounded by English. It is indisputably one of the most influential languages of the present world. Its influence could be found virtually anywhere around us. Bičan et al. (2020) describe Anglicisms as the most dynamic and ever-growing segment of vocabulary of foreign origin for a few decades in many languages including Czech.

The fact is that it is inevitable to encounter them in our daily lives. The process of integrating English words into Czech has been present for quite some time now, and its tendency is to gradually thrive in the Czech language more and more. In the younger generations, born after the communist era, basic knowledge of English is usually expected from everyone. Young people often strive to be modern and follow global trends, with usage of English being one of the biggest ones. English is also the typical foreign language taught at Czech schools. With a few exceptions, all students usually have at least the basic ability to understand and speak English. However, it has not been always this way. Opposed to the younger generations, older people who have had no English education do not need it in their everyday lives and often dislike it. This causes a mild language barrier between the generations, where young people use many modern Anglicisms, while older people do not understand a word they say.

Also, one of the very main reasons why English is so important is Internet. There are still people who do not use it nor know how to do so. Many things involving computers and Internet are in English, so those people who have no knowledge of it have a little chance to learn and that might also lead to their discouragement of even trying.

Some people also cling on their strict standard Czech; they are reluctant to use new, borrowed words. They prefer original Czech expressions and do not approve of any innovative expressions. The most common opinion is obviously somewhere in between. Borrowed words are surely beneficial for the language, but on the other hand, it is good to keep balance.

2.2. English as lingua franca

When the British colonization began, apart from the material benefits it brought to the British Empire, it also increased its cultural influence. In terms of language, Britain has kept spreading its influence ever since. Started by the era of colonialism and imperialism, English began to spread all over the world. Wherever the English went, there they spread their language in order to effectively establish their superiority and also to be able to communicate well.

Since those times, most of the colonised territories set themselves free from the English Imperium. In most of the places, however, the language remained as an effective tool to communicate across nations. Since it used to be a custom to learn it in so many places, it remained so. That is one of the reasons why English is the lingua franca[1] today.

English being an analytic language is the next reason. Opposed to synthetic languages which use inflections or agglutinations to express syntactic relationships, English primarily expresses those meanings by usage of word order and helper words such as prepositions, particles, etc. It is generally easier to correctly understand and learn an analytic language rather than a synthetic one, therefore its analyticity gives it some advantage.

Another reason why English is so popular today is its relation to Internet. Since internet was developed in English speaking countries, it is only natural that most of its content is written in the language of people who invented it. As the language of its creators, it is widely accepted as the chief one. As Internet further spread and developed, more and more languages started being used. However, English remained the dominant one.

As a consequence of its spread, English is also enormously influential over media and western culture generally. May it be popular movies, books, magazines, music, computer games or any other form of content, in order to reach as vast audience as possible, it is only sensible to create it in English. It is certain that English is a language of global influence. It is only expectable that it also has influence over Czech. English is the most frequently taught foreign language at Czech schools, and consequently the foreign language that is mastered by the Czech population most often. Czech, a language

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[1] lingua franca – a language used for communication between groups of people who speak different languages

with relatively small number of people speaking it opposed to English, naturally borrows some words from it. Those words are mostly labelling objects and phenomena that Czech has no equivalent for. However, in the last few decades, it has been modern to use more and more Anglicisms, mostly among the young generations.

2.3. Anglicisms

As Bozděchová describes (2017), an Anglicism is a language resource borrowed from English to another language, or a language resource based on English created already in the other language, specifically Czech. In the broader sense, Anglicisms are elements of all levels of analysis and on all degrees of adaptation, while in the narrower sense, Anglicisms are only the lexical means borrowed from English. The motivation for borrowing the word might be either a gap in the Czech vocabulary or the prestige of English alone. Sometimes, a word could already have a synonymous equivalent in Czech, yet the word would be loaned anyway. This process sometimes leads to stylistic markedness and even new pragmatic meanings. New words loaned to Czech are denoting either new things with no Czech equivalent yet (for example, there was no equivalent for the word *selfie*), or words which are denoting already known and already existing things which already have a Czech equivalent (for example; *deadline* – lhůta, *wellness* – rekreace, *dress code* – pravidla oblékání, etc.) In order to be fully adapted in the Czech language, Anglicism must have its clear place in the Czech lexical system and a communicative function within it. In the lexical area, most frequent are technical terms and slang expressions. These two often get through to other layers of the vocabulary and are used in every sphere of communication.

2.4. History of Czech Anglicisms

Anglicisms are a phenomenon which influences Czech language very visibly nowadays. It has been around for a long time, however. As Bečka states in Česká stylistika (1992), since the times of Karel IV, there has been a direct influence of western languages, including English or French, on Czech. Before then, English influenced Czech only rarely and indirectly through other languages, when some other languages like German loaned

some words, which then Czech loaned from that language again. Those occurrences were usually very rare, however.

The number of cultural contacts between Czech and English grew gradually since the medieval times. Nekula (2004) mentions some most crucial of them. In 1382, Anna, the sister of Václav IV, married the king of England, Richard II. Many of her subjects followed her. Another influence was the work of John Wycliffe and his disciple, Peter Payne, who taught at Charles University since 1417. Next of the notable contacts was for example the journey of Zdeněk Lev of Rožmitál to England, recorded by his followers. In 1600, Zdeněk Brtnický of Valdštejn mentions one of Shakespeare's comedies in his travelogue Cesta do Anglie. After a few decades, Jan Ámos Komenský and other exiles took refuge in England. In the 17th and 18th century, authors such as Byron, Shakespeare, Milton and Dickens were translated. Since the 19th century, United States of America also started to play a significant role in enriching Czech with Anglicisms. In the nineteenth century, there also arose a need for further loanwords, due to new inventions and concepts that were widely used around the world. Examples of these are *manšestr* or *bil* (English *bill* – a proposed law that is not yet in use). However, all these cultural contacts and loanwords were just a founding ground for the 20th century, which was a real breakthrough in terms of direct influence of English over Czech.

As Nekula (2004) describes, Anglicisms often possess different traits with respect to the time they were borrowed. At the beginning of the century, not many people were still proficient at English; therefore they had no knowledge of how to pronounce some new words. The word was usually read seen in original English version, pronounced the way it would be pronounced in Czech and only then given its new graphic form accordingly to the pronunciation. This way, Czech borrowed words like *fotbal, hokej, volejbal, gól, puk, tramvaj, trolejbus, svetr, klub* or *kovboj*. These words usually do not feel like foreign words to the average Czech speaker today. This type of borrowing is used also later, around the time of World War two, but not that frequently. Words like *kečup* or *nylonky* were borrowed this way. Loanwords based on the written form of the word were also borrowed in the near past; their pronunciation is, however, changed intentionally. That involves words such as *hacker, gamesa, adventura, by-pass, laptop, mobil, levisky* or *sexuální harašení*. The newer loanwords usually respect both the English pronunciation and written form more, though. While the Pravidla českého pravopisu from 1957 preferred to have as small difference as possible between the written and spoken form of the word, today the trend is quite the opposite; the original English spelling is used, usually.

Nekula (2004) also provides information about the Czech defence reflex against loanwords. In the 19th century and at the beginning of the 20th one, it was not noticeable yet. It was present particularly in the 70s, when it was motivated by communist ideologically motivated purism. The communist party insisted on not allowing foreign ideology, therefore an attempt to replace foreign words involving mostly Anglicisms with Czech equivalents occurred. For example, *hot dog* had been replaced by *párek v rohlíku* and *handbal* by *házená*. During that period, only a few Anglicisms like *kombajn*, *chuligán* or *dispečink* were borrowed through Russian.

2.5. Process of borrowing

As Svobodová (2009) says, generally, the process of borrowing words is realized based on the direct contact of two languages; the source language and the borrowing language. The borrowing language can also become an intermediate language for a third language, which therefore is a borrowing language, too. If the intermediate language is present in the process, it often alters the form of the word. For example, the Czech word *bank* (with the meaning of an amount of money at stake in a game) was borrowed by Czech from Italian (*banca*) through German (*Bank*).

According to Svobodová (2009), the main reason for borrowing a word is a lexical gap in the borrowing language. It stems from communication needs of the society and needs to be filled, or, in other words, a new fact or object needs to be named. Other reasons for borrowing words can be a need for distinction of specific nuances of expression including stylistic variants, an analogy with previously borrowed words or even reluctance of translators to find or create original equivalents. The most typical situation, in which a language resorts to borrowing, is the designation of foreign realities, phenomena originally inherent to an environment of the source language. Examples of this situation are loanwords *croissant* (from French) or *tajga* (from Russian).

There are three particular steps leading to borrowing a word from a language to another one: interference, adaptation and integration.

2.5.1. Interference

Svobodová (2009) says that interference happens when a word is used in the context of the borrowing language for the first time. It often happens randomly and it does not mean that the word is already adapted to the environment of the language nor integrated in it. It can be a so-called occasional element, used as a language actualization[1] which can be for instance motivated by an attempt to distinguish oneself from others or to attract attention of the listeners. It can also be used unintentionally, as a consequence of either an analogy with some other linguistic means or merely as an imperfect translation. In this case, the word does not always stay in the language, and if it does, it is often used as a quotation word with no further adaptation to the language. Another possibility is, the usage of the word can be deemed to be an example of code-switching[2].

2.5.2. Adaptation

Svobodová (2009) describes adaptation as the step of adjusting the word to the system of the borrowing language. It is a necessary prerequisite for the word to remain in the language. Apart from some unpredictable extralinguistic realities which can involve for example social, psychological, economic or business factors, the word is a subject to system adaptation mechanisms of the borrowing language. Their application is individual with respect to a few language factors like systemic difference between the borrowed word and words of a similar type in the borrowing language, current status of the linguistic norm regarding the use of the borrowed word or analogy with other language means, both original and borrowed.

2.5.3. Integration

Integration of a language means into the borrowing language happens to various extents and under different circumstances, (Svobodová, 2009). Initially, the loanwords stay at the periphery of the language system, whence they can gradually continue blending

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1 Language actualization – a deliberate deviation from standard usage of the linguistic means

2 Code switching - the act of changing between two or more languages, dialects or accents during one discourse

into the core of the vocabulary of the given language. Success of that depends on the extent of the semantic or social need for it and is also related to its current form. Some, however, stay on the periphery permanently. This involves for example the majority of sociolektisms, technical terms and slang or argot expressions. A common user of the language lacks the need to use them, because they are only used by specific people, in specific situations or in specific places. Overall, the process of integration is also influenced by other factors. Some which matters is for example the time passed since the interference; the longer time since, the bigger probability of successful integration. Other ones are function (if the word can be substituted by some other in the vocabulary) and source (which language the borrowed word comes from). Loanwords from typologically similar languages are successful at full integration into the borrowing language especially.

2.6. Types of loanwords according to degree of formal adaptation

In Internacionalizace současné české slovní zásoby (2007), Svobodová says that in today's lexicology, loanwords are usually divided into two primary categories. The first category consists of words deliberately used as words of a foreign language, with no adaptation to the Czech language. Words in this category are sometimes referred to as "slova cizí". The other category includes words which are understood as part of Czech vocabulary and are therefore pronounced, inflected etc. according to that fact. These words are referred to as "slova přejatá". Svobodová argues that this categorization is insufficient, because words in both these categories are of a foreign origin and to some extent incorporated into Czech vocabulary anyway and are therefore loaned. She also mentions that the old technical term for the first category, "barbarismus" is unsuitable, because the word "barbar" has developed a new connotation, which makes it incomprehensible in the given context. Furthermore, she reasons that, apart from formally adopted lexical units, calquing should be included in the context of borrowing. Therefore, she uses the division into three categories; 1) original, non-adapted lexemes, 2) adapted loanwords and 3) calques – literal translations.

2.6.1. Original, non-adapted lexemes

The first category is further divided into two subcategories; quotation words and winged words. The quotation words and phrases are the least incorporated into Czech vocabulary. They are deliberately used as words of a foreign language, mostly in specific social, professional and cultural circles. Their spelling stays the same as in the original language, they can be but are not necessarily inflected by the means of Czech morphology and their pronunciation is mostly the same as the original one. Majority are phrases consisting of two or more words. For example: *fair play*, *science fiction*, *dress code*, *happy end*, *team-work*, *know-how*. Examples from other languages are: Latin: *ad hominem, curriculum vitae, de facto, status quo;* French: *laissez faire, faux pas, fin de siecle, enfant terrible;* Italian: *fata morgana*. Such phrases keep their original form mostly because they often sound more intellectual, educated professional or cultural than if the same meaning was said in common Czech – they are always stylistically marked, often indicating intellectualisation of the given speech. Examples of one word lexemes are *barbecue, hobby,* or *country.* Such words are always indeclinable. The aforementioned winged words are both translated and original quotes and statements which became a part of the language's usage. Some of those are *carpe diem, memento mori* or *veni – vidi – vici/přišel jsem, viděl jsem, zvítězil jsem.*

2.6.2. Adapted loanwords

The second category further divides into five subcategories. First one consists of lexemes borrowed recently. They still maintain traits such as spelling and pronunciation. They are, however, already morphologically incorporated into Czech. The example is the word *hardware*, with Czech genitive *hardwaru.* Second subcategory contains orthographically modified words, which are only distinguished as words of foreign origin, because they denote things which are uncommon for the common speaker. Examples of those are *brožura* or *terapie*. The third one includes words, that are somewhere between- they usually have two orthographically correct variants. They usually tend to lean towards the more modified form after some time. *Briefing – brífink, jam – džem, marketing – marketink* or *speaker – spíkr* are some examples belonging here. Lexemes fully incorporated into the Czech vocabulary belong to another subcategory. The notion of a foreign origin has usually completely disappeared among them, because they denote

things that are common for an average Czech user and also because they have been used in the vocabulary for a long time. Examples of these lexemes are *celer, pošta, růže, škola, muset*, etc. The last category comprises of hybrid expressions where the influence of both languages has combined. It involves words like *elektroléčba*, *rychlodabing* or *videopřehrávač*.

2.6.3. Calques

Calques are also translations of words or phrases originating in other languages. The difference between them and others is that calques are translated word-for-word or root-for-root. The most suitable is the division located in Nový encyklopedický slovník češtiny (Masarykova univerzita, Brno, 2012–2020). It divides calques into three subcategories, grammatical, phraseological and semantical. The grammatical ones imitate the morphematic or word-forming structure of the loanword or loaned phrase. Each morpheme is translated by itself. For example; *počít-ač < comput-er, mrako-drap < sky-scraper, horské kolo < mountain bike, černá díra < black hole* or *trvale udržtielný rozvoj < sustainable development*. The semantical ones are created in such manner that a word already existing in the given language gains a new meaning following a foreign pattern. To illustrate this process; the word *myš* with its original meaning denoting a specific rodent gained a new meaning denoting a tool used to control a computer due to calquing of the English word *mouse*. The same way, the substantive *zeď* gained a new meaning denoting a main page of individual Facebook user due to calquing of the new meaning of English *wall*. Finally, the phraseological calques copy a structure of a phrase throughout the translation. *Mějte hezký den* is a calque of the English phrase *have a nice day*.

2.7. Orthographic-orthoepic adaptation

Changes in spelling and pronunciation of the words borrowed from foreign languages are intertwined to a great extent. It is therefore desirable for them to be described in one interconnected category instead of two separate ones. In the context of Orthographic-Orthoepic adaptation, Svobodová (2007) primarily divides loanwords between adapted and non-adapted. The adapted loanwords are expressions like *džus, spíkr* or *skútr*, which use the spelling modified to fit Czech and are subject to Czech declension paradigm. Some of these words like *kapesník, salát* or *talíř* have been around in Czech for decades and even centuries, so they are not deemed to be of foreign origin

by a common user. Some other words like *gól, ragú, exhibice* or *fůze* are already well-integrated too, although they are still deemed to be of foreign origin. Letters and sounds like *g, f, ó,ú* or *x* that are not usually present in Czech often appear in these words. On the contrary, the non-adapted words like *beauty, bowling* or *whisky* usually remain.

The main issue of adapting English words to Czech lies in the notable degree of difference between acoustic and graphic forms of English words, Svobodová (2007). There are occasions when the acoustic and graphic forms of the words are almost in congruence, specifically at words like *film, set* or *top*. These occasions, however, are rather rare. Majority of common Czech users usually try to follow the rules of Czech pronunciation, although there are some instances of implementing some English elements as well, mostly in written texts containing unusually high amount of Anglicisms. These texts occur mostly in the professional field. If such text uses expressions like *cash, whisky* or *meeting*, people who read it often tend to use English wide [æ], bilabial [w] or velar [ŋ], for example. Another major issue is the codification of loanwords. As inclusion in *Pravidla českého pravopisu* takes time, there are often two variants of the same word like *display/displej*, *meeting/míting*, *manager/manažer*, *cornflake/kornflejk* or *leader/leadr/lídr*, which makes them confusing to use. These words are usually not codified yet, it is therefore impossible to discern which variant is correct and which not. As a general rule of thumb, it is desirable to use only one type of these variants in a text exclusively, either the original spelling or the adapted one.

Generally, there are five possible categories of Orthographic-Orthoepic combinations of Anglicisms in Czech, described by Svobodová (2007):

1) English spelling and English pronunciation, which is adjusted to Czech phonetic system – *dream* [drým], *laser* [lejzr], *movie* [múví];

2) Czech spelling created in accordance with English pronunciation – *byznys* (business), *džem* (jam), *džentlmen* (gentleman), *sprej* (spray);

3) Czech and English doublet spelling and English pronunciation – *byte/bajt* [bajt], *skate/skejt* [skejt];

4) English spelling and Czech pronunciation created in accordance with the spelling – *basketbal* [basketbal], *radar* [radar];

5) Czech spelling and Czech pronunciation both created in accordance with the English original spelling – *volejbal* [volejbal] (volleyball).

Specifically, Nekula (2004) summarizes seven most common changes words undergo in the process of borrowing from English to Czech due to the phonological difference of the two languages:

1) Secondary word stress completely disappears and primary stress shifts - *recyklace* from English *recycling*;

2) Assimilation of voicing takes place by a voiced consonant at the end of a word or a morpheme – *job* [džop], *slajd* [slajt] (from *slide*), *ragtime* [rektajm], *gang* [genk], *ring* [rink], or *sajdkár* [sajtkár] (from *sidecar*);

3) In contrast with English, reduction of a syllable at the end of a word does not happen – *Regan ,Wilson, Washington, transfer, tandem, traper, terminál*;

4) The consonant *r* comes to a full realization – *party, park, parkovat, skateboard, servis*;

5) The aspiration of *p,t* and *k* sounds at the initial position disappears – *party, park, tenis, tým, koks…*

6) Specific phonemes are realized differently, for example:

a) English –*th* /θ/ at the initial position like both *t* and *s* in words like Thacherová [tečerová], thriller [triler], and at the end of a lexical morpheme like *s* in words like Smith [smis]; similarly, /ð/ is realized as [d] in words like *madrbórd* (motherboard);

b) bilabial /w/ is realized like labiodental /v/ in words like *tvíd* (tweed), *whisky, víkend, vigvam, windsurfing, worcester, sendvič* or *tramvaj*;

c) *a* in a closed syllable, in English realized like /æ/, pronounced like [e] or [a] in words like *džentlmen, handbal, ralley, kemp, handicam* or *sendvič*.

