

# Internet Slang and Its Influence on Contemporary Czech

Anna Vynánková

---

Bachelor Thesis  
2016



**Tomas Bata University in Zlín**  
Faculty of Humanities

---

Univerzita Tomáše Bati ve Zlíně  
Fakulta humanitních studií  
Ústav moderních jazyků a literatur  
akademický rok: 2015/2016

## **ZADÁNÍ BAKALÁŘSKÉ PRÁCE**

(PROJEKTU, UMĚLECKÉHO DÍLA, UMĚLECKÉHO VÝKONU)

Jméno a příjmení: **Anna Vyhánková**  
Osobní číslo: **H13588**  
Studijní program: **B7310 Filologie**  
Studijní obor: **Anglický jazyk pro manažerskou praxi**  
Forma studia: **prezenční**

Téma práce: **Vliv internetového slangu na současnou češtinu**

Zásady pro vypracování:

**Nastudování relevantní odborné literatury**  
**Sběr dat dotazníkovým šetřením**  
**Formulace cílů práce**  
**Analýza dat získaných na základě šetření**  
**Interpretace dat a formování závěru**

Rozsah bakalářské práce:

Rozsah příloh:

Forma zpracování bakalářské práce: **tištěná/elektronická**

Seznam odborné literatury:

**Fairclough, Norman. 2006. Language and Globalization. New York: Routledge.**

**Ito, Mizuko, and Judd Antin. 2010. Hanging Out, Messing Around, and Geeking Out: Kids Living and Learning with New Media. Cambridge, MA: MIT Press.**

**Jones, Ryan. 2006. Internet Slang Dictionary. Raleigh, NC: Lulu Press.**

**Baron, Naomi S. 2008. Always On: Language in an Online and Mobile World. Oxford: Oxford University Press.**

**Svobodová, Diana. 2007. Internacionalizace současné české slovní zásoby. Ostrava: Ostravská univerzita v Ostravě, Pedagogická fakulta.**

Vedoucí bakalářské práce:

**Mgr. Hana Čechová**

Ústav moderních jazyků a literatur

Datum zadání bakalářské práce:

**13. listopadu 2015**

Termín odevzdání bakalářské práce:

**6. května 2016**

Ve Zlíně dne 29. února 2016

  
doc. Ing. Anežka Lengalová, Ph.D.  
děkanka



  
PhDr. Katarína Nemčoková, Ph.D.  
ředitelka ústavu

## PROHLÁŠENÍ AUTORA BAKALÁŘSKÉ PRÁCE

Beru na vědomí, že

- odevzdáním bakalářské práce souhlasím se zveřejněním své práce podle zákona č. 111/1998 Sb. o vysokých školách a o změně a doplnění dalších zákonů (zákon o vysokých školách), ve znění pozdějších právních předpisů, bez ohledu na výsledek obhajoby <sup>1)</sup>;
- beru na vědomí, že bakalářská práce bude uložena v elektronické podobě v univerzitním informačním systému dostupná k nahlédnutí;
- na moji bakalářskou práci se plně vztahuje zákon č. 121/2000 Sb. o právu autorském, o právech souvisejících s právem autorským a o změně některých zákonů (autorský zákon) ve znění pozdějších právních předpisů, zejm. § 35 odst. 3 <sup>2)</sup>;
- podle § 60 <sup>3)</sup> odst. 1 autorského zákona má UTB ve Zlíně právo na uzavření licenční smlouvy o užití školního díla v rozsahu § 12 odst. 4 autorského zákona;
- podle § 60 <sup>3)</sup> odst. 2 a 3 mohu užít své dílo – bakalářskou práci - nebo poskytnout licenci k jejímu využití jen s předchozím písemným souhlasem Univerzity Tomáše Bati ve Zlíně, která je oprávněna v takovém případě ode mne požadovat přiměřený příspěvek na úhradu nákladů, které byly Univerzitou Tomáše Bati ve Zlíně na vytvoření díla vynaloženy (až do jejich skutečné výše);
- pokud bylo k vypracování bakalářské práce využito softwaru poskytnutého Univerzitou Tomáše Bati ve Zlíně nebo jinými subjekty pouze ke studijním a výzkumným účelům (tj. k nekomerčnímu využití), nelze výsledky bakalářské práce využít ke komerčním účelům.

Prohlašuji, že

- elektronická a tištěná verze bakalářské práce jsou totožné;
- na bakalářské práci jsem pracoval samostatně a použitou literaturu jsem citoval. V případě publikace výsledků budu uveden jako spoluautor.

Ve Zlíně ...5.5.2016



*1) zákon č. 111/1998 Sb. o vysokých školách a o změně a doplnění dalších zákonů (zákon o vysokých školách), ve znění pozdějších právních předpisů, § 47b Zveřejňování závěrečných prací:*

*(1) Vysoká škola nevydělečně zveřejňuje disertační, diplomové, bakalářské a rigorózní práce, u kterých proběhla obhajoba, včetně posudků oponentů a výsledku obhajoby prostřednictvím databáze kvalifikačních prací, kterou spravuje. Způsob zveřejnění stanoví vnitřní předpis vysoké školy.*

(2) Disertační, diplomové, bakalářské a rigorózní práce odevzdané uchazečem k obhajobě musí být též nejméně pět pracovních dnů před konáním obhajoby zveřejněny k nahlížení veřejnosti v místě určeném vnitřním předpisem vysoké školy nebo není-li tak určeno, v místě pracoviště vysoké školy, kde se má konat obhajoba práce. Každý si může ze zveřejněné práce pořizovat na své náklady výpisy, opisy nebo rozmnoženiny.

(3) Platí, že odevzdáním práce autor souhlasí se zveřejněním své práce podle tohoto zákona, bez ohledu na výsledek obhajoby.

2) zákon č. 121/2000 Sb. o právu autorském, o právech souvisejících s právem autorským a o změně některých zákonů (autorský zákon) ve znění pozdějších právních předpisů, § 35 odst. 3:

(3) Do práva autorského také nezasahuje škola nebo školské či vzdělávací zařízení, užije-li nikoli za účelem přímého nebo nepřímého hospodářského nebo obchodního prospěchu k výuce nebo k vlastní potřebě dílo vytvořené žákem nebo studentem ke splnění školních nebo studijních povinností vyplývajících z jeho právního vztahu ke škole nebo školskému či vzdělávacímu zařízení (školní dílo).

3) zákon č. 121/2000 Sb. o právu autorském, o právech souvisejících s právem autorským a o změně některých zákonů (autorský zákon) ve znění pozdějších právních předpisů, § 60 Školní dílo:

(1) Škola nebo školské či vzdělávací zařízení mají za obvyklých podmínek právo na uzavření licenční smlouvy o užití školního díla (§ 35 odst.

3). Odpírá-li autor takového díla udělit svolení bez vážného důvodu, mohou se tyto osoby domáhat nahrazení chybějícího projevu jeho vůle u soudu. Ustanovení § 35 odst. 3 zůstává nedotčeno.

(2) Není-li sjednáno jinak, může autor školního díla své dílo užít či poskytnout jinému licenci, není-li to v rozporu s oprávněnými zájmy školy nebo školského či vzdělávacího zařízení.

(3) Škola nebo školské či vzdělávací zařízení jsou oprávněny požadovat, aby jim autor školního díla z výdělku jim dosaženého v souvislosti s užitím díla či poskytnutím licence podle odstavce 2 přiměřeně přispěl na úhradu nákladů, které na vytvoření díla vynaložily, a to podle okolností až do jejich skutečné výše; přitom se přihlédne k výši výdělku dosaženého školou nebo školským či vzdělávacím zařízením z užití školního díla podle odstavce 1.

## **ABSTRAKT**

Tato bakalářská práce se bude zabývat problematikou anglického internetového slangu a jeho možným vlivem na současnou češtinu. Jako podklad pro praktickou analýzu slouží dotazník, který má za úkol prokázat, zda a jakými způsoby dochází k adaptaci anglicismů do českého jazyka. Teoretická část se věnuje jak stručné historii recepce anglicismů, tak sociologickému aspektu internetového slangu. Hluběji se teoretická část zabývá slovotvorným procesem v angličtině i slovotvorným procesem v češtině a jeho rolí při přejímání anglicismů. Dále pak práce pojednává o adaptaci prostřednictvím interference, adaptace a integrace. Zahrnuta je taky formální stránka ortografické a ortoepické adaptace, morfologické adaptace a adaptace slovotvorné. Praktická část práce je založena na dotazníku, jehož úkolem je zhodnotit rozsah vlivu anglického internetového slangu na češtinu.

Klíčová slova: internetový slang, anglicismy adaptace, ortografická adaptace, ortoepická adaptace, morfologická adaptace slovotvorba, zkratky.

## **ABSTRACT**

The thesis deals with English Internet slang and its influence of contemporary Czech. The foundation for the analysis was provided by a questionnaire which was designed in order to scrutinize various types of adaptation of anglicisms into another language. The theoretical part discusses a brief history of reception and sociologic aspects of Internet slang. The theoretical part further includes information about word-formation processes in English for a later comparison with the Czech process of adaptation concerning via the process of interference, adaptation and integration. The work also includes the formal aspect of orthographic and phonetic adaptation, morphological adaptation and word-formation adaptation. The practical part is based on a questionnaire which should illustrate the influence of English Internet slang on Czech.

Keywords: internet slang, anglicisms, adaptation, orthographic adaptation, phonetic adaptation, morphological adaptation, word-formation, abbreviations.

## **ACKNOWLEDGEMENTS**

I would like to thank the supervisor of my thesis Mgr. Hana Čechová for her guidance and support.

I would also like to thank my whole family for their patience, help and willingness to support me.

## **CONTENTS**

<b>INTRODUCTION</b> .....	<b>9</b>
<b>THEORY</b>	<b>10</b>
<b>1 INTERNET SLANG</b> .....	<b>11</b>
1.1 Word-Formation Process .....	12
1.2 Internet History.....	13
<b>2 ANGLICISMS IN CZECH LANGUAGE</b> .....	<b>15</b>
2.1 Brief history of adaptation of anglicism into Czech language .....	16
2.2 Reception of Anglicisms into Czech language .....	17
2.2.1 Interference.....	17
2.2.2 Adaptation .....	17
2.2.3 Integration .....	18
2.2.4 Orthographic and Phonetic Adaptation.....	18
2.2.5 Morphological adaptation .....	19
2.2.6 Word-formation Adaptation.....	21
2.2.7 Abbreviations and Acronyms .....	21
<b>ANALYSIS</b>	<b>23</b>
<b>3 EVALUATION OF QUESTIONNAIRES</b> .....	<b>24</b>
3.1 Analysis of use of internet slang between two generations .....	24
3.2 Evaluation of the first part .....	24
3.3 Evaluation of the second part.....	26
<b>CONCLUSION</b> .....	<b>45</b>
<b>BIBLIOGRAPHY</b> .....	<b>46</b>
<b>APPENDIXES</b> .....	<b>50</b>



## INTRODUCTION

English Internet slang has recently changed the way people all around the world communicate. Modern communication mediums are based on English language and latest boom of computer mediated communication significantly influenced the speech of all generations. English Internet slang appears internationally in various communication scopes from business life through international affairs to broadcasting. Czech society does not stand behind as Czech language is being enriched by adapting anglicisms as well. This topic is dealt with by many linguists such as Bozděchová (1997), Daneš (1997) or Svobodová (2007).

To understand adaptation of anglicisms into the Czech language, this thesis will deal the basics of word-formation in English Internet slang. Then the process of adaptation of anglicisms from historical and contemporary points of view will be described. Furthermore various types of formal, orthographical, phonetic or morphological adaptations of borrowings are characterized. Practical analysis should examine selected Internet slang expressions and their use among Czech society using internet as a communicative device. The questionnaire was constructed in Czech, in order to investigate the influence on Czech language and it was given to teenagers age 12-15 and adults age 30 plus. Moreover the thesis will take the generation gap into consideration and whether the influence depth differs based on factors such as previous English knowledge and frequency in the use of the internet.

The main aim of the thesis is to conduct a probe survey via questionnaire, which should discover whether the international way of communication has any impact on Czech users among online community. Evaluation of selected words, expressions and abbreviations will summarize the frequency and method of anglicisms entering the Czech vocabulary. In my thesis I will not contemplate the pros and cons of such English influence, although I will comment on the data collected in the analysis.

## **I. THEORY**

## 1 INTERNET SLANG

The term Internet slang or the Internet language is not the only expression used to describe this field of slang. Cyberspeak, Netspeak, Netlish, Weblish, electronic discourse, computer-mediated communication (CMC) and others are according to Crystal (2001) alternatives to Internet language, whereas each of the terms has its own indication. He explains that Netlish is “plainly derived from ‘English’, and is of decreasing usefulness as the Net becomes more multilingual.” (Crystal 2001, 17). On the other hand for example CMC is targeted on medium. The next name Netspeak, as Crystal explains is the term with popular value, as the background of term follows the Orwell invention of Newspeak and Oldspeak in this book 1984. (Crystal 2001, 17).

Characteristic features of internet expressions come from background of media where it is used. CMC is supposed to be quick and easy, and participants involved in CMC have quickly adapted themselves to the fast and intense way of live, as was find out in by Gockertová (2004). Such a way of life requires a more beneficial and economical form of communication.

As its characteristic features the following abbreviations can be mentioned examples (chosen from internet website Noslang.com): BTW (= by the way), AFK (= away from keyboard), DIY (= do it yourself), AKA (= also known as), YOLO (= you only live once), OMG (= oh my god), etc. More of these will be discussed later on (see Chapter 2.2.7.).

Internet slang is ranked as any other slang with all the properties, hrases, words and expressions of slang, or “colloquial speech” as specialized vocabulary, that replace everyday terms in language within specific social groups (Yule 2006, 211). Language of the internet uses expressions which are understandable only among internet users who are according to Yule (2006) mainly adolescents who perceive slang as a fashionable way to distinguish themselves from the rest of the population, and to decode its meaning is impossible for participants outside the group.

Based on the fast progress of slang vocabulary, to decipher expression meanings can be impossible for participants outside the group. Slang expressions grow fast, but on the other hand as Yule (2006, 211) mentions because they are used by users in limited stage of life, slang expressions can “grow old” rather quickly.

As this thesis studies influence of internet slang on the Czech language, the understanding and ability to decode Netspeak among Czech citizens, might depend on their

education and knowledge of the English language. As was discovered by Kathrin Zickuhr (2010) in her Research for Pew Research Center named Generation 2010, teenagers aged 12-15 and Millennials aged 18-35 are the groups who use CMC the most. The same claim applies to the same Czech generations based on their English education. They understand the original meaning, and they also might be the most productive generations in the Czech online community too. The proof is discussed further in the analysis.

### 1.1 Word-Formation Process

Each area of slang belongs to informal language and its vocabulary stock grows along with its development in time, and slang as an adaptable part of language is able to accept a number of new words and expressions easily. Thanks to various types of word formation processes, new words can be formed and adopted to the vocabulary very quickly. On the other hand some words can disappear from the vocabulary and can be replaced by more effective and popular one.

Different word formations enable for numerous ways of composition of new words in English. Various types of word formation are listed below. These selected types of word formations are relevant to the Internet slang words, used in the analysis.

1. Derivation or affixation.

Any morpheme attached to the base of the word can be named “affix” (Plag 2003, 72). Further division of affixes covers suffixes (nominal, verbal, adjectival and adverbial), prefixes and infixation. “Nominal suffixes derive abstract nouns from verbs adjectives and nouns” (Plag 2003, 86). Plag claims that the other group of nominal suffixes derives various types of personal nouns. Whereas verbs are formed by verbal suffixes attached to the adjectives and nouns. The same principal is applied on adjectival and adverbial affixes.

