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BACHELOR THESIS

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

V Plzni dne ....

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Michal Havlíček

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ABSTRACT

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This focus of the thesis is on natural language, which, unlike artificial languages, used for example in programming, was formed by natural development and continues to develop dynamically. The thesis is divided into six chapters. The first chapter deals with the historical development of languages. The next four chapters deal with lexical items. The last chapter deals with the method and results of the research. Some results were surprising while others confirmed some of the expectations based on author's own opinion or background information.

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LIST OF ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
BB	Bye bye
BRB	Be right back
BTW	By the way
CYA	See ya / See you later
DIY	Do it yourself
F2F	Face to face
GL	Good luck
GN	Good night
GR8	Great
GTG	Go to go
IDK	I don't know
IWJK	It was a joke
IMO	In my opinion
KK (OK)	approval, acceptance, agreement, acknowledgment
LMK	Let me know
LOL	Laughing out loud
MMS	Multimedia Messaging Service
NP	No problem
NTY	No thank you
NVM	Nevermind
PIN	Personal identification number
SMS	Short message service

INTRODUCTION

Language is part of the process of civilization, and at the same time it is a factor that extremely influences its course. The beginnings of communication in native and tribal words are not (and cannot be) precisely timed. In some studies of oral language, this limit is set as far back as one million years ago (Salzmann, 1993). Preserved monuments bearing the first manifestations of the graphic form of the language (writing) date from about 5,000 years ago.

Gradually, as natural language developed, a scientific field emerged which became known as "linguistics". Its structure, methods and goals are clarified in the first chapter of this bachelor thesis, which also compares various approaches to defining concepts that are associated with the development, form, and use of language.

This focus of the thesis is on natural language, which, unlike artificial languages, used for example in programming, was formed by natural development and continues to develop dynamically. At present, there are around six thousand languages in the world, including minority languages spoken by smaller groups of people within a country that has an overarching official language through which the inhabitants (sometimes even their groups) sometimes communicate only in more narrowly defined regions, and there are also linguistic specifics that only a small, often isolated ethnic group understands.

The function of language as a basic means of human is communication and mutual comprehension, but its importance in society is very diverse. It is also perceived as one of the most important features of national identity, which may lead to conflicts in the case of some minorities (Basques) regarding the degree of recognition of the position of the minority language (in this case Basque) in the majority system.

Virtually every language has gone through and is still undergoing a development that extends, more than the grammatical component, the range of the vocabulary (lexicon). Communication with other nations as well as acquaintance with world inventions in the field of science and technology or culture of other countries enrich their own language with new words that can be accepted in their original form or work in a modified form. In linguistics, they are often referred to as borrowed words or as linguistic borrowings. If the origin of a word is completely clear, these linguistic expressions are referred to with reference to the source language, for example Germanisms (German), Gaullisms (French), Italianisms (Italian) and also Anglicisms, which are the focus of this bachelor's thesis.

The relatively specific scope of professional literature in this area also corresponds to the selected specific linguistic issues. For this reason, the works of Martincová, Svobodová and the Slovak author Jesenská, which focus on the field of neologisms as well as English lexical loans, can be appreciated. However, some authors focus on adopting words from other languages within the broader linguistic approach of their publications. These include, for example, F. Černý and J. Černý, focusing on general characteristics of linguistics or Grepl, a prominent expert and author of publications on Czech grammar. Many of those who focus on adopting foreign words or connecting them into Czech or Slovak present their ideas in professional journals, such as the periodicals "Naše řeč" or "Slovo a slovesnost". Some discussions on the Internet are also beneficial.

The specification of the publications of the above and other authors and all used information sources used in the creation of this bachelor's thesis is presented in the chapter References.

The aim of this work is separated into two parts:

- Evaluation of the influence of English linguistic borrowings on the current development of the Czech language and their forms of intertwining with Czech vocabulary elements
- Verifying the attitudes of representatives of defined age categories to the significant implementation of anglicisms in the lexicon of the mother tongue at present based on a questionnaire.

There is also the use of a hypothesis, which is formulated as follows: *The current English influence on the lexical area is similar to that in the past for Latin, German and French* Evaluation of its veracity is part of the final chapter.

In the preparatory phase, which focused on collecting the necessary data for the subsequent creation of the final thesis, the most important role was played by the method of document analysis, which included professional monographs, linguistically focused periodicals, and electronic resources. When processing the obtained information, the usual methods of creating professional texts were used - description of specific phenomena and their relationships, comparison, for example, when comparing stages of historical development or applications of specific expressions and deduction in drawing conclusions.

The application part is based on the results of a questionnaire survey, which are further processed and evaluated using quantitative research methods.

1. LANGUAGE AND ITS EVOLUTION

This bachelor thesis approaches the national language (here specifically Czech) as a system that is undergoing constant development. It is, among other things, characterized by the ability to absorb elements from other languages, including English, into its lexicon. Therefore, in this chapter, after the necessary definition of the basic conceptual apparatus, there is an effort to provide space for the characteristics of selected stages of language history, the origins of which are still based on unproven assumptions and theories.

1.1 LANGUAGE AND LANGUAGE COMMUNICATION

One of the basic conditions for the existence of social groups and civilized society is communication, which is:

> the transmission of information between at least two participants (usually between a speaker and a listener or writer and reader) through a certain signaling system of characters (codes), especially a language system. Unlike other types of communication (e.g., flag signals), in addition to the information itself, the feelings and will of the speaker are transmitted in its language form, and its form does not always have to be verbal (use of gestures, etc.). (Čermák, 2011, p. 13).[1]

Language communication in its oral (spoken) or graphic (written) form may differ based on its scope and influence, in addition to the already mentioned interaction of two individuals, there is, for example, communication between the teacher and students in the classroom and mass communication (press, radio, television, internet), in which influential organizations (e.g. government) or various groups focus on disseminating their views to the general public and thus try to influence their thinking.

Linguistics deals with the study of natural language in the whole complex of partial approaches, which we do not approach as a clearly defined scientific field, but as a set of a number of scientific disciplines.

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[1] This and other citations from original Czech sources have been translated into English by the author of the thesis unless otherwise stated.

1.2 THE ORIGIN OF THE LANGUAGE AND THE SIGNIFICANT STAGES OF ITS DEVELOPMENT.

It is practically impossible to credibly mark the period in the phylogeny of hominids, at the top of which is modern man. Indirect sources of knowledge are brought only by anthropological sciences, psychology and language reconstructions. According to some theories, oral language communication originated 50,000-100,000 years ago, but according to others, this limit is shifted to one million years ago (Grepl, 2008). A significant shift in this boundary finds support in the already mentioned anthropology, which presents the findings in the development of the brain of our ancestors. Over the last five million years, its volume has increased from 400 cm3 to 1,400 cm3. This more than threefold quantitative change logically brings about a qualitative development of the functions of this organ, including nervous processes, thinking and also speech (Grepl, 2008, p. 66).

Some theories of language history assume that the first words used were interjections expressing sudden pain or joy, while other linguists prefer sound-painting words that mimic sounds in nature. Among the more probable hypotheses it is assumed that the origin of speech is associated with the transition of hominids (ancestors of today's man) from trees to a wide area, where it was necessary to create a system of communication between individuals (Loucká, 1998).

Comparative studies aimed at comparing the analysis of the means of communication used in the animal kingdom and human speech should have contributed to the knowledge of the first stages of human language phylogeny. However, it turned out that human speech differs fundamentally in quantitative and qualitative terms from animal communication systems, especially in its close connection to thinking and the so-called double articulation. Within the first articulation, the decomposition into semantic units - words - is realized. In the second articulation level, there is a further division into units that do not carry meaning (phonemes, sounds) (Černý, J., 1996).

Based on a number of genetic studies, it is assumed that the settlement of the planet began from geographically defined areas in Africa, there is no evidence of a common origin of all languages used by the inhabitants of our planet. Thus, it is quite logical that the very question of the origin of languages divides linguistic theories into two groups:

- ***Theory of monogenesis*** – all languages originated from a single original one,

- ***Theory of polygenesis*** – specific languages originated in different places from many primordial languages (Čermák, 2011, p. 67).

The professional literature defines three basic directions that have led to the diversity of languages in the world:

- ***Utopian theory*** – the best known is the biblical story, in which the confusion of languages occurred during the construction of the Tower of Babel and subsequent destruction, i.e., the forcible division of the common language created by God and the builders' separation to different parts of the world;
- ***Genetic theory*** – the language arose as a result of a sudden genetic mutation in humans, which was supported by previous preparatory biological development;
- ***Natural theory*** – this is a long-term natural development of language in close connection with nature. This approach has its internal division:
  - Onomatopoeic – the language originated from natural and animal sounds;
  - Interjection – the language was created by spontaneous development from human cries accompanying pain, joy, perhaps even simple songs appeared (Čermák, 2011, p. 67).

The Middle Ages are a period in which linguistic disciplines were developing, but grammarians at the time focused exclusively on the dead Latin language. They considered their own national languages to be vulgar, not worth studying.

1.3   Language interaction

Although the idea of the emergence of individual languages is generally accepted in certain originally isolated social groups, in the course of civilization development there were various contacts and possible connections between them. This, of course, was also reflected in the linguistic sphere, as it was necessary to find mutual agreement, for example, in matters of trade or war and peace.

As a result of the interaction of languages, the following language forms may arise, for example:

- Pidgin – contact language between two (or more) languages, usually based on their mixing, usually with significantly reduced grammar and vocabulary, which is based on some larger language (English, Chinese, etc.);
- Creole language – often based on the previous form and further development under the influence of some world language will become the native language of a certain

community; e.g. Tok Pisin in New Guinea originated from English and local languages, we can also include Jamaican English, Caribbean Portuguese, etc.