7) Phonemes and variants like /dž/, /ou/, /ó/ or velar [ŋ] which are not usual in Czech are often replaced with phonemes that are found in Czech ordinarily, for example in the word *dis(k)žokej* (jockey). The English /ŋ/ in –*ing* adapts into [-ŋk] or sometimes [-n]. The –*ing* is usually pronounced like [-iŋk] in substantives such as *controlling, modelling, body building,* or *screening* and like [-iŋg] in adjectives and adverbs like *marketingový* or *dopingový*.

Svobodová (2007) also comments on the most frequent graphical changes. The most frequent one is substitution of *k* for *c* or *ck* pronounced like [k] in words like *backhand – bekhend, cartel – kartel, hockey – hokej* or *project – project*. Another fairly common change is simplifying the germination of consonants, for example *bully – buly, business – byznis, dubbing – dabing* or *tennis – tenis*. The third most usual change is transforming English fricatives and affricates into Czech variants in words like *bodycheck*

– bodyček, coach – kouč, chip – čip or *gentleman – džentlmen*. When it comes to vowels, the most common modification is a change of quantity in words such as *party – párty, medium – médium, operator – operátor* or *terminal – terminál*. It can also come to an elision of vocals, mostly if the original word ends with –e or –er in words like *byte – bajt, clone – klon, offside – ofsajd, hamburger – hamburger* or *leader – lídr*, or sometimes even if an unpronounced vocal is at another position in the word, like in *business - byznys*. In cases of graphic adaptation in the form of vocals based on he pronounced form of words, it comes to many miscellaneous substitutions of graphemes, such as *a* originally pronounced as [æ] – *e* in *camping – kemping* or *scanner – skener*, *a* [ɔː] – *o* in *matchball – mečbol* or *setball – setbol*, *ea* [iː] – *í* or *ý* in *jeans – džíny, leader – lídr* or *team – tým*, *ee* [iː] – *í* or *ý* in *jeep – džíp, meeting – mítink* or *engineering – inženýring, ie* [iː] – *í* in *briefing – brífink, oa* [əʊ] – *ó* in *goal – gól*, *ou* [aʊ] – *au* in *scout – skaut* et cetera. Some graphemes are also substituted by Czech *ej*, *aj* and *oj*, for example; *ej* for *a, ai, ay, ea* or *ey – cornflakes – kornflejky, cocktail – koktejl, display – displej, break – brejk* and *hockey – hokej*, *aj* for *i* or *y – offside – ofsajd* or *byte – bajt* and *oj* for *oi* or *oy – spoiler – spojler* or *boycott – bojkot*.

2.8. Morphological adaptation

Morphological adaptation of Anglicisms is the most prevalent in nouns, while adjectives and verbs mostly use word-forming suffixes, which allow them to be subject of regular Czech declension and conjugation, Nekula (2004). Other word classes are borrowed only rarely. The nouns usually assume their grammatical gender in Czech either according to their natural gender including distinction between animate and inanimate by masculines, or according to the ending of the word in its base form, or example: *businessman* like Czech *byznysmen* (masculine animate) or *airbag* (masculine inanimate). As a result of the second option, the grammatical gender often varies in words like *image/imidž* (masculine or feminine), *puzzle* (feminine or neuter), *displej* (masculine or feminine) or *džíny/džínsy* (masculine or feminine). Another thing that can matter in assigning a grammatical gender is analogy with synonymous or hyperonymous expressions, for example *story* (feminine or neuter) as in *povídka* or *povídání*, *power play* (feminine) as in *přesilová hra*, *whisky* (feminine) as in *kořalka* or *Greenpeace* (feminine or neuter) as in *organizace* or *hnutí*.

Apart from the grammatical gender, Nekula (2004) also says that the way a borrowed word declines also depends on the ending of the word. Words like *dealer*, *outsider* or *hitmaker* have the declension paradigm pán, words such as *diskžokej*, *dýdžej* or *gay* decline according to the paradigm muž, words like *bar*, *baseball* or *laptop* have the paradigm hrad, words *hokej*, *sprej* or *displej* have the paradigm stroj et cetera. The aforementioned ending of the word stands for ending of the word according to pronunciation, therefore words like for example *Shakespeare* decline according to the paradigm pán or words such as *Altridge* according to the paradigm muž. Indeclinable words like *blue* and words which end with –i/-y or –e, rather rare phenomena in Czech, such as are *kiwi, chilli, sci-fi, hobby* or *skóre* are usually of neuter grammatical gender. There are also indeclinable words of masculine or feminine grammatical gender like *profi* (masculine) or *miss* (feminine). Besides from the ending of the word, other phenomena influencing the declension are semantic analogy - for example, *gamesa* following the declension of *hra*, influence of an intermediate language like German or French – in words such as *databanka*, *farma* that have the declension paradigm žena or *akce*, *relace* and *diskuse* that have the declension paradigm růže, or word-forming adaptation – in words with the suffix –*ka* like *hosteska*, *stevardka* or *misska*. Morphologically adapted loanwords have Czech regular case endings, and can also have Czech common doublet forms, words like *ford, walkman* or *joint* have personification doublets in genitive and accusative of singular grammatical number like *forda* (standard genitive form is *fordu*), *walkmana* (standard genitive form is *walkmanu*) or *dát si jointa* (standard accusative form is *joint*). In informal language, there sometimes appear English plural endings, for example *CDs, windowsy,* newsy or quotational *stories*. When it comes to borrowing plural forms, it is not always perfectly consistent; we have both *džíny* and *džínsy* and *kornflejky* or *kornflejksy*. It depends on whether we also borrow the English ending –*s* or not. It is common to borrow it in words like *windowsy* or *comicsy/komiksy*, which have no other variant.

If an adjective becomes adapted, Nekula (2004) says, its ending, comparative form and superlative form are orderly, like in: *férový, férovější, nejférovější*. When it comes to verbs, take for example the ones adapted with the suffix *-ova-*. All verbs adapted this way have the same conjugation as Czech verbs with this suffix, they are usually imperfective and their perfective counterparts are created by using prefixes or suffixes, for example: *fixovat – zafixovat, mailovat – zamailovat, tipovat – tipnout* or *stopovat – stopnout*.

2.9. Word-forming adaptation

Czech word-forming adaptation mostly uses derivation, compounding and back-formation. As Nekula (2004) mentions, many kinds of nouns use derivation, for example: agent nouns like *pankáč, krosař, snowboardista,* or *profík*, words alternated to change their grammatical gender to feminine like *manažerka* or *modelka*, diminutives like *testík* or *buldoček*, abstract nouns like *sponzorství* or *sponzorování* and many others. What plays a big role is slang, particularly in univerbation: *sekáč* (from *second hand*), *grínpísák* (from *Green Peace activist*) or *texťák* (from *text editor*). Some loanwords also have a tendency leading to compounding. Certain expressions are already borrowed as a compound, for example: *peep show, HIV virus* or *airbag* and other expressions can even become pseudo-Anglicisms like *gólman* instead of *goalkeeper*, *happy end* instead of *happy ending* or *džin tonik* instead of *gin and tonic*. Numerous other compound expressions in Czech have only a part of them borrowed, such as in *Standardní směs, nealko nápoj, diskohudba* or *minivysavač*. Very common, particularly in advertising and slang, are morphemes like *mega-*, *super-* or *ultra-* in connection with Czech words: *ultralehký*, *superpevný* or *megalevný*. These morphemes can sometimes stand on their own and function like adjectives: *super ceny*. Quite common are also prefixoids[1] like *makro-, mikro-, mini-, agro-* or *bio-*, some which are gradually becoming rather independent words like *disko, elektro, auto, info* or *krimi*. It is also fairly common to borrow English abbreviations: *OK, DJ, PC* or *TV* are several that are pronounced the same way as in English while abbreviations like *USA, CD, HIV* or *DVD* have Czech pronunciation. A few certain abbreviations such as *AIDS, BIOS, AutoCAD, NATO* or *UFO* are also spelled together, not by spelling each letter individually. They gain normal Czech suffixes. The borrowed abbreviations sometimes have a tendency to create Czech slang words by derivation or compounding: *CD menu, PR akce, esemeska, cédéčko* or *dévédéčko* are some examples of that behavior.

Svobodová (2007) mentions some most common prefixes and suffixes which are often used in noun loanwords and are originally Czech. Such suffixes are for example masculine *-ař/-ář* in *hardwarář*, *folkař* or *cyklokrosař*, *-ák* in *houmlesák*, *hiphopák* or *hipísák*, *-ík* in *hippík* or *peoplík*, *-áč* in *pankáč* or *hambáč*, *-us* in *fočus* and *–ismus/-izmus* in *hacktivismus* or *lobbismus*. Feminine examples are *–ka* in baseballka, klimoška or textovka, *-na* in barbína or bugina, *-árna* in hamburgárna, *-fikace* or *–izace*

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[1] Prefixoid – a word-forming means halfway between a prefix and a word stem

in elektrifikace or medializace and –ura in adventura or featura. In this context, it is also important to mention the suffixes –ka and –ová, which are used to alternate a word from being masculine to being feminine: some results of this process are words like *manažerka, frontmanka, houmlesačka* or *performerka* and last names like *Mooreová, Leeová* or *Stoneová*. Most common neuter suffixes are *–ní* and *–ství*: *chatování, raftování, skejtování, skrolování, tetování, designérství, gentlemanství* or *sponzorství* are some examples. On the subject of prefixes; *proti-* can replace *anti-* like in *protidrogový* or *protiteroristický*, *od-* can replace *de-* in expressions like *odmonopolizovat* or *odtabuizovat*, *ne-* can replace *i-/in-* in words such as *nelegální* or *neracionální*, *mezi-* can replace *inter-* like in *mezirezortní* or *mezietnický*, *spolu-* can replace *ko-* as in *spoluproducent*, *více-* or *mnoho-* can replace *multi-* as in *vícegenerační* or *mnohorasový*, *po-* can replace *post-* like in *pooperační* or *pokonfliktní*, *místo-* can replace *vice-* in expressions like *místoguvernér* or *místoadmirál* and others.

To word-forming adaptation of adjectives and verbs Nekula (2004) adds that they are normally borrowed with an addition of a Czech suffix like –ova-. Some verbs also use word-forming prefixes like in *zasejvovat, odmailovat, nabootovat* or *vytrejdovat*. Besides from adjectives which go through the word-forming adaptation, it is nowadays increasingly common to use indeclinable non-adapted loanwords which are not subject to word-forming adaptation at all, like in *super nálada, live koncert, cool oblečení* or *hi-fi věž*. The most frequently used adjectives of this type usually have the ending *–y*, it governs words like *easy, happy, heavy, sexy* or *trendy* and many others.

By adjectives, Svobodová (2007) lists the most frequent suffixes: *-ový, -ský/-ovský, -cký* with many variants, *-ní* and *–ný* used in loanwords *like komiksový, folkový, gentlemanský, wordovský, hippiesácký, logistický, genetický, kompatibilní mobilní, licencovaný* or *draftovaný*. Regarding verbs, the most frequent suffixes used when borrowing them are *–ova-, -nou-, -i-* or *–a-* in loanwords like *surfovat, manažerovat, lobbovat, hacknout, startnout, browsit, vegetit* or *klikat*. There are also various prefixes used in loanwords, like *do-* in words like *doinstalovat* or *dotextovat*, *na-* in *nadefinovat* or *nainstalovat*, *o-* in *oskenovat* or *očipovat*, *od-* in *odentrovat* or *odmonopolizovat*, *pro-* in *proklikat se* or *promailovat*, *pře-* in *přeinstalovat* or *přelogovat*, *vy-* in *vyprintovat* or *vyresetovat*, *z-* in *zglobalizovat* or *zrecyklovat* and others.

2.10. Pseudoanglicisms

As Bozděchová and Klégr (2022) depict, it is desirable to distinguish Anglicisms from Pseudoanglicisms. A Pseudoanglicism can be described as a lexeme which has not been created by adapting an English original like ordinary Anglicisms, but was either created by implementing English elements within a word-forming process in Czech, or by creating a new meaning for a word which already has another meaning in English. They are created by derivation, composing, abbreviation and other formal processes. They usually comprise of English word-forming base, sometimes even of English derivational affixes like –*ing/-ink* in the word *knajping* and of other Czech word-forming elements. The primary type of Pseudoanglicisms is a neologism, whose form has no correlation in English, like *hokejista* (*ice-hockey player* in English) or *gudík* (*good man* in English). The other option is that the Pseudoanglicism formally looks exactly like an English word, but its meaning is different like in *boiler*, *dres* or *tremp*.

Klégr and Bozděchová (2022) analyse Pseudoanglicisms in separate categories according to the fashion they are created. The most frequent are such expressions that are created by adding suffixes to a word- forming base – *webař, securiťák, esemeska, ajťák, komentík, developerka, gentlemanství* or *bondovka* are some examples. Next frequent category comprises of words created by composition – *technoparty, iDnes, gólman, tramvaj* or *šoumen*. Pseudoanglicisms are often created by ellipsis – *fitko* from *fitness centre, hokejka* from *hockey stick, basebalka* from *baseball bat* or *onlinovka* from *online game*. Some expressions are created by bleding – *hipstro* from *hipster* and *bistro* or *nohejbal* from *noha* and *volejbal*. Other not that frequent categories contain words created by clipping – *basket* form *basketball*, *grep* from *grapefruit* or *instáč* from *Instagram*, by shift in the meaning of an English original – *dres* (English *jersey*), *trenér* (*coach*), *boiler* (*water heater*) or *stepování* (*tap-dancing*), by transliterating Czech words to look like English – *Coolna* (*kůlna*), *Yatchmen* (*Ječmeni*) or *Yedoo* (*jedu*), purely by conversion – *genomik* (from *genomics*) or *kryonička* (from *cryonics*), and rarely, by calquing or making acronyms.

2.11. Areas where Anglicisms usually occur

There are specific areas where the trend of borrowing words from English is the most prevalent. Those are often areas which are connected to globalisation, cultural matters or technological advancement, areas which often require new words to denote new objects or facts. Here I will list some of the most extensive ones as mentioned by Svobodová (2007):

Advertising slogans

BESTarostně spolu!; *Aby váš motor skvěle SHELL.*; *Chceš vyhrát? A ještě si pochutnat? Tak MÜSLI!*; *BOTY pro bosé – BOTY pro bosse.*; *Nech se WEST.*; *VANISH. Skvrn a špíny se zbavíš.*; *…*

Companies and professions

Medical Manager, Human Resources Assistant, Custom Service Coordinator, Deputy Branch Manager, copywriter, Senior Consultant, product manažer, administrátor…

Graffiti

Sprejer, writer, bomber, one man, toy, crew, xeroxboy, character, legálka, illegal, panel, tagovat, chrom, plastika, sketch-book, battle, burner, new school…

Sport

Lifting, knokaut, faulovat, dribbling, ofsajd, gól, handbal, kriket, ragby, fotbal, skóre, volejbal, bodyček, hatrik, puk, power play, forhend, bekhend, set, setbol, teč, smeč, kurt…

Modern music

Popstar, singer, džezman, heavymetalista, raper, rocker, technař, frontman, remix, country, indie, cover-verze, demo, DJ, remake, evergreen, performer, showman…

Computers and communication technology

Skener, windowsy, software, entrovat, romka, explorer, escapovat, upgradovat, smajlík, harddisk, wallpaper, chatař, RPGčko, renderovací, překliknout se, 3D engine, mejl, …

English acronyms and abbreviations

DVD, SMS, MMS, TV, HDD, SIM, HTML, PR, CV, RPG, PC, NATO, UNESCO, OK, UNICEF, sci-fi, hi-tech, hi-fi, UV, VIP, ICQ, IT, LSD, FC, HIV, BBC, IRA…

Besides these categories, Nekula (2004) mentions a few more:

Economics

Broker, byznysman, dealer, konkurz, know-how, bear market, teamwork, manažer, džob…

Banking

Šek, credit card, cash, homebanking, PIN, pinkarta, telebanking, money market účet…

Trade and services

Music/sport/copy…shop, secondhand, supermarket, hypermarket, shopping centre, leasing…

Transportation

Airbag, ABS, spoiler, air-conditioning, džíp, off-road, pickup, truck, tankovat, airbus…

Fashion and cosmetics

Džíny, manšestráky, svetr, šortky, body, legíny, blazer, tattoo, mejkap, deodorant, shampoo…

Food

Popcorn, whisky, steak, dresink, fast food, bar, cheeseburger, kornflejky, ketchup…

Journalism and politics

Kongres, konference, brífing, monitoring zpráv, copywriter, summit, lídr, press-foayer…

Film, television and media

Action, sitcom, talk show, teleshopping, soap opera, casting, action, western, remake…

Literature and arts

Bestseller, ghost-writer, copyright, paperback, horror, thriller, fantasy, festival, pop-art…

Social phenomena and social groups

Greenpeace, hippies, teenager, squatter, sprejer, houmlesák, babysitting, skinheadi…

Drug consumption

Clean, trip, dealer, extáze, joint, speed, crack…

Jandová et al. (Čeština na WWW chatu, 2006) also talk about **online language games of young people and abbreviations used in online communication**:

Sk8 is gr8, sk8boy, sk8ačka, 3ends, some1, How R U, BTW, some1 4 chat, SMS bombing, jezdit na snb, ICQ, PHP server, mptrojka…

Originally, the purpose of borrowing English words was to fill gaps where a new phenomenon occurred and Czech had no word for it (like *sports* or *television*). Gradually, Anglicisms have been borrowed in more and more other areas, so today we can find them in almost any aspect of our lives.

3 Methods

3.1. Creation process of the survey

At the beginning of the process of creating the survey with the purpose of collecting data regarding usage of Anglicisms and understanding them, it was necessary to return back to the beginning of the research, when the partial research questions were created. In an attempt to cover the usage of Anglicisms in current Czech, they were defined as follows:

1) In which aspects of their lives people knowingly use Anglicisms?
2) To what extent do people understand Anglicisms including internet abbreviations?
3) In how formal circumstances would respondents usually use Anglicisms?
4) Which Anglicisms are today perceived to be of foreign origin and which are so integrated that they are perceived to be original Czech words?
5) What is the common opinion on borrowing from English nowadays - do people find it harmful to Czech? (And why?)
6) What are some new Anglicisms that people have noticed to appear in Czech recently?

As the partial research questions are the foundation upon which the whole thesis is built, it was crucial to craft the Survey in such a manner that it would be providing answers to them.

To answer the first partial research question, it was simple to create a survey question, in which the respondents ticked the areas of their daily lives in which they perceive themselves to use Anglicisms. Fourteen possible areas of life were prepared. Most of them are usually deemed to be areas where the highest amount of English words is borrowed, but an option to mention another area that might come to mind of the respondent was available.

Ten individual questions were created to seek answer to the second partial research question. Each of them presented the respondents with a Czech Anglicism and asked them to identify the meaning of the word. Two prepared answers were created, with a third option to indicate that the respondents do not know the answer and a fourth option, to enable the respondents to write what they think is the right answer if nothing above

appeared to be one. The fourth option was also included, because it is possible that a word can be loaned in different circumstances again and have completely other meaning in some different context for some people. The right choice was not presented in only one of the ten questions – right in the first one. Regarding the options that were wrong, an attempt to create an answer that might be somehow confused with the right option if the answering person did not know the Anglicism well was often made. For example, by providing the respondents with a Czech optional answer that was somewhat similar to the original English word, such as in the question about understanding the word *random*, the wrong answer was formulated as *randál*, because these words share the first four letters while meaning something entirely different.