2. Conversion

Apart from affixation there are other possibilities to derive words without any change in spelling or pronunciation (Plag 2003, 108). This type of word formation is based on existing words, and it creates new words belonging to different parts of speech. Conversion of nouns, verbs and adjectives can be distinguished as the most frequent.

Example: a. from noun *the facebook* to verb *to facebook*

*the tweet* *to tweet*

*the email* *to email*

b. from verb: *to sign up* to noun: *a sign up*

	<i>to log out</i>	<i>a log out</i>
c. from adjective:	<i>better</i>	to verb: <i>to better</i>
	<i>open</i>	<i>to open</i>
d. from adjective:	<i>poor</i>	to noun: <i>the poor</i>
	<i>well-fed</i>	<i>the well-fed</i>

The list of examples from Plag (2003, 107-108).

### 3. Abbreviations and Acronyms,

The next process of forming the new words is described by creating abbreviations and acronyms however the process of Abbreviation is discussed later in the chapter 2.2.7., because this topic is connected to the Czech word formation as well.

### 4. Blending and Compounding

The process of blending and compounding will not discuss this in further details as practical part does not analyze this feature. However here are some examples thesis is somehow mentioning: *Internet, Netlish, Weblish*.

## 1.2 Internet History

The Internet is labeled as global network meaning that through internet a great amount of computers, mobile phones and other devices are interconnected via the Internet in order to share information and communicate together. As Jandová (2006, 13) claims the word internet is a compound of two words: the first is prefix *inter* (from Latin origin meaning between, among, in the midst of, mutually, reciprocally, together or during)<sup>1</sup> and the second is the first part of the word *network*.

Jandová (2006, 13-14) continues with a deeper description of internet evolution and she claims the internet as people know it nowadays exists because of American government program called ARPA (Advanced Research Project Agency) which was established as a reaction to emission of Sputnik to orbit, by the Soviet Union during Cold War. The network which was supposed to connect the military, government and universities by electronic mail was established in 1969, and that provided a foundation for the contemporary internet principles.

The Internet came to the Czech Republic after several years after internet activation in the Europe. America made the first connection with Europe in 1973 and thanks to CERN

---

<sup>1</sup> Dictionary.com, Accessed April 15, 2016.

(Centre Européen de Recherches Nucléaires) which had the biggest internet server in the Europe, and whose research team significantly contributed to the formation of the most used product - World Wide Web (Jandová 2006, 13). As Crystal noted in his book, World Wide Web is “usually abbreviated to Web or W3 and, in site addresses, presented as the acronym *www*” (Crystal 2001, 13).

On the internet website Technet.cz, related to the internet history in the Czech Republic<sup>2</sup>, the official connection of the Czechoslovakia to the internet is dated to 13 of February 1992. Technet.cz states that the internet was made available to the public in June 1995, and the first users of the internet were companies and institutions, which used it for business and commercial purposes. Later in 1996 as Pavel Kodýlek states in his article<sup>3</sup> the internet spread to households and public users and its popularity rose even more when the searching domain was launched. The Internet developed to the form it has today really quickly and in 2011 61% of the households were connected to the internet which was in total more than 6 million of people<sup>4</sup>. In 2015 the percentage rose by 9% more<sup>5</sup> and in the future an endless growth of the internet community might be expected.

As for the Czech population, the current teenage population was born into homes with the internet, unlike their parents who encountered the internet in the young adulthood.

---

<sup>2</sup> Technet.cz, Accessed April 20, 2016.

<sup>3</sup> WebDesign Pay&Soft, Accessed April 20, 2016.

<sup>4</sup> Technet.cz, Accessed April 20, 2016.

<sup>5</sup> Unet blog. Accessed April 20, 2016.

## 2 ANGLICISMS IN CZECH LANGUAGE

Language can be compared to a living organism due to the fact it is constantly developing and growing (Svobodová 2009, 16). Anglicism is defined according to online Oxford Dictionary<sup>6</sup> as a word, an idiom or a characteristic feature of the English language which is borrowed or occurs in a different language in order to create new expressions in the target language.

What are the reasons to accept new words and word formations into our language? Language can create new words by three word-formation processes as was mentioned above: derivation, composition and abbreviation. Nevertheless each language is enriched by foreign language words. Despite the fact that Czech language includes loan words from different European languages e.g. Russian or German, this bachelor thesis will be predominantly focusing on English borrowings, which, followed by Filipec's opinion (1985, 102) enriched Czech vocabulary the most.

As Svobodová (2009, 16) says frequency of the undertaken terms and their formations grow rapidly because of the rational tendency which means that language modifications are used to make different stylistic fields more economical. English language is the first language for more than 370 million people (Regnerová 2014) and internet as a whole is of the US origin (Crystal 2001, 216), once other communities have access to the internet "the presence of other languages has steadily risen" (Crystal 2001, 216). As Crystal (2001, 217) mentions the greatest language distribution on the Web belongs to English 82.3% and among various communicative spheres such as journalism, advertisement, computers, including CMC and internet slang.

The Czech Netlish obtains the same expressions which are applied in the English internet communication and they are used commonly inside international CMC.

Usage of anglicisms among Czech language users is for example, that anglicisms are considered as practical and convenient language intermediates. Czech language also uses anglicisms instead of words which do not exist or do not have a Czech equivalent in the language. English expressions might be used as an entertaining and fashionable tool, commonly among young and teenage generations. In the teenager's speech anglicisms and English abbreviations are significant. As was mentioned above teenagers observe foreign words as attractive language devices and consider them as stronger and more meaningful

---

<sup>6</sup> Oxford Dictionaries, Accessed April 15, 2016.

(Svobodová 2006, 117). This phenomenon is caused by frequent use of the internet and computer technologies which are based on English. According to the questionnaire more than half of the responding teenagers spend from 2 to 6 hours per day on the internet and 42 out of 50 respondents use it as a communication device with their contemporaries. Formation of new words and expressions is perceived by teenagers as natural. Teenagers create anglicism intuitively via different language adaptations such as morphological or orthographic, which will be discussed later.

Nevertheless usage of anglicisms in Czech language may be accompanied by some problems because of typological differences between Czech and English. Czech is an inflectional language defined by particular features which express grammatical relations such as conjugation of verbs, declination of nouns, adjectives, pronouns, numerals, gradation of adjectives and adverbs (Tahal 2010, 18). According to Bozděchová (1997, 273) English is on the other hand an isolating language. Grammatical relations are expressed by functional words (articles: a, an, the, prepositions, etc.) and fixed word order.

## **2.1 Brief history of adaptation of anglicism into Czech language**

Adaptation of the new lexicon persists from the first contact of English and Czech language. The evidence of loanwords in the Czech language reaches already into 19<sup>th</sup> century nevertheless right after the WWI Czech language enrolled gain of neologisms. Borrowings started to appear more frequently regarding to change of the society, from First Republic to more international and USA and UK open society. In that period Czech vocabulary was enriched especially by terms from sports and technology. Steady acceptance of neologisms persisted to the year 1948 when area of communistic regime in the Czech Republic was established and process of borrowing from English plunged till the 1989. Then after Velvet revolution in 1989, breakpoint in form of boom of borrowing new loanwords started, boundaries to the western countries were opened and the need to communicate with other countries engendered the new methods of communication had to be developed. With the development of a new technologies and speed forms of communication Czech language adopted number of new expression due to the fact that retaining original words was economic and Czech language was not able to create new lexical units for the latest society innovations as effectively as English. As Daneš (1997, 19) confirms Czech population started to observe English language as a universal communicational language and its importance has grown. In Czech Republic children are



therefore educated in English from primary school, which nowadays significantly influences the way how they communicate and how they use the language and operate with it.

## **2.2 Reception of Anglicisms into Czech language**

This chapter deals with the different stages of reception. Process of reception is specified by three relations: interference, adaptation and integration.

### **2.2.1 Interference**

Interference between two languages appears when it comes to primary (sometimes unintentional) adoption of language device and expression from source language is used in target language in specific context (Svobodová 2009, 23). As Svobodová (2009, 23) mentions, in the stage of interference the expression does not have to be completely adopted in the target language vocabulary, however the word is be used with all the properties of foreign word as occasional aspect, in order to form language actualization, and after some time the word can disappear from vocabulary.

### **2.2.2 Adaptation**

Adaptation is process followed after interference, when word from source language penetrates and adopts into target language and remains in it (Svobodová 2007, 26).

Anglicisms are adapted into Czech language through graphic, word formative, accident and semantic approach (Gockertová 2014). As Svobodová (2007, 26) claims the degree of adaptation differs based on the depth. This chapter will be discussing formal adaptation of English words into Czech language.

The process of adaptation has three degrees according to Svobodová (2007, 26-28).

- 1) First original lexemes, unadapted. Words and word phrases which are incorporated in the Czech language the least. They fulfill the function of foreign word and are used in original spelling and partially with original pronunciation. For example: fair play, science fiction.
- 2) Loanwords, adopted in Czech. This category of expressions is used in the Czech language and Czech speakers understand their meaning. Some loanwords maintain basic features of source language but they are arranged morphologically (e.g. *hardware*, *selfí ka*). Others can have Czech spelling but still are observed as foreign, because of the fact they are not used as often (e.g. *terapie*, *broftura*). The next category of loanwords are expressions which can

have both forms English and Czech spelling whereas each structure is grammatically correct (e.g. *jam* - *dflem*, *meeting* *ó mítink*). At least, Czech language can construct compounds called hybrid expressions, by combining loanwords with Czech morphemes. For example: *videop ehráva* (with one Czech and one English morpheme) or *megaúsp ch*, *antisout fl* (where there are Czech nouns combined with borrowed affixes).

- 3) The third type are calques or literal translations. These words add new meaning to the words already existing in the language for example *mouse* *ó my*—(originally rodent, gained new meaning as a control device to computer).

### 2.2.3 Integration

The last stage of reception is the complete incorporation into language. Key of this process is frequency and area of usage, both in semantic and communicative meaning (Svobodová 2009, 24). The language is an unstable equilibrium due to what, process of integration happens under various circumstances. Integration means the effort to bring borrowings from language periphery to centre. It is true the centre contains words with a precisely defined meaning which are frequently used and they are part of the common language (Lipka 1992, 11). Lipka (1992, 11) also adds thus slang, neologisms, loan words which are not yet assimilated in first two levels and part of the periphery, they in this stage cross the boundaries and move to the centre.

The language is changing all time and words substitute each other frequently, whereas integrated words can change the flow and move from center to periphery so called diversification.

### 2.2.4 Orthographic and Phonetic Adaptation

Borrowed words have tendency to adapt into Czech language mainly on two levels, firstly on acoustic level or more precisely phonetic level and secondary on graphic level or orthographic level. These both approaches are interconnected so this chapter will deal with both together.

The orthographic adaptation includes words which are grammatically adapted to the language and declination is applied on them. As Svobodová (2007, 31) mentions, some of the words become intensively domesticated and Czech speakers do not distinguish them as foreign anymore for example the words *salát* or *-kola*. Adaptation on acoustic level in many cases transforms English vowels and consonants by the most similar ones in the Czech phonetic system, which means that English phonetic transcription provides base for

Czech equivalent. For example words: *like* ['laɪk] -> *lajk*, *facebook* ['feɪs,bɒk] -> *fejsbuk* or *google* ['gu:ɡəl] -> *g gl*.

The Czech language differs from English in the way of pronunciation. The remarkable difference between English spelling and pronunciation causes for the Czechs problem, when adaptation is realized. Based on this Svobodová (2007, 33) also introduces overview of possible combinations of spelling and pronunciation of anglicisms in the Czech.

1. English spelling and pronunciation: *selfie* ['selfi], *online* [ɒn'laɪn].
2. Czech spelling follows English pronunciation: *to share* -> *-éřnout*.
3. English and Czech (double) spelling but English pronunciation: *like/lajk* ['laɪk], *facebook/fejsbuk* ['feɪs,bɒk], *google/g gl* ['gu:ɡəl].
4. English spelling and Czech pronunciation according to spelling *spam* [spɑm], *like* (in the questionnaire, in form of declined plural) [likŭ].
5. Czech spelling and Czech pronunciation according to English spelling: *voeljbal* [volejbal] (in English *volleyball* ['vɒlibɔ:l]).

Users of the Czech language sometimes struggle which type of adaptation to choose when the form of the word is not fully adapted yet. (Svobodová 2007, 33). That decision depends on both age and knowledge of the English language, which will be discussed later in the evaluation of the practical part. The following examples are selected from Svobodová's (2007, 34) book because analyzed material does not include enough of them e.g. *bodyguard ó bodygard ó bodygárd*, *businessman ó byznzsmán ó byznzsmen*, *cornflake ó konřflejk*, *mail ó meil ó mejl*, *pudding ó pudink*, *showbusiness ó showbyznys ó -oubyznys*, *team ó tým*.

### 2.2.5 Morphological adaptation

The morphological adaptation is closely connected to the orthographic and phonetic adaptation, however morphologically adopted words do not require graphic adaptation and vice versa (Svobodová 2007, 51).

The process of the morphological adaptation transforms words from the original unadapted form to the most domesticated by combining them with the affixes which as Mravinacová (2005, 92) claims allow application of declination, characteristic Czech grammatical feature. Those affixes show grammatical and other morphological categories allowing to make loanwords closer to the language system. As was stated in the chapter 1.1. The English language is a conversional language yet Czech is an inflectional language. Czech language is not allowed to form different parts of the speech by using one spelling

form of a word. In fact language categories are divided by specific affixes assigned to those categories.

The morphological adaptation mainly involve adaptation of nouns, although morphological adaptation is implied on adjectives and verbs as well. Loanwords are differentiated via affixes to the declination paradigm which reflects three morphological categories of case, number and gender (Gockertová 2004). Czech distinguishes between three genders, masculine, feminine and neutral, thus loanwords in order to be adapted, should be assigned with genders to match the Czech language system properly. Words having the same pronunciation in both languages are, according to Svobodová (2007, 51), adapted to the language easily. Expressions such as *hardware* or *software*, with suffix *-e* not pronounced, are assigned to the declination pattern **hrad**. Also the other group of nouns with suffix *-er* is adopted without any problems, and it take over the animate pattern **pán** e.g. *leader, manafler, sniper, gamer, gambler* or *teenager*. On the other hand words which do not match with Czech suffixes are ranked as indeclinable, and carry the same changed form (Bozděchová 1997, 274) e.g. *summary*. The same principal is applied for adaptation of feminine and neutral genders however those two genders are not adopted as frequently. Svobodová (2007, 56) mentions some examples: feminine *doména, pizza*, neutral *logo, intro*.

The adjectives are more likely to stay in the original form, in the Czech language they are not declined and as Svobodová (2007, 64) claims they are not modified by the Czech suffixes. Although some adjectives can be derived from the nouns but this topic will be discussed in chapter 2.2.6. word-formation adaptation. Adjectives which are part of the internet slang (*cool, awesome, brutal, bullshit*) are adapted in original form, usually not declined, and the frequency of use has rapidly grown with increasing amount of internet users.

The next important field of adaptation of foreign expressions is integration of verbs (Svobodová 2007, 70). Verbs are adapted into the Czech grammatical system immediately unlike nouns and adjectives otherwise the existence in the language will not be possible. Nouns are adapted by domesticated word-formation formants and without any further problems they are adapted to the Czech conjugation paradigms (Svobodová 2007, 70). For derivation of informal and colloquial verbs belonging to internet slang, Czech especially uses suffix **-nou-** or **-ova-** to form perfective or imperfective verbs *resetnout, buknout* or *e-mailovat, esemeskovat* (Svobodová 2007, 72) or some other options can sometimes occur *facebookovat, instagramovat, -érovat- -érnout, surfovat*. Svobodová (2007, 73) continues

with description of other possibilities which are according to her statement quite rare. She mentions infixes **-i-** and **óa-** example verb *googlit*.

