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**PROBLEMATIKA ANGLICIZMOV Z ASPEKTU  
ICH FREKVENCIE A MIERY POCHOPENIA**

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prof. PhDr. Eva Malá, CSc.

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**Bc. Zuzana VICIANOVÁ**

## **Zadanie záverečnej práce**

Diplomová práca, Problematika anglicizmov z aspektu ich frekvencie a miery pochopenia, Bc. Zuzana Vicianová, Školiteľ diplomovej práce: prof. PhDr. Eva Malá, CSc., KLIS - Katedra lingvodidaktiky a interkultúrnych štúdií, doc. PaedDr. Silvia Pokrivčáková, PhD. Selekcia anglicizmov zo slovenskej tlače. Určenie frekvencie ich výskytu, Zostavenie dotazníka pre vybrané skupiny respondentov, Na základe výsledkov dotazníka definovať mieru správneho pochopenia anglicizmov, Anglický jazyk, Dátum schválenia: 12. 11. 2008.

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## **Abstrakt**

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Predkladaná diplomová práca prezentuje selekciu anglicizmov z vybranej slovenskej tlače, frekvenciu ich výskytu a mieru ich pochopenia. V práci sú uvedené výsledky získané prostredníctvom dotazníka ako použitej výskumnej metódy, ktorou sa zisťovalo, do akej miery respondenti (študenti strednej odbornej školy obchodnej akadémie a gymnázia) poznajú resp. chápu význam anglických výpožičiek. Výsledky vo forme slovných komentárov i štatistických tabuliek informujú o miere pochopenia, teda o tom, ako správne / neprávne respondenti chápu význam vybraných anglicizmov. Ide o anglicizmy, ktoré podľa uskutočnených zistení (frekvencie ich výskytu) patria v printových médiách k najfrekvencovanejším. Prvá časť diplomovej práce obsahuje teoretickú rovinu problematiky o samotnom procese preberania slov z iných jazykov, o anglicizmoch a ich frekvencii. Druhou a kľúčovou časťou diplomovej práce je výskum. Najdôležitejšou súčasťou je úplný zoznam všetkých anglicizmov, ktoré boli za sledované obdobie vyexcerpované a s ktorými sa pracovalo v rámci hodnotenia frekvencie ich výskytu v slovenskej tlači. Anglicizmy boli rozdelené (a abecedne zoradené) do zodpovedajúcich sémantických skupín. Na túto časť nadväzuje kvantitatívna analýza skúmaných anglicizmov, ktorá je prepojená s jednou z hypotéz diplomovej práce. Druhou podstatnou časťou práce je vyhodnotenie frekvencie výskytu anglicizmov v rámci celej šírky textov vybraných periodík. Ťažiskom diplomovej práce je dotazník, pomocou ktorého sa u respondentov zisťovala ich znalosť a pochopenie konkrétnych anglicizmov.

## **KLÚČOVÉ SLOVÁ**

Anglicizmus. Slovenský jazyk. Frekvencia. Pochopenie. Respondent. Dotazník.

## **Abstract**

VICIANOVÁ, Zuzana: *English borrowings from the point of view of their frequency and understanding in Slovak*. [Diploma thesis] / Zuzana Vicianová. – Constantine the Philosopher University in Nitra: Faculty of Education; Department of language pedagogy and intercultural studies. – Tutor: prof. PhDr. Eva Malá, CSc. Nitra: PF UKF, 2010. 95 p.

The thesis presents a selection of English borrowings from chosen Slovak journals, followed by the determination of frequency and understanding. The thesis also gives the results obtained from a questionnaire used as a research method. Via the questionnaire method the knowledge in English borrowings were surveyed, i. e. their correct or incorrect understanding by the students. The research sample included the students of secondary vocational business school and gymnasium (secondary grammar school). The results are given in the form of statistical tables providing information about the correct or wrong understanding of the meaning of selected English borrowings by respondents. Due to the research in their frequency the selected English borrowings belong to the most frequent ones in the chosen Slovak printed media. The first part of the thesis covers the theoretical aspect of the topic, i. e. the current process of borrowing from other languages as well as the problems of English borrowings and their frequency. The research creates another key part of the thesis. Its most important part is a complete list of all of English borrowings which were excerpted during January and February 2010. The research material was handled within the evaluation of frequency. English borrowings are divided alphabetically into several semantic groups. This part is closely connected with a quantitative analysis of excerpted borrowings and with one of the stated hypotheses. The second important part is the evolution of frequency of English borrowings within the entire scope of a text. The focus of the research is the questionnaire constructed in order to find out the understanding of the most frequent English borrowings by respondents from different types of schools.