To answer the third partial research question, there were also created ten survey questions. They presented the respondents with a word with an explanation of its meaning and asked them, in what circumstances they would use it. In these questions, there were prepared three possible answers that indicated usage in differently formal circumstances and a fourth one, which indicated that the respondents who picked it would not use the Anglicism at all.

The answer to the fourth partial research question was again to be found in ten survey questions, each one involving one specific word. Presented with the specific word, respondents had four options to pick their answer regarding the integration of Anglicisms. First possible option indicated that the word is a common Czech word, second one said that the word is of foreign origin, third one covered the option that the respondents did not know the word at all and a fourth one presented option to express themselves, if they found none of the previous options suitable.

To answer the fifth partial research question, the respondents were to reply to a few different questions. The first one of those presented them with a choice to express whether the modern trend of borrowing more and more English words bothers them or not. In case they responded that it did not bother them, they were presented with a complementary question which asked them why and apart from the free space to write their own answer presented them with a few prepared possible answers. The anticipated reasons why people might not like the trend were the inability to understand other people, the general distaste in English, the opinion that Czech should attempt to create and use its own words and the inability to understand English and therefore Anglicisms at all. Next question the respondents were presented with asked them to indicate, whether they think that Anglicisms influence Czech unfavourably and therefore threaten its sovereignty.

The complementary question for people who answered that Anglicisms are unfavourable asked them to express in their own words how Czech might or should defend itself from the influence of English.

Lastly, the sixth partial research question was not seeking a specific answer. It was formulated to obtain a list of words, which are rather newly borrowed from English and are therefore usually not codified yet. The survey question asked the respondents to identify a few such words and provide an explanation of a meaning.

To characterize the respondents through information like their age, gender, their ability to understand English, their overall education and their mother tongue, respective questions were created in the first part of the survey.

The whole survey can be found at the end of the thesis as an appendix. There is also an appendix with profiles of the respondents.

3.2. The choice of the used expressions

The Anglicisms that were used in the research survey were mostly chosen from Nová slova v češtině: slovník neologizmů and Nová slova v češtině: slovník neologizmů 2 and the two used abbreviations were chosen from the online abbreviation dictionary zkratky.cz.

For the ten questions that regarded the matter of how much people understand Anglicisms the following ten expressions were chosen: Abbreviation *BTW* (by the way), *wallpaper* (graphic background of a monitor or a display), *random* (unspecified), *squatterství* (unauthorized occupancy of abandoned buildings), *coming-out* (publicly announcing that one belongs to something or is something, mostly of different gender), *gamer* (a player of computer games), *hack* (unauthorized intrusion into a foreign computer system), *revival* (a band reviving some perished or inactive musical style), *spam* (unsolicited electronic mail) and *streamování* (data transfer to a client by transmitting directly from a network, without saving them to a disk).

In the questions regarding the rate of usage of Anglicisms in differently formal circumstances, these words were used: Abbreviation *LOL* (laughing out loud/lots of laugh), brand (of clothes, for example), *babysitter* (a person paid for looking for kids when parents cannot be home), *high-tech* (products based on highly developed technology), *mail* (electronic mail), *sprejerství* (painting on walls with spray colors), *fitnesák* (a person who

does fitness exercises), *houmlesák* (a person who has no place to live in), *chatař* (a person participating in an internet chat conversation) and *zremixovat* (to create a musical composition from parts of other ones).

Finally, in the questions that covered the perceived integration of Anglicisms into Czech, the following words, most of which have been in Czech for some time, were used: *trailer*, *teenager*, *steak*, *puk* (ice-hockey puck), *fotbal* (football), *legíny* (leggings), *lightka* (light cigarette), *manažer* (manager), *gól* (goal) and *raftování* (rafting).

3.3. Description of the respondents

The survey was launched on 19/4/2022 and was closed after a day with 212 answers. After a careful consideration, 6 responses were discarded, because they lacked seriousness. The number of answered surveys ended up on 206 thereafter. The only data taken from these answers were a few Anglicisms listed in the Appendix C – the list of new Anglicisms.

Out of the 206 respondents, both genders had similar representation; 99 were male and 106 were female. One person did not answer. Divided into age groups, the majority of 117 of them were between 19 and 26 years old. Younger than them, 17 respondents were in the teenage group of 12 to 18 and not a single one respondent was younger than 12. On the other hand, 37 people between 27 and 40 and also 29 people in their 40s to 60s responded to the survey. Only 6 of the responding people were older than 60.

The prevalent highest education level among the respondents was the secondary education, 106 of them had finished it. The second most common group consisted of 74 people with university education. Apart from those people, 20 other respondents had finished only primary education so far and alternatively to the university education, 5 people have graduated at a higher professional school. All of the respondents had finished at least the primary education.

All but 5 respondents indicated that Czech was their mother tongue; their ability to speak and understand English did vary, however. 9 people did not speak English whatsoever and 26 people described their expertise in English as being only beginners. The biggest two categories were people who described themselves as being intermediate or being able to communicate well, consisting of 66 and 79 respondents respectively.

While none of the respondents were native speakers, 27 claimed to have their English so perfect that it could be compared to them.

4 Results

4.1. Areas of life where people knowingly use Anglicisms

Directly after being confronted with a description of Anglicisms, the respondents were asked the following question, to which they could have picked more than 1 answer or even add their own one: "In which areas of life do you realize that you actively use Anglicisms to an observable extent?"
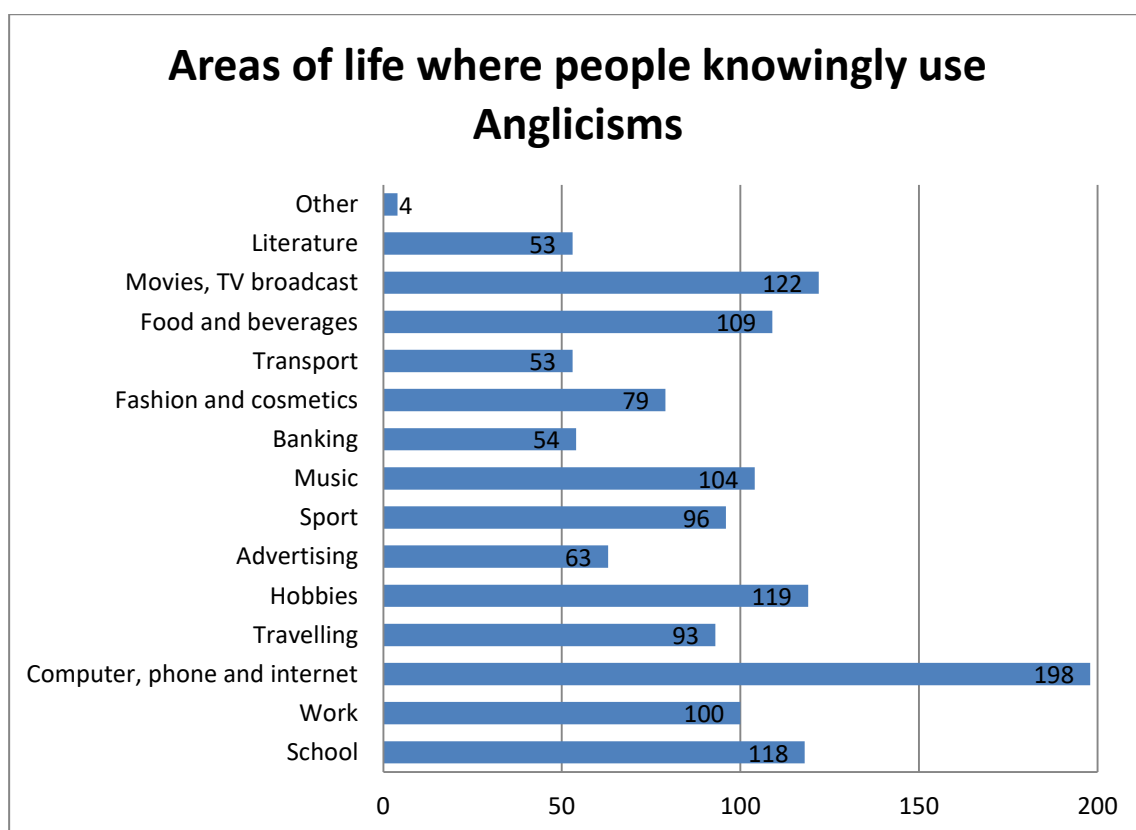
Graph 1

The most frequent answer to the question, *computer, phone and internet*, was chosen 198 times out of possible 206, leaving this area to have the vastest occurrence of Anglicisms among all areas of daily lives of Czech people. This was no surprise, as the most of the terminology connected with internet, mobile phones or computers is originally English.

Although very near to one another, the second, third and fourth most picked options were nowhere near the first most picked one. *Movies and TV broadcast*, *hobbies* and *school* were chosen 122, 119 and 118 times respectively. These popular choices were no surprise again; English is a foundation of the western cinematographic industry, category of hobbies consists of many miscellaneous things often including computers, internet or movies again and school is a place where English is usually taught and opportunities to use the newly learned language in some new way arise.

There were, again, three frequent choices in the range from 100 to 110. It was *food and beverages* with 109 picks, *music* with 104 picks and *work* with straight 100 picks. These categories were followed by *sport* and *travelling* with 96 and 93 picks respectively.

Areas where people do not use Anglicisms as often as elsewhere are *fashion and cosmetics* that was picked 79 times, *advertising* – 63 times, *banking* – 54 times and finally, both *literature* and *transport* that were picked 53 times.

Only four of the respondents added their own answers, which leads to the assumption, that the categories prepared beforehand were sufficient in covering the main areas of everyday life, where Anglicisms might be used. The four answers included social media as such, bureaucracy in matters like subsidies, ministries or EU, the colloquial Czech overall and the reluctance to use Anglicisms at all.

Generally, each category mentioned above was picked by at least a quarter of the respondents. Czech people are evidently noticing Anglicisms in areas of their lives like internet, movies, communication technology or their hobbies, slightly less in their jobs or education, while travelling or listening to music and even less in areas such as literature, banking or transport. From the frequent rate of picking the numerous categories mentioned above, we can also conclude that Anglicisms are almost everywhere in our everyday lives, we are surrounded by them, even if many of us do not notice some of them.

4.2. The extent to which Czech people understand Anglicisms

An essential part of the research was to find out whether the respondents understood Anglicisms represented by the ten examples at all. With each word, they were presented with four possible answers: two descriptions of a meaning that the word might have, option to express a lack of knowledge and an option to write whatever else they might think to be the right answer themselves.

The first survey question of this format was unique in the manner that neither of the two presented meanings were right; all other questions had the meaning written in one of the two prepared answers the respondents were presented with. In this first question, they were asked to distinguish, what the abbreviation *BTW* means. A surprising amount of 25 people indicated to not know and two respondents did not answer at all. The majority of 164 respondents wrote the right answer in Czech or English. 13 people picked one of the two wrong answers and 2 people wrote their own, wrong answers: *back to work* and *babies tight and wet*.
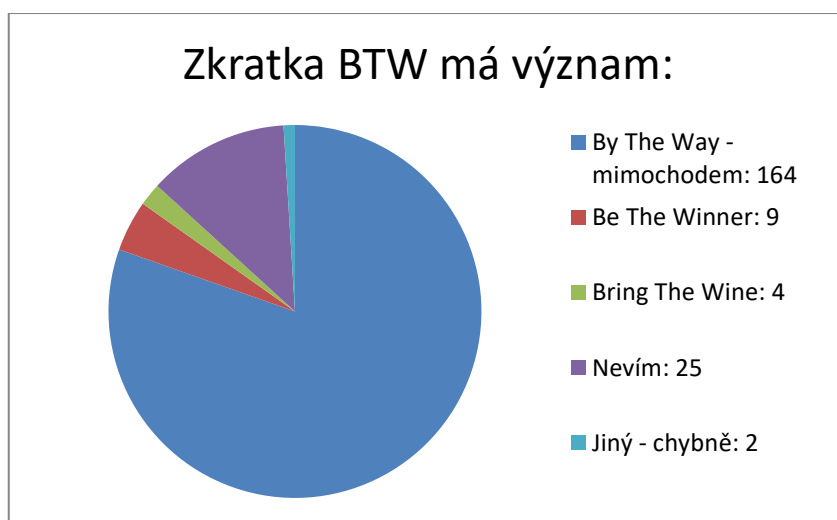
Graph 2

The second survey question asked the respondents to identify the meaning of the word *wallpaper*. Out of the 206 respondents, 175 people indicated the right answer or described it with their own words. 15 people had no clue what the word meant, 7 picked the wrong answer and 7 respondents mentioned in their own answer that apart from the word being used as a background graphics on a display, according to them, it can be used to describe decorative paper glued to the walls of a room. The word wallpaper has this meaning only in English, however. Finally, one person did not answer whatsoever and one wrote their own wrong meaning.
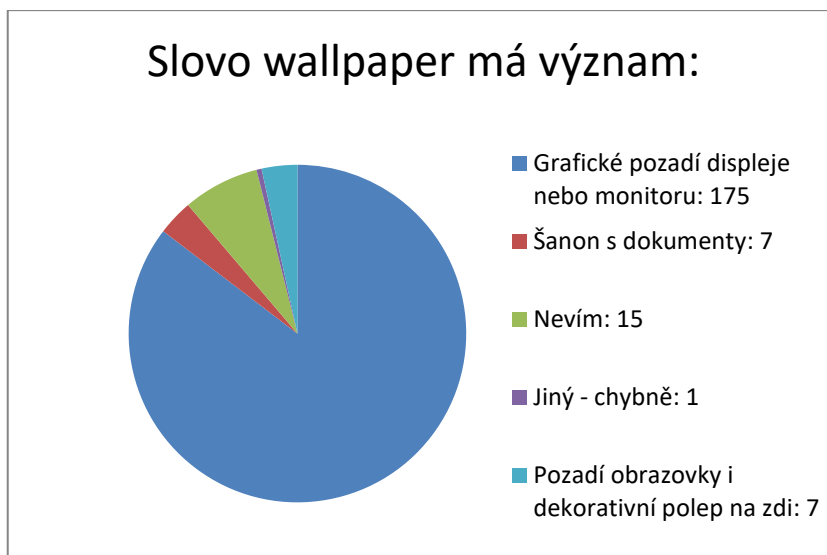
Graph3

The third question asked for the meaning of the word *random*. As we can see in the graph below, 183 people correctly responded that it denotes something unspecified, 21 of the respondents did not know the meaning of it, 1 picked the wrong answer and 1 person wrote their own wrong answer.

Graph 4

The next question dealt with the word *squatterství* - created from the original English word *squatting*. Whole 190 respondents chose the right meaning – unauthorized occupancy of abandoned buildings. Minority of 12 people had no idea what the word meant, 2 picked the wrong answer and 2 answered similarly to the right answer, with slight differences; one said that *squatterství* means occupancy of abandoned buildings,

perhaps deliberately excluding the word unauthorized, and the other suggested, that the buildings do not even have to be abandoned.

Graph 5

Fifth of the questions regarding the extent to which people understand Anglicisms dealt with the word *coming-out*. Only 151 respondents ticked the right answer – public announcement of one's belonging to something; 12 others responded with their own words and explained that the word is usually used as to specifically announce that one is of different sexual orientation. The amount of wrong answers was also higher than average – 24 people picked the wrong one and 14 people confessed not to know the meaning at all. 1 person did not answer the question and 4 people presented their own wrong meanings.
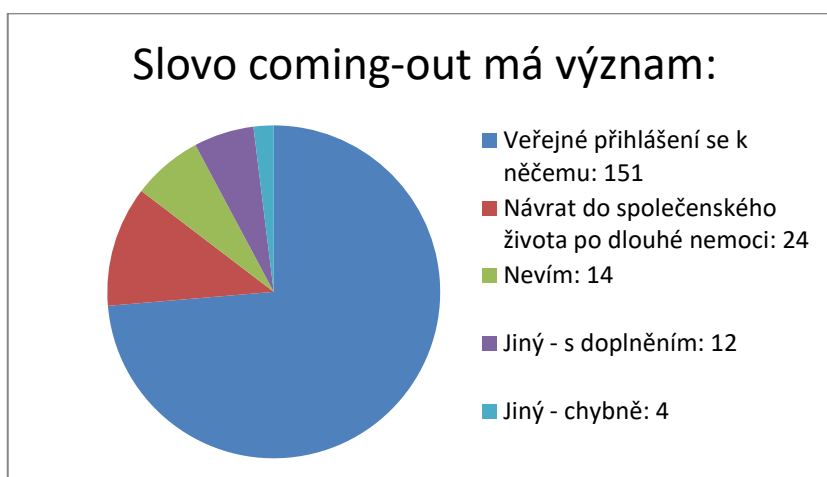
Graph 6

Quite the opposite, the next considered word, *gamer*, was understood fairly well. 198 respondents identified the right meaning – a person who plays computer games,

7 of them did not know what it meant and one person added that a gamer can be a player of any games, not only the computer ones.

Graph 7

Following the previous one, the word hack with the meaning denoting an unauthorized breach into someone else's computer system was understood well, too. The right answer was chosen by 195 of the questioned people and one person indicated their own nescience. 8 of the remaining people mentioned another meaning – an ingenious trick, feint, clever solution or improvement. The last two people had different remarks. One claimed that the breach does not necessarily have to be unauthorized and the other added yet another meaning; according to them, the word also pejoratively denotes a second-class journalist or writer.

Graph 8

The eighth examined word was *revival*, meaning a band reviving some inactive musical style. From the total of 206, 177 respondents knew the right answer, 14 were clueless, 3 picked the wrong one, 7 others wrote the right answer in their own words and specified that the band is often reviving a specific music band, not only the style, and 5 remaining people mentioned that it can also mean revivification generally, not only in music.

Slovo revival má význam:

- Kapela oživující zaniklý nebo neaktivní hudební styl: 177
- Služba umožňující účastníkovi telefonní sítě přecházet k jinému operátorovi: 3
- Nevím: 14
- Jiný - oživení specifické kapely: 7
- Jiný - oživení celkově: 5

Graph 9

The following examined word *spam* denoting unsolicited electronic mail had the highest success rate of picking the right answer of all ten words. Whole 200 people had the right answer; 2 people did not know the word and from the four remaining, two added that apart from electronic mail, it can be any form of mass and unsolicited content, one referred to the original meaning, brand of canned meat, and the last one referenced a Monty Python sketch.

Slovo spam má význam:

- Nevyžádaná elektronická pošta: 200
- Nevím: 2
- Jiný - nevyžádaný obsah celkově: 2
- Jiný - s referencí na něco jiného: 7
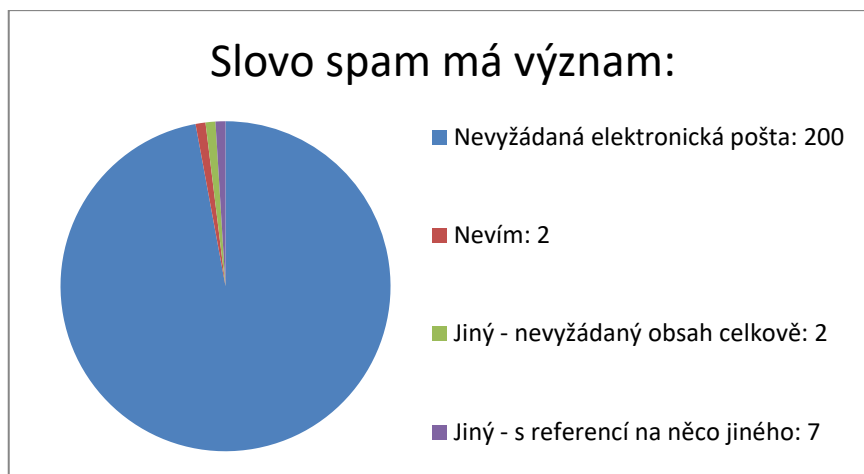
Graph 10

The last word in this category of questions was *streamování* – data transfer to a client by playing it directly from a network, without saving it to disk. 187 respondents were successful, 6 picked the wrong answer, 2 did not answer at all, 1 did not know the answer, 9 answered with their own words and mostly added that the data transfer is live, and one person claimed to use the word synonymously with the word *močit*.