As this thesis is oriented on internet slang, loaned expressions with significant occurrence are names of social media websites and acts related. Determination of grammatical category of genders might be associated with semantically similar lexemes or situation in which they occur (Regnerová 2014). The social media names are often connected to masculine gender **hrad** (*facebook-> facebooku, instagram-> instagramu*).

### 2.2.6 Word-formation Adaptation

The word-formation is a process which connects spelling, pronunciation or morphological degree of adaptation together. The word-formation adaptation treats with borrowings adapted in original form, with borrowings which already undergone the word-formation process in English, and then they are transformed by word-formation process typical for Czech language (Svobodová 2007, 59). This process is vital for selection of borrowings to different language categories and incorporation into Czech vocabulary stock.

The most frequent part of a speech affected by word-formation process according to Svobodová (2007, 59) are nouns. Major group stands for diminutives, which abound nowadays way of communication between young generation and teenagers. As Svobodová (2007, 57) also claims communication is lately permeated by significant expressivity tools which are derived from general anglicisms. This fact reflects the style of young generation who unlimitedly to play with word and deal with borrowings without any boundaries *selfí ko/selfí ka, fejsbu ek, fíbí ko, youtubko, mejlík* or even *instagramík*.

### 2.2.7 Abbreviations and Acronyms

The attempts for speed and shorten communication on the internet lead to great usage of abbreviations and acronyms. Shortened words are commonly seen in Netlish because of their economy or for the purpose to shorten long words or multiword expressions (Svobodová 2006, 115). Abbreviations are popular way to form new expression rather on orthographical level. “Abbreviations are most commonly formed by taking initial letters of multi-word sequences to make up a new word” (Plag 2003, 126). “In later case abbreviation is called acronym” (Plag 2003, 126).

Acronyms are mostly found in internet communication and in the Czech language are commonly used both English and Czech (*OMG, MTR*). The difference is presented in pronunciation of those shortened words as Svobodová (2005, 115) claims it does not have to be exact and acronym can appear in both pronunciation forms either lead by original

English pronunciation or more domesticated Czech *CD* [ ,si:'di:] or [cédé], *FB* [ ,fi:'bi:] or [fb], *OMG* [əʊɛm'dʒi:] or [omg]. Abbreviations are more used by young generation as it is proven in the practical part and that will be discussed later.

The last important field where anglicisms are plays basic role is word play. Svobodová describe the word play as another method for making CMC faster and economical. Word play is applied among people with background knowledge of English as codifying of those expressions can be more difficult for people who cannot speak English (Svobodová 2006, 140). Word play stays for process which can combine words with numbers or uses symbols instead whole words. Examples can be: *N1-nice one*, *G8-great*, *Z5-zp t*, *#-Hashtag*, *@-at* or *zaviná* .

## **II.**

## **ANALYSIS**

### 3 EVALUATION OF QUESTIONNAIRES

Analysis evaluation is partially lead by and can be compared to the research Generation 2010, which was done by Kathryn Zickuhr (2010) under the Pew Research Center and follows the previous researches contained evaluation of online activities among generations. However, her research distinguished between six generations Millennials age 18-33, Gen X age 34-45, Younger Boomers age 46-55, Older Boomers age 56-64, Silent Generation age 65-73 and G.I. Generation Age 74+. Therefore the results could not be fully compared with the research as it does not mention the generation below eighteen.

Next basics for comparison of questionnaire represents Infographic research The Growth of Social Media published in SEJ Search Engine Journal (2016) which summarizes the individual figures per social network platforms.

#### 3.1 Analysis of use of internet slang between two generations

The analysis is based on a questionnaire which was given to two age groups in order to examine the contrasts between them. The aim of the questionnaire was to analyze whether the age and knowledge of English influences how respondents use internet slang. Each question is analyzed in detail separately for both age groups and then summarized in the graph comparing both age groups visually. At the end of the practical part the overall results will be discussed and summarized.

#### 3.2 Evaluation of the first part

The initial three questions aim to elicit general information about respondents. Respondents were asked to fill in their gender, age and their knowledge of English.

##### 1. Jste:

The purpose of the questionnaire was to compare two different age groups. The reason for this decision was based on need to discover how far the influence of English slang reaches, and how two generations differ from each other regarding their understanding and usage of slang words. The genders are not compared in the evaluation and the first question shows the fact that the questionnaire is based on gender equality. The questionnaire was given to 100 respondents, nevertheless one questionnaire was not reliable for evaluation and for excluded.

**Teenagers:** The first age group consists of 50 teenagers from the age 12-16, where 28 respondents were girls and 22 boys.



**Adults:** The second generation included adults from age 30 and older, considering them as teenager's possible parents. Observation focused on 50 respondents 28 of whom were females and 21 were men.

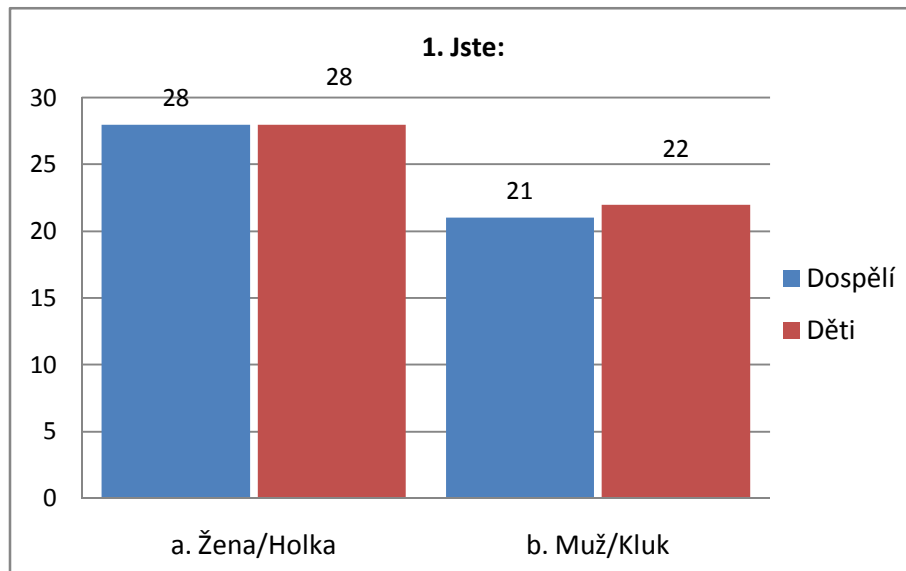


Figure 1: Allocation of genders.

## 2. Kolik je Vám let?

**Teenagers:** The focus of the questionnaire was the age of 12-15 so this age category represents 80%, 12% were teenagers between 15-18 years. The two remaining percents are credited to range from 10-12 years which can be assumed as a misunderstanding on the respondent's part as the children attending eight degree of primary school are already older than twelve.

**Adults:** According to the Generation 2010 claims, 32 adults (65%) participating in the questionnaire are so called Gen X and remaining 17 (35%) belong to the Younger Boomers (Zickuhr 2010).

## 3. Kolik let jste se u ili/u íte anglicky?

Third question is supposed to show the differences between generations involvement in studying the English language.

**Teenagers:** The average adolescent studies English for 6 years in the age of 12-15, which responds to the fact that foreign language teaching in primary schools starts in third grade (Palkovičová 2011).

**Adults:** As was mentioned in the theoretical part, the surveyed adults were influenced by communistic regime resulting in their inability to study English in the primary school. The

average adult respondent studied English for 4 years and 15 of them did not study English at all. Later in the practical part it will be discussed whether the background knowledge of English influences the respondents' choices of anglicisms and the internet slang words adults use, or not.

### 3.3 Evaluation of the second part

This part of the questionnaire was created in order to assess word adaptation processes in use. The questions are focused on adapted nouns, verbs, adjectives or abbreviations and should detect how Czechs operate with those phrases and whether they use them or are more likely to prefer Czech.

#### 1. Kolik hodin denně trávíte na internetu, včetně mobilních telefonů? Nezahrnujte pracovní záležitosti, pokud se k nim práce s internetem vztahuje./Kolik hodin denně trávíte na internetu?

First question is divided into two forms considering that the adults use the internet for job purposes. Therefore the questionnaire is focused on their free time spent on the internet. Teenagers were not asked to not include time spent on the internet in the school, as the author of the thesis presumes they are not allowed to use the internet during classes for private purposes.

**Teenagers:** 44% of teenagers admitted their daily free time spent on the internet is between two and four hours. This question is connected to questions two and three where the respondents were asked about their online activities and social media they use.

**Adults:** On the other hand only 20% of adult respondents spend 2-4 hours per day on the internet and 60% of them answered 1-2 hour per day. The actions they devote their time to are discussed in the following two questions.

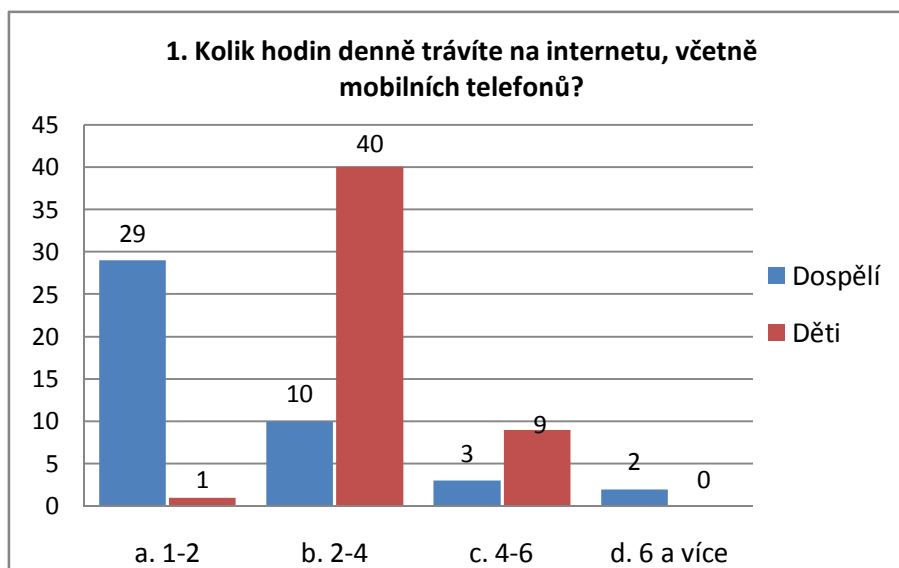


Figure 2: Overview of hours spent by adults and teenagers on the internet.

## 2. Internet používáte především, mimo práci. (možnost více odpovědí)/Internet používáte především:

The question is again customized for the same reasons as the previous one. Answers vary assuming teenagers in this age are not interested in watching or reading news on the internet, do not make online purchases or use the internet for internet banking.

**Teenagers:** This thesis mentions numerous times that communication is the major activity happening on the internet and the outcome of question 2. undoubtedly confirms those claims. Teenagers predominantly use the internet for communication and activities such as listening to music, studying or playing games are moved to the background.

**Adults:** Adults on the other hand use the internet mainly for internet banking and watching the news. Communication online was confirmed by almost half of respondents.

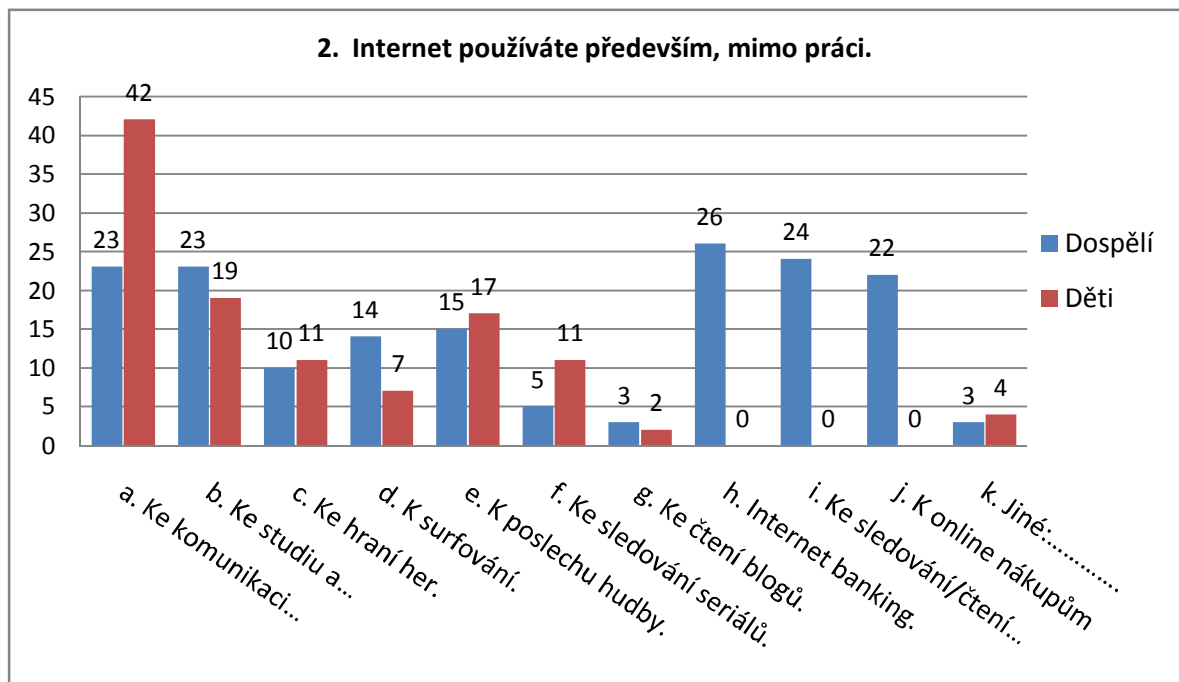


Figure 3: Frequently used internet media.

## 3. Které sociální síť používáte nej častěji? (možnost více odpovědí)

Following the SEJ research the greatest deal of communication happens on Facebook. The number of Facebook users worldwide has climbed to 1.5 billion which makes it the leading social medium, with the second place occupied by Youtube with 1 billion users and Instagram occupying the third position with 400 million active accounts (Search Engine Journal 2016). With connection to the time spent on social media the researches by Search Engine Journal figured out that users devote 42 minutes of their time per day on average to Facebook, 21 minutes per day to Pinterest and Instagram.

**Teenagers:** Surprisingly both Czech teenagers and adults picked Youtube as the most used medium which does not correspond with other researches. It might be caused by the fact discovered by SEJ research that the largest occupation of Facebook is credited to the population aged 18-34 which is out of our observation range. Nevertheless Facebook follows with a respected number of users as well. The research also mentions that 90% of Instagram users are younger than 35 years, which the bachelor survey also confirms.

**Adults:** Adults show almost the same results differing only in Instagram and Google+ users, which again correspond to SEJ research as just 44% represent generation younger 35 among Google+ active users.

The respondents also filled in the open question providing a list of some more social and communication media deliberately omitted in the original questionnaire, e.g. WhatsApp, Snapchat, Skype or Twitch.