## **KEY WORDS**

English borrowings. Slovak language. Frequency. Understanding. Respondent. Questionnaire

## Table of contents

<b>Table of contents</b> .....	<b>4</b>
<b>List of tables and graphs</b> .....	<b>5</b>
<b>List of abbreviations</b> .....	<b>6</b>
<b>Introduction</b> .....	<b>7</b>
<b>1 Theoretical issues</b> .....	<b>9</b>
1.1 Contemporary situation of the problems .....	9
1.2 Process of borrowing and code switching .....	18
1.2.1 Classification of borrowings .....	24
1.2.2 English borrowings .....	25
1.2.3 Pseudo-anglicisms .....	26
1.3 Frequency of words in the Slovak language .....	28
<b>2 Research part</b> .....	<b>30</b>
2.1 Aims of the research .....	30
2.2 Hypotheses, questions.....	30
2.3 Research methods .....	31
2.3.1 Questionnaire its structure and types of questions.....	32
<b>3 RESEARCH RESULTS</b> .....	<b>35</b>
3.1 Lexical groups of English borrowings.....	36
3.1.1 Sports and health.....	40
3.1.2 Economy, finance, business and banking .....	41
3.1.3 Human resource management.....	43
3.1.4 Culture .....	44
3.1.5 Society .....	45
3.1.6 Electronics, technology, science and internet .....	46
3.2 Quantitative analysis and evaluation .....	47
3.3 Frequency and its evaluation .....	48
3.4 Questionnaire .....	56
3.5 Results and evaluation .....	57
<b>Conclusion</b> .....	<b>71</b>
<b>Resumé</b> .....	<b>73</b>
<b>Bibliography</b> .....	<b>84</b>
<b>Appendices</b> .....	<b>88</b>

## List of tables and graphs

### Tables

Table 1 - Reasons for strengthened process of borrowing.....	23
Table 2 - Positives and negatives of questionnaire .....	33
Table 3 - Semantic interpretation of excerpted English borrowings.....	35
Table 4 - Examples of rare English borrowings .....	36
Table 5 - The most frequent English borrowings in the PRAVDA journal.....	54
Table 6 - The most frequent English borrowings in the journal SME .....	55
Table 7 Sample of respondents .....	57
Table 8 - The questionnaire results (vocational business school – first-year students) .....	58
Table 9 - The questionnaire results (vocational business school - fourth-year students ) ...	61
Table 10 - The questionnaire results (secondary grammar school – first-year).....	63
Table 11 - The questionnaire results (secondary grammar school – fourth-year students) .	65
Table 12 - Comparison of grades within the secondary vocational business school .....	67
Table 13 - Comparison of grades within the secondary grammar school.....	68

### Graphs

Graph 1 - Correct and wrong answers (vocational business school - first-year students)...	58
Graph 2 – Correct and wrong answers (vocational business school – 4th-year students)...	61
Graph 3 - Correct and wrong answers (secondary grammar school – first-year students)..	63
Graph 4 - Correct and wrong answers (secondary grammar school – 4th-year students)...	65
Graph 5 - Comparison of grades within the secondary vocational business school.....	67
Graph 6 - Comparison of grades within the secondary grammar school.....	68

## List of abbreviations

AF	Anglo-French
CPU	Constantine the Philosopher University
e.g	exempli gratia (for example)
etc.	et cetera
FHV	Fakulta humanitných vied
GB	giga byte
HR	Human Resource Management
i. e.	id est (that is, it means)
i. s.	internet source
L	Latin
ME	Middle English
ML	Middle Latin
OE	Old English
OF	Old French
ON	Old Norse
p	page
PF	Pedagogická fakulta
resp.	respektíve
transl.	translation
tzv.	takzvaný



## **Introduction**

English borrowings are quite a broad topic for both a discussion and an academic thesis. Many Slovak authors from different points of view have developed the given topic, and in their studies, they discuss not only the issues of English borrowings in Slovak, but also the frequency particularly.