Slovo streamování má význam:

- Přenos dat ke klientovi přehráváním přímo ze sítě: 187
- Sdílení internetového připojení pomocí hotspotu: 6
- Nevím: 1
- Jiný - s dodatkem, že přenos je live: 9
- Jiný - močit: 1
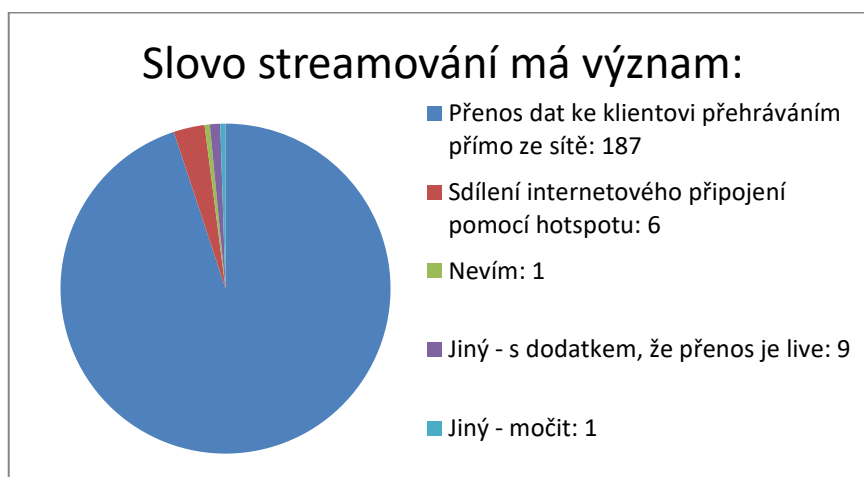
Graph 11

Generally, over 75 % of the respondents knew the meaning of the word they were presented in every research question and in 5 of them; the majority which knew the right answer was higher than 90 %. Overall, it can be said with confidence that among the Czech, older, codified Anglicisms are understood very well.

4.3. Formal circumstances of usage of Anglicisms

The next ten questions were asked in order to determine in how formal circumstances are Czech people willing to use Anglicisms. Each of the questions presented the respondent with an Anglicism with an explanation of its meaning and asked him/her in which context they would use it. The respondents were given 4 possible answers; first three indicating possible usage in variously formal conditions, while the fourth was reserved for the option they would not use it at all. It was possible to pick more than one answer at one question.

As the figure below shows, the first question presented the respondents with an abbreviation *LOL* standing for Lots Of Laugh or Laughing Out Loud. None of the other questions included abbreviations, only common words. Of the 206 people, 178 would use the abbreviation in an informal situation, for example at home, with their friends, in a friendly letter or internet chat. 8 people would use *LOL* in a moderately formal situation, like at school, work or in a school or work related e-mail. Not a single one of the respondents would use the word in a strictly formal environment, like in court, administration office or in an official document. Thirty people would not use the word whatsoever. It seems that English abbreviations here represented by *LOL* are mostly a part of colloquial speech or slang.
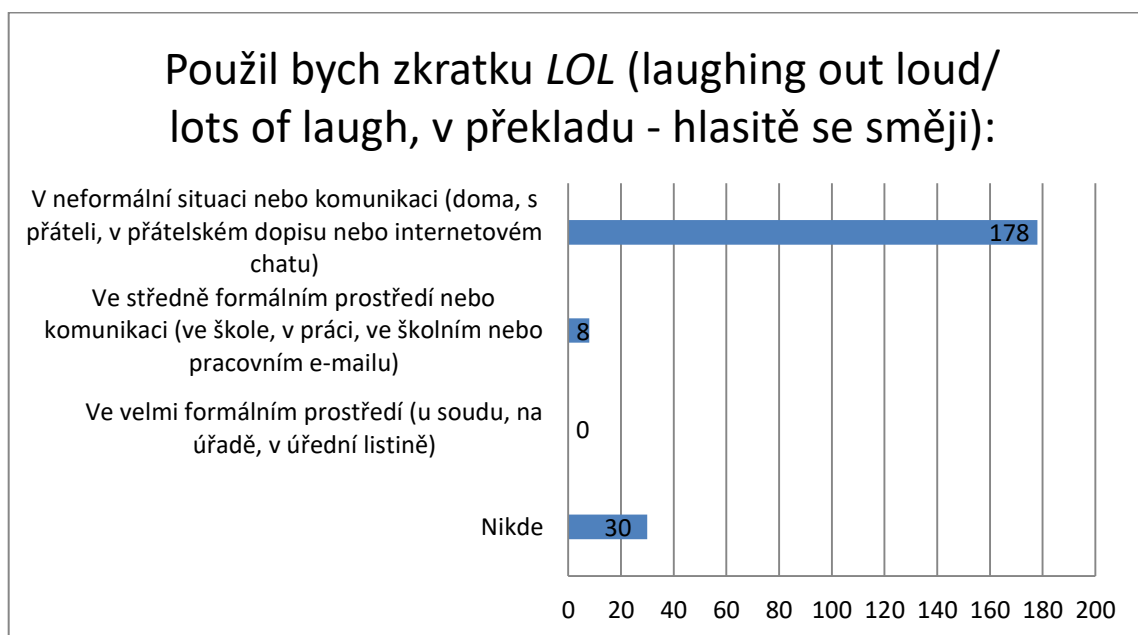
Graph 12

The second question examined the word *brand* – a specific marketing company with renowned name. Surprisingly, the area where respondents picked it the most was the moderately formal environment, it was chosen 152 times. 90 of the asked people would use the word in an informal situation, while 21 of them would say the word even in a strictly formal environment. 30 respondents would not use it at all.

Použil bych slovo *brand* (obchodní značka):

- V neformální situaci nebo komunikaci (doma, s přáteli, v přátelském dopisu nebo internetovém chatu): 90
- Ve středně formálním prostředí nebo komunikaci (ve škole, v práci, ve školním nebo pracovním e-mailu): 152
- Ve velmi formálním prostředí (u soudu, na úřadě, v úřední listině): 21
- Nikde: 36
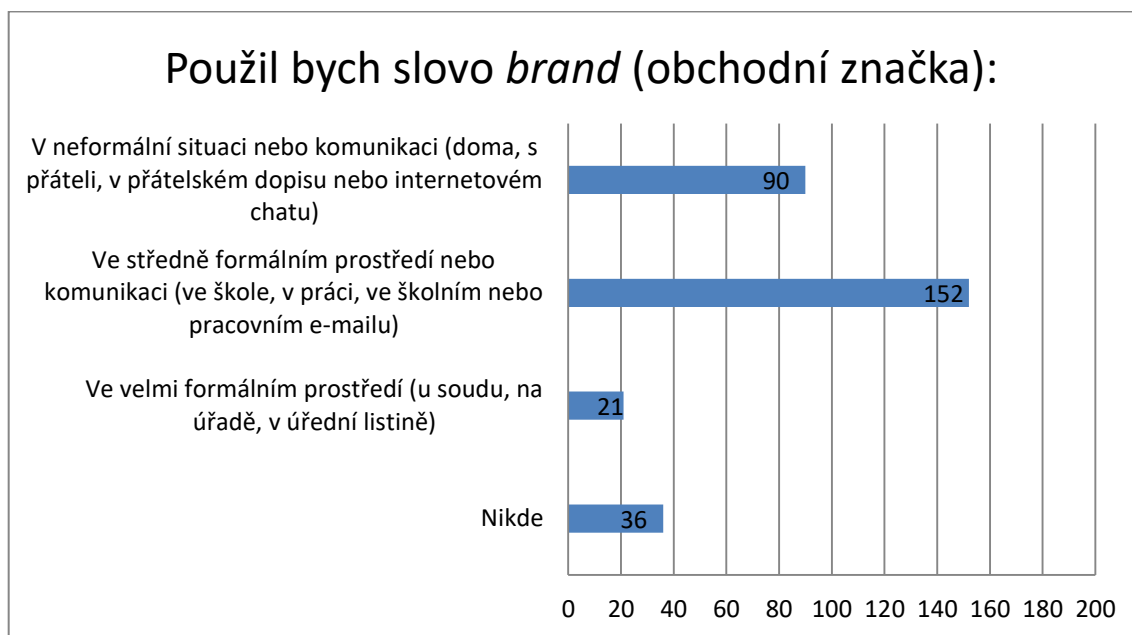
Graph 13

Third examined expression was *babysitter* – a person caring for children during the absence of parents. Opposite to the two previous ones, it had no vast majority in any of the possible formal circumstances, the answers were more diverse. 110 respondents would use it in informal communication, 84 in moderately formal circumstances, 26 in strictly formal circumstances and a notable 65 people would find no use for the word whatsoever.

Použil bych slovo *babysitter* (člověk pečující o děti doma v době nepřítomnosti rodičů):

V neformální situaci nebo komunikaci (doma, s přáteli, v přátelském dopisu nebo internetovém chatu) — 110

Ve středně formálním prostředí nebo komunikaci (ve škole, v práci, ve školním nebo pracovním e-mailu) — 84

Ve velmi formálním prostředí (u soudu, na úřadě, v úřední listině) — 26

Nikde — 65
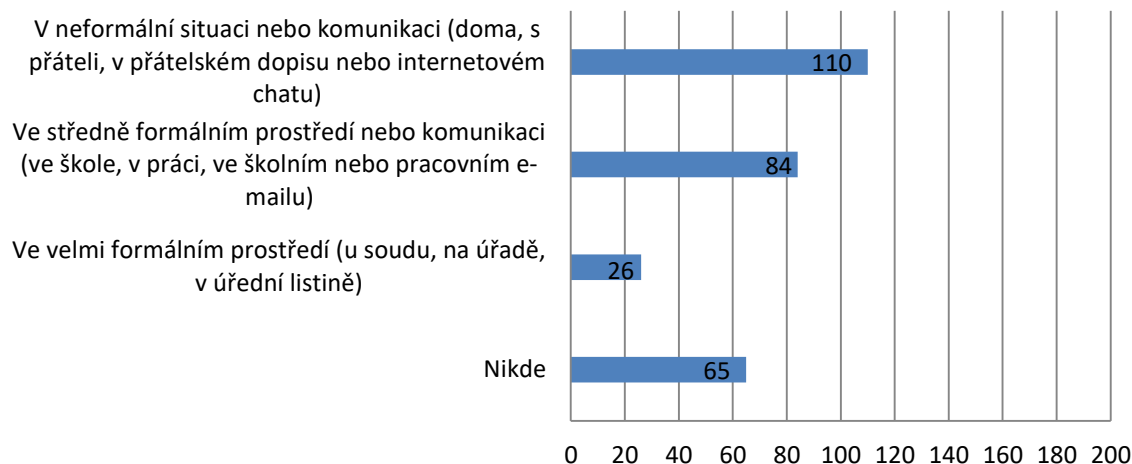
Graph 14

Fourth examined word was *high-tech* – products utilizing advanced technology. It was a word with one of the higher rates of answers; 125 people would say it in an informal situation, 164 would use it in moderately formal conditions and 76 would find it suitable for strictly formal conditions. Only 11 respondents would not find it acceptable to use it at all. This fact makes it the second most possibly used word of the 10 examined ones.

Použil bych slovo *high-tech* (výrobky, produkty založené na vyspělé technologii):

V neformální situaci nebo komunikaci (doma, s přáteli, v přátelském dopisu nebo internetovém chatu) — 125

Ve středně formálním prostředí nebo komunikaci (ve škole, v práci, ve školním nebo pracovním e-mailu) — 164

Ve velmi formálním prostředí (u soudu, na úřadě, v úřední listině) — 76

Nikde — 11
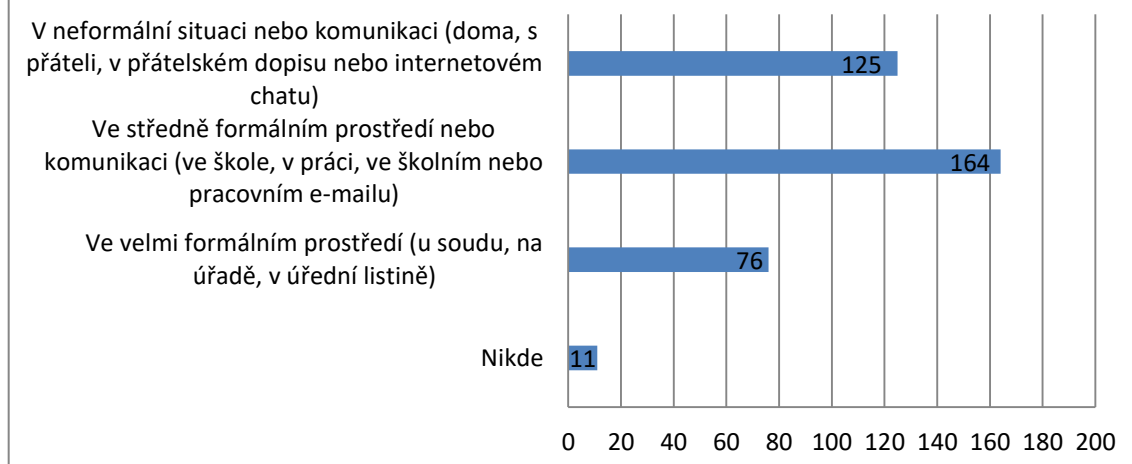
Graph 15

Mail, meaning electronic correspondence, was an expression used the most commonly among the 10, according to the statistic below. With 152 respondents using it in informal environment, 173 finding it viable in moderately formal conditions and 102 willing to use it in strictly formal conditions, it was also the word with greatest representation in all three categories in total. Each respondent would use this word in at least one possible place.

Použil bych *mail* (elektronická pošta):

Kategorie	Počet
V neformální situaci nebo komunikaci (doma, s přáteli, v přátelském dopisu nebo internetovém chatu)	152
Ve středně formálním prostředí nebo komunikaci (ve škole, v práci, ve školním nebo pracovním e-mailu)	173
Ve velmi formálním prostředí (u soudu, na úřadě, v úřední listině)	102
Nikde	0
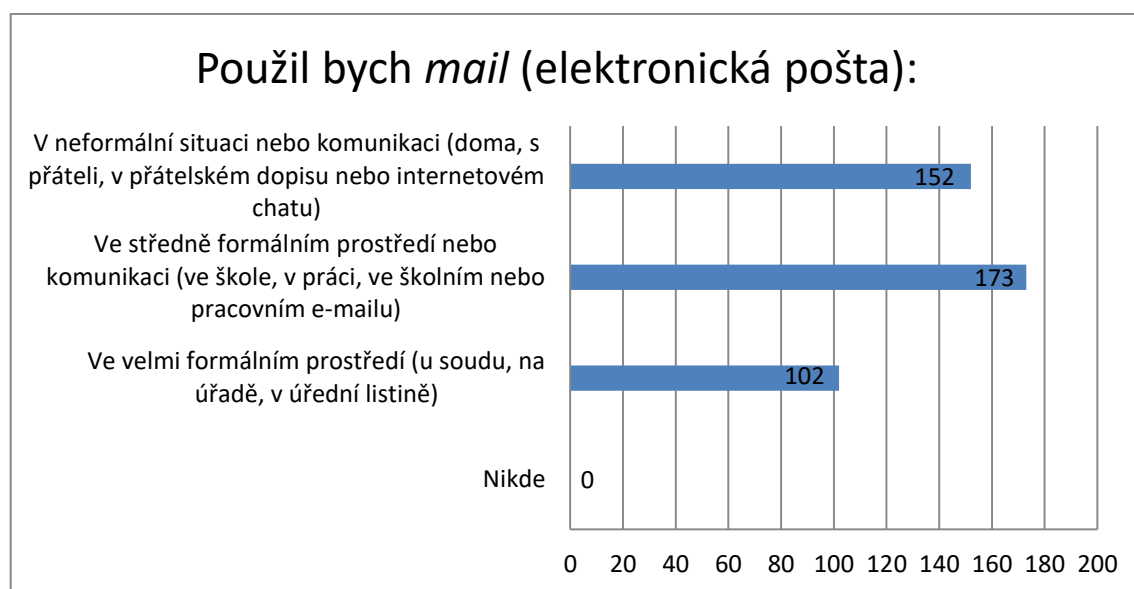
Graph 16

The word *sprejerství*, meaning spray painting on walls, is used mostly in informal situation or moderately formal circumstances, with 161 and 115 picks respectively. 56 questioned people would use it in strictly formal environment and 17 would find no use for it.

Použil bych zkratku *sprejerství* (malování barvami ve spreji na zdech):

V neformální situaci nebo komunikaci (doma, s přáteli, v přátelském dopisu nebo internetovém chatu)	161
Ve středně formálním prostředí nebo komunikaci (ve škole, v práci, ve školním nebo pracovním e-mailu)	115
Ve velmi formálním prostředí (u soudu, na úřadě, v úřední listině)	56
Nikde	17
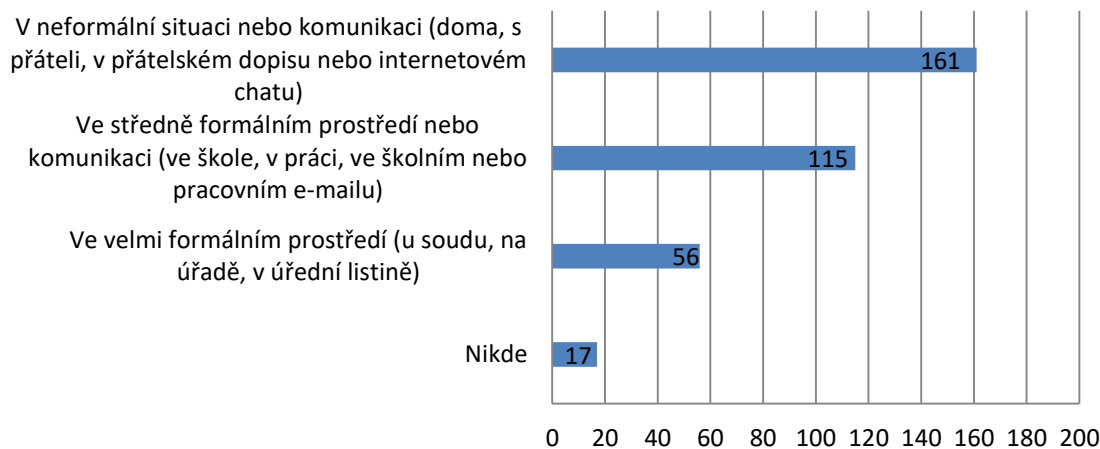
Graph 17

The seventh word *fitnesák*, a person engaging in fitness training, finds no use in a strictly formal environment. Only 17 respondents would use it in moderately formal conditions and 58 would not use it anywhere. On the contrary, 148 people, almost three quarters of the respondents, would use the expression in an informal place, like at home or in an internet chat.