- Use of so-called language loans – languages take over certain words from a major European language, which remain part of its vocabulary (lexicon). The third chapter is devoted to this issue

As a rule, the interaction of individual languages has a mutually positive impact, unless it is a question of the supremacy of the majority sphere over the language of minorities. This phenomenon appeared in the past in totalitarian and authoritarian regimes, and can partially be found in the present (Chinese versus Ungur).

One of the issues discussed is the future position of English after the departure of the United Kingdom from the European Union, whether it will not become the language of third countries such as Mongolian or Russian. This cannot happen because English remains the official language in two other Member States, Ireland and Malta. Moreover, the global reach of the English language cannot be stopped. It is worth recalling that Latin played a similar role for centuries, although it has long been declared a dead language.

2. WORDS AND VOCABULARY

The aim of this chapter is to approach two general basic lexicological terms very briefly, which are vocabulary (lexicon) and neologisms, i.e., new elements that can enrich the existing vocabulary. The reason for the inclusion of this chapter is that the terms are very important for the following text.

2.1 Lexicon

In language theory, the key terms include lexical, or lexicon, which Grepl defines as "a set of lexical units that include the single-meaning and full-meaning words, and established phrases." (Grepl, 2008, p. 92). The scope of this set, which has established rules differs for individual languages, it is also different for their specific users, where their social status or their communication needs play an important role.

2.2 Neologisms

Subsection 1.3 very briefly outlines the process of language development, which is largely determined by environmental influences, including the effects of external language influences. Therefore, the question of the lexicon of any language must be approached as a system that acquires new elements (new words) in a continuous process, while losing out others due to dysfunction.

Increased attention has been paid to the dynamics of changes affecting the lexicon of contemporary languages, especially in recent decades, whether already in the form of conference proceedings or projects.

Neologisms play a specific position in language communication, the definitions of which may differ for some authors both in the degree of generality and in the approach to the application of these lexical units. These activities were started in Czech lands by the publication of O. Martincová (1983, p. 10), who also provides the first, albeit very brief and very general definition of this term: "The term neologism is mainly used to describe lexical resources, which are characterized as new."

The same author subsequently clarifies the definition of this term as follows: "Lexical unit, which in relation to the existing vocabulary units of the current language is characterized by novelty, both in terms of origin and functional (functionally systemic, communicative, stylistic)" (Martincová, 2016).

In her definition, Ziková points out the fact that neologisms are usually not fully integrated into the common vocabulary, in many cases they do not even move from the periphery of the language to its center, and they disappear completely. "Neologisms can be characterized as a set of lexical units performing specific onomasiological functions, which stands on the periphery of the vocabulary system" (Ziková, 2001, p. 82).

The general issues of neologisms include not only the question of their nature, definition of the term, but also the terminological aspect. If neologisms are approached from an onomasiological point of view (i.e., from content to form), they are referred to as *new names*; in the semasiological approach (i.e., from form to meaning) the terms *new words, new expressions*, etc. are used for their designation. The definition of neologisms is also addressed on the basis of determining the ratio of neologisms and innovations (Martincová, 2016). In the second half of the 20th century, research activities focused on neologisms were grouped under a separate discipline called *neology* (Martincová, 2016).

Neology currently addresses a relatively broad issue, among other things, systematizes new terms according to various criteria, part of the publishing activities in this area are dictionaries covering neologisms. Due to the focus of this bachelor's thesis, it is not necessary to subject this specific area of linguistic genesis to a deeper analysis, on the other hand, it is appropriate to mention here at least briefly one of the possibilities of the emergence of neologisms in the form of adopting expressions and composites from other languages and their subsequent modifications.

2.3   Neologisms created by lexical borrowings

We have encountered this form practically since the beginning of individual languages. Expressions from the lexicon of neighboring nations or languages penetrate a particular language to a certain extent within a certain region or on a global scale at a certain stage of the historical development of society (Latin, Greek, German, French and English).

Martínková divides this type of neologisms into the following three categories:

- *Adopted quotes and terms* – this group can include words that initially had the meaning of a term. For example, the designation of a technical component or physical properties. Subsequently this word can be used in various connections and in other (non-professional) communication. Martínková gives the example of the word "condensed". Probably most people will be familiar with the compound "condensed milk". Gradually terms such as "condensed style", "condensed expression" appear.

- *Compound words* – can be taken from another language in the "finished form", which is quite common in the case of English languages, but very often the composite words form the receiving language and then there may be situations where the root of the word is a borrowed expression and to it the speaker adds a word or part of it from their own lexicon.

- *Derivatives* – if a foreign expression becomes a neologism, new words can be derived within the receiving language, which is the basis. The adopted word can be, for example scanner (skener) and its derivative is the commonly used verb to scan (skenovat) (Martincová, 2005).

In Chapter 4, specific examples of neologisms based on English lexical borrowings are listed.

3. LEXICAL BORROWINGS

This chapter is the next step in specifying the process of taking over new elements into the lexicon of our own language. A new concept is coming – "lexical borrowing". It is also a kind of historical excursion, which will also point to a change in the approach of the professional and unprofessional public to the influences of other languages on a specific national language, in this case Czech.

3.1 TRANSFER OF FOREIGN WORDS INTO THE NATIONAL LANGUAGE

The languages of individual nations or different groups undergo natural development in connection with cultural and economic development. In addition to exceptionally isolated tribes (remote islands, deep-sea locations, etc.), the languages of other nations influence the language and its genesis. Foreign expressions are taken over, which after a certain time become part of natural speech, many of which we encounter at the level of all social groups. The term *lexical borrowing* has been used for this type of language enrichment.

Lexical borrowing perceived as one of the sub-categories of neologisms, these are a natural consequence of contact with the inhabitants of neighboring countries or the globalization influence of a certain culture (e.g., English and American rock music). It can be assumed that their scope has been involved in the development of the vast majority of languages since the beginning of their development.

The roots of individual lexemes usually go back to the very distant past, the further development of vocabulary is not only subject to internal changes in a particular community, but throughout the history of civilization there is a strong influence of other languages. The existing lexicon is enriched with new terms, which are gradually modified and adapted to the needs of the receiving language. Therefore, for most words, it is difficult to clearly determine their origin. It is certain that in European languages part of the word base has its origins in Greek and Latin.

German has been involved in shaping the Czech language for centuries due to its geographical proximity and historical cultural contacts. Many words taken from German - Germanisms, however, in today's language are not perceived in everyday life as a "foreign element" on the contrary, they could be considered the bearers of the Czech tradition. An example is the symbol of the Czech gastronomy "pork with cabbage and dumplings" and let us recall (mentioned in the chapter below) the struggle of Master Jan Hus with the designation "dumpling", which for him meant one of the symbols of German attacks on Czech culture and language. A certain reaction to German influences at the time of the national revival was the interconnection of

Slavic languages, which was reflected in the existence of a number of mutual language borrowings. Czech was thus enriched with words from Polish, Slovak, Russian and Serbo-Croatian.

A specific group of lexical loans is ***internationalism***s, or ***globalisms***, which are "mainly transnational lexical units of Greek or Latin origin, often artificially created from Greek or Latin word bases (e.g., automobil, magnetofon, televize)" (Grepl, 2008, p. 102). It is sometimes difficult to determine the true linguistic origin of the word taken. Many of the words taken over appear in different modifications at the same time in different languages, for example in French, German, Hungarian or Russian. It is interesting that the Russian language can be compared to a mushroom that absorbs anglicisms to an incredible extent and creates its own verbal expressions, which are not encountered in other languages ("najtírovat" = spending time at night, "lajfírovat" = enjoying something) (Jesenská, 2004).

Enriching the language with new terms is usually accepted positively, especially in cases where it is a designation of an object or a phenomenon which, for various reasons, has not yet existed in the mother tongue. In some cases, they are also synonyms for pre-existing words, and this use of lexical borrowing is sometimes considered unnecessary or a manifestation of snobbery. Some people also argue that the language itself may be endangered in this way. Also, changes in society's attitudes to certain topics that have been considered social taboos during life, such as sex or sexual orientation, bring new expressions that part of the population, especially the older part, refuses to accept.

As already mentioned, the process of lexical borrowing has been a phenomenon throughout the history of society, at the same time its adherents and co-creators appear at various stages of this development, on the other hand, opponents, fighters for national purity, who are called purists. The following subchapters present some examples that have significantly affected the lexical development of the Czech language.

3.2 HUMANISTIC TOLERANCE OF J. A. COMENIUS

As part of his didactic work, Jan Ámos Comenius also focuses on linguistic issues. Here, his identification with the humanistic trend clearly prevails, in which the core of the teaching system was education in the Latin language and also in Comenius' curriculum was one of the main goals. In his Didactics, J. A. Comenius expresses his position as follows: "I will show an example of the Latin language, which, according to our current world, must be learned as perfectly as possible by those who want to be taught" (Králík, 1970).

However, this does not mean that this scholar turns away from his mother tongue. Czech in the work of J. A. Comenius has long been the culmination of efforts to achieve a formally perfect and at the same time generally accessible Czech literary language. In terms of phonology and form, standard Czech was from the beginning of the 17th century. already fully stabilized. Already in the second half of the 16th century. in this respect it differed from all dialects and became a supranational unit (Králík, 1970).

The expressive clarity and stylistic impact of Comenius' literary speech is closely linked to the richness of his own vocabulary. Following the example of humanistic Latin, which uses expressive completeness and grace, the vocabulary of Czech also grew at one time. Latin expression has also become a source for creating professional names in the field of science and education. The already mentioned rich vocabulary contains many words taken over, especially from Latin and German.