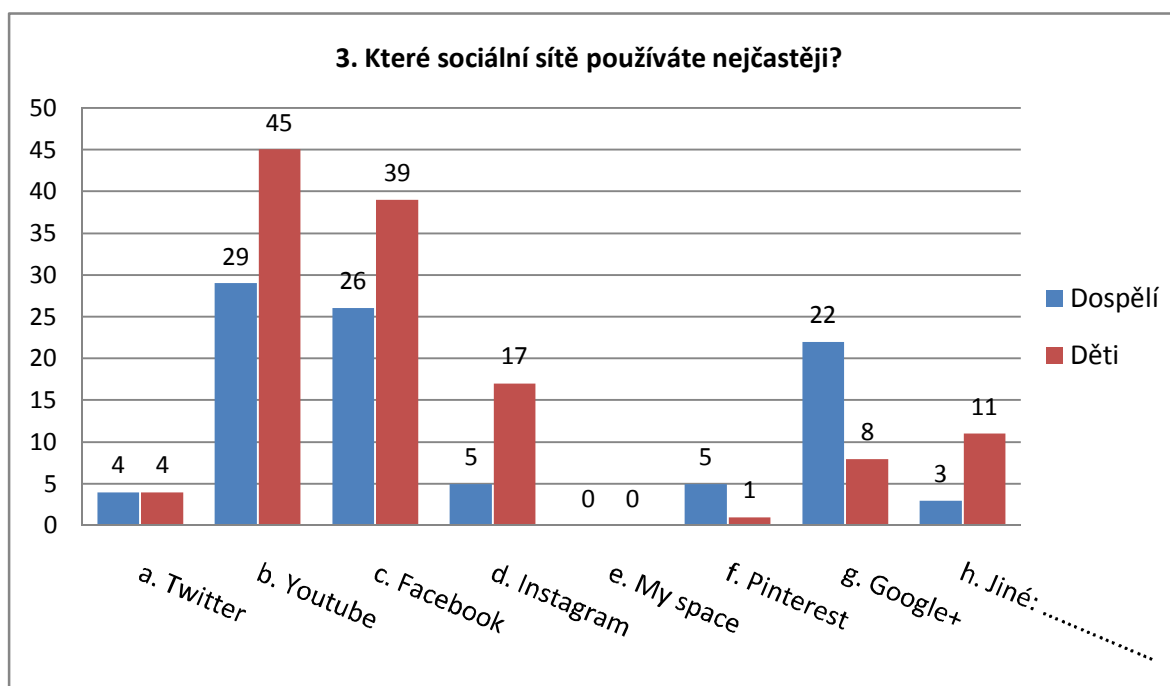


Figure 4: Social media and usage of respondents.

#### 4. Znáte n které z t chto zkratek? OMG, BTW, YOLO, DIY, BFF, LOL.

Acronyms appearing in the following three questions were collected from several sources more specifically Internetslang.com, Netlingo.com, Makeuseof.com, (others listed as the secondary sources). These websites are involved in observation internet slang expressions. These particular acronyms were chosen as they are assumed to be familiar for both generations.

**Teenagers:** The proof of a bigger involvement of teenagers in the online community is visible in the chart below as majority of them is familiar with those abbreviations. The fact they are familiar with them not necessarily means they use them, although this problem will be discussed in the following part.

**Adults:** Less than a half of the adult respondents recognize these abbreviations, which illustrates the first significant difference between generations and their knowledge of international Internet abbreviations.

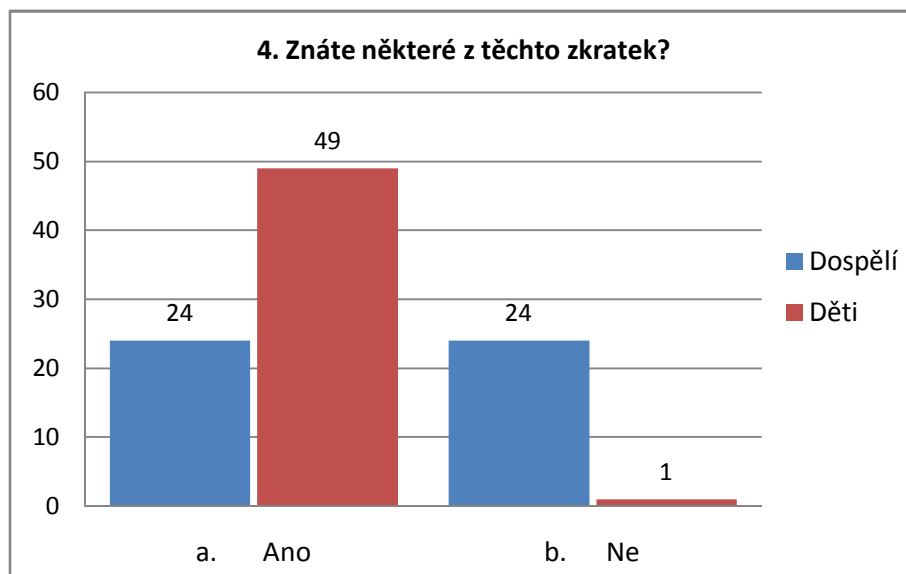


Figure 5: Discovering knowledge of foreign abbreviation.

#### 5. Které z těchto zkratek používáte nej častěji? (možnost více odpovědí)

The following questions 5 and 6 will be discussed in relation. The tables are listed after commentary. The aim of the questions was to discover the truth of the respondents' claims, whether they really know the acronyms, whether they understand the meaning, translate them properly and use them in the right context.

**Teenagers:** From the selected abbreviations the familiarity with all of them was shown by teenagers unlike adults. The results provided four most used acronyms *OMG*, *LOL*, *BFF*, *BTW*. Based on the question 6 teenagers are least familiar with the meaning of the remaining acronyms. The next part analyses the respondents' knowledge of the listed acronyms which will also show the influence of use of English. The number of correct answers is listed in the table. Teenagers who admit using certain abbreviation usually know what the certain expression means, and based on this can be concluded they are able to use them in the right context.

Significant domination was detected in acronyms *OMG* and *BFF* which can be assumed as frequently used as they are used by more than 66% of the teenagers. 43 respondents know the base word phrase of the abbreviation *OMG* and 45 of them were able to provide Czech meaning. Similarly with *BFF* with 41 teenagers familiar with the original word phrase in English and 40 of them also with the Czech equivalent. Another interesting finding relates to *LOL*. In question 5, 33 respondents claim they use it although question 6 shows that just 17 of them know the meaning of the acronym.

The analysis of teenager's answers also provided some curious examples to mention. It proved that either they learned them incorrectly or use the abbreviations in the wrong context. Examples: *YOLO*- *you live only once* (wrong word order), *LOL*- *nuda* (two teenagers stated that *LOL* means boredom which is a complete misunderstanding), *BTW*- *jen tak*, *AFK*- *musím na ve e i*, *AKA*- *vlastn* or *DIY* as *stylové zdobení dekorace, vyráb ní, zdobení dekorování*, which is not completely wrong as *DIY* is commonly used as a tag for crafts.

The results also show that if a teenager claims he/she knows the English expression in most cases they he/she also knows the Czech meaning.

**Adults:** This task revealed that the generation gap matters because more than a half of adults do not use and know the listed abbreviations. From those who actually filled something in question 6 the abbreviation they most marked was *OMG* and they also knew both the English and Czech meaning without any significant problems or mistakes. Difference between them and teenagers is in the use of *AKA* where none of the teenagers knows the English meaning unlike adults who provided two correct answers, which suggests this acronym is also being used outside the Netspeak.

To conclude this part, knowledge of internet acronyms can also depend on the background context of the expression. More adults than teenagers use Pinterest and also more of them knew the meaning of *DIY*. The same can be said about *AKA* as the appearance of this abbreviation is more likely to appear in business and job connected areas.

Figures 8-11 show results how many of respondents know the English and Czech meaning correctly, incorrectly or do not know at all.

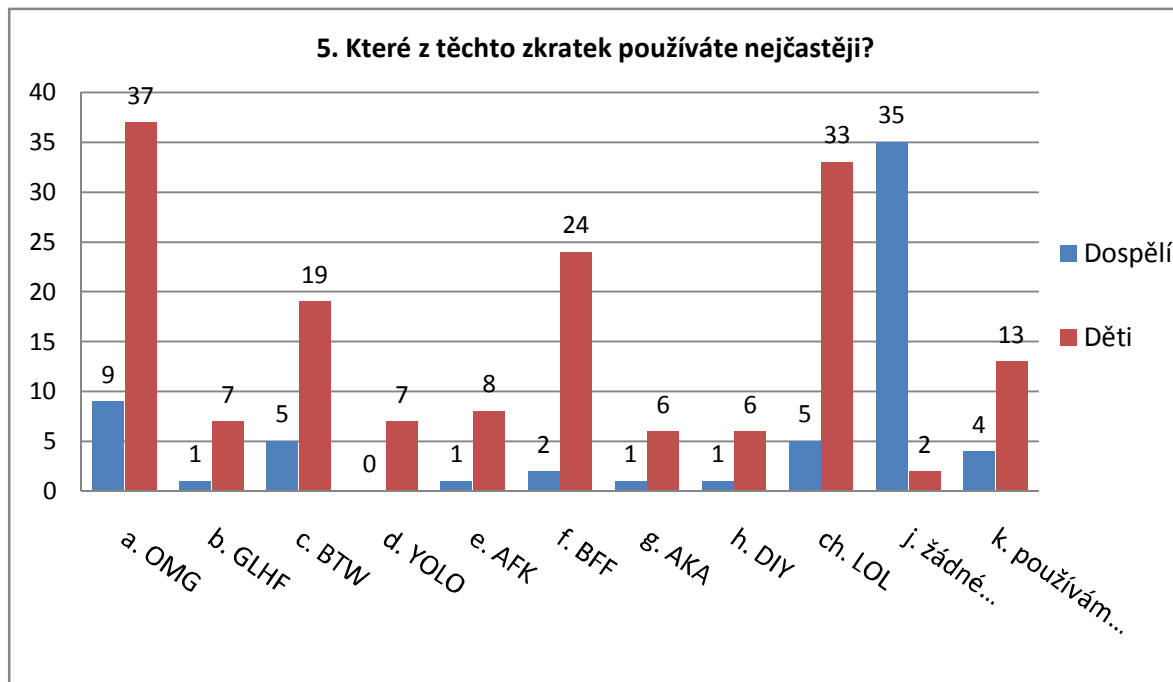


Figure 6: Research of which abbreviations are used more frequently.

## 6. Uve te prosím, co tyhle zkratky znamenají. (pokud nevíte, napi-te nevím)

### Anglický význam

### eský význam

The following list provides correct answers prior to figures with research results. Figures are divided into two parts one for teenagers and one for adults, showing either the English or Czech meaning.

a. OMG- *Oh My God*

a. OMG- *Ó M j Bofle*

b. GLHF- *Good Luck Have Fun*

b. GLHF- *Hodn ěstí a p íjemnou zábavu*

c. BTW- *By the Way*

c. BTW- *Mimochodem*

d. YOLO- *You Only Live Once*

d. YOLO- *fije-jen jednou*

e. AFK- *Away From Keyboard*

e. AFK- *Pry od klávesnice*

f. BFF- *Best Friend Forever*

f. BFF- *Nejlep-í kamarád/ka nav ky*

g. LOL- *Laughing Out Loud*

g. LOL- *Sm ji se nahlas, Hodn smíchu*

h. AKA- *Also Known As*

h. AKA- *Také známý/á jako*

i. DIY- *Do It Yourself*

i. DIY- *Ud lej to sám/Ud lej si sám*

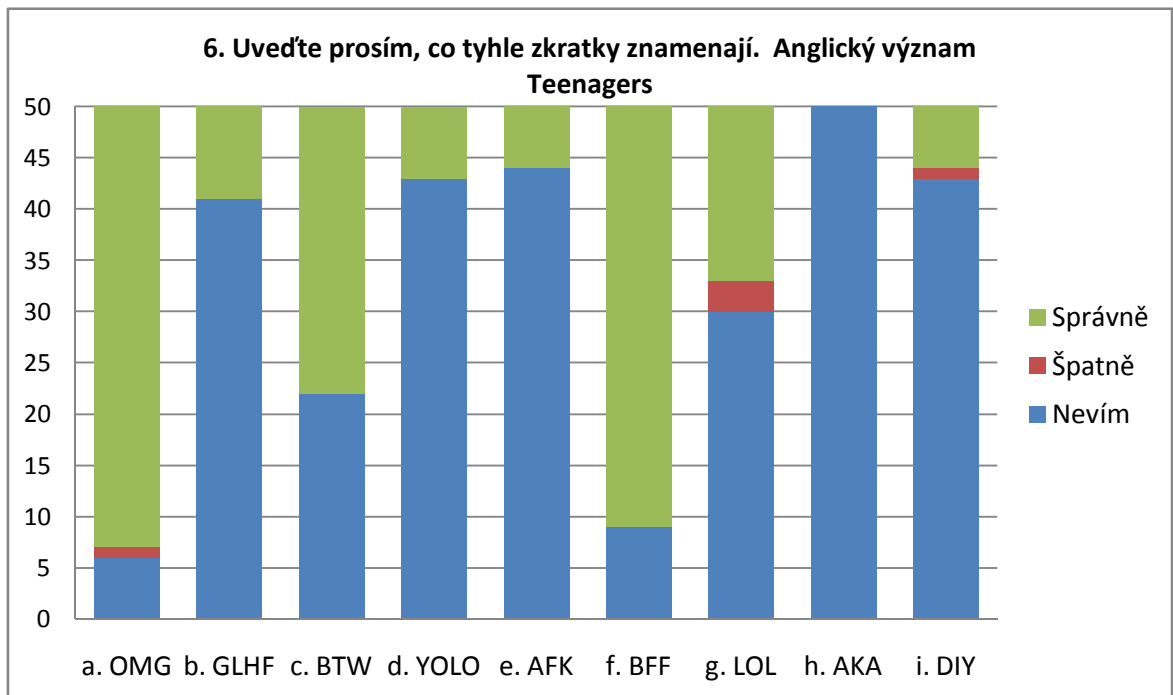


Figure 7: Knowledge of abbreviation in English. Teenagers.

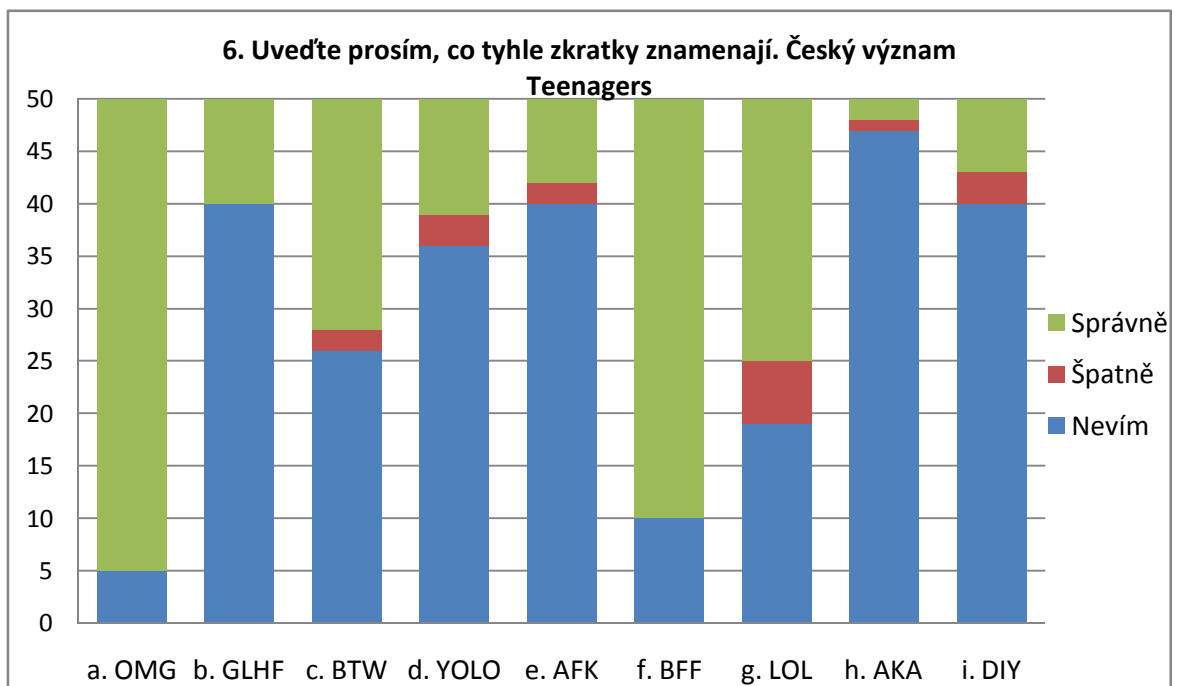


Figure 8: Knowledge of abbreviation in Czech. Teenagers.