Použil bych slovo *fitnesák* (člověk, který se věnuje kondičnímu cvičení):

V neformální situaci nebo komunikaci (doma, s přáteli, v přátelském dopisu nebo internetovém chatu)	148
Ve středně formálním prostředí nebo komunikaci (ve škole, v práci, ve školním nebo pracovním e-mailu)	17
Ve velmi formálním prostředí (u soudu, na úřadě, v úřední listině)	0
Nikde	58
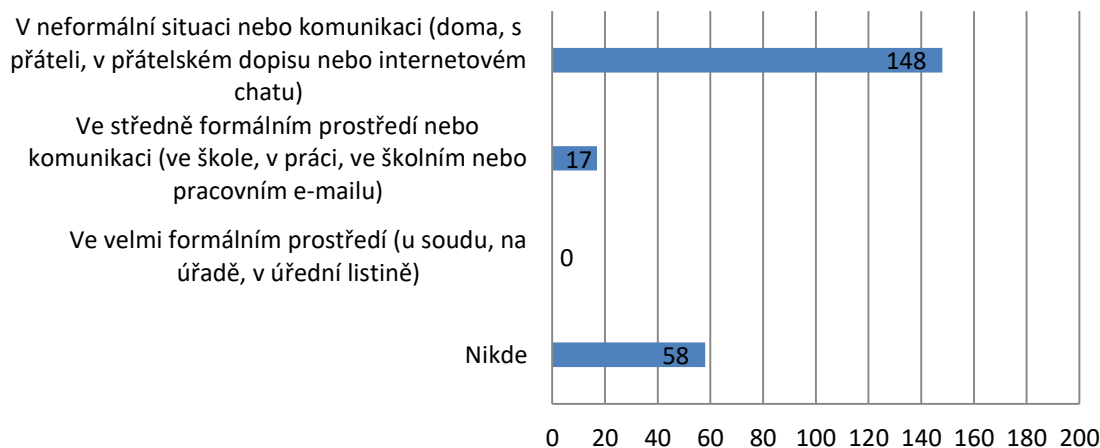
Graph 18

Being quite derogatory, the expression *houmlesák* – a person without a home – would not be used in strictly formal conditions whatsoever and only 6 people would make use of it in moderately formal circumstances. 40 respondents stated that they would not use the word anywhere and 169 said that they would use the word in informal environment, which unexpectedly and oddly adds up to more than the total of all respondents. It does at least indicate that the expression is fairly common in Czech colloquial language, though.
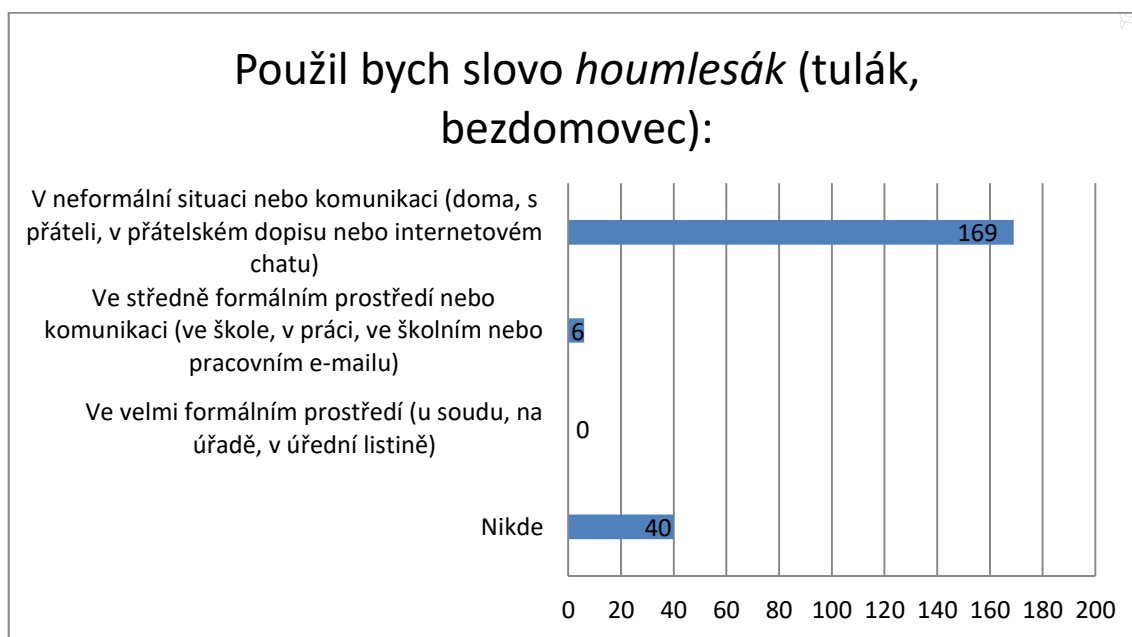
Graph 19

Chatař – participant of an internet communication – was the least used Anglicism, 94 respondents would not find it suitable to use at all. Only 13 people would find it alright in formal conditions, 43 in moderately formal conditions and 99 in an informal environment.

Použil bych slovo *chatař* (účastník chatu - konverzace uskutečňované na internetu):
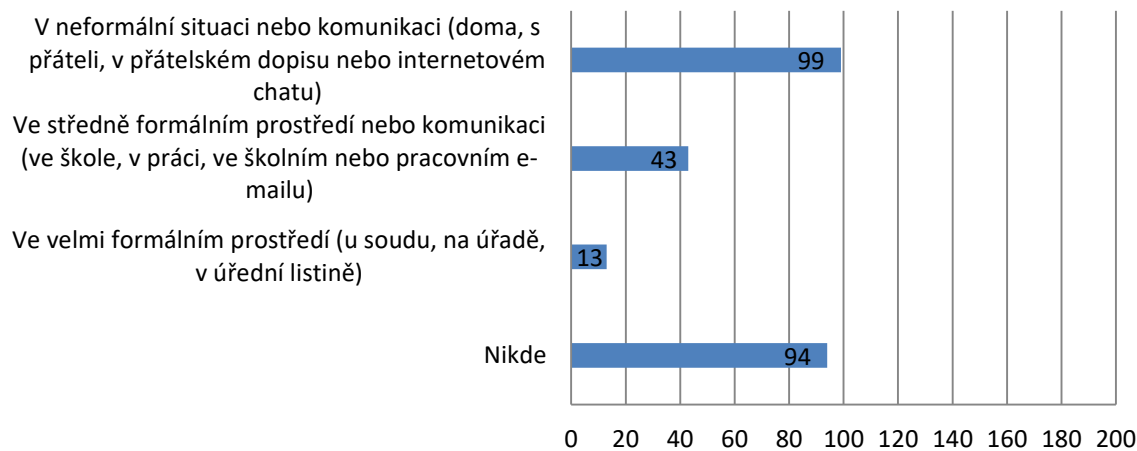
Graph 20

The last of the ten expressions, *zremixovat* – to create a song from parts of other records, was one of the words which were the most widespread in the informal conditions, with 160 people who would use it there. 74 respondents would also find it suitable for a moderately formal environment, but only 14 would say it in strictly formal circumstances. 29 respondents would not use the expression anywhere.

Použil bych slovo *zremixovat* (vytvořit remix - hudební nahrávku z částí jiných skladeb):
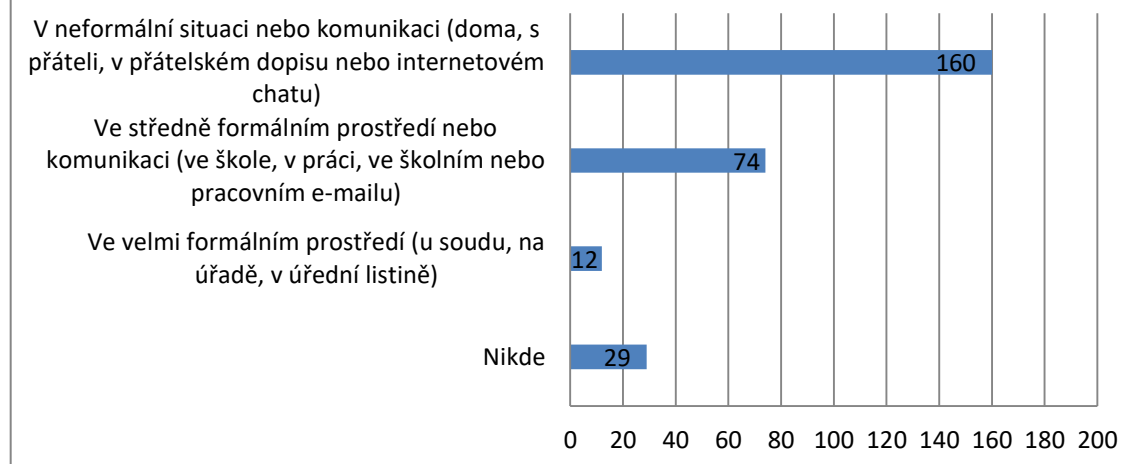
Graph 21

In conclusion, a few expressions like *brand*, *high-tech* or *mail* have already gotten closer to the core of the Czech vocabulary, as every one of the respondents would use the word *mail* at least in some context, for example. The rest of the words were usually most common in the colloquial language and informal settings. The exception that stood out was the word *chatař*, which almost a half of the questioned people would not use whatsoever. Generally, Czech Anglicisms represented by the ten examples are still mostly a matter of informal communication; some are however integrated very well at all levels of communication and are used even in formal conditions. It is only a matter of time before more and more Anglicism will follow this trend, making the representation of English expressions in Czech increasably palpable.

4.4. Extent to which Anglicisms are integrated into the Czech vocabulary

To determine the extent of integration of various expressions into Czech, the questions asked the respondents about how they perceive the expressions. They were given four possible choices: to label the word as ordinary Czech word, to label it as a word of foreign origin, to express that they do not know the word at all or to write their own take on it. They could pick only one of those options.

The first of the ten expressions was *trailer,* a preview of a movie. Out of the 206 respondents, 186 labelled it as a word of foreign origin, 16 perceived it to be a common Czech word, 2 did not know its meaning and 2 other people briefly expressed their own ideas. One argued that the word is a common English expression and the other claimed that the meaning of it stands for an unpowered vehicle towed by another.

Vnímáte slovo *trailer* jako:

- Obyčejné české slovo: 16
- Slovo cizího původu: 186
- Nevím, co slovo znamená: 2
- Jinak: 2

Graph 22

Similarly as the first expression, the majority of 162 respondents labelled the word *teenager*, a person aged between 13 and 19 years, to be of foreign origin. 42 people thought it was rather a common Czech word and one person argued that albeit being of foreign origin, it is still fully incorporated into Czech language. One person did not pick any option.

Vnímáte slovo *teenage*r jako:

- Obyčejné české slovo: 42
- Slovo cizího původu: 162
- Jinak: 1
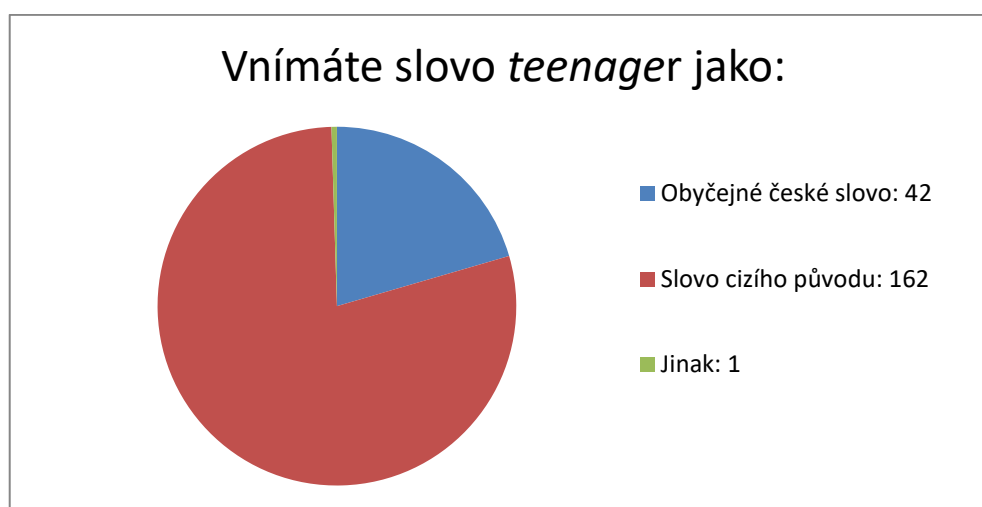
Graph 23

The third word *steak*, a grilled beef, was another expression which majority of the respondents deemed to be of foreign origin. 123 people labelled it so, while 80 others claimed it to be a common Czech word. Two people expressed further opinions; one argued that although it is a word of foreign origin, it is already fully incorporated into Czech and the other wrote that they would probably perceive it as an ordinary Czech word, were it not for the written form which strikes the eye as of outlandish origination. One person did not express any opinion again.

Vnímáte slovo *steak* jako:

- Obyčejné české slovo: 80
- Slovo cizího původu: 123
- Jinak: 2
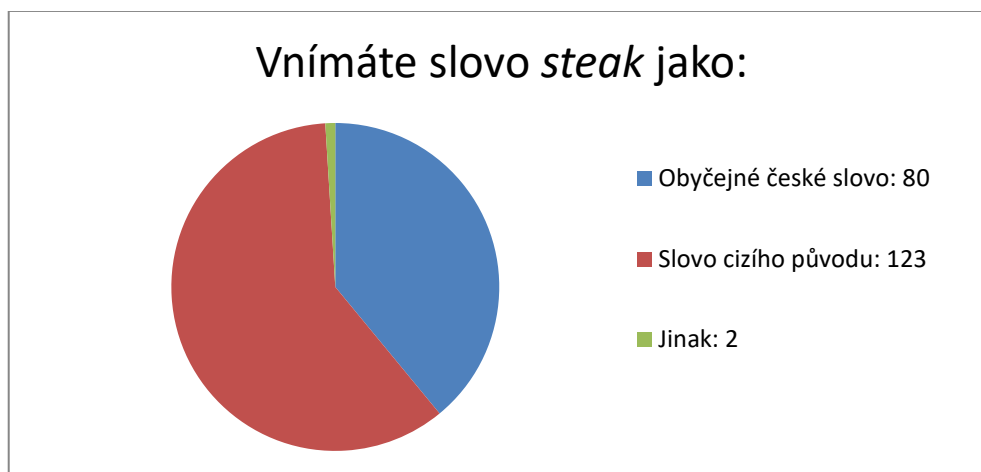
Graph 24

The fourth word, *puk* – a rubber disc used in ice-hockey, was first of the expressions which were deemed to be ordinary Czech words by a majority of respondents, specifically 182 in this case. 19 people thought it to be of foreign origin, 2 respondents claimed not to know its meaning and 2 other expressed elsewise. One was uncertain to decide the origin of the word and the other one Deemed *puk* to be a foreign word, but commonly used in Czech. Furthermore, one reply was discarded for replying in a nonsensical way (describing what a *puk* is instead of expressing their opinion about the origin of the word).

Vnímáte slovo *puk* jako:

- Obyčejné české slovo: 182
- Slovo cizího původu: 19
- Nevím, co slovo znamená: 2
- Jinak: 2
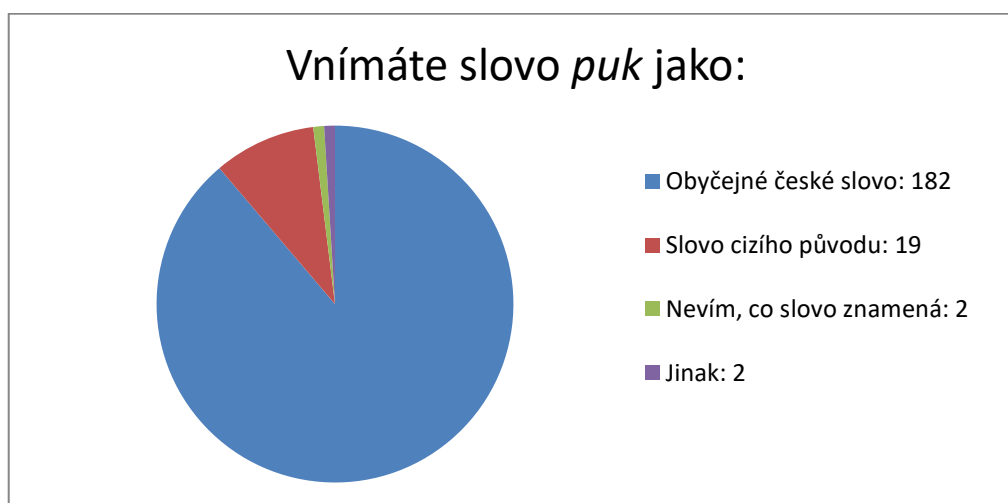
Graph 25

The word *fotbal*, a team ball game, was another expression from the sports field. As the chart below shows, majority of respondents indicated again that they perceive the word as a common Czech one. More than at the previous one, 54 people labelled it as of foreign origin. From the 3 remaining respondents, one did not tick any option, one

said the expression is borrowed yet normally used and the last one added that the word is integrated fairly well, because the Czech alternative word *kopaná* is usually not used anymore.

Vnímáte slovo *fotbal* jako:

- Obyčejné české slovo: 149
- Slovo cizího původu: 54
- Jinak: 2
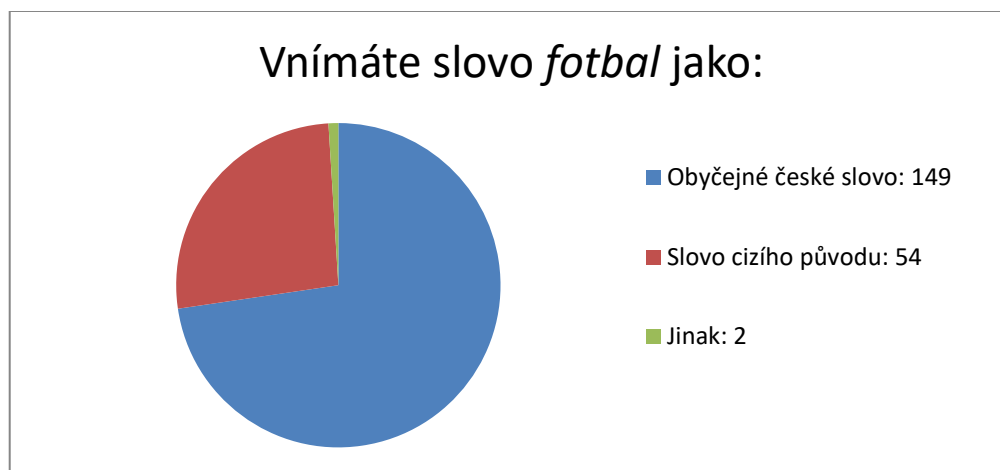
Graph 26

Next word was *legíny*, tight-fitting stretch trousers. As everyone knew its meaning, 135 of the whole considered it to be an ordinary Czech expression, 69 still observed that the word is of English origin and one person specified that they deem it to be a nowadays used modern word.