The main work in the field of linguistics was the creation of a lexicon of the Czech language, which he describes himself as follows:

> "Above all, in 1612, during my stay in Herborn, I began to compile the Treasure of the Czech Language in order to master my language, i.e., a complete dictionary, decorative and expressive idioms and proverbs. By attentively gathering them, I managed, I hope, what hardly anyone in the national language has. I have made sure that everything is parallel and consistent with Latin expressions: that words, sayings, idioms, proverbs and sentences are captured with the same charm and emphasis, with the aim of translating any more self-classical author into our language, so it could become just as sleek, and vice versa." (Králík 1970).

Unfortunately, J. A. Comenius suffered a huge tragedy in life, which was certainly a heavy loss for the theory and practice of the Czech language. The material, practically prepared for printing, which would significantly contribute to the codification of standard Czech from the beginning of the 17th century, was completely destroyed during the fire in Lesná in 1656.

If we consider J. A. Comenius' approach to expanding the Czech lexicon to include terms from other languages - in this case mainly Latin and partly from German, we conclude that he considered their implementation absolutely necessary where Czech words were missing or their meaning did not sufficiently reflect the meaning of the Latin expression. Without this, he would consider the goal, which, according to him, the position of the Czech language capable of

creating accurately sounding and comprehensible translations of professional and art works written in Latin to be unattainable.

3.3 Purism and pure language

More intensive efforts to maintain the purity of the language from the adoption of foreign words in Czech can be observed from the 14th century. Master Jan Hus, who fought very hard against the Germanic interventions in our mother tongue, subsequently played an important role.

Fighters for a "pure language" were called "brusiči" or a word that is in itself a lexical borrowing, purists.

Jelínek and Krčmová (2017) define purism as "a set of aspects regulating the codification and culture of literary language in accordance with the ideal model of pure language by eliminating elements that are in conflict with this model"

The very often quoted G. Thomas, who systematically focuses on the issue of purism and compares different approaches and definitions, adds a further definition of the term:

> "as an attempt by a part of a linguistic community (or a certain group thereof) to rid language of supposed foreign elements or other elements considered undesirable (including those derived from dialects, sociolects or styles of the same language). It can be focused on all language levels, but it is mainly focused on vocabulary. Purism is above all an aspect of the codification, cultivation and planning of standard languages." (Jelínek & Krčmová, 2017).

Nordqist comes up with a more specific definition of this term: "Purism is a pejorative term in linguistics for a zealous conservatism in regard to the use and development of a language. Also known as language purism, linguistic purism, and discourse purism.

A purist (or grammaticaster) is someone who expresses a desire to eliminate certain undesirable features from a language, including grammatical errors, jargon, neologisms, colloquialisms, and words of foreign origin (Nordquist, 2019).

3.4 Purism in the Czech language

More intensive efforts to maintain the purity of the language from the adoption of foreign words in Czech can be observed from the 14th century. Master Jan Hus (1370–1416), who fought very hard against the Germanic interventions in our mother tongue, subsequently played an important role. Hus was a Czech medieval religious thinker, Roman Catholic priest, church reformer, university teacher and rector of the University of Prague. His relatively extensive

work is partly written in Latin (writings addressed to the church), partly in the Czech language (for the common Czech people). Jan Hus is often described as "the first Czech linguist; one of his most important achievements is the introduction of punctuation, which replaced phonetic couplings. This step simplifies, but also unifies the pronunciation and graphic form of the Czech language. His goal in the field of language was to adapt Czech to a form that would bring the intelligibility of sermons to the common people, especially in the countryside, and thus more effective clarification of his reformist ideas (Šmahel, 2015).

Jan Hus is also one of the first major Czech "brusiči", later referred to as purists. He did not see the threat of the Czech language so much in the intrusion of Latinisms, which also appeared in his texts and sermons; thanks to his rich vocabulary, he was able to explain these to the common people who lacked a basic education. However, he became a staunch fighter against German influences and he tried to remove already accepted and new Germanisms by replacing them with existing Czech expressions or their modifications (Bláha, 2018). His "fight with dumplings", an expression that has its origins in German, is widely quoted. He proposes replacing it with the word "pine cone". He then creates new words, many of which have undergone changes, others have disappeared - "hodoválek, radovník, čtena, pravouk" (Němec, 1970, p. 313-324).

The struggle of national revivalists for the purity of the Czech language

Extremely strong purist tendencies appear in the period of the Czech national revival, which was a process focused on the formation of a modern Czech nation, which took place in the years about 1770 - 1840. One of the main goals was to raise the Czech language to a language level of scholars and to lead the Czech inhabitants to national awareness and pride.

In the 17th century and in the middle of the following century in the field of literary production, Czech finds itself in a situation where works written in Czech are addressed by a certain group of authors to the common people. Certainly even at that time there was Czech intelligence, but it enjoyed literary language in Latin (science), French (philosophy and literature) and German. (Vodička, 1948)

Vodička further quotes one of the leading researchers focused on the historical period of the Czech national revival, Hanuš, whose creative activities date back to the first half of the 20th century:

> "The Czech book loses readers and the seriousness of higher classes, which read and write only in Latin, French and German. In the 18th century, Czech is written only for

the people, the Czech literature itself becomes, just like the Czech language, rural literature, it decreases in scope and content, style and language, and even in print" (Vodička, 1948).

A group of language theorists, historians and representatives of culture (Josef Dobrovský, Gelasius Dobner, F. Palacký, Josef Jungmann and others) are aware of this critical situation. One of the signs of the struggle for the rebirth of the Czech language, especially in the first stages of the Czech national revival, was extremely intense and often spontaneous purism. There was an effort to cleanse Czech not only of words of German origin; the Latin language used at that time and internationalisms also became a target. In those days, the Czech language was not codified and did not have a stable position as the national language, as was the case in neighboring European countries. There existed a huge number of proposals for neoplasms (neologisms), which should replace words for which suspicion of "foreign origin" was enough. Lexicologists of the day partly participated in such a process of "purification of the Czech language" including the creation of neologisms, many of which, from the point of view of today's reader, sounded extremely comical (for example, the word "kapesník" (handkerchief) was replaced by the term čistonosoplena – literally meaning "a diaper to make your nose clean"). On the other hand, the representatives of the national revival themselves proved in their literary works that the Czech language can be fully used to create quality art literature without revolutionary interventions.

Czech and German purism between the 19th and 20th centuries

G. Engelhardt focuses on the last decade of the 19th century when there was a significant expansion of the purist movement in some European countries. It is very interesting to compare the goals and methods of this group of Czech linguists and their German colleagues, who often complemented and inspired each other.

"For the purists on both sides, there was a close connection between national sentiment and language, they were characterized by love for the nation and the mother tongue. Hence the requirement to preserve the peculiarities of the mother tongue, that is, to maintain what distinguishes one's own language from other languages, especially those whose influences it was intended to protect itself from. It was especially important to remove from the mother tongue those elements that penetrated it at one time or another." (Engelhardt, 2001, pp. 235-244).

Despite this agreement in principle, it was a struggle with a completely different enemy - in the case of defenders of pure Czech implementation of Germanisms, in the second case the German purists saw in the infiltration of Galisms, i.e., in the growing influence of the French. (Ibiden).

In the twentieth century, visions of "pure language" are completely declining, technical progress, especially in the field of mass communications (newspapers, magazines, radio, television, gramophone, internet) brings global interconnection of culture, technology and other areas of life in different countries. This process is logically reflected in the language sphere, for example, by enriching the words that are part of the foreign lexicon.

3.5 Purism somewhat differently

On the other hand, it should be noted that we still see the term "pure language" today.

Pure language is one of the terms of therapeutic approaches in psychology following the teachings of the New Zealand psychologist David Grove (1950-2008). (Nehyba & Lanc, 2013)

Members of the religious sect Jehovah's Witnesses work very intensively with the term "pure language". It is clear from the outset that in this case it will not be about goals set with respect for the nation, national culture and traditions, as was the case with purists, Jan Hus or personalities of the Czech national revival.

On one hand, the Jehovists are opponents of Catholics and some of the approaches that are the basic pillars of the Church as such, on the other hand, their arguments are very often references to the Bible. However, they interpret this in their own way, there is a distortion of specific references, which then leads to peculiar evaluations and postulates.

The basis of the testimony of Zephaniah is Jehovah's teaching:

> "Jehovah foretold that he would change the nations so that they would all call upon Jehovah's name to serve him shoulder to shoulder (see Zephaniah 3:9). From the point of view of lexicon content (which also applies to this bachelor's thesis) is another interesting biblical reference: "It is especially worth noting that the language that God gives to His servants is marked as pure. It is not for its grammatical structure, but because it testifies to moral and spiritual purity. There is no room for lying, deception or mischievous language in this language. Those who speak this language must always speak the truth."(Zephaniah 3:13) (Strážná věž, 1991).

What to add? If we get rid of the elements of the fanatical Jehovah's faith, it might be nice to use language free from everything ugly, on the other hand, speech, which would be under the

supervision of the Supreme Censor in all situations, would probably bring enormous boredom into our lives.

4. ENGLISH IN THE CZECH LANGUAGE

In connection with language loans, in the case of a group of language resources originating from a specific foreign language, we encounter designations such as Germanisms, Galicisms, Hispanisms, Italianisms, Russianisms and also Anglicisms, which are the focus of this chapter.