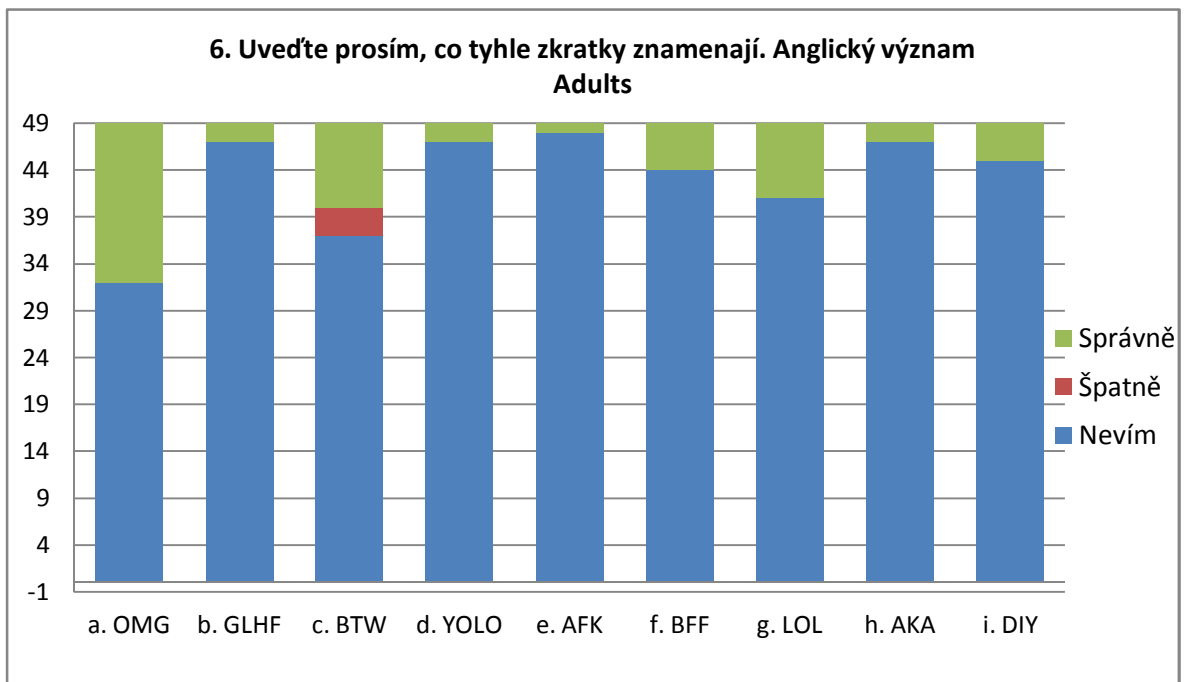


Figure 9: Knowledge of abbreviation in English. Adults.

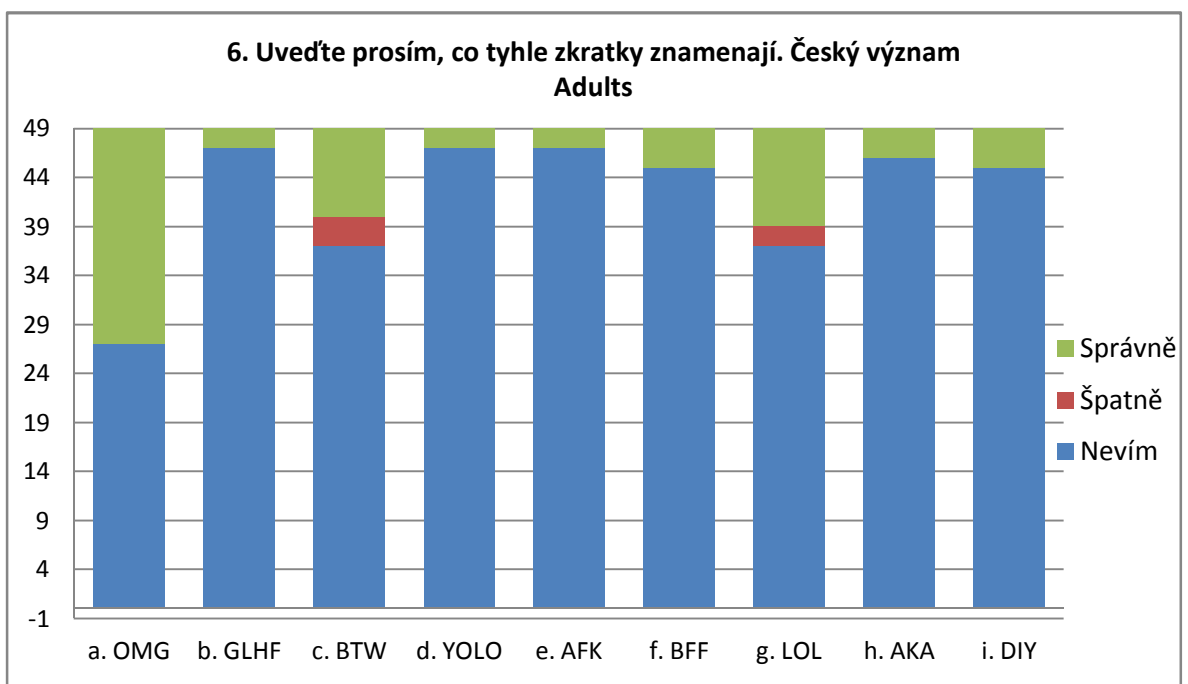


Figure 10: Knowledge of abbreviation in Czech. Adults.

In following exercises the respondents were asked to complete the given sentences by one of four options according to their preferences. These options include adaptation phenomena studied in the theoretical part in chapter 2.2. Each sentence was then analyzed and then compared in the graph. The aim of these questions was to determine whether any decisions differences appear between these two generations.

**7. Doplněte tuto větu výrazem, který byste použili vy / je vám nejbližší pokud byste chtěli v ní napsat.: Marie to chtěla říci, ale nepodařilo se jí to.**

These options represent four adaptation features. Option *a) najít na Google* is a for multiple word choice with the unadapted word Google in the original form and Czech verb najít. The option *c) vygooglit* with the verb representing hybrid expression of a morphologically adapted verb, as it is created by English morpheme *to google* and Czech prefix *vy-*. The verb passed through morphological adaptation and can function as the Czech perfective verb. Option *b)* and *d)* are phonetic adaptations, *b) najít na G glu* in the form of Czech spelling and English pronunciation whilst *d) vyg glit* is a more sophisticated process combining same morphological adaptation as in *c)* together with Czech spelling and similar pronunciation as in English.

**Teenagers:** Young generation prefer option *c) vygooglit*. The declination of the verb is a proof that this hybrid expression was adopted into Czech language and teenagers can and use it as a part of their contemporary vocabulary.

**Adults:** Option *a) najít na Google* is the option which shows the least foreign feel because it uses domestic verb and as was expected this option was chosen by the majority of adults.

Options *b)* and *d)* were chosen less often than *a)* and *c)* based on that we can conclude, that that the original orthographic and phonetic form is in this case preferable.

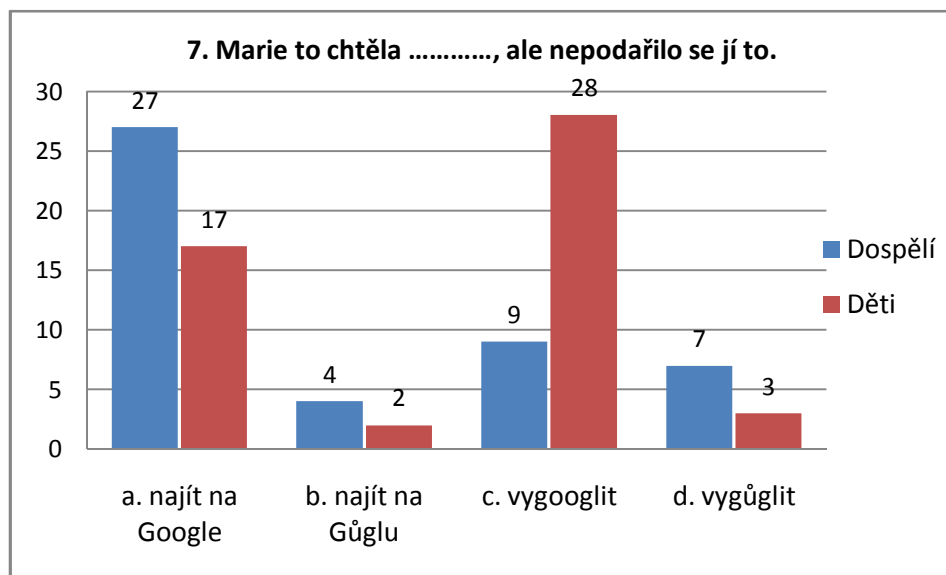


Figure 11: The proof of occurrence of hybrid expressions.

**8. Doplete tuto vtu výrazem, který byste pouřili vy / je vám nejbliřší pokud byste chteli vt napsat.: Moje fotka na Facebooku mla 500í í í**

Question 8 should show both orthographic and phonetic adaptation. Represented on the noun the like adapted to the Czech.

**Teenagers:** Option *b) lajk* represents phonetic adaptation derived from the English pronunciation [la:k] and unlike in the previous question, this time phonetic adaptation won as this option was chosen by majority of both generation groups. Option *a) lik* was created by orthographic method from the original word *like* transformed into an adopted Czech form, here in plural and declined according to the Czech declination pattern *hrad*. This option was selected by almost half of the teenager respondents, which confirms the fact that young generation is creative with new words and in the formation process.

**Adults:** The same results were found in adults as they also selected option *b) lajk* as their favorite, representing phonetic adaptation.

The remaining two options *c) to se mi líbí* and *d) lidí, kterým se líbila* are Czech equivalents (translations), *d) lidí, kterým se líbila*, agree with the number of respondents who do not use Facebook at all. The most interesting point in this question is the fact that Facebook website translated into Czech language, uses a different expression for the like button (*to se mi líbí*), however just four adult respondents chose this option and none of the teenagers did. Based on that it can be concluded that English expressions are in this case more trendy and influence the language choices more than the Czech translation the respondents encounter on Facebook every day.

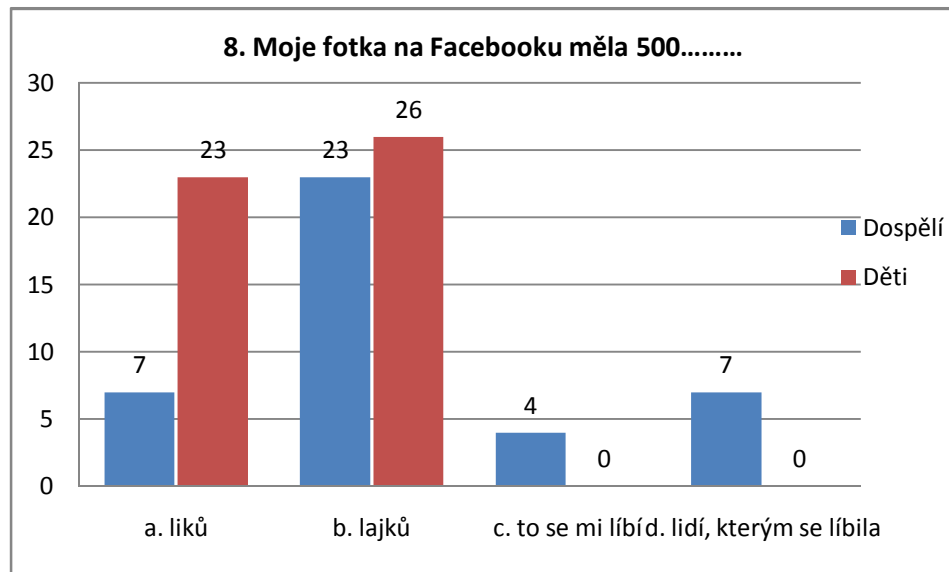


Figure 12: Orthographic and phonetic adaptation of noun like in plural form.

**9. Doplněte tuto větu výrazem, který byste použili vy / je vám nejbližší pokud byste chtěli v ní napsat.: í í í í jsem v era video. Viděl si ho?**

In the next exercise the respondents were asked to complete the sentence with one of the verb options. Those options represent different range of possible incorporation into Czech. Example a) *Sharnul/Sharnula* is an unadopted original form of the verb but conjugated according to Czech grammar, this form of anglicism is called a hybrid expression (Svobodová 2007, 86). Option b) *Sdílel/Sdílela* represents the Czech equivalent of the verb completely domesticated. c) <sup>TM</sup>*ěrnul*/<sup>TM</sup>*ěrnula* represents a phonetic adaptation which follows Czech spelling but English pronunciation. And finally option d) *P eposlal/P eposlala* is the Czech verb not influenced by English and it is the second Czech equivalent which can be used instead of an anglicism.

**Teenagers:** In this case teenager's decisions do not support the claims they prefer the English adaptations as the verb *sdílet* occupies the first place. Verb *sdílet* appears frequently on the internet especially on the Czech version of Facebook, which in this case must have influenced adolescent's decisions.

**Adults:** Adults again reflect their lacking English knowledge and inability to play with borrowed expressions and they rather use Czech verbs again.

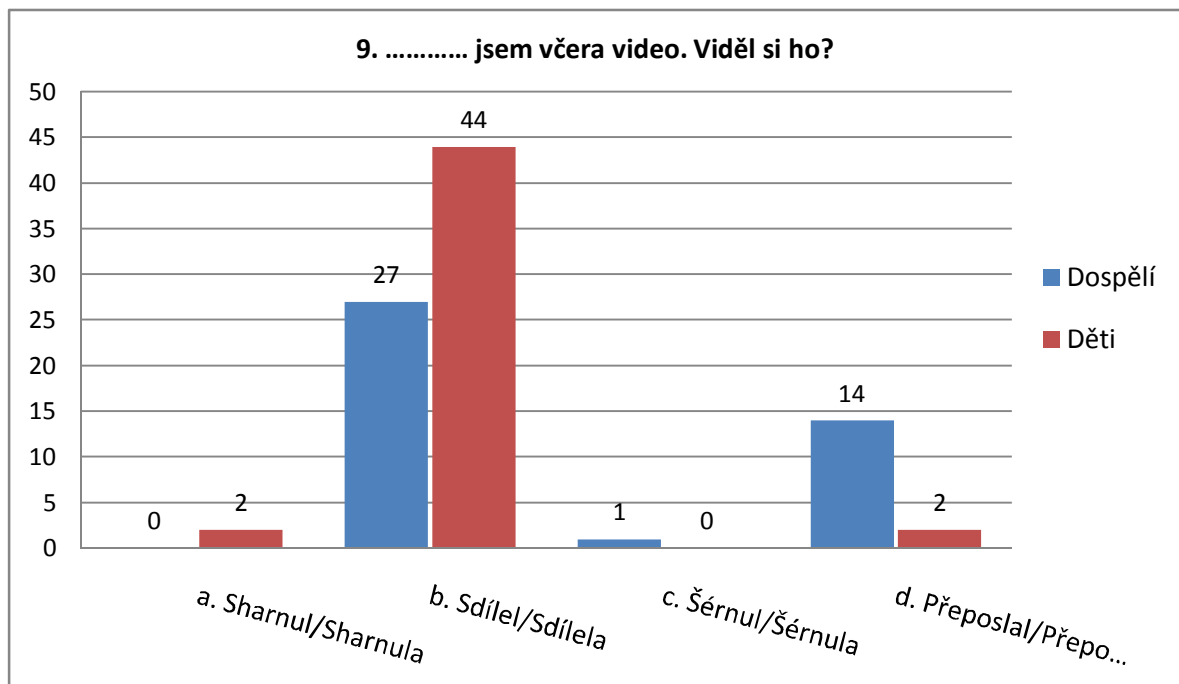


Figure 13: Forms of the verb to share and their equivalents.