Vnímáte slovo *legíny* jako:

- Obyčejné české slovo: 135
- Slovo cizího původu: 69
- Jinak: 1

Graph 27

The word *lightka*, a light version of a cigarette or a chewing tobacco, was the only which was unknown to the respondents to a notable extent. It is not perhaps used as much as other of the chosen words, or the usage of it declines. While 144 respondents labelled it as of foreign origin, whole 59 people were unaware of its meaning. One person

provided no answer, not a single one perceived the word as of Czech origin and two people expressed in other way; one described the word as colloquial and the other one understood the meaning yet would not ever use it.
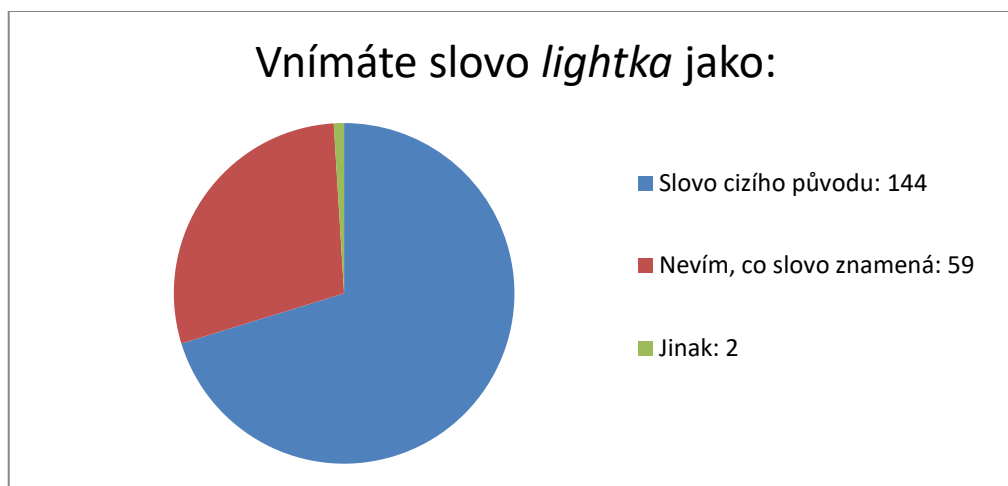
Graph 28

Regarding the word *manažer*, a person administering or controlling a group or staff, there were no other answers than the primary two. 118 respondents thought it to be a common Czech word, while 88 others sensed the foreign origin of it.

Graph 29

The next expression was connected to sports again. *Gól*, the act of scoring a point in various team sports, was mostly deemed to be a common Czech word, specifically by 160 respondents. 43 others perceived it to be borrowed from a foreign language, one person claimed not to know its meaning and the two last ones commented

49

on it; one said that the word is borrowed yet normally used and the other added that the Czech alternative *branka* finds almost no use in modern Czech.

Vnímáte slovo *gól* jako:

Obyčejné české slovo: 160
Slovo cizího původu: 43
Nevím, co slovo znamená: 1
Jinak: 2

Graph 30

Of the 205 people who answered the last of these ten questions, 110 deemed the word *rafting*, an act of travelling down a river on a raft, to be an ordinary Czech word, 92 noticed its foreign origin, one of them did not know its meaning and the remaining two expressed their own opinions; one said the word was used in the modern language and the other expressed distaste for the specific form of the word.

Vnímáte slovo *raftování* jako:

Obyčejné české slovo: 110
Slovo cizího původu: 92
Nevím, co slovo znamená: 1
Jinak: 2
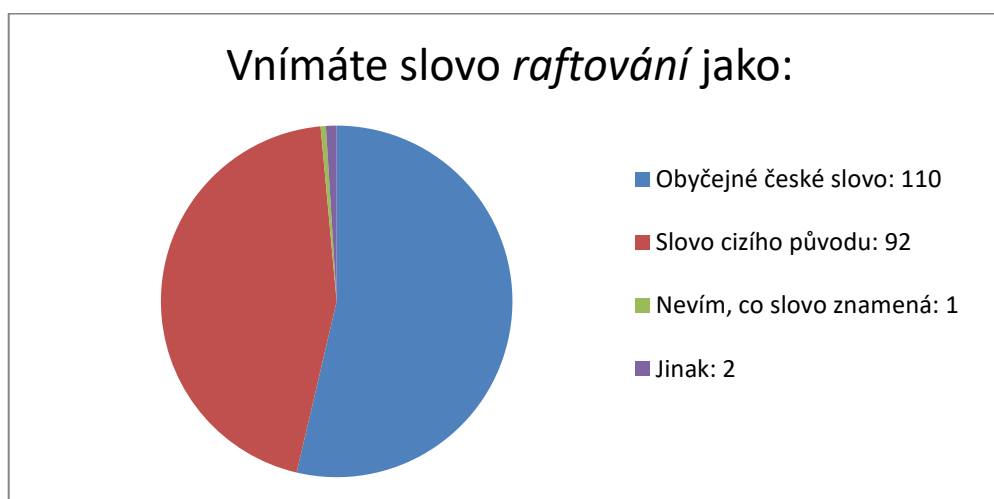
Graph 31

In conclusion, many of the chosen words seemed to be integrated very well, particularly the ones connected with sports which were all adapted to some extent. The expression *lightka* stood out, because a remarkable amount of respondents did not

understand its meaning. Generally, the words whose written form underwent a formal adaptation of some sort were deemed to be common Czech words far more frequently than the ones which did not. As one of the respondents expressed, original English form of a word (*steak*, in this case) indicates its foreign origin, although if the person did not see the written form and encountered the expression only in a spoken discourse, the foreign origin would be far less noticeable. In general, many Anglicisms are already well integrated into the Czech vocabulary, and as for example the matter with the spoken form of a word being perceived less of foreign origin than its written form suggests, the will continue getting through to Czech, also because the adapted spelling of the words would be used more and more than the original one, apart from other reasons.

4.5. Common perception on being bothered by Anglicisms

The fifth general part of the research survey focused on whether people are bothered by new Anglicisms and why, if so. As presented in the chart below, all but one respondent answered the question "Are you bothered by new Anglicisms?" one way or another. Majority of 164 respondents, straight 80 %, expressed that they do not mind them. The remaining 41 people who find new Anglicisms bothersome were given a supplementary question.
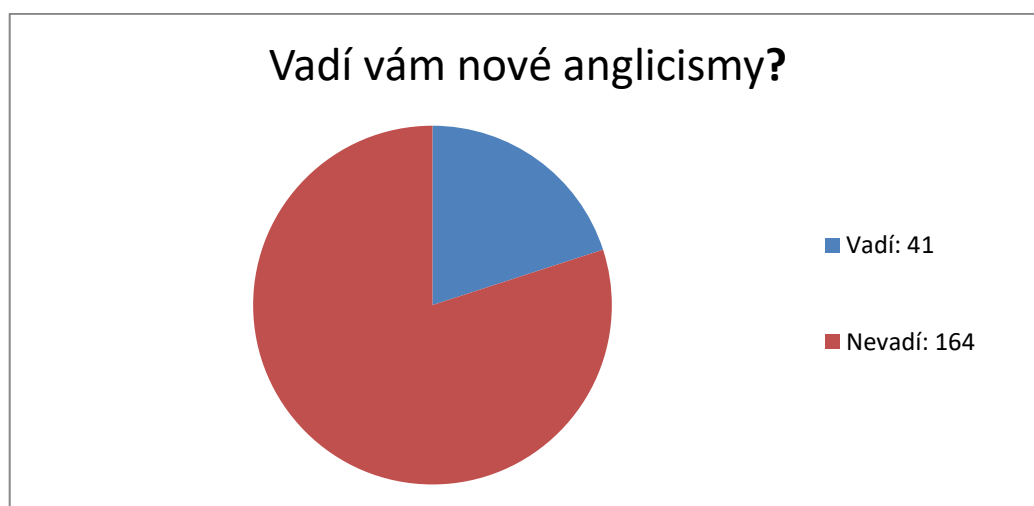
Graph 32

The supplementary question was given as follows: "If you find new Anglicisms in Czech bothersome, why?" In an attempt to anticipate their possible answers, a few ones

were prepared in advance for them to pick one or more of them, only with partial success, though. Out of the four reasons possible to be picked apart from an individual response, the most frequent one was the thought that Czech should use its original words, picked by 31 of the 41 respondents. Next two reasons were both picked 3 times; one said that the person did not understand other people and the other one said that the person did not know English at all. Surprisingly, the fourth reason prepared in advance which stood for a general dislike of English was not chosen even once, which indicates that English is a very popular language among Czech people. 11 respondents wrote their own answer, either in addition to some other they ticked or solely an independent one. 3 of them expressed an opinion more or less similar as the most picked one – Czech should use its own original words. Closely enough, next 3 people added that they are bothered by usage of Anglicisms in a greater extent, when the usage is completely unnecessary and substitutable by another, Czech expression. Other opinions expressed, for example, that Anglicisms are ridiculous or unnatural, that interesting Czech phrases are disappearing thanks to them, or that people are often trying to pronounce Anglicisms with horrendous accent. One of the comments even compared the extent in which Anglicisms are borrowed to Czech recently to the "germanization" of Czech during the World War 2 or the Austria-Hungary period of Czech history. Another comment expressed a general distaste in so-called "Czenglish" – gratuitous mix of Czech and English, where the two languages arbitrarily clash. Specifically, some comments conveyed that for example, they would rather say *svačina* instead of *snack* or they find it pitiful that Czech alternatives to words like *donnut*, *muffin*, *hamburger*, *toast* or *smoothie* do not even exist.

In succession to the first question, the respondents were asked a second one: "Do you think that Anglicisms unfavourably influence Czech and therefore disrupt is sovereignty?" As evident in the chart below, 143 respondents answered that they did not find the influence of English harmful, while the other 63 thought so. The 63 people were asked a supplementary question again.

Myslíte si, že anglicismy nepříznivě ovlivňují češtinu a narušují tím její suverenitu?

- Ano: 63
- Ne: 143
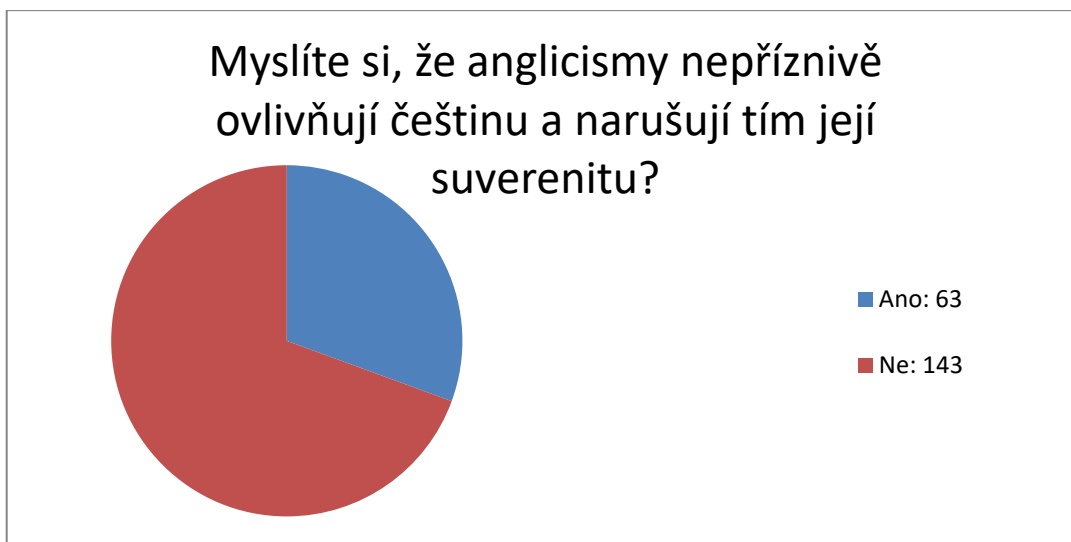
Graph 33

A supplementary question was laid as follows: "If you think so, in what manner should Czech defend itself from this influence?" The answers to this question were individual. 16 people provided no answer to that. Except for them, the most common answers were for doubts that such a defence of a language is even remotely somehow possible expressed by more than 10 people. Despite the widespread pessimism and lack of ideas, numerous respondents came up with quite original suggestions. The most frequent ones suggested cultivating the language of advertising, media and schools or simply speaking Czech and refining it creatively. Some options intended to make Czech more visible in everyday life, other meant for people to read more classical literature in Czech or proposed improving education of teachers themselves. A few of the remaining ones suggested compiling a dictionary of Anglicisms or being more proud nation in order to force foreigners to learn Czech similarly as Czechs who travel or live abroad inevitably have to learn some new language. One suggestion even proposed a solution according to which the Institute of the Czech Language should determine new Czech expressions, which would be spread to schools and used by teachers and subsequently, by their pupils. Finally, one unique response expressed a strong opinion that even though the person does not know how Czech could defend itself particularly, it should defend itself thoroughly. The rest of the unique answers were more or less variations of what has been said above.

In conclusion, 80 % of the respondents personally found Anglicisms in Czech and the trend of using them increasingly often to be quite alright. Out of the remaining

20 %, apart from a few exceptions, the most common opinion dealt with how Czech should implement its own original words, especially in cases where it has none so far. 143 of all the respondents also expressed that they did not think that Anglicisms would endanger the sovereignty of Czech at all. The remaining 63 who thought Anglicisms are a threat to Czech often believed there was no possible remedy or just had no constructive ideas. The rest came up with original suggestions on how Czech should defend itself from the influence of English. Some examples suggested for example improving Czech at schools, incentivizing people to read more or compiling a dictionary of Anglicisms.

4.6. Anglicisms newly introduced to Czech

The last part of the survey is focused on acquiring a list of expressions which the respondents perceive as newly borrowed Czech Anglicisms. They were asked to write down literally such words with explanations of their meanings. Out of the whole, 98 people have answered this last question. The list of the words can be found in Appendix C – List of new Anglicisms. Overall, some of the words were mentioned twice or more; generally, the list consists of more than 200 individual entries. Some of these words could be considered to be already integrated in Czech or even codified, but mostly they were new, innovative expressions which are quite new to the Czech language.

5 Conclusion

The aim of this thesis was to answer six research questions connected with the usage of Anglicisms in Czech. The sample of the 200 people was limited and specific to an extent, because the survey was not answered by a balanced amount of people - some of the age groups were represented by a notably bigger proportion of people than other, for example. The gathered sample was also not so big to provide results which are universally accurate. The results, however, can point out to an existence of specific trends, anyway.

As the results proved, people encounter Anglicisms in most of areas of their daily lives. More than 95 % of the respondents replied that they use Anglicisms on their computers, phones or on internet overall, which makes this area of daily life the most frequent regarding the use of Anglicisms generally. Many other areas like school, work, hobbies, music, movies, travelling, sport or food were marked by approximately a half of the respondents. Some less frequent aspects of life were literature, transport, banking or advertising, which were picked by roughly a quarter of them.

According to the second research part of the survey, Czech Anglicisms are generally understood well. Each of the presented ten was understood by at least 75 % of the respondents, with a half of them reaching over 90 %. As Anglicisms are becoming increasingly bigger part of Czech vocabulary, it is only inevitable that most of people understand their meanings.

Among the ten examined examples of Anglicisms, there were obviously some which belonged to a specific sociolect or slang (*LOL, houmlesák*), given the informality of areas in which they are usually used, and some which have gotten closer to the core of the vocabulary (*mail*) and are therefore used in strictly formal situations without hesitation. It has been proved by this research that Anglicisms are mostly used in informal circumstances if they belong to a specific sociolect or slang. They are used among all possible degrees of formality of a situation if the word gets close to the core of the vocabulary, there is a general need for the word and the word has no, insufficient or unused original Czech alternative (*high-tech)*.

The research proved that of the expressions used in the survey, the ones connected to team sports like *fotbal*, *puk* or *gól* were integrated into Czech the most, all were deemed to be ordinary Czech expressions by approximately three quarters of the respondents. The words which were written in an already adapted form were generally more perceived

to be common Czech words, while the words with the original English spelling were more viewed as expressions of foreign origin. The high rate of nescience of the meaning of *lightka* (a light version of a cigarette or a chewing tobacco) suggested that some Anglicisms might not ever spread through the entire society, staying on the edge of the language.

The research showed that the common opinion is that most people do not mind using Anglicisms in their everyday lives and do not find them being harmful to Czech. Only 20 % of all questioned people answered that they find new Anglicisms bothersome, in most cases because they think Czech should implement its own expressions. Approximately a third of the respondents perceived Anglicisms as a threat to the Czech language. They were, often clueless or pessimistic when they were asked about how Czech should defend itself. Some original answers arose too; none of them was too frequent, however.

More than 200 Anglicisms which the respondents deemed to be new to Czech were collected by the end of the research. They are listed in the Appendix C – List of New Anglicisms.

Needless to say, Anglicisms currently play an important role in the development of the Czech language. It is necessary to describe them in as much detail as possible, because they are an integral part of the way Czech will look like in the future.

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Appendix A

Dotazník

Dobrý den,

jmenuji se František Lejsek a jsem studentem pedagogické fakulty ZČU v Plzni. V rámci své bakalářské práce se snažím zmapovat výskyt a použití anglicismů v češtině. Prosím Vás tedy o pravdivé vyplnění dotazníku, pomocí kterého chci sebrat data, která budu ve své práci analyzovat. Vyplnit dotazník zabere zhruba 10-15 minut a jeho vyplnění je čistě anonymní. Výsledky získané z dotazníků budou použity jen v mé bakalářské práci. Velice Vám děkuji za čas, který tomuto dotazníku věnujete.

Pohlaví respondenta

1. Jaké je vaše pohlaví?
○ Žena
○ Muž
○ Jiné: …

Věk respondenta

2. Kolik je Vám let?
○ Méně než 12
○ 12 – 18
○ 19 - 26
○ 27 – 40
○ 40 – 60
○ Více než 60

Vzdělání respondenta

3. Jaké je Vaše nejvyšší dosažené vzdělání?
○ Žádné
○ Základní
○ Střední
○ Vyšší odborné
○ Vysokoškolské
○ Jiné: …

Rodný jazyk

4. Je čeština Vaším rodným jazykem?
○ Ano
○ Ne

Úroveň angličtiny

5. Jak moc dobře umíte anglicky?
○ Vůbec
○ Jsem začátečník

○ Jsem pokročilý
○ Anglicky umím dobře
○ Jsem prakticky na úrovni rodilého mluvčího
○ Jsem rodilý mluvčí

Pojem anglicismus

Anglicismus je jazykový prostředek převzatý z angličtiny do češtiny nebo podle angličtiny v češtině vytvořený. Pro věc, kterou označuje, v češtině může, ale nemusí existovat alternativní označení. Některé anglicismy jsou zaintegrované v češtině již velmi dlouho (svetr), jiné jsou v češtině zatím pouze krátkou dobu (Facebook).

Oblasti použití anglicismů

6. V jakých oblastech života si uvědomujete, že v pozorovatelné míře aktivně používáte anglicismy?
□ Škola
□ Práce
□ Počítač, telefon a internet
□ Cestování
□ Koníčky/hobby
□ Reklama
□ Sport
□ Hudba
□ Bankovnictví
□ Móda a kosmetika
□ Doprava
□ Jídlo a pití
□ Filmy, televizní vysílání a podobná media
□ Literatura
□ Jinde: …

Porozumění anglicismům

V této části se Vás budu ptát, zda rozumíte různým moderním anglicismům v češtině.