4.1   Definition of anglicisms and scope of usage

Bozděchová, I. (2016) defines *anglicism* as *"a language means taken from English into another language or created in it according to English."* At the same time, this author distinguishes between *Anglicism in a broader sense*: *"[…] elements of all language levels and at all levels of adaptation"* *in the narrower sense*, which includes *"lexical means borrowed from English."* (Ibiden)

At present, other languages take over a large part of the lexicon, intervening in various spheres of social life - for example:

Politics – míting, lídr, establišment, tendr

Economics, finance – byznys, badžet, holding, dumping

Culture – talkshow, bestseller, mainstream, sci-fi, punk, metal

Technology, technical development – kliknout, SMS, blog, on-line, know-how

Fashion – outfit, být in nebo out

Healthcare – AIDS, SARS

Society – outsider, bojkot

Teenager slang – sorry, cool, feeling, brandista

Sports – fotbal, gól, hokej, ofsajd, snowboard (Jesenská, 2004, pp. 8-15).

It is in the last-mentioned sports field that fans watching hockey, football or volleyball matches do not even realize that the commentators' remarks are full of Anglicisms, i.e., words taken from English. Here the question arises as to why there should be such extensive English borrowing in Czech sports terminology related to the globalization of sport and its individual branches. At a time when a sport in its development crossed the borders of the country of origin, it was necessary to create uniform rules that had to be respected in international matches, but also in all countries that became part of individual sports associations (FIFA - International Federation of Football Associations, IHF - International Handball Federation). And it was the creation of a unified order that required a system of clearly understood terms, because the

unified nomenclature should remove any significant inaccuracy and inconsistency of their interpretation in professional sports theory, but especially in practice, i.e. in sport itself. Anglicisms, which are largely adopted in the vast majority of the world's languages, play a key role here, resulting in their assuming the position of internationalism or globalism. (Entlová, 2004)

Thus, the names of sports (hockey, football volleyball), the designation of actors (coach, football player, back, forward) and certain situations in the game (goal, offside, penalty, foul) entered the Czech language

4.2   Formal and phonetic adaptation of English composites in Czech

The use of Anglicisms and, above all, their formal adaptation are among the often discussed topics of contemporary Czech linguistic literature.

The above-mentioned sports terminology is an interesting area where Anglicisms (English expressions in their original or modified form) take precedence over already existing Czech terms. We can talk here about "language economics".

> "Commentators of various sports competitions can use a multi-word name, which is more understandable for Czech listeners and therefore readers, but in terms of economy in expression, which is precisely in sports or its moderation usual, preferable concise and one-word terms. We would probably hardly be able to imagine the fans shouting the three-syllable Czech equivalent of the word „out" instead of a concise one-syllable „aut" (a polished form of the English original out) in the heat of the game." (Entlová, 2004, pp. 198-204)

It is therefore clear that their form plays an important role in adopting a number of English words into the Czech language - short words with unambiguous expression. This fact does not only appear in sports, fans of brass and pop music will certainly not stand in line for tickets when they know that the performing band will play punk or heavy metal. Similarly, people probably will not ask the contact person to confirm the necessary data via a short text message sent via a mobile phone, but you will usually use the wording "confirm data in SMS. I believe that no one is thinking that the term SMS, which is a necessary part of the Czech communication space today, is an abbreviation of the English name Short message service.

4.3 English and Hybrid composites in the language

In the process of adopting English expressions into the Czech language, composite expressions, ie compound expressions, appear to a relatively large extent. As with one-word expressions, this may be an expression that is not adequately represented in the current lexicon.

However, there are also a number of such composites that have their equivalent in Czech and whose use can often be explained only by the pursuit of "modernity" and "internationality" of expression. Sometimes it also happens that the Czech non-compound word is replaced by an English composite for similar reasons. This phenomenon probably results from the overall difference between the Czech and English vocabulary, in which there are significantly more compound expressions than in Czech (but on the other hand fewer than, for example, in German). (Svobodová, 1999)

In terms of formal adaptation to Czech, composites may be divided into the following groups:

- Original, non-spelling-adapted compounds, cannot be inflected)

- Compounds morphologically adapted with the original spelling

- Compounds adapted morphologically and by spelling

- Hybrid compounds

English compound forms appear in the Czech language as separate lexemes. If it is an inflectable composite, then it is inflected as a whole and all formants are attached to the composite as a whole, not to its individual components. Each composite works in the Czech language within a certain part of speech (nouns, adjectives, verbs) and the order of the individual components must always be maintained. (Ibiden)

English composites, which are part of the current Czech language in the form of language loans, can come in three graphic forms:

- Compounds written without a hyphen as two separate words (cash flow, blue chip)

- Compounds with a hyphen (know-how, after-shave, joint-venture)

- Compounds written together without a hyphen (hardcore, homeless, cheerleaders)

Some compound English forms are implemented into the Czech language in their original form of the plural: Public Relations, cornflakes, playgirls, Euronews. (Svobodová, 1999)

Morphologically adapted compounds with the original spelling include English expressions which are inflectable nouns in Czech, preserving the original graphic form of both or all three components and connecting the Czech declension endings. Among the morphologically adapted names of the masculine gender, we include in Czech composites bodyguard, bookmaker, hardrocker, hitmaker, insider, outsider, pitbull terrier, playboy, popstar, skateboarder, skinhead, snowboarder, sparring partner, streetworker, teenager, windsurfer, etc. (Svobodová, 1999)

English composites are also often used in the Czech language, the second component of which is the term *man – jazzman, bluesman, frontman, salesman.*

In the group of orthographically and morphologically adapted English composites, we include such expressions, both components of which have been orthographically adapted and which are inflectable in Czech as compounds. The following examples can be given (the term in parentheses is the English original): *diskžokej (discjockey), krosček (crosscheck), mečbol (matchball), ofsajd (offside), florbal (floorball), ranvej (runway)* and more.

Hybrid English composites

While in the examples given above the two (or all three) components were based on the English language, whether in the original or Czech phonetics adapted form, the situation is somewhat different for hybrid composites. As the name of this category suggests, the adaptation in this case took place only partly and one component remains in Czech, but the Czech term is also considered a verbal loan that was accepted into Czech before and domesticated here: hitparáda, fitness centrum, bigbít, cyclokross, technošílenství, gólman. (Ibiden)

4.4   English abbreviations in the role of anglicisms in the Czech lexicon

In both professional texts AND in ordinary conversation Czech employs abbreviations of English terms, which are perceived here as a self-functioning designation for a given thing, situation or activity. Probably some of the best known at present are the abbreviations based on the health environment - AIDS, SARS and currently very frequented COVID-19 (coronavirus disease 2019).

A large group of abbreviations implemented in the Czech lexicon was brought about by the rapid development of information and communication technologies such as PC (Personal

Computer), often in various versions as a "komp" and the query to connect to Wi-fi (Wireless fidelity) is one of the first after entry. to a hotel or other facility.

There is a large number of examples of adaptation of English abbreviations of a similar type and their common feature for the Czech user is that the expressions on the basis of which they were created are not analyzed; the abbreviation has the position of an expression carrying unambiguous information.

Abbreviations of the teenage generation

A necessary complement to the life of the current adolescent generation is a mobile communication device, which perhaps was originally intended to save time in obtaining and transmitting information. However, it is noticeable that people cannot manage to write and receive messages fast enough and the display of the mobile phone will not rest until the owner goes to bed. SMS messages and subsequent MMS have a significant shift in this form of communication. Their creation is usually very fast, but with a large number of connections, the writing itself can become challenging.

In particular, the age category referred to as teenagers, but also the growing representation of child users, are already shortening the already stylistically limited communication via SMS by applying abbreviations, mostly of English phrases.

The following Table 1 presents a selection of some of them.

Table 1 – English abbreviations often used in SMS by adolescents

Zkratka	Význam	Zkratka	Význam
ASAP	As soon as possible	IWJK	It was a joke
ATM	At the moment	KK(OK)	OK
BB	Bye, bye	LMK	Let me know
BFF	Best friends forever	LOL	Laughing out loud
BION	Believe it or not	NP	No problem
BRB	Be right back	NTY	Not thank you
BTW	By the way	NVM	Nevermind
CYA	See ya / See you later	OFC	Of course
DIY	Do it yourself	OGIMA	Oh God, it's Monday again
F2F	Face to face	OMG	Oh my god!
GL	Good luck	TBH	To be honest
GN	Good night	TGIF	Thank God it's Friday
GR8	Great	TY/THX	Thank you / Thanks
GTG	Got to go	WB	Welcome back
IDK	I don't know	WTF	What the f*ck?!
IMHO	In my honest opinion	YOLO	You only live once
IMO	In my opinion	YW	You're welcome

source: NEZBEDA (2002)

Criticisms appear, especially among Czech language teachers, who point out that this ever-expanding style of communication brings problems in the ability to express oneself. The use of austere and abbreviated communication of SMS messages is beginning to show in the stylistic and spelling areas, especially in graphic expression. However, I believe that English, or rather its abbreviations, is not to blame for this; , it probably has more to do with the general approach of society to mutual communication.

4.5   Phonetic adaptation of English loans in the Czech language

When adopting English expressions into Czech lexicon, we very often encounter pronunciation fluctuations, which is largely due to the fact that different speakers are differently familiar to the original language (English) from which the composite was adopted. It also depends on the time of adoption and the frequency of use of the given pronunciation variant, because recently it is television and radio that have an impact on the introduction of new pronunciation variants of Anglicisms into Czech. The question of suitability for use is often debatable, but the principle

should be functionality and comprehensibility for the widest possible public, i.e., not only for a certain circle, such as professional players and trained Anglicists (Entlová, 2004,).