We introduced their views and professional opinions in the theoretical part of the thesis. Their opinions on English borrowings and the process of borrowing as such are the most qualified.

We have chosen the topic because it is very interesting and attractive especially at present. Although there are many possibilities how to examine English borrowings in Slovak, our thesis concentrates on their frequency and understanding by young people. It was a matter of our own solution to choose journals for the research, the period for the excerption of English borrowings, as well as their amount. The timeline of research was determined at random, and the size of corpus was determined due to the amount of English borrowings necessary for the frequency data.

In the thesis, the students from two Slovak secondary schools were chosen as a research sample.

The field of enriching Slovak lexis by English lexical units is and surely will be discussed, because it relates to the area which every nation is sensitive to – the language and its vocabulary. It is a very personal matter, a sign of sovereignty.

The contemporary situation affected by the process of borrowing raises interest and opens public discussions that are not easy from various aspects. It is mainly the aspect of their acceptance (a personal reception that it is a fact and irreversible process) or accurate understanding - (semantic meaning).

The thesis brings an overview of a quantity and frequency of English borrowings that were used in Slovak journals during the given period. In terms of the goal of the thesis, the research in understanding the English borrowings is crucial and the most important.

The corpus includes all English borrowings (anglicisms) which appeared in texts of two chosen Slovak journals. It includes borrowings in sport, technology, economy, politics and public, and terms of other specific areas.

Within the part where the corpus is enlisted, an interpretative (semantic) analysis is also provided. The lexical material was excerpted from two Slovak respected journals (Pravda and SME).

The theory includes the overview and classification of terms connected with the thesis - processes of borrowing from other languages. It also discusses the reasons for adaptation of foreign words.

The following part brings definitions on English borrowings, and it contains other subchapters related to the field of study, such as an introduction to the problems of frequency, the genre, and stylistic area from which we took the corpus.

The research contains the list of English borrowings and the determination of their frequency that is our own contribution and the result of our own search. We excerpted the English borrowings from the journals Pravda and SME during January and February 2010.

The questionnaire, created by us, brings interesting results obtained from respondents who were expected to show if they really understand the meaning of English words that were adapted into Slovak and if they can use them correctly. Students of secondary vocational business school and gymnasium in Detva completed the questionnaire.

We compared two different groups of the first and fourth grades.

At last, but not least it is important to declare that the whole thesis was written in accordance with articles of the “*Methodology guidance no. 14/2009-R*“ of the Ministry of Education for final university theses.

The thesis is written in accordance with tutor’s instructions and suggestions, and instructions given by Ing. Stanislav Ďurfina and Mgr. Ján Skalka, PhD., for CPU students.

# 1 Theoretical issues

## 1.1 Contemporary situation of the problems

Many Slovak linguists in Slovakia or the Czech Republic have already researched this given field. One of the works on the subject of English borrowings is “*Language situation in Slovakia in the context of the European Union with regard to English borrowings in daily press*”, by Jesenská (2007). The author deals with the language situation in Slovakia with respect to language culture and awareness of the Slovak speakers. Jesenská explains the significant innovation and democratization processes in the Slovak language.

She believes that the Slovak language is strong enough to cultivate and develop itself without speakers’ worries of „abusing“ the language. Jesenská briefly previews foreign words in the Slovak language with regard to synchrony and diachrony, i. e. how the foreign words are handled in the Slovak newspapers and journals (Jesenská, 2007, p. 82 ).

She discusses reasons for English borrowings to be so widespread. She focuses on different approaches to newspaper readers on the part of different types of journals.