**10. Doplněte tuto větu výrazem, který byste použili vy / je vám nejbližší pokud byste chtěli v ní napsat.: Marie neposílá žádné jiné fotky než ty, které jí posílá její přítel.**

The next exercise deals with the international word *Selfie*. The word *Selfie* is rather new one as it has its origin in 2013 (Poh 2013). The word *selfie* is labeled as an informal word and it is described by Oxford dictionary as “A photograph that one has taken of oneself, typically one taken with a smartphone or webcam and shared via social media.”<sup>7</sup>. One of the research options is the original form of the word *a) selfie*. The three other options are modifications of the word and option *a) sebe samé* is a Czech multi word adjectival equivalent, yet closest to the literal translation. *b) selfie ka* and *d) selfie ka* are in plural forms, following the Czech grammar rules, these options are placed in the sentence in the function as noun attributes and to complement the object. In the sentence, the object is a noun *fotky* in plural meaning the noun attribute has to be in plural as well (Tahal 2010, 87). *c) selfie ka* illustrates again a phonetic adaptation following the English pronunciation but Czech spelling and the last option *d) selfie ka* is a hybrid expression, as the word keeps its English origin and resists any adaptation features.

<sup>7</sup> Oxford dictionaries, Accessed April 20, 2016.

**Teenagers:** It seems that phonetic adaptation supplies the Czech language by anglicisms the most, as was shown by the greatest amount of responses of both generations. Teenagers also like the original form of the noun and they use in the Czech language without further adaptation changes.

**Adults:** The phonetic adaptation also dominates among adults too. The second most preferred option was *c*). We can see this noun might seem a bit foreign to some as 10 respondents still do not understand the English expression and they rather prefer Czech option *a*).

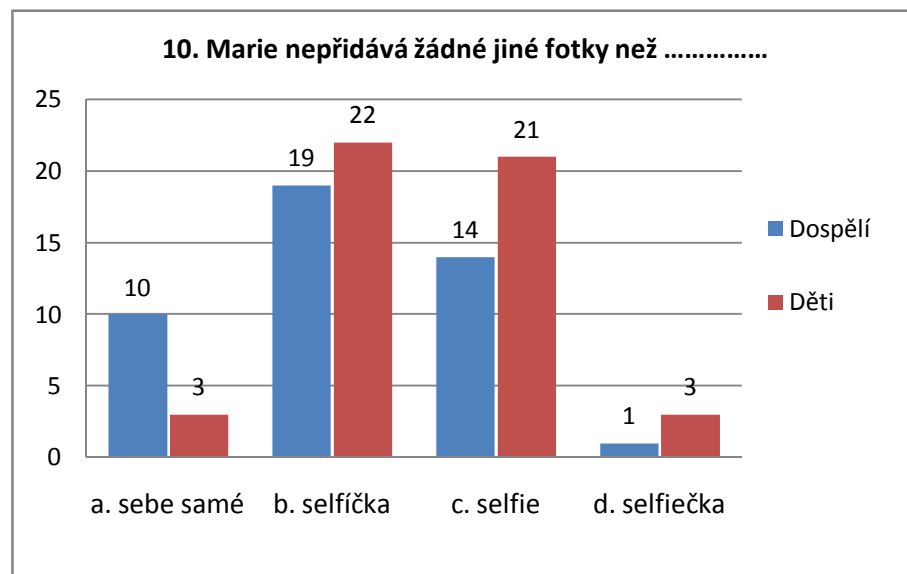


Figure 14: Original and adapted form of the word selfie.

**11. Doplněte tuto větu výrazem, který byste použili vy / je vám nejbližší pokud byste chtěli v ní napsat.: Blíží informace najdete u nás na stránkách**

As in the previous question this task deals with noun unique for the Internet. Option *a*) *webu* is the original word morphologically adapted and assigned to the grammatical pattern *hrad*. Option *b*) *internet* is not a literally correct answer because it is not a literal translation or equivalent, however it is a metonymic expression superior to *web*. *c*) *stránkách* can be perceived as a Czech literal translation or on even calques because its original meaning relates to the sheets of paper not a screen online, however it is a commonly used Czech word in both forms. Together with the option *d*) *webovkách* they originally formed a noun phrase *webových stránkách* and during time they separated into two nouns, probably for more economical purposes. That's why in this case the noun *stránkách* can stand alone and is still understandable. This process of word formation

finally formed the expression *webovkách*, using a fully adapted noun *web* transformed by word-formation process to the blending *web* and *stránkách*.

**Teenager, Adults:** The results are rather the same as respondents from both generations chose the original English expression adapted to the Czech language no matter their background knowledge of language.

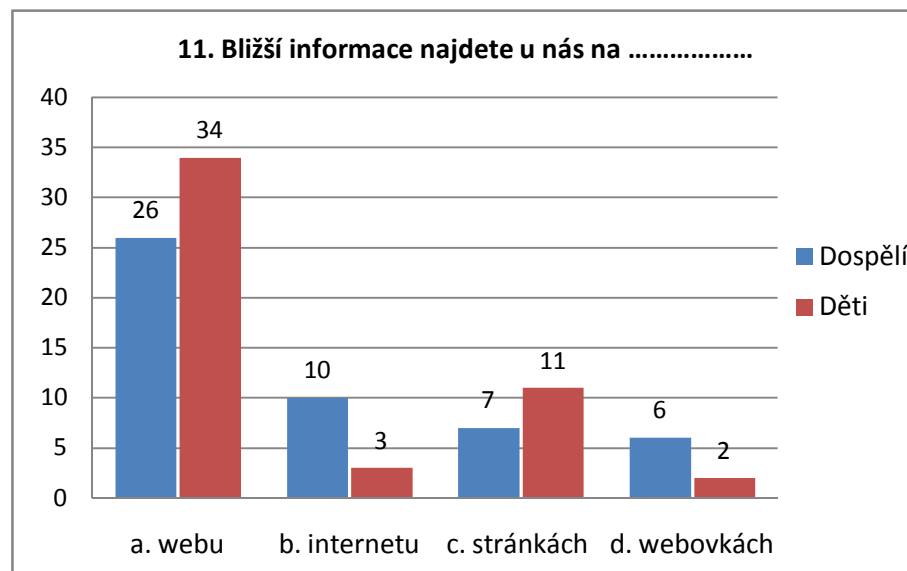


Figure 15: Different options of noun web.

**12. Doplněte tuto větu výrazem, který byste použili vy / je vám nejbližší pokud byste chtěli v této větě napsat: Na Facebooku není nikdo í í í í í**

This question evaluates how much English Internet slang influences the respondents' decision when provided with three Czech and one English expressions.

The results are undeniable as both generations preferred the only English option which can be evaluated as a proof that English Internet expressions indeed have an impact on participants in the Czech online community. This phenomenon also contributes to the fact that anglicisms are nowadays considered to be somehow fancy as already in some ways mentioned many times in the thesis.

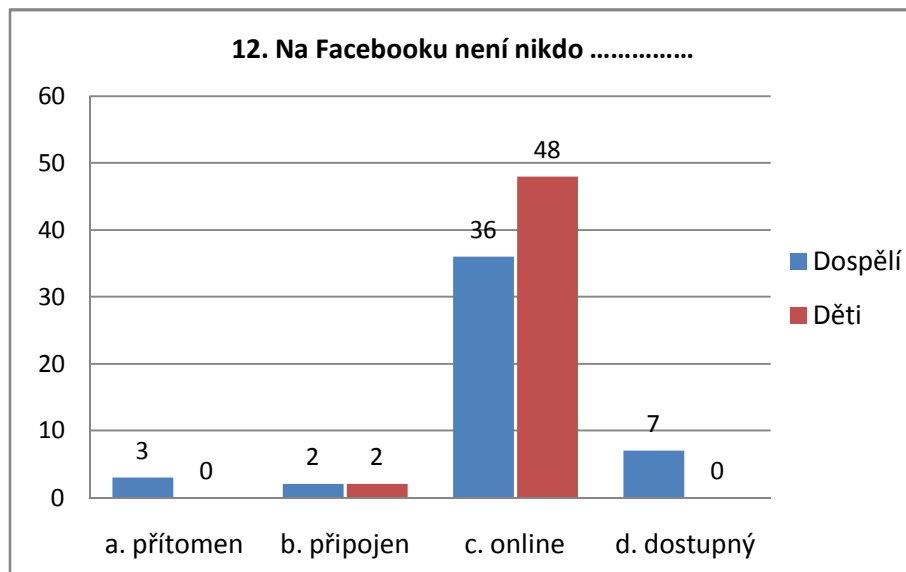


Figure 16: Participants decision making.

Question 13 and 14 may seem to be similar but the first one targets the written form while the second one studies a pronunciation form. The question is formed to prove the usage of word shortening in order to make communication more economical both in spoken and written communication.

**13. Doplněte tuto větu výrazem, který byste použili vy / je vám nejbližší pokud byste chtěli v této napsat.: Prosím přidejte si možnosti !**

**Teenagers:** In theoretical part it was mentioned that communicators on the internet try to make communication more economical by many efforts. This exercise is a proof, as more than a half of teenager respondents prefer the most condensed, economic expression *FB* the most. 19 of them stick to the original name Facebook, but we can still conclude that this question proves that fast and economic communication is the key to this generation.

**Adults:** No wonder that from the adults perspective we can again see a difference. Adults do not communicate on the internet on a daily basis, they use emails instead of quickened media so the fast end economy of online communication does not play the major role in their answers.



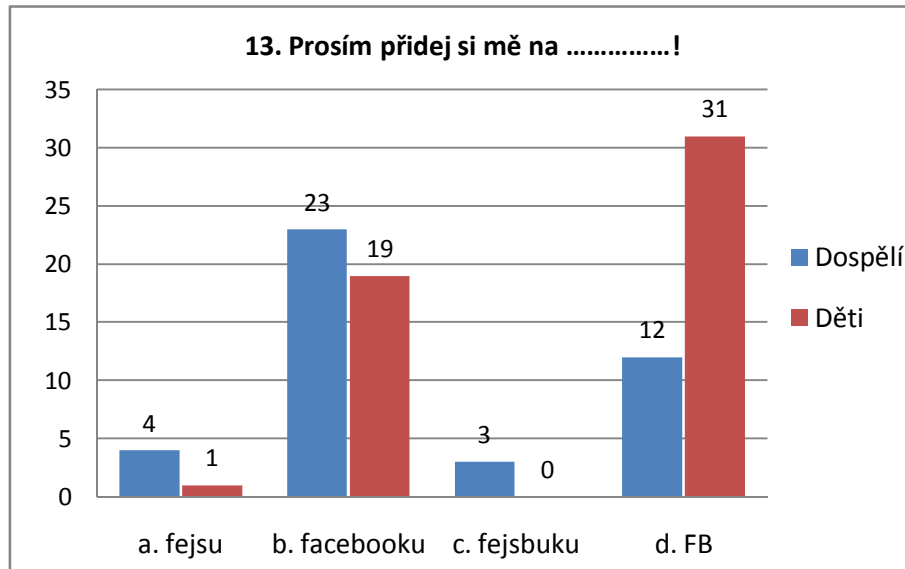


Figure 17: Economical way in written communication.

**14. Doplněte tuto vtu výrazem, který byste použili vy / je vám nejbližší pokud byste tentokrát chtěli vtu říct.: Prosím přidej si mě na .....**

This exercise shows similar results for both teenagers and adults as the previous one. The effort to make conversation faster also penetrates, into spoken language. Here the number of respondents who chose both shorten forms *b) fejsu* and *c) FB* was higher unlike in question 13 where the option *fejsu* was not appealing to them. This nicely shows the difference between spoken and written forms of Czech language. In spoken language respondents can naturally use pronunciation *fejsu*, while from the written form *fejsu* was rejected by them above.

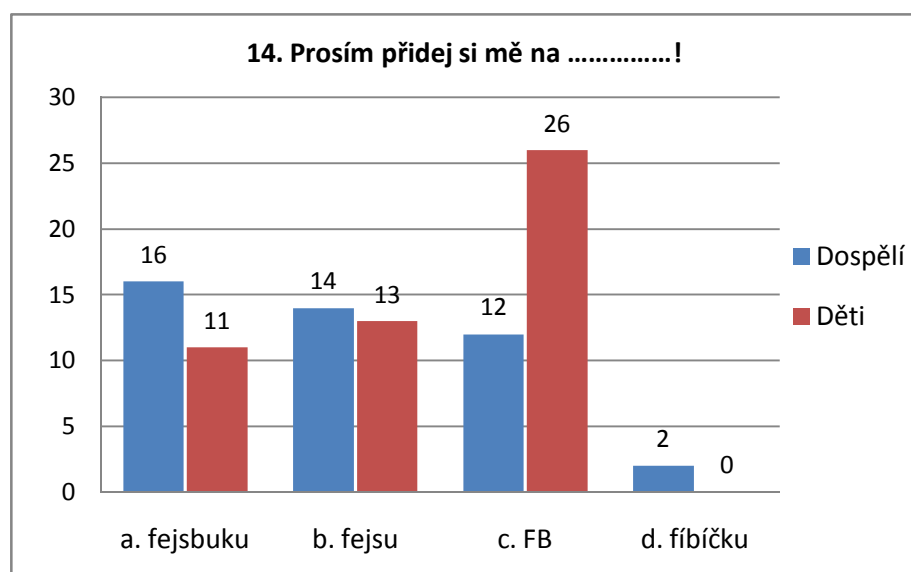


Figure 18: Preferable expression based on its pronunciation.

**15. Nahraďte níže uvedené anglické výrazy vhodným českým výrazem, který popíšete. (pokud na otázku neznáte odpověď, napište nevím)**

As was applied in questions 5 and 6 the same websites allow for a selection of words. They offer a range of various neologisms and expressions used on the internet. The respondents were asked to add the equivalent used in the Czech communication, to the words if they know and use.

**Teenagers:** The least known expression for teenagers is the word *Tweet* which is obviously due to the lack of usage of this social website. Teenagers were the most familiar with the words *Hashtag* (23 answered correctly, 20 used symbol the # and 3 used the Czech equivalent označení), *Link* (19 teenagers answered correctly, 6 incorrect answers appeared where respondents though think *link* means: *ára, linka, popisek, ádek, strana* or *web*) and *Spam* (23 answers were right). It is an interesting fact that the verb *unfriend* is understood by 23 teenagers incorrectly and they think its meaning is *enemy-nepřítel*.

**Adults:** From 49 evaluated adults the expression most familiar to them is *f) spam-nevyžádaná pošta*, which is probably caused by their common use of e-mail communication. Another correctly filled in was *d. link-odkaz*, where 19 people know the Czech equivalent and just 3 answered incorrectly using the Czech word *cesta*. The option *a) unfriend* can be compared with teenagers, as 5 adults equally think it means *enemy*. At last all five adults who admitted they use Instagram are familiar with the symbol # and they used it as a Czech equivalent to the term *hashtag*.