## 5. ENGLISH FROM THE PERSPECTIVE OF ENGLISH LINGUISTIC STUDIES

It might seem unnecessary for the English linguistic professional public to pay more attention to which English term has taken over the lexicon of another language and how it continues to work with and use it.

In practice, however, a paradoxical situation arises - for example, when translating a professional text from French into English, it is found that a certain percentage of words are not of French origin, but are created on the original English basis. This means that there is a situation where Anglicisms are translated into English.

From the point of view of theory and practice, we can ask the question - What percentage of Anglicisms can a common professional text in some languages contain? A study presented in the prestigious impact journal SAGE Open (Simon et al. 2021) tries to answer this question.

The study focuses on a number of anglicisms in a selected professional text (range of 2000 words), which were written in Romanian, German and French. Maybe it could be an inspiration for a similar analysis of Czech professional texts.

The results of the Simon study can be summarized as follows: In the case of Romanian, of the 2,000 terms and expressions used in the field of education and included in the multilingual dictionary analyzed, 26 have been borrowed as such from English. In other words, 1.3% of the terms and expressions used in Romanian in the field of education have come from English. In German, 25 Anglicisms have been found, and, in French, 16, that is, 1.25% and 0.8%, respectively, as indicated in Chart 1. (Simon, S. et al. 2021).
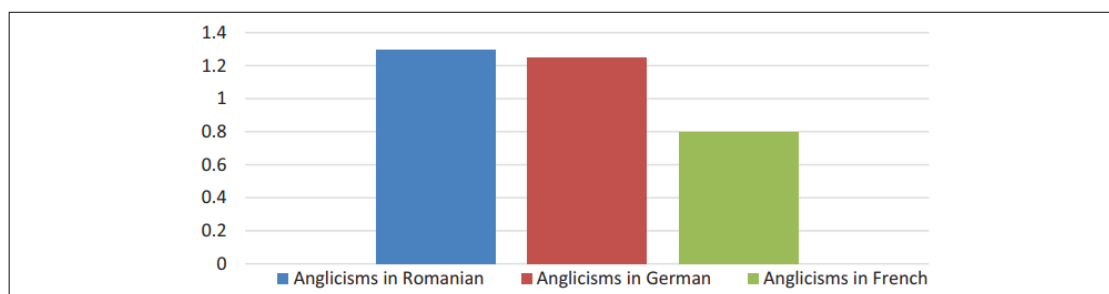
Chart 1. Anglicisms used in the field of education in Romanian, German, and French.

The results of this research point to the fact that the number of Anglicisms encountered is not as high as indicated by previous studies in the field (David & Tălmăcian, 2013; Ivan, 2013; Pungă, 2018).

6. SURVEY

This part of the thesis presents the preparation, implementation and evaluation of a questionnaire survey focused on the attitudes of the Czech public to the significant application of English lexical loans in the Czech language.

6.1   Questionnaire investigation

Aim of the survey: Within the group of respondents differentiated into segments defined by age categories, to verify attitudes towards increased acceptance of English expressions into the Czech language lexicon.

A partial goal was also to evaluate the understanding of anglicisms and the ability to apply them in communication.

Hypothesis: While the segment presenting the oldest generation can be expected to have a significantly negative attitude towards the implementation of Anglicisms into the vocabulary of the Czech language, in the two youngest age groups these language loans will be received unequivocally positively.

Form of the survey: a questionnaire survey, using a combination of printed and electronic forms.

Target group: Part of the public limited by the lower age limit of 15 years. Given the stated goal of the survey and the formulated hypothesis, the respondents are divided into the following age segments, while for each age category the number of persons involved in the survey is indicated.

- 15 – 20 years, also Group A
- 21 – 40 years, Group B
- 41 – 60 years, Group C
- 60 and older, Group D

Questionnaire: The survey is anonymous, for the necessary identification of respondents due to its focus, data are filled in, including age, gender, highest level of education, mother tongue and level of mastery of another language or languages.

As already mentioned, the questionnaire was distributed in electronic form via social networks, at the same time a part was submitted in printed form. Here it is appropriate to thank the students

of secondary schools (INTERDACT Most) and seniors involved in the courses of the University of the Third Age at the study center of the University of Finance and Administration in Most.

The complete wording of the questionnaire is part of the Appendix, the evaluation of answers to individual questions, including a graphical representation, is part of the following subchapter.

6.2 Evaluation and interpretation of the obtained data

6.2.1 Selection characteristics – age categories

After summing up the completed electronic and printed questionnaires, the set of involved respondents can be characterized as follows:

Total number of submitted and completed questionnaires – 130

The involvement of this number of respondents cannot be the basis for drawing conclusions that could lead to any fundamental generalization, nevertheless, the number of returned questionnaires can be considered a success.

Graph 1 – age representation of respondents
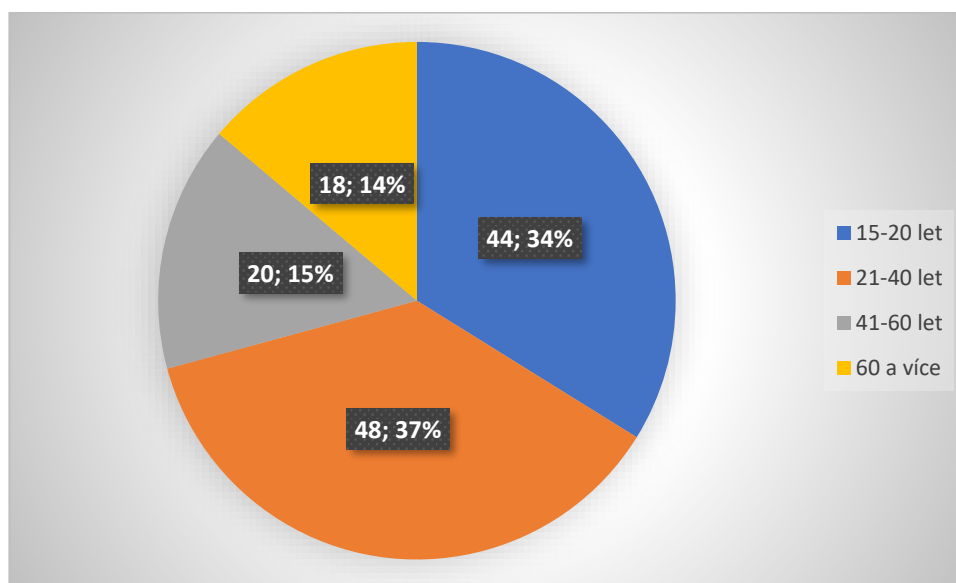
Source: own creation; data: questionnaire survey

As follows from Graph 1, in the total number of 130 respondents, the second age category is the most numerous, i.e., 21-40 years (48; 37%), just behind it is a group of 15-20 years (44; 34%), the remaining two segments are below half of the representation mentioned here: 41-60 (20; 15%), 60 and more (18; 14%). Although the selection of representatives of individual categories was partly influenced by the involvement of secondary school pupils (Group A, B) and seniors attending the courses of the University of the Third Age (Group D), the age distribution of the respondents is not essential.

6.2.2 Identification of individual segments
Gender

The selection of respondents on the basis of gender representation was not targeted, it is based on the random formation of a group involved in the survey. Although there are trends in gender differentiation into higher numbers of categories and groups, a "traditional approach" is represented here and the question offers a choice of two variants, **male and female**.

Using the same graphic framework in the evaluation, the situation looks like this:

Graph 2 – gender of the respondents
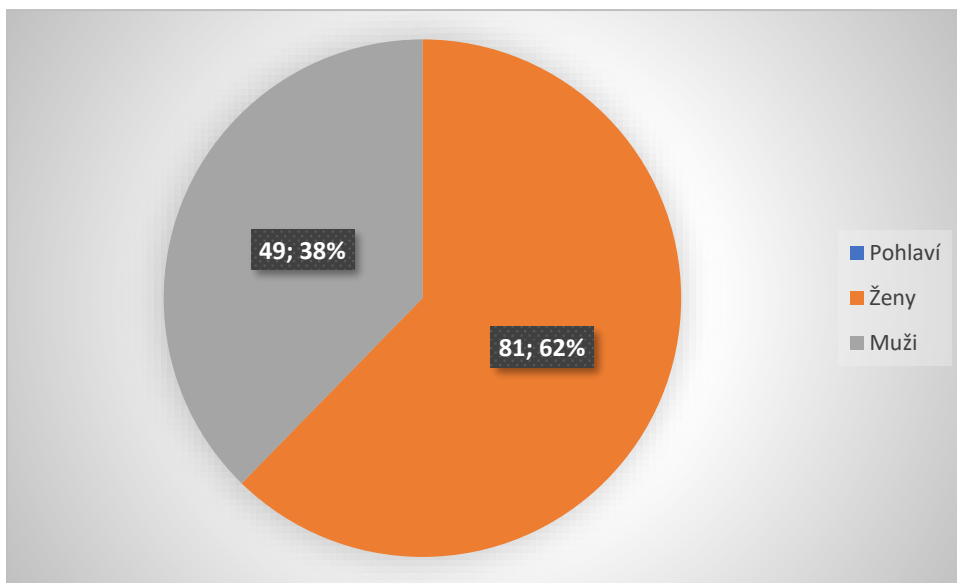
Among the respondents, women predominate (81; 62%), the lower proportion of men (49; 38%) cannot be objectively justified, the ratio is most pronounced in the oldest age group: women 15. men 3. The decisive factor here may be the fact that men are less courageous than women when entering the courses of the University of the Third Age.

Education

There is a possibility to choose from three levels, while in higher categories (high schools, universities) a variant is offered, including ongoing studies, as students of secondary and higher education were also addressed.