Another close work in topic is “*English borrowings in Slovak in terms of didactic communication*” by Katreniaková (2002). She emphasises that a didactic teaching communication needs to react towards many questions associated with the process of borrowing. The Slovak language is not a passive recipient of foreign borrowings, “*an inclusion and complete naturalization of borrowed words is a long-term and complex process*” (Katreniaková, 2002, p. 4). Katreniaková describes the rate of foreign word incorporation in context with the adaptation patterns of the Slovak language. She gives a comprehensive analytical overview on the quantity of English borrowings from various aspects, i. e. morphological, graphic, acoustic, lexical, semantic, textual and stylistic and finally sociolinguistic one. The author in her work makes various synchronic, dynamic, qualitative and quantitative linguistic analyses of the selected corpus. She uses Slovak dictionaries and mass media (TV, press, radio stations, texts of different origin) as the source material for her study (Katreniaková, 2002, p. 4).

Kačala, a respected expert in this field of study, deals with the research of the Slovak standard language, semantic syntax, lexicology, lexicography and the language culture. In particular, he focuses on the grammatical system of the current standard Slovak language.

He discusses these issues in „*Zrozumiteľnosť súčasných novinových textov*” published in 2000 and in „*Hodnoty spisovnej tradície*“ (2004).

Dolník, a Slovak linguist, focuses on general linguistics, and particularly, on Slovak and German. His work “*Spisovná slovenčina a jej používatelia*“ (2000) contains a systematic interpretation of a theory of the Slovak language and its cultivation. Dolník presents a linguistic approach to the standard language with a pragmatic linguistic viewpoint. He argues in favour of building a new theory of a standard language and language culture.

In “*Lexicology*” (2007), author extends the view and presents an analytical image of the Slovak vocabulary. He interprets lexical semantics in terms of the classical system linguistics and from the standpoint of linguistic pragmatism and cognitive semantics. He describes a sociolinguistic aspect of the word stock. Dolník presents his academic opinions in the article “*Literary fortnight*” (2006) as well as in “*Sociolingvistika, systémová lingvistika a spisovná slovenčina*“ (2004) .

Bútorá in his article “*Angličtina jazykom európskeho ľudu*“ (2001) brings negative reactions and attitudes of two most influential European languages, i.e. German and French towards English words used in their languages. He says that despite all the negative emotions of German, French speakers, it is a fact that English is the best and the most universal, versatile and unifying language in the entire European Union (Bútorá, 2001).

Bútorá claims English will not be at the expense of today’s European nations’ languages. Bútorá says, “*If we really talk about unity of European nations and the European lingua franca is to be found, it is not the decision of European officials. It is thousands of decisions of individuals, groups, and institutions.*” Bútorá says that there are such EU leaders who are vigilant against the „domination“ of English. Those who move the EU labour market possess greater responsiveness to English language (Bútorá, 2001).

In the article by Alena Štulajterová, „*On the problems of English with respect to adaptation of new English borrowing in the Slovak language system*“, the author focuses on the new English lexical units which have been adopted into Slovak in the last ten years or more. The article outlines and analyses the frequency and use of newly borrowed anglicisms in various areas of human activity, particularly in journalistic texts.

Štulajterová also analyses the process of adaptation of the newly borrowed English lexical units in the system of the Slovak language. The author separately deals with phonetic and orthographic adaptation of new English borrowings. Štulajterová mentions some of the distinctive features of borrowings in contrast to native words. It is e.g. specific *phonemes* (in English it is distinctive plosive consonants: p, t, k); *special groups of phonemes*, or unusual clusters of consonants with vowels (before some vowels, the clusters are pronounced hard). She also refers to unusual groups of consonants at the beginning of the word. Štulajterová analyses various phonetic and adaptation rules regarding spelling, i. e. the changing nature of vowels and consonants, which the foreign word undergoes when being imported into the Slovak language (Štulajterová, p. 90, 91).

In the section on the lexicology point of view of adaptation process, she emphasises the nature of the changes compared with other adaptations, i. e. stylistic, and morphology adaptation (Štulajterová, p. 92, 93).

The author further develops the relationships of newly adapted English borrowings, the layers of a word stock, in particular. She declares there are no parameters of the vocabulary (with some exceptions) which English would not affect. Gradually, the author focuses on the particular layers, in which the English impact is seen.

i. e. terms, neologisms, professionalisms, internationalisms, journalisms and slang words (Štulajterová, p. 93, 94).