7. Zkratka BTW má význam:

○ Bring The Wine – přineste víno
○ Be The Winner – být vítězem
○ Nevím
○ Jiný: …

8. Slovo random má význam:

○ Randál
○ Náhodný
○ Nevím
○ Jiný: …

9. Slovo squatterství má význam:

○ Neoprávněné obývání opuštěných budov
○ Závodění ve dřepování
○ Nevím
○ Jiný: …

10. Slovo coming-out má význam:

○ Návrat do společenského života po dlouhé nemoci
○ Veřejné přihlášení se k něčemu
○ Nevím
○ Jiný: …

11. Slovo gamer má význam:

○ Vysílač gama záření
○ Hráč počítačových her
○ Nevím
○ Jiný: …

12. Slovo hack má význam:

○ Neoprávněný průnik do cizího počítačového systému
○ Háček na rybaření s návnadou
○ Nevím
○ Jiný: …

13. Slovo revival má význam:

○ Služba umožňující účastníkovi jedné mobilní telefonní sítě přecházet do sítě jiného operátora
○ Kapela oživující některý zaniklý nebo neaktivní hudební styl
○ Nevím
○ Jiný: …

14. Slovo spam má význam:

○ Nevyžádaná elektronická pošta
○ Autoimunitní kožní choroba
○ Nevím
○ Jiný: …

15. Slovo streamování má význam:

○ Přenos dat směrem ke klientovi jejich přehráváním přímo ze sítě, bez uložení na disk
○ Sdílení internetového připojení pomocí hotspotu

○ Nevím
○ Jiný: …

Formálnost použití anglicismů

V této části budete odpovídat na to, zda Vám přijde vhodné použít dané anglicismy za různě formálních okolností.

16. Použil bych zkratku LOL (laughing out loud /lots of laugh, v překladu - hlasitě se směji):

□ V neformální situaci nebo komunikaci (doma, s přáteli, v přátelském dopisu nebo internetovém chatu)
□ Ve středně formálním prostředí nebo komunikaci (ve škole, v práci, na obchodní schůzce, ve školním nebo pracovním e-mailu)
□ Ve velmi formálním prostředí (u soudu, na úřadě, v úřední listině)
□ Nikde

17. Použil bych slovo brand (obchodní značka):

□ V neformální situaci nebo komunikaci (doma, s přáteli, v přátelském dopisu nebo internetovém chatu)
□ Ve středně formálním prostředí nebo komunikaci (ve škole, v práci, na obchodní schůzce, ve školním nebo pracovním e-mailu)
□ Ve velmi formálním prostředí (u soudu, na úřadě, v úřední listině)
□ Nikde

18. Použil bych slovo babysitter (člověk pečující o děti doma v době nepřítomnosti rodičů):
□ V neformální situaci nebo komunikaci (doma, s přáteli, v přátelském dopisu nebo internetovém chatu)
□ Ve středně formálním prostředí nebo komunikaci (ve škole, v práci, na obchodní schůzce, ve školním nebo pracovním e-mailu)
□ Ve velmi formálním prostředí (u soudu, na úřadě, v úřední listině)
□ Nikde

19. Použil bych slovo high-tech (výrobky, produkty založené na vyspělé technologii) :

□ V neformální situaci nebo komunikaci (doma, s přáteli, v přátelském dopisu nebo internetovém chatu)
□ Ve středně formálním prostředí nebo komunikaci (ve škole, v práci, na obchodní schůzce, ve školním nebo pracovním e-mailu)
□ Ve velmi formálním prostředí (u soudu, na úřadě, v úřední listině)
□ Nikde

20. Použil bych slovo mail (elektronická pošta):

□ V neformální situaci nebo komunikaci (doma, s přáteli, v přátelském dopisu nebo internetovém chatu)
□ Ve středně formálním prostředí nebo komunikaci (ve škole, v práci, na obchodní

schůzce, ve školním nebo pracovním e-mailu)
□ Ve velmi formálním prostředí (u soudu, na úřadě, v úřední listině)
□ Nikde

21. Použil bych slovo sprejerství (malování barvami ve spreji na zdech):

□ V neformální situaci nebo komunikaci (doma, s přáteli, v přátelském dopisu nebo internetovém chatu)
□ Ve středně formálním prostředí nebo komunikaci (ve škole, v práci, na obchodní schůzce, ve školním nebo pracovním e-mailu)
□ Ve velmi formálním prostředí (u soudu, na úřadě, v úřední listině)
□ Nikde

22. Použil bych slovo fitnesák (člověk, který se věnuje kondičnímu cvičení):

□ V neformální situaci nebo komunikaci (doma, s přáteli, v přátelském dopisu nebo internetovém chatu)
□ Ve středně formálním prostředí nebo komunikaci (ve škole, v práci, na obchodní schůzce, ve školním nebo pracovním e-mailu)
□ Ve velmi formálním prostředí (u soudu, na úřadě, v úřední listině)
□ Nikde

23. Použil bych slovo houmlesák (tulák, bezdomovec):

□ V neformální situaci nebo komunikaci (doma, s přáteli, v přátelském dopisu nebo internetovém chatu)
□ Ve středně formálním prostředí nebo komunikaci (ve škole, v práci, na obchodní schůzce, ve školním nebo pracovním e-mailu)
□ Ve velmi formálním prostředí (u soudu, na úřadě, v úřední listině)
□ Nikde

24. Použil bych slovo chatař (účastník chatu - konverzace uskutečňované prostřednictvím internetu):

□ V neformální situaci nebo komunikaci (doma, s přáteli, v přátelském dopisu nebo internetovém chatu)
□ Ve středně formálním prostředí nebo komunikaci (ve škole, v práci, na obchodní schůzce, ve školním nebo pracovním e-mailu)
□ Ve velmi formálním prostředí (u soudu, na úřadě, v úřední listině)
□ Nikde

25. Použil bych slovo zremixovat (vytvořit remix - hudební nahrávku z částí jiných skladeb):

□ V neformální situaci nebo komunikaci (doma, s přáteli, v přátelském dopisu nebo internetovém chatu)
□ Ve středně formálním prostředí nebo komunikaci (ve škole, v práci, na obchodní schůzce, ve školním nebo pracovním e-mailu)
□ Ve velmi formálním prostředí (u soudu, na úřadě, v úřední listině)
□ Nikde

Integrace anglicismů

V této sekci se Vás budu ptát na to, zda vnímáte daná slova jako slova cizího původu, nebo jako obyčejná česká slova, která denně používáte, aniž byste si uvědomovali, že cizího původu jsou.

26. Vnímáte slovo trailer jako:

○ Obyčejné české slovo
○ Slovo cizího původu
○ Nevím, co slovo znamená
○ Jinak: …

27. Vnímáte slovo teenager jako:

○ Obyčejné české slovo
○ Slovo cizího původu
○ Nevím, co slovo znamená
○ Jinak: …

28. Vnímáte slovo steak jako:

○ Obyčejné české slovo
○ Slovo cizího původu
○ Nevím, co slovo znamená
○ Jinak:

29. Vnímáte slovo puk jako:

○ Obyčejné české slovo
○ Slovo cizího původu
○ Nevím, co slovo znamená
○ Jinak: …

30. Vnímáte slovo fotbal jako:

○ Obyčejné české slovo
○ Slovo cizího původu
○ Nevím, co slovo znamená
○ Jinak: …

31. Vnímáte slovo legíny jako:

○ Obyčejné české slovo
○ Slovo cizího původu
○ Nevím, co slovo znamená
○ Jinak: …

32. Vnímáte slovo lightka jako:

○ Obyčejné české slovo
○ Slovo cizího původu
○ Nevím, co slovo znamená
○ Jinak: …

33. Vnímáte slovo manažer jako:

○ Obyčejné české slovo
○ Slovo cizího původu
○ Nevím, co slovo znamená
○ Jinak: …

34. Vnímáte slovo gól jako:

○ Obyčejné české slovo
○ Slovo cizího původu
○ Nevím, co slovo znamená
○ Jinak: …

35. Vnímáte slovo raftování jako:

○ Obyčejné české slovo
○ Slovo cizího původu
○ Nevím, co slovo znamená
○ Jinak: …

Problémovost přejímání

Vadí Vám, že se v dnešní době anglicismy využívají v normální komunikaci v češtině čím dál více?

36. Vadí vám nové anglicismy?

○ Vadí
○ Nevadí

37. Pokud Vám nové anglicismy v češtině vadí, proč tomu tak je?

□ Protože ostatním nerozumím.
□ Protože nemám rád angličtinu.
□ Protože si myslím, že by čeština měla používat vlastní originální slova.
□ Protože neumím mluvit anglicky.
□ Jiný důvod: …

Originalita jazyka

38. Myslíte si, že anglicismy nepříznivě ovlivňují češtinu a narušují tím její suverenitu?

○ Ano
○ Ne

39. Pokud ano, jakým způsobem by se měla čeština tomuto vlivu bránit?

□ …

Nové anglicismy

Napadají Vás nějaké anglicismy, jejichž výskytu jste si všimli až poslední dobou, jsou v češtině nové? Pokud ano, co přesně označují?

40. Uveďte prosím anglicismy s vysvětlením jejich významu: (maximálně 10)

□ …

Konec
Děkuji Vám za vyplnění dotazníku.
František Lejsek

Appendix B

Profiles of the respondents

Respondent	Pohlaví	Věk	Vzdělání	Čeština jako rodný jazyk	Úroveň angličtiny
1	Muž	19-26	Střední	Ano	Jsem pokročilý, Anglicky umím dobře
2	Muž	12-18	Základní	Ano	Anglicky umím dobře
3	Muž	19-26	Střední	Ano	Anglicky umím dobře
4	Žena	19-26	Střední	Ano	Jsem začátečník
5	Žena	19-26	Střední	Ano	Anglicky umím dobře
6	Muž	12-18	Základní	Ano	Anglicky umím dobře
7	Muž	19-26	Střední	Ano	Jsem pokročilý
8	Žena	19-26	Vysokoškolské	Ano	Anglicky umím dobře
9	Muž	19-26	Střední	Ano	Jsem prakticky na úrovni rodilého mluvčího
10	Muž	19-26	Střední	Ano	Anglicky umím dobře
11	Žena	19-26	Střední	Ano	Jsem pokročilý
12	Žena	19-26	Střední	Ano	Jsem pokročilý
13	Muž	19-26	Střední	Ano	Jsem pokročilý
14	Muž	12-18	Základní	Ano	Anglicky umím dobře
15	Žena	27-40	Vysokoškolské	Ano	Anglicky umím dobře
16	Muž	19-26	Vysokoškolské	Ano	Jsem prakticky na úrovni rodilého mluvčího
17	Žena	19-26	Střední	Ano	Anglicky umím dobře
18		19-26	Střední	Ano	Jsem pokročilý
19	Žena	19-26	Střední	Ano	Jsem pokročilý
20	Žena	19-26	Střední	Ano	Anglicky umím dobře
21	Muž	19-26	Vysokoškolské	Ano	Anglicky umím dobře
22	Žena	19-26	Střední	Ano	Anglicky umím dobře
23	Žena	19-26	Střední	Ano	Jsem prakticky na úrovni rodilého mluvčího
24	Muž	19-26	Základní	Ano	Anglicky umím dobře
25	Muž	12-18	Základní	Ne	Anglicky umím dobře
26	Žena	27-40	Vysokoškolské	Ano	Anglicky umím dobře
27	Žena	19-26	Střední	Ano	Anglicky umím dobře
28	Muž	19-26	Střední	Ne	Jsem prakticky na úrovni rodilého mluvčího

29	Muž	19-26	Vysokoškolské	Ano	Jsem prakticky na úrovni rodilého mluvčího
30	Muž	19-26	Střední	Ano	Jsem pokročilý
31	Muž	19-26	Střední	Ano	Jsem pokročilý
32	Muž	19-26	Vysokoškolské	Ano	Anglicky umím dobře
33	Muž	19-26	Střední	Ano	Anglicky umím dobře
34	Muž	19-26	Střední	Ano	Jsem prakticky na úrovni rodilého mluvčího
35	Žena	12-18	Základní	Ano	Anglicky umím dobře
36	Muž	19-26	Střední	Ano	Anglicky umím dobře
37	Muž	19-26	Střední	Ano	Jsem prakticky na úrovni rodilého mluvčího
38	Muž	19-26	Střední	Ano	Anglicky umím dobře
39	Žena	19-26	Střední	Ano	Jsem prakticky na úrovni rodilého mluvčího
40	Muž	27-40	Střední	Ano	Jsem prakticky na úrovni rodilého mluvčího
41	Muž	19-26	Střední	Ano	Jsem prakticky na úrovni rodilého mluvčího
42	Muž	19-26	Střední	Ano	Anglicky umím dobře
43	Žena	19-26	Vysokoškolské	Ano	Anglicky umím dobře
44	Muž	19-26	Střední	Ano	Jsem pokročilý
45	Žena	19-26	Vysokoškolské	Ano	Anglicky umím dobře
46	Muž	19-26	Základní	Ano	Anglicky umím dobře
47	Žena	19-26	Střední	Ano	Anglicky umím dobře
48	Muž	19-26	Střední	Ano	Jsem pokročilý
49	Žena	19-26	Vysokoškolské	Ano	Anglicky umím dobře
50	Muž	12-18	Základní	Ano	Jsem pokročilý
51	Žena	19-26	Střední	Ano	Anglicky umím dobře
52	Muž	27-40	Vysokoškolské	Ano	Anglicky umím dobře
53	Žena	19-26	Střední	Ano	Anglicky umím dobře
54	Žena	12-18	Základní	Ano	Jsem pokročilý
55	Muž	40-60	Vysokoškolské	Ano	Jsem pokročilý
56	Žena	12-18	Základní	Ano	Anglicky umím dobře
57	Žena	19-26	Střední	Ano	Anglicky umím dobře
58	Žena	19-26	Střední	Ano	Jsem začátečník
59	Muž	27-40	Střední	Ano	Anglicky umím dobře
60	Muž	19-26	Střední	Ano	Anglicky umím dobře

61	Žena	12-18	Základní	Ano	Anglicky umím dobře
62	Žena	19-26	Střední	Ano	Jsem prakticky na úrovni rodilého mluvčího
63	Muž	27-40	Vysokoškolské	Ano	Anglicky umím dobře
64	Žena	40-60	Střední	Ano	Vůbec
65	Žena	27-40	Vysokoškolské	Ano	Jsem pokročilý
66	Muž	40-60	Vysokoškolské	Ano	Jsem pokročilý
67	Žena	19-26	Střední	Ano	Anglicky umím dobře
68	Muž	19-26	Střední		Jsem prakticky na úrovni rodilého mluvčího
69	Žena	40-60	Vyšší odborné	Ano	Jsem začátečník
70	Muž	19-26	Vysokoškolské	Ano	Jsem prakticky na úrovni rodilého mluvčího
71	Žena	12-18	Základní	Ano	Jsem pokročilý
72	Muž	19-26	Střední	Ano	Anglicky umím dobře
73	Muž	19-26	Střední	Ano	Jsem prakticky na úrovni rodilého mluvčího
74	Muž	40-60	Střední	Ano	Jsem začátečník
75	Muž	19-26	Střední	Ano	Jsem pokročilý
76	Žena	19-26	Střední	Ano	Jsem pokročilý
77	Žena	40-60	Vysokoškolské	Ano	Jsem začátečník
78	Muž	více než 60	Vyšší odborné	Ano	Vůbec
79	Žena	19-26	Střední	Ano	Anglicky umím dobře
80	Muž	40-60	Vysokoškolské	Ano	Jsem začátečník
81	Žena	27-40	Vysokoškolské	Ano	Jsem prakticky na úrovni rodilého mluvčího
82	Muž	12-18	Základní	Ano	Jsem pokročilý
83	Žena	19-26	Střední	Ano	Jsem pokročilý
84	Muž	19-26	Střední	Ano	Jsem prakticky na úrovni rodilého mluvčího
85	Žena	19-26	Střední	Ano	Anglicky umím dobře
86	Žena	40-60	Vysokoškolské	Ano	Jsem pokročilý
87	Muž	19-26	Střední	Ano	Anglicky umím dobře
88	Žena	40-60	Vysokoškolské	Ano	Jsem pokročilý
89	Muž	19-26	Vysokoškolské	Ano	Jsem prakticky na úrovni rodilého mluvčího
90	Muž	19-26	Střední	Ano	Jsem pokročilý
91	Muž	12-18	Základní	Ano	Jsem pokročilý

92	Muž	19-26	Střední	Ano	Jsem prakticky na úrovni rodilého mluvčího
93	Žena	40-60	Vysokoškolské	Ano	Jsem pokročilý
94	Žena	19-26	Střední	Ano	Anglicky umím dobře
95	Žena	40-60	Střední	Ano	Vůbec
96	Muž	27-40	Střední	Ano	Jsem začátečník
97	Muž	19-26	Vysokoškolské	Ano	Anglicky umím dobře
98	Muž	12-18	Zatím základní, studuji SOŠ	Ano	Jsem pokročilý
99	Muž	19-26	Střední	Ano	Jsem prakticky na úrovni rodilého mluvčího
100	Muž	19-26	Střední	Ano	Anglicky umím dobře
101	Muž	19-26	Střední	Ano	Jsem začátečník
102	Žena	19-26	Střední	Ano	Jsem pokročilý
103	Žena	19-26	Střední	Ano	Jsem pokročilý
104	Muž	19-26	Střední	Ano	Anglicky umím dobře
105	Muž	19-26	Vysokoškolské	Ano	Jsem pokročilý
106	Muž	40-60	Vysokoškolské	Ano	Anglicky umím dobře
107	Muž	19-26	Střední	Ne	Jsem prakticky na úrovni rodilého mluvčího
108	Muž	19-26	Střední	Ano	Jsem pokročilý
109	Muž	40-60	Vysokoškolské	Ano	Jsem začátečník
110	Muž	19-26	Základní	Ano	Anglicky umím dobře
111	Žena	19-26	Střední	Ano	Anglicky umím dobře
112	Žena	40-60	Vyšší odborné	Ano	Jsem pokročilý
113	Muž	19-26	Střední	Ano	Jsem pokročilý
114	Muž	12-18	Střední	Ano	Jsem pokročilý
115	Žena	více než 60	Vysokoškolské	Ano	Anglicky umím dobře
116	Muž	19-26	Střední	Ano	Anglicky umím dobře
117	Žena	40-60	Střední	Ano	Vůbec
118	Žena	19-26	Střední	Ano	Jsem pokročilý
119	Žena	12-18	Základní	Ano	Anglicky umím dobře
120	Muž	19-26	Střední	Ano	Anglicky umím dobře
121	Muž	19-26	Střední	Ano	Jsem pokročilý
122	Žena	12-18	Základní	Ano	Anglicky umím dobře
123	Žena	19-26	Střední	Ano	Jsem pokročilý
124	Žena	27-40	Vysokoškolské	Ano	Jsem pokročilý