Variants of respondents' level of education and numbers found

- Elementary – number of respondents 3; 2 %

- High school education or high school students – number of respondents 72; 56 %

- University education or university students – number of respondents 55; 42 %

The low proportion of respondents whose maximum level of education is the completion of primary school partly affects the environment in which the survey moves, but it is necessary to add the reluctance of this group to participate in any research and similar events.

Native language

Question 3 offers a selection of languages with the most likely representation, supplemented by the possibility of another language not listed:

- Czech

- Slovak

- German

- Other

Table 2 – Native language of the respondents

Native language	Number of respondents	[%]
Czech	122	94 %
Slovak	2	1.5 %
German	5	3.8 %
Other language	1	0.7 %
Total	130	100 %

Logically, Czech clearly predominates in the position of the mother tongue (122; 94%), followed by the German language (5; 3.8%), this figure appears in the senior category, it is a reflection of the survey site, which is located in the Czech-German border. The only representative of the group in which the mother tongue is different from the one listed is a senior woman who mentioned the Polish language.

Degree of ability to speak another language

Language selection offers were presented in the form of a table, at the same time the respondent had the opportunity to indicate a subjective evaluation of his ability to use the chosen language. The individual levels are arranged so that 1 indicates absolute incompetence or the simplest communication, level 5 the ability of conversation and written expression.

Table 3 – Degree of knowledge of other languages

Language	1 – incapable of speaking the language	2	3	4	5 – capable of speaking the language fluently
German	52	45	24	6	3
English	29	17	43	22	19
Russian	83	22	10	13	2
French	120	5	3	1	1
Spanish	119	9	1	1	0

6.2.3 Respondents' attitudes to the increased implementation of English into the Czech language

The inclusion of question no. 5 is rather important with regard to the topic and goal of the bachelor's thesis, as respondents have the opportunity to express their attitude to the more intensive implementation of expressions of English origin into the Czech vocabulary.

There is an option to choose one of the three answers listed:

A) It is wrong, we should protect the purity of the Czech language

B) I don't mind, I think that Czech with its vocabulary suffices, I perceive it only as a fashion issue

C) It is necessary, for many new things and phenomena there is no corresponding Czech expression

In evaluating this question, emphasis is placed on the classification of respondents into individual age categories, these results will help in evaluating the veracity of the hypothesis, which is formulated in the introductory chapter.

An overview of the answers is presented in the following Table 4

Table 4 – Respondents' attitudes towards anglicisms in Czech

Age group	a-do not agree	b-do not mind	c-it is necessary	Total
15-20 (A)	0	28	16	**44**
21-40 (B)	0	28	20	**48**

41-60 (C)	1	10	9	**20**
61 and more	1	13	4	**18**
Total	**2**	**79**	**49**	**130**

The evaluation of the answers to this question can be taken from the point of view of the focus of this bachelor thesis as a pleasant surprise. Absolute disagreement is the least represented answer here (2 answers), the prevailing attitude is that the penetration of English linguistic borrowings into Czech does not matter (79) and the result pointing to the entry of Anglicisms as a necessary process is very welcoming (49). The mutual ratio is demonstrated by the following graphic expression.

Graph 3 – Attitudes towards the implementation of anglicisms into the Czech lexicon
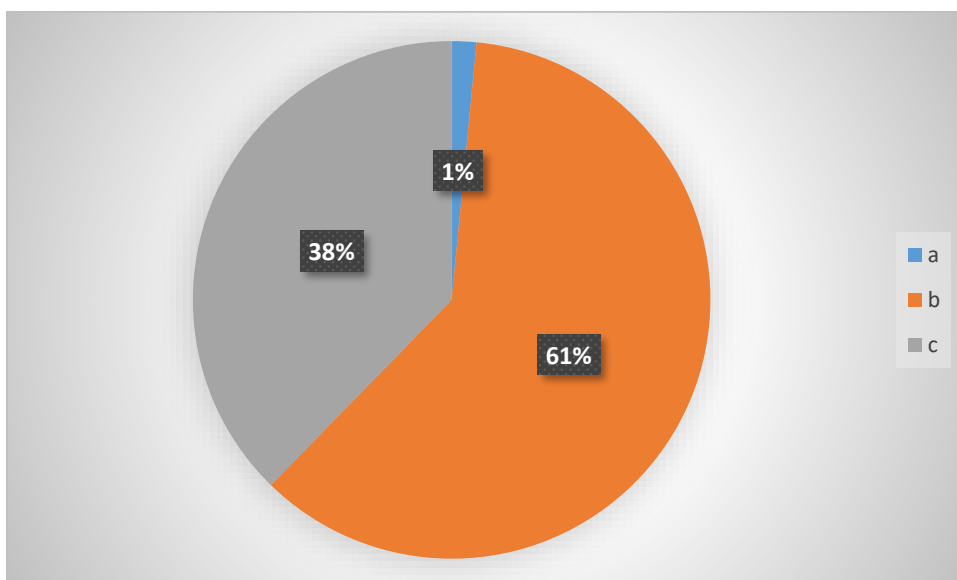
Absolute values are not represented in Graph 3, because when comparing the results, there would be a distortion due to the different representation of individual age categories. Therefore, a comparison of percentages is applied here, which brings objective comparative results.

Within the evaluation of the approach of individual age categories, it is more appropriate to proceed directly from Table 4.

Age group A (15-20 years old) – The fact that there was not a single answer in this group that would express opposition to any influence of the English language on Czech is certainly not a surprise. Rather, it was assumed that the hardest advocates of this process would predominate in this age group based on its necessity. However, the result based on the questionnaire survey

is somewhat different. These respondents approached more moderate statements, which admit the influence of Anglicisms, but do not consider their influence on the development of the Czech language to be anything serious. In the evaluation, this means that variant (b) was chosen by 28 respondents, ie 64% of all representatives of the youngest category. Those who see the influence of English on the Czech vocabulary as a condition for further development of the mother tongue is 16, i.e. 36%.

Age category B (21-40 years old) – even here we will not find any answer that would uncompromisingly oppose the entry of Anglicisms into the Czech language. Even in this category, a moderate middle predominates (answer variant b), although the difference between the answers is somewhat lower:

- Variant (b) – 28, i.e., 58.3 %

- Variant (c) – 20, i.e., 41.7 %

Age category C (41-60 years) – this is a less represented group in the questionnaire survey (a total of 20 respondents). Here, for the first time, the only answer appears uncompromisingly fighting for a "pure Czech language" without adopting foreign words, especially from English. Answers (b) and (c) are very rarely balanced here. 10 respondents respect the influences of the English language and at the same time admit that instead of some English expressions, in many situations Czech would be able to cope itself. At the same time, in 9 cases, the choice falls on a variant in which the necessity of acceptance from the English language for the further development of the Czech vocabulary is pointed out.

Age category D (61 years and older) – who would expect a fierce fight against foreign influences (especially English) on the Czech language would certainly be very surprised. Only in one questionnaire did purist tendencies appear, pointing to the harmful influence of English on the Czech language. A significant part of the involved seniors (13 i.e., 72%) admit the influences of anglicisms, but they are not very important for them. 4 respondents then tend to understand the influences of English on the current development of Czech vocabulary as a necessary issue.

The focus of question No. 5, the answers to which have just been evaluated, is followed by the following sixth question "What is the probability that you will use an English term in a Czech sentence instead of a Czech term". The respondent could use one of the degrees of probability, which are listed in the tables within the evaluation. Here again, the possibility of analysis of individual age categories and a general summary is offered.

Table 5 – Usage of anglicisms in conversation

Age group	Probability of using an English term					
	Very high	**high**	**medium**	**low**	**none**	**Total**
15-20 (A)	9	17	16	2	0	**44**
21-40 (B)	8	16	19	5	0	**48**
41-60 (C)	0	0	12	6	2	**20**
61 a více	0	0	3	9	6	**18**
Total	**17**	**33**	**50**	**22**	**8**	**130**

To evaluate the overall results, graphic processing was again used with percentages.

Graph 4 – Probability of replacement of a Czech expression by an anglicism
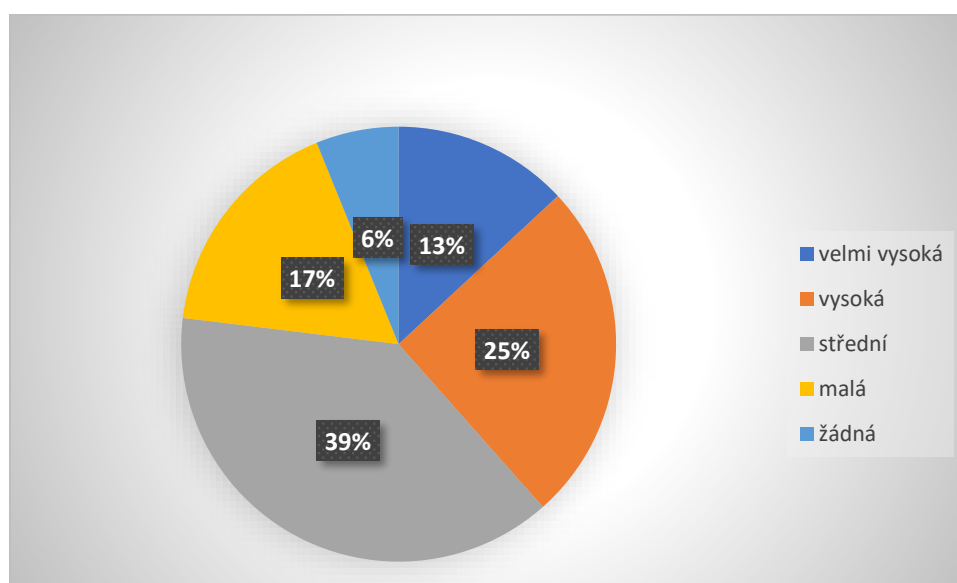
As can be seen from Chart 4, respondents assume that their substitution of Czech words with English terms of the same meaning is at a medium level (39% of participants), another 25% of them admit that the use of anglicisms is high. At the other end of probable use are both extreme levels of evaluation: none - 8%, extremely high 13%. It can therefore be stated that the use of lexical borrowings from the English language, even if the Czech has an expression of the same meaning, does not take place at an extremely high level, nor is there any fundamental resistance to these confusions.