Štulajterová also talks about a morphological aspect of adaptation, i. e. the treatment, and declination of nouns, adjectives and verbs (Štulajterová, p. 93, 94).

In the context of stylistic adaptation of the new English borrowings, there must be some stylistic rules, properties for an integration of English lexical units determined.

Direct or indirect contact of language user and the adaptation level of a borrowed word influence the adaptation process of a borrowed word (Štulajterová, p. 94).

Malá (2002) in “*Monitoring of English borrowings in the Slovak language*“ also deals with the problems of English borrowings in Slovak and focuses on their division into separate lexical groups according to their meaning.

J. Růžička focuses his attention on the phonetic and graphic adaptation of borrowings. He introduces the basic phonemic and morphological characteristics of foreign words in Slovak. A. Král' addresses the general adaptation rules of foreign language elements. He distinguishes between the *acoustic* and *optical* type of borrowing(s) (Růžička, In: Katreniaková, 2002, p. 5).

J. Lenhardt expresses and emphasises the phonetic (graphical) sequences in English words must be in harmony and equal with the models of native words (Lenhardt, In: Katreniaková, 2002, p. 5).

J. Šikra puts forward a questionnaire method to find out the pronunciation of foreign words from the sociolinguistic viewpoint (Šikra, In: Katreniaková, 2002, p. 5). He introduces the hypotheses, which concern the choice of pronunciation form of borrowed words. He states, "*the knowledge of a foreign language and its prevalence as well as the original form of a word in a given language influence the pronunciation form*" (Šikra, In: Katreniaková, 2002, p. 5).

Buffa discusses the morphological adaptation of a borrowed word (Buffa, In: Katreniaková, 2002, p. 5). The decisive factors when talking about the use of a morphological adaptation is an analogy of a particular word with similar words of the pragmatic field to which the borrowed word belongs (Buffa, In: Katreniaková, 2002, p. 5).

Mistrík, J. Horecký, M. Těšitelová provide the textual stylistic (frequency) characteristics of borrowed words, it confirms that the journalistic style (the press) offers a wide range of foreign lexical units (remarkable amount of English borrowings) (In: Katreniaková, 2002, p. 5).

K. Habovštiaková focuses the attention on the sociolinguistic aspect of English borrowings. *The vocabulary reflects the evolution of society*, as she says. It is because the non-linguistic factors influence the movement in lexis (Katreniaková, 2002, p. 5).

In 1994, S. Mislovičová wrote a work where she analyses the usefulness and propriety of borrowing words (Katreniaková, 2002, p. 6). She claims there is an absence of naturalization of English borrowings because of the short of time and speed with which they are borrowed (Katreniaková, 2002, p. 6).

L. Dvonč on the contrary notes, the assimilation of expressions of English origin is faster due to maintaining the original graphic and acoustic language, which is a burden for a language user (Dvonč, In: Katreniaková, 2002, p. 25).

Čobejová Eva (2006), critically reflects the conditions and tendencies of tabloid newspapers and their language culture in a newspaper article “*Tabloid in Slovak*” (Čobejová, 2006, In: Jesenská, 2007).

Ján Findra (2004), as well as Mistrík reflects this problem in his “*Štylistika*”, in the book, the author presents firm theoretical and methodological outcomes and interpretations. He develops stylistic point of view of English borrowings in the context of their treatment by the system of the Slovak language (Findra, 2004, In: Jesenská, 2007).

Július Lomenčík and Juraj Dolník consistently maintain a pragmatic view upon language, i. e. making differences between proper and improper language means has had a strong tradition among language users, tradition “*established by many generations back*” (Dolník, 2000, p. 170 In: Jesenská, 2007, p. 13). Lack of confidence of the language users to decide which language means to use unintentionally supports the consciousness of the academic authority that may easily fall to language authority (Dolník, 2000, p. 173, In: Jesenská, 2007, p. 13).