The list of correct answers follows:

- a. Unfriend x Odebrat z přátel
- b. Tweet x Tweet, krátký status
- c. Hashtag x Hashtag, označení, #
- d. Link x Odkaz
- e. Unlike x Už se mi to nelíbí, nelíbí se mi
- f. Spam x Spam, nevyžádaná pošta

**16. U otázky 15, podtrhněte vždy jedno slovíčko z každé dvojice, které používáte vy osobně. Tzn. Buďte české nebo anglické. Pokud nepoužíváte ani jeden z výrazů, nepodtrhávejte.**

In this task the respondents were asked to choose one expression from each example from the previous question which they use, if they use as all. Unfortunately question 16.

cannot be properly evaluated as it seems to have been misunderstood by majority of respondents.

**Teenagers:** From 50 teenagers 30 respondents completed the task. They chose their answers from both the English and Czech names unlike in adults, where the English words dominated 26 teenagers prefer to use the word *spam* instead of *navyfládaná po-ta*, 22 selected *hashtag* or their own added symbol #. From the Czech words four teenagers picked the words *odkaz*, *odebrat z p átel* and *nelíbí se mi* which suggests that the respondents might follow the translated Czech version of Facebook.

**Adults:** 34 adults left the task incomplete and those who completed it preferred English versions specially *spam* and *link*.

The results provided an interesting outcome when nine teenage respondents underlined the expression *tweet* despite the fact they did not admit using Twitter in question 3. This suggests that they know about other available social media, yet they do not necessarily have to use them.

### 17. Myslíte si, že používání anglických slovíček může v budoucnu nahradit použití českých?

The last free questions do not correspond to any grammatical or adaptation process, however they are to reflect the respondent's opinions on the issue discussed.

In question 17. the respondents were asked about their opinion whether the English expressions may completely replace the Czech ones. The results are shown below. Here are some of the opinions: *Mofná, nejspí-ne; áste n ; u n kterých by mohla Anglická sloví ka pln p ebrat význam; doufám že ne.*

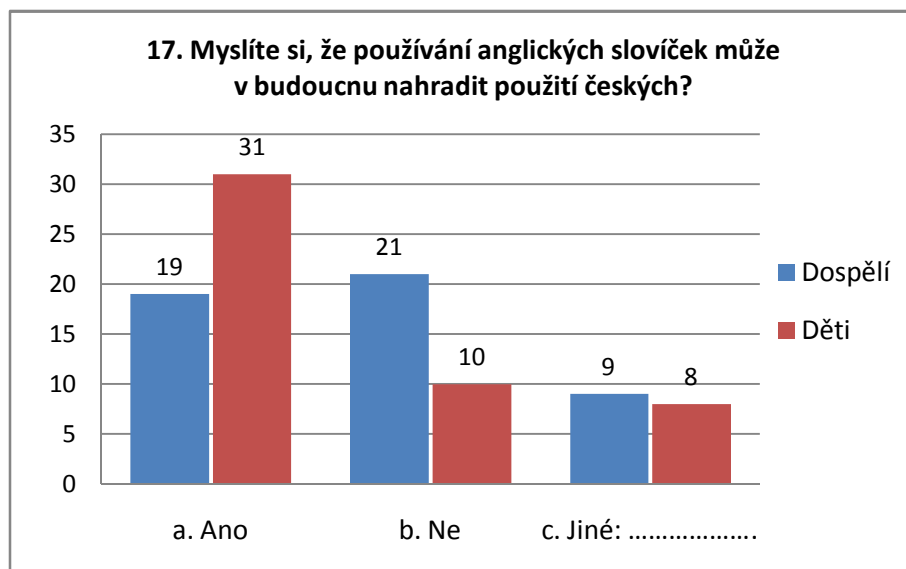


Figure 19: Respondent opinion on the issue.

### 18. Jaké internetové zkratky, internetové výrazy, internetová hesla, používáte nejraději?

The question 18 is again oriented on respondents' opinion, this time on their personal preference of the expressions. The majority of respondents answers is *a*), they prefer using both Czech and English expression, but interestingly enough 12 adults and 7 teenagers chose the option *b*) they use only English expressions.

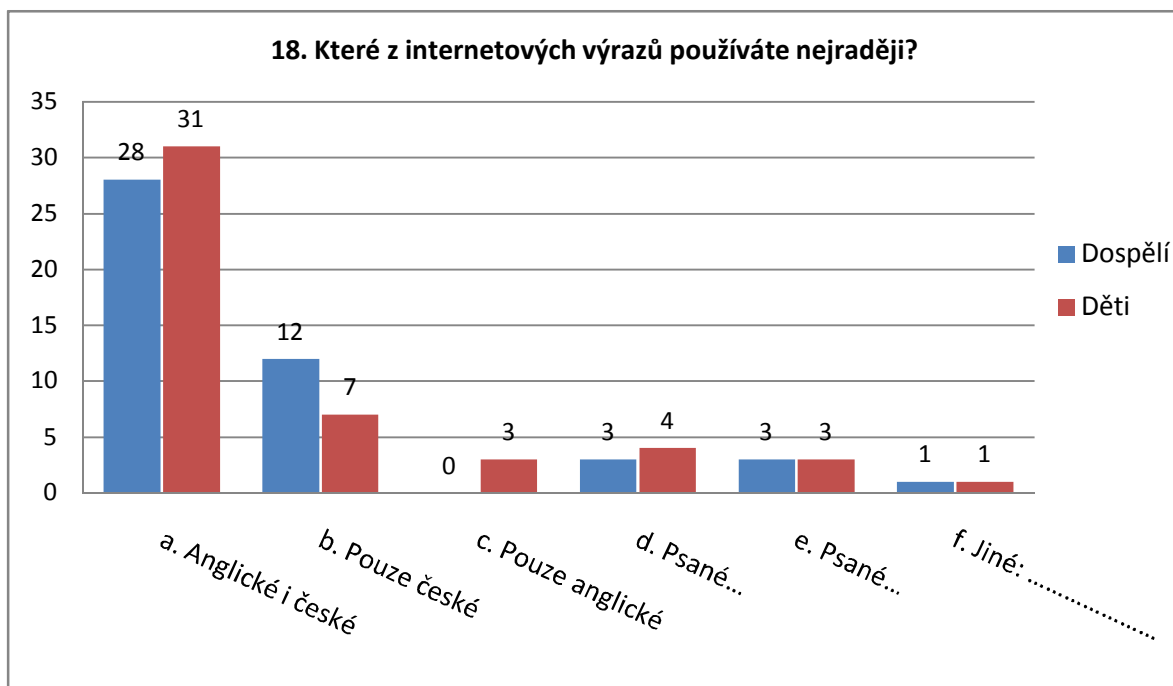


Figure 20: Respondent's usage of either English or Czech vocabulary.

### 19. Používáte i n jaké jiné anglické výrazy, které zde nebyly uvedeny v b fné kaftlodenní komunikaci? Pokud ano uve te.

The last question was filled in by just few respondents and their answers are listed below. It was to elicit other anglicisms and words of the Internet slang possibly used in the contemporary Czech language and it also allowed respondents to be creative and show their knowledge in the topic.

The list of provided expressions used by the respondents:

1. English Abbreviations: *WTF, OK, SWAG, NI, PLS, BRO*.
2. Czech Abbreviations: *MTR, NWM, SRY*. 3. Shortenings: *Facebook-Face*.
4. English words: *good, cool, bad, fake, chill, faded, yeah, sorry, best, wifi, comment, fans*.
5. Swear words: *shit, bitch*
6. Word phrases or sentences: *What's the problem! Hi! Bye! Who cares? What happened?*

## CONCLUSION

The aim of this Bachelor thesis was to discover how far the international English Internet slang influences the contemporary communication among Czech population. The selection respondents sample section was crucial in order to collect relevant data on the two generations with an assumed gap difference.

The theoretical part showed linguistic adaptations of new expressions extending the Czech vocabulary. As the work is focused on Internet slang the theoretical part also stated the basic information concerning the sociolinguistic aspects of the Internet slang as well as internet history in the Czech Republic. A part from reception of anglicism various adaptation processes were discussed, more precisely the process of interference, adaptation and integration, followed by orthographic and phonetic adaptation, morphological adaptation and adaptation on the word-formation level.

The analysis of this thesis was based on a questionnaire examining two generations of the Czech population and discovering if the generation gap played any role regarding the English influence on the language. The respondents were represented by two groups, teenagers aged 12-15 and adults aged 30+. They were evaluated separately, then compared with the other group to see differences. The practical part has proven the usage of the most significant adaptation processes discussed in the theoretical part. It also confirmed the original assumption that knowledge of English is to some extent relevant for one's correct understanding of the online communication. It cannot be concluded whether the adaptation of English expressions is good or bad. Based on the questionnaire analysis of the results it was determined that despite the fact adult generation is not as educated in English as their children, the influence on the online community is obvious in them as well.

Such broadening of the Czech lexicon is a natural process which may obviously have both good and bad impact on the Czech language users. Adaptation of new vocabulary requires understanding these words. Whether they accept them or not is solely up to the users. However, the younger generation is obviously more likely to be influenced by the phenomena of anglicisms as shown above.

**BIBLIOGRAPHY**

- Baron, Naomi S. 2008. *Always On: Language in an Online and Mobile World*. Oxford: Oxford University Press.
- Bozděchová, Ivana. 1997. "Vliv angličtiny na češtinu" In *eský jazyk na p elomu tisíciletí*, edited by František Daneš, Jarmila Bachmannová, Světlá Čmejrková and Marie Krčmová, 105-113. Praha: Academia.
- Crystal, David. 2001. *Language and the Internet*. Cambridge: University Press.
- Daneš, František. 1997. *eský jazyk na p elomu tisíciletí*. Praha: Academia.
- Fairclough, Norman. 2006. *Language and Globalization*. New York: Routledge.
- Fairclough, Norman. 1995. *Media Discourse (Hodder Arnold Publication)*. 1st Edition. London: Bloomsbury Publishing.
- Gockertová, Kristýna. 2014. "Anglicismy ve vyjadřování mladých lidí." Bachelor's Thesis. Masaryk University.
- Hlaváč, Marek. 2014. "Internet Slang in the Online Community." Bachelor's Thesis. Masaryk University.
- Ito, Mizuko, and Judd Antin. 2010. *Hanging Out, Messing Around, and Geeking Out: Kids Living and Learning with New Media*. Cambridge, MA: MIT Press.
- Jandová, Eva. 2006. "Internet a chat." In *e-tina na WWW chatu*, edited by Eva Jandová, Jaroslav David, Jana Hoffmannová, Olga Müllerová and Diana Svobodová, 9-21. Ostravská univerzita v Ostravě, Pedagogická fakulta.
- Jones, Ryan. 2006. *Internet Slang Dictionary*. Raleigh, NC: Lulu Press.
- Kodýlek, Pavel. 2006. "Historie Českého Internetu." Accessed April 20, 2016. <http://www.webdesign.paysoft.cz/clanky/2006/historie-ceskeho-internetu/>.
- Lipka, Leonard. 1992. *An Outline of English Lexicology: Lexical Structure, Word Semantics, and Word-Formation*. 2. ed. Tübingen: Niemeyer.
- Mravinacová, J. 2005. "Přejímání cizích lexémů." In Martincová, O. (ed.). *Neologizmy v dnešní e-tin*. Praha: ÚJČ AV ČR.
- Plag, Ingo. 2005. *Word-Formation in English*. Cambridge, University Press.
- Palkovičová, Martina. 2011. "Anglicismy v Českém jazyce v psané podobě u žáků ZŠ a studentů gymnázia." Bachelor's Thesis. Palacky University Olomouc.
- Regnerová, Martina, 2014. "Anglicismy a jejich výskyt v českém jazyce." Bachelor's Thesis. The University of West Bohemia in Pilsen.

- SEJ Search Engine Journal. 2016. "The Growth of Social Media v 3.0 [infographic]." Accessed March 23, 2016. <https://www.searchenginejournal.com/growth-social-media-v-3-0-infographic/155115/>.
- Slezáková, Martina. 2006. "Wow, to sem teda nečekala! Oops! To sem nechtěla! O cizích slovech, ale nejen o nich, I." Accessed April 15, 2016. [http://nase-rec.ujc.cas.cz/archiv.php?art=7879#\\_ftn5](http://nase-rec.ujc.cas.cz/archiv.php?art=7879#_ftn5).
- Svobodová, Diana. 2007. *Internacionalizace sou asné eské slovní zásoby*. Ostrava: Ostravská univerzita v Ostravě, Pedagogická fakulta.
- Svobodová, Diana. 2009. *Psaná a mluvená podoba sou asné e-tiny*. Ostrava: Ostravská univerzita v Ostravě, Pedagogická fakulta.
- Svobodová, Diana. 2006. "Slovní zásoba na www chatu.ö In *e-tina na WWW chatu*, edited by Eva Jandová, Jaroslav David, Jana Hoffmannová, Olga Müllerová and Diana Svobodová, 101-157. Ostrava: Ostravská Univerzita v Ostravě, Filozofická fakulta.
- Svobodová, Diana. 2009. *Aspekty hodnocení cizojazy ných p ejímek: mezi módností a standardem*. Ostrava: Ostravská univerzita v Ostravě, Pedagogická fakulta.
- Tahal, Karel. 2010. "A Grammar of Czech as a Foreign Language." Factum.cz, s.r.o., 2010. Accessed April 12, 2016. <http://www.factumcz.cz/K.Tahal-Grammar.pdf>.
- Technet.cz. 2012. "Český internet slaví 20. narozeniny, vzpomíná na skromné začátky." Accessed April 20, 2016. [http://technet.idnes.cz/cesky-internet-slavi-20-narozeniny-vzpomina-na-skromne-zacatky-p7u/sw\\_internet.aspx?c=A120213\\_000221\\_sw\\_internet\\_pka](http://technet.idnes.cz/cesky-internet-slavi-20-narozeniny-vzpomina-na-skromne-zacatky-p7u/sw_internet.aspx?c=A120213_000221_sw_internet_pka).
- Unet Blog. 2015 "Připojení k internetu má už více než 70 procent českých domácností." Accessed April 20, 2016. <https://www.unet.cz/blog/2015/09/07/rychly-internet-ma-v-cesku-vice-nez-70-procent-domacnosti/>.
- Vaisanen, Mikko. 2010. "Anglicanism in Czech." MPhil(R) thesis. University of Glasgow.
- Yule, George. 2006. *The Study of Language*. Third Edition. Cambridge: Cambridge University Press.
- Zickuhr, Kathryn. 2010. "Generation 2010." Pew Research Center, Washington, D.C. Accessed January 16, 2016. <http://www.pewinternet.org/2010/12/16/generations-2010/>.