However, the data in Table 5 suggest that comparisons of the attitudes of different age groups may be interesting.

Age category A (15-20 years) – representatives of this age group do not hesitate to make extensive use of the possibility of substituting Czech words with semantically identical or similar English expressions. In the case of a very high probability, there are 9 positive answers, which is 20.5 % of the total number of members in this category. To this value can be added 17 respondents, who place the use of English lexical loans in the group of high probability, which means another 35.4 %. On the contrary, the category "none" was not marked here once and only two involved persons (4.5 %) report this to be unlikely.

Age category B (21-40 years) – the second age category provides a similar, only slightly lower representation in the groups of very high and high probability: 8 (16.7 %) and 16, which corresponds to 33.3 % of the members of this group. Very close to the first category are the results from the opposite part of the evaluation. The probability of little or no (0) together includes only 5 participants (10.4 %). ***Age category C (41-60 years)*** – there is a significant reversal, very high and high probability are not represented here at all. Respondents report the most to a medium probability of 12, which corresponds to 60 %. The number of representations in the categories "low probability" 5 (25 %) and "none" 2 (10 %) is increasing here.

Age category D (61 and over) – None of the seniors chose the first two groups with a very high and high probability. There is also a decrease in the middle level - 3 (16.7%), on the contrary, they strengthen the lowest levels - "low probability" 9 (50%), "none" - 6 (33.3%)

6.2.4 Language loans in the Czech language

The final part of the questionnaire includes open-ended questions focused on the application of lexical loans in the Czech language

In the 7th question, the respondents had to determine the original language from which the Czech lexicon took over the currently commonly used term. These words are listed in the following Table 6, which also includes the correct answer and their percentage in the overall rating.

Table 6 – Origin of loanwords in the Czech vocabulary

Loanword	Language of origin	Correct answers [number]	Correct answers [%]
parfém	French	111	85.4 %
knedlík	German	75	57.7 %
ofsajd	English	105	80.8 %

banka	Italian	11	8.5 %
bazén	French	38	29.2 %
špek	German	86	66.2 %
manažer	English	118	90.8 %
špagety	Italian	130	100 %
algebra	Arabic	3	2.3 %
džus	English	121	93 %

The success rate of the answers shows considerable differences for the individual questions. A high proportion of correct answers appear, for example, in the words "špagety", "manažer", "ofsajd", "parfém" or "džus". On the contrary, only 3 respondents correctly attributed the word "algebra" to Arabic origin, similarly having trouble with the word "banka".

Overall, the success rate of the answers can be evaluated as average, but if we ask the question, can the whole result really be negative? I believe that no, it is not at all important for the communication itself to know the origin of the word, but the basis is to understand its meaning and be able to use it correctly. In my opinion, some foreign words have been implemented so well in the Czech vocabulary that their user considers them a common element of the national lexicon.

Question 8

The question focuses on understanding the meaning of Anglicisms, which have recently entered ordinary Czech conversation and at the same time have gained significant use in certain social groups. Again, it seems to be effective to use the table (Table 7).

Table 7 – The meaning of modern anglicisms

Anglicism	Example of the correct answer	Number of correct answers	Success rate [%]
cool	skvělý, držet krok s dobou	98	75.4 %
gender	(sociální) pohlaví	101	77.7 %

Outfit	vše co máme na sobě, oděv, obuv…	79	60.8 %
Tendr	veřejná soutěž, nabídka	51	39.2 %
být in	mít přehled, jít s módou	82	63 %
Bestseller	čtenářsky, obchodně úspěšná kniha	74	56.9 %

The possibilities of correct answers were more than indicated in the table, which were of course marked as successful, which also included semantically different ones. For example, representatives of the two older age groups often expressed the meaning of the word "cool" as "cold". Quite surprising was the ignorance of the word "tendr", especially in the two youngest age categories.

Question 9

As already mentioned in the theoretical part of this bachelor's thesis, the success of the inclusion of some English words in the Czech vocabulary results from the possibility of replacing a multiword descriptive expression with a short, semantically clear word. The task of the respondents here was to find a simple adequate word of English origin (including Czech-modified forms) for the Czech expressions. The following Table 8 includes not only the corresponding solutions, but also the success of the answers.

Table 8 – Finding a suitable adequate expression of English origin

Czech term	Anglicism	Correct answers	Success rate [%]
nepovolený zákrok soupeře	Faul	118	90.8 %
míč se ocitl v zázemí	aut/out	107	82.3 %
cenové podbízení na trhu neodpovídající nákladům	Dumping	51	39.2 %
Komunikace, výuka po internetu	online, chat	128	98.5 %

Most respondents passed this part of the test successfully. Perhaps a little surprisingly, the box left with the word tender remained empty, almost complete failure was in the youngest age categories.

Question 10

Czech language communication is also enriched by a large number of abbreviations, both in the field of science, health care or among young people in communication via online chats. In the Czech language, a set of folders that gave the basis for its form is not usually analyzed during normal communication. These abbreviated forms function as expressions with a clearly defined meaning. The task in this part of the test was to add at least one abbreviation of English origin, which became part of the Czech vocabulary.

These questions were answered 100% successfully. Abbreviations from the field of health care (AIDS, COVID) prevailed in older age groups; especially in younger respondents abbreviations often formed the content of their text messages (GL, F2F).

Question 11

In the final question, they had to add a word of Czech origin, which enriched the lexicons of most languages of the developed countries of the world and provided the basis for a new applied scientific discipline. The vast majority remembered the word "robot" from the artistic work of the Čapek brothers. On the other hand, the ten percent ignorance in this group, in which a large proportion of respondents have at least a secondary education or attend this type of school, is also relatively large.

CONCLUSION

As has been emphasized several times in the text of this bachelor's thesis, language in its national or ethnic variants is an important tool not only for communication between members of a particular social group, but also significantly contributes to the development of human civilization. An important characteristic of the language is that it is a dynamic system capable of accepting changes of rules in oral and graphic form, but (especially) in its lexical part.

The vocabulary of language in historical development has undergone a development that includes its enrichment in connection with new discoveries in the world of technology, with the development of natural and social sciences, culture etc. New expressions, neologisms arise both in connection with activities within the society.

It is indisputable that the lexicon of a certain language is constantly under the influence of the linguistic and, above all, lexical action of other languages.

This bachelor's thesis specifies the issues described here on the influence of the English language on the development of contemporary Czech. English is not the only language in history that has significantly influenced the Czech lexicon. In the history of the Czech nation, it was mainly Latin, Greek, later German and French.

The process of the entry of Anglicisms into spoken and written Czech takes place in various forms and attempts to bring new expressions in terms of phonetics and grammar to their users, especially the Czech population. Many neologisms of English origin also arise by connecting with already existing Czech lexical elements with English words or their compounds. Some parts of this bachelor thesis also deal with these rules.

In the above context, a possible verification of the hypothesis, which is given in the Introduction chapter and its wording is repeated here as a reminder: *The current influence of English on the lexical area has a similar character as in the past with Latin, German and French.*

Latin, which was the language of ancient Rome, became the basis of a group of Romance languages (French, Italian, Spanish, etc.) in its colloquial form after the collapse of the empire. Literary Latin maintained its position as the language of the Catholic Church and the renowned sections of society during the coming Middle Ages. Of course, the gradually stabilized and improved Czech language did not escape the influence of Latinism.

The Czech lands experienced several waves of attempts to Germanize the language, many literary and scientific authorities wrote their works in German, many Germanisms, for example in the field of business, became part of professionally oriented vocabulary.

French prevailed in Czech society at the end of the Middle Ages and the beginning of the modern age, primarily as a fashion element in snobbish bourgeois society. This language has left its significant mark on the conceptual apparatus of legal texts.

English currently also dominates with its influence on the Czech language, as was the case in the above examples. However, I believe that there is a fundamental difference. Latin, German and French, with their lexical borrowings, affect only a certain segment of society (church, universities, scholars). The situation was similar in German (written professional and German texts, authorities on the other hand, for example, the names of carpentry tools) and French (conversations and attempts at it were among the good manners of the upper and partly middle classes of the bourgeoisie.)

However, contemporary English in a way affects the whole of society, Anglicisms penetrate the speeches of politicians, they are part of individual components of culture and sport. These neologisms are strongly represented in technical sciences, including IT, but also in social sciences. The application of the adopted words in all generational groups can be monitored, which is also confirmed by the results of our own questionnaire survey presented here. This influence is most pronounced in the younger group of the population, and I was partly surprised by the extent of the application of English abbreviations in text communication at the age of teenagers, but also by relatively moderate attitudes towards English lexical loans in the Czech language by seniors.

I believe that within the hypothesis evaluated here, it would be possible to confirm only that it was the predominant influence of these languages on Czech in certain historical stages. This is where the similarity ends. English, in its global reach, and thanks to the media, penetrates into all areas of society and affects all sections of society and age groups, while in the cases mentioned here it was an intervention into specific social segments.