Many linguists are rightly concerned about the loss of (artificial) authority of the general public. Lomenčík himself focuses attention on the poor position of Slovak linguists. They have simply no chances to correct errors of language users. He says the voices of language codifiers are “*voices of dead time*”. Lomenčík expresses his critical views in the “*Literary fortnight*” in an article *Words of “our” (euro) times*” (Lomenčík, 2006, In: Jesenská, 2007, p. 13). We think Lomenčík hyperbolizes too much his negative attitude to English language as such. He may feel that Slovak language adapts too smoothly, too gladly and too quickly surrenders its own original face. He literary talks about “*a confused soul of a Slovak, who buries his own language [...] and mires in the language load, burden, and worthlessness*” (Lomenčík, 2006, p. 11, In: Jesenská, 2007, p. 15). The overuse of English borrowings is a “*sin against the Slovak word*”, he literally says. Lomenčík talks about „unhealthy preference” of English (non-English borrowings), and that the usage of foreign language is a sign of “heresy” (Lomenčík, 2006, p. 11 In: Jesenská, 2007, p. 15). It is true, English is the most preferred of all European languages. Slavomír Ondrejovič states that e.g. English expression “*handout*” has been used in the scientific discourse for at least 20 years.

He disagrees with its replacement for the Slovak equivalents “*pomôcka, príručka*”. He argues it is unsuitable, because “*these words are already engaged and their semantic nature does not correspond with the meaning of the expression “handout”, any replacements are highly inappropriate*” (Ondrejovič, In: Čierna, 2006, p. 9 – 10, In: Jesenská, 2007, p. 12).

There are two opposing groups of linguists on this problem. One argues in favour of the “protection procedures”, i. e. Doruľa, Ivanová-Šalingová, Kačala, Kráľ, Lomenčík, Stadtrucker, Šabík, Ťažký, Zavorský “ (Jesenská, 2007, p. 14).

The other half represented by Dolník, Findra, and Ondrejovič is against the use of English borrowings “(Jesenská, 2007, p. 14).

Ondrejovič aptly notes, “*The source [...] of misunderstandings in past could have been the fact that the codification did not always estimate the state and movement in the language. The language should have kept inside the old elements or conversely that the codification tried to bring such elements which were refused by the body of language*” (Čierna, 2006, p.10, In: Jesenská, 2007, p. 15).

Professor Mistrík reflects on the frequency in “*Frekvencia slov v slovenčine*”. He emphasises the importance and significance of the statistical (quantitative, qualitative aspects) approach to various language facts (Mistrík, 1989, p. 9).

Mistrík says the quantitative approach to language facts is something entirely natural and inevitable (Mistrík, 1989, p. 9). All the efforts to capture the accurate and exact data are associated with efforts to penetrate deeply into the structure of languages. There is a need to prepare the ground material for translation machines. The statistics are helpful for comparative linguistics and typological analysis and for pedagogy, psychology, and other scientific fields (Mistrík, 1989, p. 9).

In the book, Mistrík further develops methodological and theoretical questions concerning the analysis procedures of particular language phenomena. As an aspect of quantitative analyses, he emphasises the importance of the procedures within the typology of texts. Mistrík provides a quantitative ground material to recognize the Slovak language as unique in typology and structure (Mistrík, 1989, p. 9).



Tereza Víšková discusses the problems of English borrowings in Czech language in the diploma thesis „*Současné české lexikum a anglicizmy*“. In particular, Víšková deals with anglicisms and their frequency in the contemporary Czech language with primary focus on modern expressions. It covers general information about language as such; the enrichment of lexis and in this respect, Víšková compares the Czech language with English. Víšková describes anglicisms excerpted from quality Czech journals. She discusses the lexical system of the Czech language, diversity in the typology of lexical units in each language. It means words, collocations (phrases) and idioms (Víšková, 2008).

Víšková evaluates the process of borrowing and consider it one of the most significant lexical processes. The language, as she says, is the greatest open entity and so open is its word stock. The word stock Víšková talks about is captured in the monolingual, interpretative dictionaries. (Víšková, 2008).