125	Muž	19-26	Střední	Ano	Jsem pokročilý
126	Žena	více než 60	Vyšší odborné	Ano	Jsem začátečník
127	Muž	27-40	Střední	Ano	Vůbec
128	Žena	19-26	Střední	Ano	Anglicky umím dobře
129	Žena	27-40	Střední	Ano	Vůbec
130	Muž	27-40	Vysokoškolské	Ano	Jsem pokročilý
131	Žena	19-26	Střední	Ne	Anglicky umím dobře
132	Muž	více než 60	Vysokoškolské	Ano	Vůbec
133	Žena	27-40	Vysokoškolské	Ano	Jsem začátečník
134	Muž	19-26	Střední	Ano	Anglicky umím dobře
135	Žena	27-40	Vysokoškolské	Ano	Anglicky umím dobře
136	Žena	19-26	Vysokoškolské	Ano	Jsem pokročilý
137	Žena	19-26	Střední	Ano	Jsem pokročilý
138	Muž	19-26	Vysokoškolské	Ano	Jsem prakticky na úrovni rodilého mluvčího
139	Žena	19-26	Střední	Ano	Jsem prakticky na úrovni rodilého mluvčího
140	Muž	27-40	Vysokoškolské	Ano	Jsem pokročilý
141	Muž	19-26	Střední	Ano	Jsem pokročilý
142	Muž	19-26	Základní	Ano	Jsem začátečník
143	Muž	19-26	Vysokoškolské	Ano	Jsem pokročilý
144	Muž	27-40	Vysokoškolské	Ano	Anglicky umím dobře
145	Muž	19-26	Střední	Ne	Jsem pokročilý
146	Muž	27-40	Střední	Ano	Jsem začátečník
147	Žena	12-18	Střední	Ano	Jsem pokročilý
148	Žena	40-60	Vysokoškolské	Ano	Jsem pokročilý
149	Muž	19-26	Vysokoškolské	Ano	Jsem pokročilý
150	Muž	27-40	Vysokoškolské	Ano	Jsem prakticky na úrovni rodilého mluvčího
151	Muž	19-26	Střední	Ano	Jsem prakticky na úrovni rodilého mluvčího
152	Žena	40-60	Vysokoškolské	Ano	Jsem pokročilý
153	Žena	19-26	Vysokoškolské	Ano	Anglicky umím dobře
154	Žena	19-26	Vysokoškolské	Ano	Jsem pokročilý
155	Muž	19-26	Vysokoškolské	Ano	Anglicky umím dobře
156	Žena	27-40	Vysokoškolské	Ano	Jsem pokročilý
157	Žena	více než 60	Vysokoškolské	Ano	Jsem začátečník

158	Muž	19-26	Střední	Ano	Anglicky umím dobře
159	Muž	19-26	Střední	Ano	Jsem pokročilý
160	Žena	19-26	Vysokoškolské	Ano	Jsem pokročilý
161	Žena	40-60	Vysokoškolské	Ano	Jsem začátečník
162	Žena	19-26	Střední	Ano	Anglicky umím dobře
163	Muž	27-40	Střední	Ano	Anglicky umím dobře
164	Žena	40-60	Vysokoškolské	Ano	Jsem pokročilý
165	Žena	19-26	Střední	Ano	Jsem pokročilý
166	Muž	19-26	Základní	Ano	Anglicky umím dobře
167	Žena	27-40	Vysokoškolské	Ano	Anglicky umím dobře
168	Žena	19-26	Střední	Ano	Jsem pokročilý
169	Muž	19-26	Střední	Ano	Jsem pokročilý
170	Žena	19-26	Střední	Ano	Anglicky umím dobře
171	Muž	19-26	Střední	Ano	Anglicky umím dobře
172	Muž	19-26	Střední	Ano	Anglicky umím dobře
173	Žena	19-26		Ano	Anglicky umím dobře
174	Žena	27-40	Vysokoškolské	Ano	Anglicky umím dobře
175	Žena	40-60	Střední	Ano	Jsem začátečník
176	Muž	40-60	Vysokoškolské	Ano	Jsem začátečník
177	Žena	40-60	Vysokoškolské	Ano	Jsem začátečník
178	Muž	19-26	Střední	Ano	Anglicky umím dobře
179	Žena	27-40	Vysokoškolské	Ano	Anglicky umím dobře
180	Muž	více než 60	Vysokoškolské	Ano	Jsem začátečník
181	Muž	40-60	Střední	Ano	Vůbec
182	Žena	19-26	Střední	Ano	Anglicky umím dobře
183	Žena	27-40	Vysokoškolské	Ano	Jsem pokročilý
184	Žena	40-60	Vysokoškolské	Ano	Jsem pokročilý
185	Žena	19-26	Vysokoškolské	Ano	Jsem pokročilý
186	Žena	40-60	Vysokoškolské	Ano	Jsem začátečník
187	Žena	40-60	Vysokoškolské	Ano	Anglicky umím dobře
188	Žena	27-40	Vysokoškolské	Ano	Anglicky umím dobře
189	Žena	19-26	Střední	Ano	Jsem prakticky na úrovni rodilého mluvčího
190	Žena	19-26	Vysokoškolské	Ano	Anglicky umím dobře
191	Muž	27-40	Vysokoškolské	Ano	Jsem pokročilý

192	Žena	27-40	Vysokoškolské	Ano	Jsem pokročilý
193	Muž	27-40	Vysokoškolské	Ano	Jsem pokročilý
194	Žena	40-60	Vysokoškolské	Ano	Vůbec
195	Žena	27-40	Střední	Ano	Jsem začátečník
196	Žena	27-40	Vysokoškolské	Ano	Anglicky umím dobře
197	Žena	27-40	Vysokoškolské	Ano	Jsem prakticky na úrovni rodilého mluvčího
198	Žena	27-40	Vysokoškolské	Ano	Jsem začátečník
199	Žena	19-26	Střední	Ano	Anglicky umím dobře
200	Žena	40-60	Střední	Ano	Jsem začátečník
201	Žena	27-40	Vysokoškolské	Ano	Jsem začátečník
202	Žena	27-40	Vyšší odborné	Ano	Jsem začátečník
203	Žena	27-40	Vysokoškolské	Ano	Jsem začátečník
204	Žena	27-40	Vysokoškolské	Ano	Jsem prakticky na úrovni rodilého mluvčího
205	Žena	40-60	Vysokoškolské	Ano	Jsem pokročilý
206	Žena	19-26	Střední	Ano	Jsem pokročilý

Appendix C

List of new Anglicisms

In the list below, there are included all the words the respondents deemed to be new Anglicisms, except for those that were not obviously meant seriously (for example *noob* – František Lejsek) and those that were provided with no explanation. The words are listed in alphabetical order. Words that were found in the answers twice or more are grouped under one entry. A few clearly recognizable typing errors have been corrected, the first letter of each line has been capitalised if needed, explanations that were written in brackets had the brackets removed and explanations of abbreviations which were usually written in English were put in brackets contrariwise; in order to convey the responses as authentically as possible, the responses have not been edited otherwise. Some of the words have clearly been borrowed for some time already, while others are quite new.

A
ABC party (Anything but clothes)
ABR (Adult breast feeding)
Abstrakt - krátké pojednání o práci
Actually – opravdu / vlastně
Apdejt - aktualizace
Apka - aplikace
Asap (As soon as possible)
Aut - míč se dostane do zámezí

B
Background – pozadí
Baller - původně hráč basketbalu, přeneseně asi kdokoliv kdo je v něčem dobrý? (idk používám to ironicky obv xd)
BAN – banán
Barbecue - omáčka
Basketbal - košíková
Bengr - fakt dobrá songa
Billboard - reklama
Blackout - výpadek proudu
Bloger - člověk píšící blog
Blogování, vlogování - přesně nevím rozdíl, tvorba internetového obsahu na nějaké téma
Blunder – omyl
Body positivity – pokud je někdo body positivity, propaguje myšlenku, která říká, že nezáleží na tom, kolik člověk váží, ale zda je zdravý. Snaží se prolomit vzorec opakující se propagované ideální postavy.
Boomer – výbušník / starý člověk
Boss / bos – nadřízený / šéf
Box - krabice
Boxer – člověk, který se věnuje sportu box

Brainstorming - tvorba a zachycování myšlenek
Breakovat - tančit breakdance
Briefing - schůzka
Bro – kámo / zkrácená verze brother, tedy bratr
Brunch - snídaně spojená s obědem
Budget – rozpočet
Bumerang - v úsloví vrátilo se mi to jako bumerang

C
Call / callnout - hovor, zavolat
Cancel culture - kultura vyznačující se odstraňováním nepohodlných příspěvků (zejména politicky nekorektních)
Cash – hotovost
Cashflow - "peněžotok"
Chatař - píše v chatu
Chatovat - povídat si / s někým si psát po internetu / komunikovat v daný okamžik písemně na soc. sítích
Checkni (čekni) mi to - zkontroluj mi to
Checknout - podívat se, zkontrolovat
Checkuj to - mrkni na to
Chill - pohoda
Chillovat – relaxovat / odpočívat / mít pohodičku / s přáteli hrát hry, sledovat filmy (hanging out) /relax / být v pohodě, v klidu
Choukenout - něco šlo špatně
Call - schůzka prováděná prostřednictvím internetového/telefonního rozhraní
Comeback - návrat k předešlé slávě, obrat neúspěchu (i ve sportech)
Cool – super / fajn, v pohodě / bezva / označení věci nebo události, která se jeví zajímavá / hustý / moderní / dobrý
Cosplay – kostýmová hra
Crazy - šílený
Creepy - zvláštní, divný, děsivý
Cringe – krčit se / trapný / když je něco bolestivě trapné
Crush - mít v někom zalíbení / člověk, který se ti líbí

Č
Četovat - dopisovat si

D
Deadlifty - mrtvý tah
Dodgnout - vyhnout se
Dogo - pes
Down - nebýt ve své kůži
Draftování - nabírání nových hráčů
Draftovat - sepisovat něco
Drag - předvádění ženskosti nebo mužnosti
Džíny - jeans- rifle

E
Enjoy – užít si
Environmentální - nahrazuje dřívější "ekologický"

Epic - velmi zajímavé
Event – akce / událost / veřejná akce

F
Facebook - kniha tváří, chatová síť
Fail – neúspěch / neuspět
Fakápek - fuck up(ek)
Fake / fejk / fejkový – falešný / podvrh
Fake- falešná například reportáž
Fake news - dezinformační zprávy
Fakeovat - něco předstírat
Fancy – drahý
Feedback - zpětná vazba
Feel - pocit
Feelovat - cítit něco nějak / mít pocit
Fekál - sexuální úchylka
Fellák/felák – kamarád / dobrý kamarád
Fellit – odpočívat / relax / s přáteli hrát hry, sledovat filmy (hanging out) / ahoj pojď na kopec, dáme lehárko, žvárko a nějaký pivko
(Být) fér - být spravedlivý
Ffs (nadávka, for fucking sake)
Firewall - zařízení/program pro zabezpečení a kontrolu síťového provozu
Fistit - penetrovat pomocí ruky
Flexit - vychloubat se něčím / ahoj pojď na kopec, dáme lehárko, žvárko a nějaký pivko / vytahovat se
Fml (fuck my life)
Furry – chlupatej

G
Gameska - počítačová hra
Gangbang - skupinová soulož, v jejímž centru bývá zpravidla jedna osoba
Gangnout - jít pomoct na jinou linku
Gender – pohlaví (ale ne jako muž a žena, ale ta vymyšlená)
Greenpeace - organizace
Gůglit / gůglovat - hledat pomocí Google

H
Hápečka - životy ve hře
Hater - osoba, která vyjadřuje nenávist k někomu dalšímu, klasicky na sociálních sítích / člověk co se nenávistně vyjadřuje
Hejtit / hejtovat - nesnášet (hanit něčí práci)
Hejtři - lidé, kteří vás nemají rádi a dávají vám to svými činy najevo
Hipster - asi člověk s nekonvenčním způsobem života
Hitnout - zasáhnout, trefit
Hoe - slečna nabízející své tělo za finanční obnos
Homemade - domácí výroby
Hotdog - párek v rohlíku / párek
Houmlesák – bezdomovec
Hype - povyk ohledně nějaké věci

I
Idk (I don't know – nevím)
Ignor - úmyslně nereagovat, nevnímat
Im(h)o (in my (honest) opinion)
(Být) in - být trendy, v kurzu / jako jdeš s dobou / být moderní
Influencer - osoba, která ovlivňuje na internetu / „vlivník" - osoba udávající trendy,
zejména s využitím sociálních sítí
Instagram - počítačový program především s ukládáním fotek s popisky / internetová síť o
lidech
Internet - celosvětová počítačová síť / neviditelná síť která spojuje počítače, telefony,
tablety, ...
In-line brusle - kolečkové brusle

J
Jazz - hudba
Jebaited – chycenej na háček
Jogovat - jít zaběhat
Joyridit - jezdit v cizím autě pod vlivem

K
Keks - oplatka, sušenka
Keše - peníze
Komp – počítač
Kontejnery- počeštělé 'containers', asi nemá ani český překlad, který by nebyl delší než
jedna věta
Kornflejky - kukuřičné lupínky
Kvitovat – souhlasit

L
Lagování - sekání pc, mobilu atd.
Laptop - osobní počítač
Last minute - na poslední chvíli
Leader - vedoucí
Leadership - vedení
Legit - doopravdy, skutečně
Lídr – vůdce
Liquid - náplň do e-cigarety
Live - živě
LMFAO (laughing my f*kin ass of)
Lognout se - přihlásit se, zapsat se
Lol (league of legends)
Look – vzhled
Lovestory - lávstory - milostný příběh

M
Mail - elektronická pošta
Mailovat - posílat el. poštu
Majorita – většina
Make up - líčení
Marketing - obchodování

Meet - schůzka prováděná prostřednictvím internetového/telefonního rozhraní
Meeting – jednání / setkání / schůzka
Merch - zboží personalizované osobou/skupinou / předměty (oblečení, propisky…), které mají značku např. kapely, zpěváka apod.
Merchandise - podpora produktů
MILF (máma co bych píchal)
Mindfullnes - všímavost
Mobil - mobilní telefon
Moderátor - řídící diskusi
Monitor - zařízení sloužící k zobrazování pixelů
(Přišly) money – (přišla) výplata

N
Naboostit – posílení
Nahypovaný - nabuzený k nějaké činnosti
Nice - spíš používáno jako citoslovce, když se něco povede / ocenění, když se nám něco povede
Nicx - ministr vnitra
Noob - špatný hráč videoher
Notebook - přenosný počítač / osobní počítač
Noťas - osobní přenosný počítač
Noup – nesouhlas

O
Obv (zkratka obviously, tedy samozřejmě)
Off road - terén/terénní vůz
Ofsajd – ofside
Ok – dobře
(Být) OK – být v pohodě
Omg (oh my god - o můj bože)
Online- online
Oukej - výraz souhlasu
(Být) out - být nemoderní
P
Party - zábava
Pcr (polymerase chain reaction - polymerázová řetězová reakce- test na covid)
Peaknout - dosáhnout v životě vrcholu
Plakát - rozměrný list papíru vystavovaný na veřejných místech
Player - hráč
Pofel - trávení času s feláky
PogChamp - vzrušení
Poggers - vyjádření že je něco "hustý"
Point – bod
Power-jóga - silová jóga
Prank - napálení někoho s natočením videa / praktický vtip
Prokrastinovat - oddalovat povinnosti
(Proof) reader - kontrolní čtenář
Přehypovaný - přeceňovaný, zbytečně moc propagovaný
Pullnout - odvést linku creepů

R

Random - náhodný
(Být) ready - být připravený / připravený
Red flag - něco je v nepořádku u člověka
Remake - píseň, která je nějak přetvořená
Report - nahlásit
Restart - vypnutí a zapnutí
Roastbeef - jídlo z masa
ROFL (rolling on floor laughing)

S

Sajns fikšn - scince fiction - výhledy do budoucnosti - filmové, literární
Sale - výprodej
Same - přitakání, mám to stejně
Screenshot - snímek monitoru
Selfie - fotografie sama sebe
Sendni to - odešli to / udělej to
Sendvič - obložené pečivo / obložený chleba
Servírovat - tenis -> podávat
Sessionovat - být s přáteli
Shaker - nádoba na přípravu míchaných nápojů
Sharnout to - nasdílet
Shopping - nákup
Shopování - nakupování
Shopovat - nakupovat
Single - nezadaný
Skejt - ve smyslu volné techniky na běžkách (takto to vídám napsané, naopak jsem to nikdy neviděl napsané v původním anglickém pravopisu)
Skipnout - přeskočit
Smajlík - smiley face
Soket - rozhraní operačního systému pro síťovou komunikaci
Songa - píseň, skladba / naprosto nechutně zprzněná kombinace song a písnička
Speech – projev, proslov
Speed - rychlobruslení či rychlobrusle
Spíkr – mluvčí
Spinning - druh cvičení
Stage - podium
Stalking - pronásledování/sledování
(Být) star – být hvězda
Storýčko - příběhy na Instagramu
Stringy - texty
Styling - stylizování, zlepšování stylu
Sure (šůr) - jasně, klidně – souhlas
Sus - podezřelý (to je trošku sus)
Swapovat - výměna věci za jinou věc
Switch - přebrání hráče v basketbalu

Š

Šek - bankovní formulář, ze kterého se stává platební prostředek

Škola- on line - učit se pomocí internetu
Šopovat – nakupovat

T
Tbf (to be fair)
Teenager - člověk ve věku 13 až 19 let
Text(nout) - sms a posílat sms
Thready - procesorová vlákna
Timing - načasování
Toast - opečené pečivo
Trailer - upoutávka
Trendy - být in, v kurzu
Trollit - zesměšňovat něco / někdo kdo provokuje např. v internetových diskuzích
Tysm (děkuju moc)

U
Upgrade - vylepšení

V
Vapo - e-cigareta
Vibe - pocit z člověka, jak působí navenek / atmosféra, aura okolo nějaké věci / pocit / pocit z někoho/z něčeho, atmosféra
Vibovat - cítit se dobře
Vintage - něco, co má připomínat starou dobu
Voucher – poukaz / lístek k určitým účelům - ubytování, strava, nákupy
Vydilítovat – vymazat
Vygooglit / vygooglovat / googlit - najít na google / najít na internetu
Vyoutovat někoho/se - přijít s něčím veřejně
Vyprankovat / vyprenkovat - někoho napálit / udělat si z někoho legraci

W
Wankovat – onanovat
Weird (weirdo) - divný (podivín)
(Být) woke – pokud je někdo woke, je otevřeně smýšlející
Workoholik - člověk, který to přehání s prací
Wtf (what the fuck - coo)

Y
Yaman - ano kémko
Yolo (You only live once)

Z
Zčeknout - zkontrolovat
Zoomer - gen Z / dnešní kiddos (zoomeři)
Zorbing - sport, zábava

Summary in Czech

Práce je zaměřena na shrnutí teoretického základu týkajícího se anglicismů v čeština a dále na bližší prozkoumání této tematiky.

V teoretické části je shrnuta historie přejímání anglicismů do češtiny, jsou v ní zmíněny různé důvody, proč tento proces vůbec probíhá, podrobně dále teoretická část popisuje různé možné podoby formální adaptace anglických slov, zmiňuje se o pseudoanglicismech a shrnuje nejběžnější oblasti výskytu anglicismů v češtině podle odborné literatury.

Praktická část práce je založena na dotazníku, jehož pomocí odpovídá na šest dílčích otázek výzkumu. Odpovědi na otázky naznačují, že anglicismy jsou relevantní a stále rostoucí částí českého jazyka. Většina lidí takovým slovům dobře rozumí a aktivně je používá v různých oblastech svých životů. Některé anglicismy jsou v čeština natolik integrované, že mnozí lidé nepoznají jejich cizí původ. Dále práce shledává, že většině Čechů nevadí vliv angličtiny na češtinu a že tento vliv většině lidí nepřijde jakkoliv škodlivý. Během výzkumu se také podařilo nashromáždit přes 200 anglicismů, o kterých si respondenti mysleli, že jsou v čeština relativně nové.