**SECONDARY SOURCES**

- Dictionary.com. 2016. "Inter-." Accessed April 15, 2016.  
<http://www.dictionary.com/browse/inter->.
- InternetSlang.com. 2016. "Common Web Abbreviations." Accessed January 19, 2016.  
<http://www.internetslang.com/suggest.asp>.
- Netlingo. 2016. "The 50 Most Popular Text Terms." Accessed January 19, 2016.  
<http://www.netlingo.com/top50/popular-text-terms.php>.
- NoSlang.com. 2005. "Slang Dictionary – Text Slang & Internet Slang Words." Accessed December 12, 2015. <http://www.noslang.com/dictionary/>.
- Oxford Dictionaries. 2016. "Definition of Anglicism in English." Accessed April 15, 2016.  
<http://www.oxforddictionaries.com/definition/english/anglicism>.
- Oxford Dictionaries. 2016. "Definition of Selfie in English." Accessed April 15, 2016.  
<http://www.oxforddictionaries.com/definition/english/selfie>.
- Patkar, Mihir. 2015. "30 Trendy Internet Slang Words and Acronyms You Need To Know To Fit In." Accessed March 12, 2016. <http://www.makeuseof.com/tag/30-trendy-internet-acronyms-slang-need-know-fit/>.
- PCWorld. 2015. "OMG! LOL: Internet Slang Added to Oxford English Dictionary." Accessed December 12, 2015.  
[http://www.pcworld.com/article/223432/OMG\\_LOL\\_Internet\\_Slang\\_Added\\_To\\_Oxford\\_English\\_Dictionary.html](http://www.pcworld.com/article/223432/OMG_LOL_Internet_Slang_Added_To_Oxford_English_Dictionary.html).
- Poh, Michael. 2013. "20 Dictionary Words That Originated from the Internet." Accessed January 18, 2016. <http://www.hongkiat.com/blog/dictionary-words-from-internet/>.
- The online slag dictionary. 2016. "Word list." Accessed January 19, 2016.  
<http://onlineslangdictionary.com/thesaurus/words+meaning+bad,+poor,+sucks,+common,+generally+displeasing/page13>.



---

Figure 1: Allocation of genders. ....	25
Figure 2: Overview of hours spent by adults and teenagers on the internet.....	26
Figure 3: Frequently used internet media. ....	27
Figure 4: Social media and usage of respondents. ....	28
Figure 5: Discovering knowledge of foreign abbreviation.....	29
Figure 6: Research of which abbreviations are used more frequently. ....	31
Figure 7: Knowledge of abbreviation in English. Teenagers. ....	32
Figure 8: Knowledge of abbreviation in Czech. Teenagers. ....	32
Figure 9: Knowledge of abbreviation in English. Adults.....	33
Figure 10: Knowledge of abbreviation in Czech. Adults. ....	33
Figure 11: The proof of occurrence of hybrid expressions.....	35
Figure 12: Orthographic and phonetic adaptation of noun like in plural form.....	36
Figure 13: Forms of the verb to share and their equivalents. ....	37
Figure 14: Original and adapted form of the word selfie. ....	38
Figure 15: Different options of noun web. ....	39
Figure 16: Participants decision making. ....	40
Figure 17: Economical way in written communication. ....	41
Figure 18: Preferable expression based on its pronunciation. ....	41
Figure 19: Respondent opinion on the issue.....	43
Figure 20: Respondent's usage of either English or Czech vocabulary.....	44

## **APPENDIXES**

P I Questionnaire Teenagers.

P II Questionnaire Adults.

## APPENDIX P I: QUESTIONNAIRE TEENAGERS

Dobrý den,

Jmenuji se Anna Vyhnánková a jsem studentkou oboru Anglický jazyk pro manažerskou praxi na Univerzitě Tomáše Bati ve Zlíně. Právě pracuji na mé bakalářské práci, součástí které je i tento dotazník. Cílem dotazníku je získat informace o vlivu anglických výrazů používaných na internetu na český jazyk.

Dotazník je anonymní a všechny informace z něj budou použity pouze pro účely bakalářské práce. Vyplnění dotazníku zabere přibližně 10 minut. Na otázky nejsou správné a špatné odpovědi, vámi zvolenou odpověď prosím zakroužkujete nebo doplňte, pokud není uvedeno jinak. U každé otázky zvolte jen jednu odpověď, pokud zde znovu není uvedeno jinak. Odpovídejte prosím pravdivě a v případě, že na otázku neznáte odpověď, uveďte nevíám.

### 1. Jste:

- a. Holka
- b. Kluk

### 2. Kolik je Vám let?

- a. 10-12
- b. 12-15
- c. 15-18
- d. 18 a více

### 3. Kolik let se učíte anglicky?

Uveďte-

### Cvičení:

#### 1. Kolik hodin denně trávíte na internetu? Počítejte i připojení na mobilním telefonu, wi-fi nebo mobilní data.

- a. 1-2
- b. 2-4
- c. 4-6
- d. 6 a více

#### 2. Internet používáte především:

- a. Ke komunikaci s přáteli.
- b. Ke studiu a vyhledávání informací.
- c. Ke hraní her.
- d. K surfování.
- e. K poslechu hudby.
- f. Ke sledování seriálů.
- g. Ke čtení blogů.
- h. Jiné: .....

#### 3. Které sociální sítě používáte nejčastěji? (možnost více odpovědí)

- a. Twitter
- b. Youtube
- c. Facebook
- d. Instagram

- e. My space
- f. Pinterest
- g. Google+
- h. Jiné: .....

4. Znáte n které z t chto zkratek? OMG, BTW, YOLO, DIY, BFF, LOL.

- a. Ano
- b. Ne

5. Které z t chto zkratek pouffíváte nej ast ji? (moffnost více odpov dí)

- |         |                       |
|---------|-----------------------|
| a. OMG  | g. AKA                |
| b. GLHF | h. DIY                |
| c. BTW  | ch. LOL               |
| d. YOLO | j. Žádné nepoužívám   |
| e. AFK  | k. Používám jiné..... |
| f. BFF  |                       |

6. Uve te prosím, co tyhle zkratky znamenají. (pokud nevíte, napi-te nevím)

**Anglický význam**

- a. OMG-.....
- b. GLHF-.....
- c. BTW-.....
- d. YOLO-.....
- e. AFK-.....
- f. BFF-.....
- g. LOL-.....
- h. AKA-.....
- i. DIY-.....

**eský význam**

- OMG-.....
- GLHF-.....
- BTW-.....
- YOLO-.....
- AFK-.....
- BFF-.....
- LOL-.....
- AKA-.....
- DIY-.....

7. Dopl te tuto v tu výrazem, který byste pouffili vy / je vám nejblif-í pokud byste cht li v tu napsat.: Marie to cht la í í í í , ale nepoda ilo se jí to.

- a. najít na Google
- b. najít na Gúglu
- c. vygooglit
- d. vygúglit

8. Dopl te tuto v tu výrazem, který byste pouffili vy / je vám nejblif-í pokud byste cht li v tu napsat.: Moje fotka na Facebooku m la 500í í í

- a. líků
- b. lajků
- c. to se mi líbí
- d. lidí, kterým se líbila

9. Dopl te tuto v tu výrazem, který byste pouffili vy / je vám nejblif-í pokud byste cht li v tu napsat.: í í í í jsem v era video. Vid l si ho?

- a. Sharnul/Sharnula
- b. Sdílel/Sdílela
- c. Šérnul/Šérnula
- d. Přeposlal/Přeposlala

10. Doplněte tuto větu výrazem, který byste použili vy / je vám nejbližší pokud byste chtěli v tu napsat.: Marie nepořídává žádné jiné fotky než
- sebe samé
  - selfiečka
  - selfie
  - selfiečka
11. Doplněte tuto větu výrazem, který byste použili vy / je vám nejbližší pokud byste chtěli v tu napsat.: Blíží informace najdete u nás na
- webu
  - internetu
  - stránkách
  - webovkách
12. Doplněte tuto větu výrazem, který byste použili vy / je vám nejbližší pokud byste chtěli v tu napsat.: Na Facebooku není nikdo
- přítomen
  - připojen
  - online
  - dostupný
13. Doplněte tuto větu výrazem, který byste použili vy / je vám nejbližší pokud byste chtěli v tu napsat.: Prosím ptejte se mne na
- fejsu
  - facebooku
  - fejsbuku
  - FB
14. Doplněte tuto větu výrazem, který byste použili vy / je vám nejbližší pokud byste tentokrát chtěli v tu říct.: Prosím ptejte se mne na
- fejsbuku
  - fejsu
  - FB
  - fbíčku
15. Nahraďte níže uvedené anglické výrazy vhodným českým výrazem, který používáte. (pokud na otázku neznáte odpověď, napište nevíم)
- Unfriend x .....
  - Tweet x .....
  - Hashtag x .....
  - Link x .....
  - Unlike x .....
  - Spam x .....

16. U otázky . 15, podtrhn te vždy jedno sloví ko z každé dvojice, které používáte vy osobn . Tzn. Bu eské nebo anglické. Pokud nepoužíváte ani jeden z výraz , nepodtrhávejte.

**P íklad.** Web x Stránky

**P íklad.** Unfriend x Nevím

17. Myslíte si, že používání anglických sloví ek m že v budoucnu nahradit použití eských?

- a. Ano
- b. Ne
- c. Jiné: .....

18. Jaké internetové zkratky, internetové výrazy, internetová hesla, používáte nejrad ji?

- a. Anglické i české
- b. Pouze české
- c. Pouze anglické
- d. Psané české, mluvené anglické
- e. Psané anglické, mluvené české
- f. Jiné: .....

19. Používáte i n jaké jiné anglické výrazy, které zde nebyly uvedeny v b fné každodenní komunikaci? Pokud ano uve te.

.....  
.....  
.....

*Mnohokrát vám d kuji za vypln ní dotazníku a vá– as.*

## APPENDIX P II: QUESTIONNAIRE ADULTS

Dobrý den,

Jmenuji se Anna Vyhnánková a jsem studentkou oboru Anglický jazyk pro manažerskou praxi na Univerzitě Tomáše Bati ve Zlíně. Právě pracuji na mé bakalářské práci, součástí které je i tento dotazník. Cílem dotazníku je získat informace o vlivu anglických výrazů používaných na internetu na český jazyk.

Dotazník je anonymní a všechny informace z něj budou použity pouze pro účely bakalářské práce. Vyplnění dotazníku zabere přibližně 10 minut. Na otázky nejsou správné a špatné odpovědi, vámi zvolenou odpověď prosím zakroužkujete nebo doplíte, pokud není uvedeno jinak. U každé otázky zvolte jen jednu odpověď, pokud zde znovu není uvedeno jinak. Odpovídejte prosím pravdivě a v případě, že na otázku neznáte odpověď, uveďte nevíím.

### 1. Jste:

- a. Žena
- b. Muž

### 2. Kolik je Vám let?

- a. 30-45
- b. 45 a více

### 3. Kolik let jste se u ili/u íte anglicky?

Uveďte-

### Cvi ení:

#### 1. Kolik hodin denn trávíte na internetu, v etn mobilních telefon ?

Nezahrnujte pracovní zálefitosti, pokud se k nim práce s internetem vztahuje.

- a. 1-2
- b. 2-4
- c. 4-6
- d. 6 a více

#### 2. Internet pouffíváte p edev-ím, mimo práci. (mofnost více odpov dí)

- a. Ke komunikaci s přáteli.
- b. Ke studiu a vyhledávání informací.
- c. Ke hraní her.
- d. K surfování.
- e. K poslechu hudby.
- f. Ke sledování seriálů.
- g. Ke čtení blogů.
- h. Internet banking.
- i. Ke sledování/čtení zpráv.
- j. K online nákupům.
- k. Jiné: .....

#### 3. Které sociální síť pouffíváte nej ast ji? (mofnost více odpov dí)

- a. Twitter
- b. Youtube
- c. Facebook

- d. Instagram
- e. My space
- f. Pinterest
- g. Google+
- h. Jiné: .....

**4. Znáte n které z t chto zkratek? OMG, BTW, YOLO, DIY, BFF, LOL.**

- a. Ano
- b. Ne

**5. Které z t chto zkratek pouffváte nej ast ji? (moffnost více odpov dí)**

- |         |                       |
|---------|-----------------------|
| a. OMG  | g. AKA                |
| b. GLHF | h. DIY                |
| c. BTW  | ch. LOL               |
| d. YOLO | j. Žádné nepoužívám   |
| e. AFK  | k. Používám jiné..... |
| f. BFF  |                       |

**6. Uve te prosím, co tyhle zkratky znamenají. (pokud nevíte, napi-te nevím)**

**Anglický význam**

- a. OMG-.....
- b. GLHF-.....
- c. BTW-.....
- d. YOLO-.....
- e. AFK-.....
- f. BFF-.....
- g. LOL-.....
- h. AKA-.....
- i. DIY-.....

**eský význam**

- OMG-.....
- GLHF-.....
- BTW-.....
- YOLO-.....
- AFK-.....
- BFF-.....
- LOL-.....
- AKA-.....
- DIY-.....

**7. Dopl te tuto v tu výrazem, který byste pouffli vy / je vám nejblif-í pokud byste cht li v tu napsat.: Marie to cht la í í í í , ale nepoda ilo se jí to.**

- a. najít na Google
- b. najít na Gùglu
- c. vygooglit
- d. vygùglit

**8. Dopl te tuto v tu výrazem, který byste pouffli vy / je vám nejblif-í pokud byste cht li v tu napsat.: Moje fotka na Facebooku m la 500í í í**

- a. líků
- b. lajků
- c. to se mi líbí
- d. lidí, kterým se líbila



9. **Doplňte tuto větu výrazem, který byste použili vy / je vám nejbližší pokud byste chtěli v tu napsat.: Jsem v era video. Viděl si ho?**
- Sharnul/Sharnula
  - Sdílel/Sdílela
  - Šéřnul/Šéřnula
  - Přeposlal/Přeposlala
10. **Doplňte tuto větu výrazem, který byste použili vy / je vám nejbližší pokud byste chtěli v tu napsat.: Marie nep idává řádné jiné fotky neřlí ř ř ř ř ř ř**
- sebe samé
  - selfička
  - selfie
  - selfiečka
11. **Doplňte tuto větu výrazem, který byste použili vy / je vám nejbližší pokud byste chtěli v tu napsat.: Blížř informace najdete u nás na ř ř ř ř ř ř ř ř**
- webu
  - internetu
  - stránkách
  - webovkách
12. **Doplňte tuto větu výrazem, který byste použili vy / je vám nejbližší pokud byste chtěli v tu napsat.: NaFacebooku není nikdo ř ř ř ř ř ř ř ř**
- přítomen
  - připojen
  - online
  - dostupný
13. **Doplňte tuto větu výrazem, který byste použili vy / je vám nejbližší pokud byste chtěli v tu napsat.: Prosím p idej si m na ř ř ř ř ř ř ř ř !**
- fejsu
  - facebooku
  - fejsbuku
  - FB
14. **Doplňte tuto větu výrazem, který byste použili vy / je vám nejbližší pokud byste tentokrát chtěli v tu řct.: Prosím p idej si m na ř ř ř ř ř ř ř ř !**
- fejsbuku
  - fejsu
  - FB
  - řibíčku
15. **Nahraďte níře uvedené anglické výrazy řhodn řřím řeským výrazem, který pop řřpad pouřříváte. (pokud na otázku neznáte odpov řř, napiřte neřím)**
- Unfriend x .....
  - Tweet x .....
  - Hashtag x .....
  - Link x .....
  - Unlike x .....
  - Spam x .....

16. U otázky . 15, podtrhn te vždy jedno sloví ko z každé dvojice, které používáte vy osobn . Tzn. Bu eské nebo anglické. Pokud nepoužíváte ani jeden z výraz , nepodtrhávejte.

**P íklad.** Web x Stránky

**P íklad.** Unfriend x Nevím

17. Myslíte si, že používání anglických sloví ek m ě v budoucnu nahradit použití eských?

- a. Ano
- b. Ne
- c. Jiné: .....

18. Jaké internetové zkratky, internetové výrazy, internetová hesla, používáte nejrad ji?

- a. Anglické i české
- b. Pouze české
- c. Pouze anglické
- d. Psané české, mluvené anglické
- e. Psané anglické, mluvené české
- f. Jiné: .....

19. Používáte i n jaké jiné anglické výrazy, které zde nebyly uvedeny v b ěné každodenní komunikaci? Pokud ano uve te.

.....  
.....  
.....

*Mnohokrát vám d ěkuji za vypln ění dotazníku a vá– as.*