Víšková explains the changes in the word stock caused by foreign influences. She discusses the process of borrowing from foreign languages, distinguishes various types of lexical units of foreign origin. The author emphasises the position of foreign words in Czech. She reflects the conditions in the contemporary word stock as well as different nature of languages (classification of languages, the conditions in Czech / English language). Within the diploma thesis, we mention, Víšková focuses on English borrowings. She created several lexical groups according to the spheres of our life in which the import of English borrowings is the most evident (Víšková, 2008).

František Čermák (2001) shares his views on English borrowings in the Czech language in „*Jazyk a jazykověda*“ as well as Jaromír Novák, who interviewed a respectable and well-known Slovak linguist Klára Buzássyová in March 2004.

Schmiedhamer Václav is interested in English borrowings used in Slovak press just like Jesenská Petra. Růžena Písková reflects on the problem of English borrowings in Czech language. She deals with the Czech language mainly from the aspect of lexicology, but with the primary attention on communication technologies.

Rosie Johnston for the Czech Radio interviewed Karel Oliva. In the interview he shared his views whether borrowings was really a threat to the Czech language.

Oliva is the head of the Institute of The Czech Language, he states English words have been a part of the Czech since 19<sup>th</sup> century. In the interview, Oliva said he was puzzled why Czech speakers use English borrowings instead of some good Czech words (Oliva, In: Johnston, 2009).

However, he added he was not worried about the fate of Czech language, he just wished people would use less English words. He said, “*Whether all anglicisms entering the Czech language actually stick, or end up going the same way as some cringe-worthy expressions will be seen in the years to come.*” (Oliva, In: Johnston, 2009). The article includes an audio record where common Czech speakers expressed their opinions.

Irish linguist Crystal covers many areas in the study of English. It is for instance learning/teaching, clinical, and forensic linguistics. Crystal hypothesises the global impact of English. As many well-known linguists, Crystal himself has its own definition and opinion on the problems of borrowing. Although he uses the terms “borrowings / loanword” to refer to a foreign unit in a language, he admits this term is not adequate, because it does not reflect reality. The fact is languages do not practically return or give back the borrowed lexis (Crystal, In: Jesenská, 2007, p. 46).

Alexander Onysko talks about the problems of English words in German in “*Anglicisms in German: Borrowing, Lexical Productivity and Written Codeswitching*”. He specifically refers to the integrating theories in the language and overviews the process of borrowing in general and its difference with code switching. In the book, Onysko discusses various types of anglicisms (e.g. pseudo anglicisms and hybrid anglicisms). He develops various typologies and diachronic aspects of English lexical units in German. In particular, Onysko pays attention to assimilation and etymology (Onysko, 2007, p. 7, 8, 9).

In the second part of the work, Onysko continues and talks about the corpus, methods and frequency of English borrowings. He provides a typology and integration of English borrowings. It mainly concerns morphological features of nominal anglicisms, a lexical productivity, and inflectional integration of anglicisms. The author separately discusses various fields of code switching (single-word code switching, intrasentential / introsentential code switching), and phrasal anglicisms (multi-word phrasal borrowing).

In conclusion, Onysko gives some ideas about the impact of English borrowings for the future of German (Onysko, 2007, p. 7, 8, 9)

In “*English in Europe*”, a German expert Manfred Görlach has a chapter on English-German influences together with Ulrich Buses. John Humbly edits the section on French-English influences. Felix Rodriguez Gonzales discusses the problems of English borrowings in Spanish and at last, Virginia Puccini speaks about Italian-English influences. They all looked back to the past and examined the streams of influence of English on the word stock of European languages in present days.

Some other German authors also discuss the issues of borrowings within German, for instance Christian Erkenbrecher in 2006 at “*Hauptseminar of Intracultural and Intercultural Pragmatics*”, or Hans Joachim Meyer in the book called “*Globalization and the Future of German*“. Other linguist include e. g. Susanne Hilgendorf and her comments in the article, “*English in Germany: contact, spread and attitudes*” of “*World English*” magazine. Hilgendorf discusses anglicisation of the German language. It is also Fofmann and Glahn in 2002, who talk about various impulses and changing tendencies in German caused by English. At last, Duszak and Okulska, Gardt and Hüppauf discuss a global impact of English.