In the initial phase of the creation of this bachelor's thesis, I was concerned about the effects of modern purism, namely the struggle for the purification of language against external influences, and I assumed that these attitudes would arise mainly from the older, especially senior generation. However, the survey, although on a relatively small sample, showed that there was no fundamental resistance in this group, but no flashy enthusiasm, but rather tolerance and a

certain indulgence, similar to their relationship to modern mobile phones. But also the youngest generation did not pass into the extreme degree of evaluation and brought surprises in the moderate approach to the application of anglicisms in Czech.

It is indisputable that in modern times the influence of Anglicisms cannot be avoided, although in a large number of cases it is possible to use the term globalisms or internationalisms better, because the given expressions are accepted practically all the same in other languages.

SUMMARY IN CZECH

Tato bakalářská práce je zaměřena na anglické výrazy v českých textech. Jazyk jako nástroj komunikace prošel a stále prochází někdy i velmi složitým vývojem. Jedním z nejvýznamnějších faktorů, které ovlivňují především jeho lexikální část, je kontakt s jazyky jiných zejména sousedních národů. Výsledkem pak bývá příjem a zařazování do vlastní slovní zásoby přejatých výrazů tzv. lexikálních výpůjček. Češtinu tak v minulosti obohatila latina a řečtina, následně pak to byla němčina a francouzština. V současnosti hraje v evropském i globálním měřítku prim jazyk anglický.

V teoreticky zaměřené části této závěrečné práce je věnována pozornost historickému vývoji jazyků a jejich vzájemnému ovlivňování. Jsou zde zahrnuty názory významných lexikologů na jazykové výpůjčky a možnosti jejich implementace do národního (v tomto případě do českého) jazyka. Proces přejímání výrazů z jiných jazyků je následně specifikován na anglicismy v českém lexikálním prostoru.

V českých dějinách, ale i v současnosti se setkáváme s postoji odborníků i části veřejnosti, které směřovaly proti každému cizímu vlivu, tedy i ovlivňování složení národního lexikonu. Proto bylo do struktury této bakalářské práce včleněno dotazníkové šetření, jehož cílem bylo ověřit postoje čtyř věkových skupin respondentů k výraznému pronikání anglicismů do lexikální části českého jazyka. Vyhodnocení odpovědí na některé otázky přinesla zajímavá zjištění.

Klíčová slova:

Jazyk, slovo, lexikální výpůjčka, anglicismus v českých textech, dotazníkové šetření.

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APPENDIX

Attachment A - Questionnaire

Jsem studentem Pedagogické fakulty Západočeské univerzity v Plzni a pro svoji bakalářskou práci jsem zvolil téma *Anglické výrazy v českých textech*. Jedním z cílů mé závěrečné práce je ověření přístupu zástupců jednotlivých věkových kategorií k výraznému pronikání anglických výrazů do slovní zásoby jazyka českého. Odpovědi na následujících 11 otázek mají dvojí charakter. U prvního typu zvolenou správnou odpověď označíte zakroužkováním písmene, které ji předchází (a, c). U druhé formy napíšete velmi stručnou odpověď. Pokud nenaleznete řešení otázku, vynechejte a zaměřte se na další. Dotazník je anonymní a jeho výsledky jsou určeny pouze pro výše uvedené studijní účely

1 Věková kategorie a dosažený stupeň vzdělání

   a) **15 – 20 let**   a) **základní**

   b) **21 – 40 let**   b) **střední nebo studuji střední školu**

   c) **41 – 60 let**   c) **vysokoškolské nebo studuji vysokou školu**

   d) **60 a více**

2 Pohlaví

   a) **žena**

   b) **muž**

3 Mým mateřským jazykem je

   a) **čeština**

   b) **slovenština**

   c) **němčina**

   d) **jiný jazyk – doplňte ………………………………………………………**

4 Kromě své mateřštiny ovládám jiný jazyk, vyberte stupeň znalosti 1-neovládám, 5 plynně v tomto jazyce hovořím. U každého jazyka zakroužkujte stupeň

Němčina	1	2	3	4	5
Angličtina	1	2	3	4	5
Ruština	1	2	3	4	5
Francouzština	1	2	3	4	5
Španělština	1	2	3	4	5

5 Do českého jazyka pronikají poměrně intenzivně výrazy zejména anglického původu, tzv. anglicismy. Domníváte se, že:

- **a) je to velmi špatné, měli bychom chránit čistotu českého jazyka**

- **b) nevadí mi to, ale myslím si, že si čeština se svojí slovní zásobou vystačí, vnímám to jen jako módní záležitost**

- **c) je to nezbytné, pro spoustu nových věcí a jevů neexistuje odpovídající český výraz**

6 Jaká je pravděpodobnost, že použijete anglický výraz v české větě namísto českého výrazu?

- **velmi vysoká**

- **vysoká**

- **střední**

- **malá**

- **žádná**

7 Poznáte původ následujících dnes běžně používaný výraz. K uvedenému slovu připište jazyk původu:

- **a) parfém   …………………………**

- **b) knedlík   …………………………**

- **c) ofsajd   …………………………**

- **d) banka   …………………………**

e) bazén   …………………………

f) špek   ………………………..

g) manažer   …………………………

h) špagety   …………………………

i) algebra   …………………………

j) džus   ………………………..

8 Velmi stručně uveďte český význam následujících převzatých anglických výrazů a frází:

a) cool   ……………………………………………………………

b) gender   …………………………………………………………………..

c) outfit   ………………………………………………………………….

d) tendr   …………………………………………………………………

e) být in   …………………………………………………………………..

f) bestseller   …………………………………………………………………

9 Víceslovní označení v češtině nahraďte jednoslovným výrazem převzatým z angličtiny

a) nepovolený zákrok na soupeře   …………….

b) míč se ocitl v zámezí   …………….

c) cenové podbízení na trhu, s účelem vytlačit z trhu konkurenci   ………………….

d) komunikace nebo výuka prostřednictvím internetu   ………………….

10 Do běžné české mluvy pronikly i některé anglické zkratky, například v oblasti moderní komunikace nebo při označování některých chorob, uveďte jednu, která Vás nejdříve napadne

…………………………..

11 Také čeština obohatila velkou část jazyků ve světě výrazem pocházejícím původně z divadelní hry, dnes je základem pro označení moderních technologií. Které je to slovo?

……………..

Chtěl bych Vám poděkovat za Váš čas, který jste věnovali vyplnění tohoto dotazníku a tím i za významnou pomoc při tvorbě mé bakalářské práce, Michal Havlíček.

Attachment B – Questionnaire in English

I am a student of the Faculty of Education of the University of West Bohemia in Pilsen and for my bachelor's thesis I chose the topic English Lexical Items in Czech texts. One of the goals of my final work is to verify the approach of representatives of individual age categories to the significant implementation of English expressions into the vocabulary of the Czech language. The answers to the following 11 questions are of two types. For the first type, mark the selected correct answer by circling the letter that precedes it (a, c). For the second type, write a very brief answer. If you can't find a solution to the question, skip it and focus on the next one. The questionnaire is anonymous, and its results are intended only for the above-mentioned study purposes.

1 Age category and level of education

e)	15 – 20 years	a)	elementary education
f)	21 – 40 years	b)	finished or studying High school
g)	41 – 60 years	c)	finished or studying a University
h)	60 and more		

2 Gender

- c) female
- d) male

3 My native language is:

- e) Czech
- f) Slovak
- g) German
- h) other – fill in ……………………………………………………

4   In addition to my native language, I speak another language. Select the level of knowledge: 1 – I do not speak this language, 5 – I speak this language fluently. Circle your answer for each language

Němčina	1	2	3	4	5
Angličtina	1	2	3	4	5
Ruština	1	2	3	4	5
Francouzština	1	2	3	4	5
Španělština	1	2	3	4	5

5   Expressions of mainly English origin, so-called anglicisms, permeate into the Czech language quite intensively. Do you think that:

   d) It is very bad, we should protect the purity of the Czech language

   e) I don't mind it, but I think that Czech suffices with its own vocabulary. I perceive it only as a fashion issue

   f)   It is neccessary, for many new things and phenomena there is no corresponding Czech expression

6 What is the probability that you will use an English term in a Czech sentence instead of a Czech term?

   - **Very high**

   - **high**

   - **medium**

   - **low**

   - **none**

7 Can you recognize the origin of the following commonly used terms? Add the language of origin to each word.

   k) parfém   …………………………

l) knedlík   …………………………

m) ofsajd   …………………………

n) banka   …………………………

o) bazén   …………………………

p) špek   ………………………..

q) manažer   …………………………

r) špagety   …………………………

s) algebra   …………………………

t) džus   ………………………..

8 Very briefly state the Czech meaning of the following English expressions and phrases:

g) cool   ……………………………………………………………

h) gender   ………………………………………………………………………..

i) outfit   ………………………………………………………………………….

j) tendr   …………………………………………………………………………

k) být in   ………………………………………………………………………..

l) bestseller   ………………………………………………………………………

9 Replace the multi-word expression with a one-word expression taken from English

e) action on the opponent, which is not allowed   …………….

f) The ball is outside the playing field   …………….

g) Market price undercutting, with the purpose of eliminating competition ………………….

h) Communication or teaching via the Internet   …………………..

10 Some English abbreviations have also made their way into ordinary Czech speech, for example in the field of modern communication or in naming certain diseases, state one that comes to your mind first.

…………………………..

11 **Czech has also enriched a large part of the world's languages with an expression originally from a play. Today it is the basis for naming certain modern technology. What is that word?**

……………….

I would like to thank you for your time spent completing this questionnaire and thus for your significant help in creating my bachelor's thesis, Michal Havlíček.