## 1.2 Process of borrowing and code switching

Before the actual research begins, there must be an interpretation of crucial terms done. The basic area handled and researched within the thesis is English borrowings which form a separate issue of a linguistic discipline called lexicology. Borrowed words represent a widely discussed and researched issue of experts in lexicology.

David Graddol, a British linguist, a member of the editorial board of revue "*Language Problems & Language Planning*", says that the process of borrowing happens "*when language A uses, absorbs such linguistic item or feature which was a part of language B and which language A did not have*" (Graddol – Leith – Swann, 1996, p. 33).

Alexander Onysko suggests his viewpoint saying, "*it is when the same form denoting the same or similar meaning is found in two different languages*" (Onysko, 2007, p.16).

"*The process of borrowing means simply an implementation of growth potential which every lexical stock owns.*" (Dolník, 2007, p. 165).

Dolník in his book "*Lexicology*" further expresses rather controversial statement worth considering, he notes "*as borrowing words means enriching a receptor (target) language from outer, external sources, therefore it should not be included into developing, improving particular language lexis*" (Dolník, 2007, p. 165).

Code switching is comparable to the process of borrowing, but it is not the same and therefore we have to separate these two terms

The definition of borrowing overlaps with the phenomenon of code switching in multilingual environments (Poplack, In: Pütz, 1993, p. 256, In: Onysko, 2007, p. 36.). Theoretical discussion about the separation of borrowing and code switching were stimulated by Haugen's initial definition, where he says, "*code switching occurs when a bilingual introduces a completely unassimilated word from another language into his speech*" (Pütz, 1993 p. 182-183, In: Onysko, 2007, p. 36.).

Poplack provides his own definition of code switching, he states, "*it is the juxtaposition of sentences (sentence fragments), each of which is internally consistent with the morphological, syntactic (optionally, phonological) rules of the language of its provenance*" (Poplack, In: Pütz, 1993, p. 256, In: Onysko, 2007, p. 36.).

Borrowing is primarily a lexical process accompanied by morphological and phonological assimilation in the receptor language (Poplack, In: Pütz, 1993, p. 256, In: Onysko, 2007, p. 36).

Authors of “*Dynamika slovnej zásoby súčasnej slovenčiny*” are firmly convinced that “*the consequence of borrowing words is also the tense between the tendency to internationalize and formation tendencies*” (Horecký, Buzássyová, Bosák a kolektív, 1989, p. 273. In: Jesenská, 2007, p. 17). It is natural and acceptable that each language and its users try to protect the heritage of their community – the language. Such attempts and precautions took place many centuries ago in England, where some authorities tried to ensile language to prevent any foreign lexical influences from outside (Horecký, Buzássyová, Bosák a kolektív, 1989, p. 273. In: Jesenská, 2007, p. 17). In these days, something similar is absurd and impossible.

There are several reasons why the language accepts foreign words. It is e.g. the progress of the whole society, the overall unification of cultures, and a functionality of languages. It is also overall globalisation of the world. If a language wants to be a part of the world it must be open to it. The openness of a language is one of the features of the language awareness. The awareness is in relationship with the foreign elements, which come to the receptor language. These elements could have imported into an own language basis as its growth potential. The symptoms of a language vitality and flexibility are reactions of language towards changes. A language has a potential to cope with the import of words (Dolník, 2007, p. 166).

We could conclude that borrowing words might have become one of the signs of implementation of mentioned growth potential (sign of developing lexis). According to Dolník (2007, p. 166) there are following factors considered while borrowing words:

1. *the conditions of borrowing* (the complexity of lexis of a receptor language, update of a potential range of languages and attitude of a language community to borrowing);
2. *what is borrowed*, i.e. where either the denotat (e.g. hamburger) is borrowed, or not (e.g. wrestling);
3. *the way of borrowing*

The process of borrowing fills the gap between the range of denomination units and the range of lexical units. These are such situations when we cannot find any adequate native expression or the native equivalent is less appropriate.

The advantages of a single word expression are obvious; a motivation in a Slovak expression is disturbing (Dolník, 2007, p. 166). An example of such a situation is borrowing in favour of a modulation (e.g. semantic modulation – *lízing*; pragmatic modulation – *party, shopping centre, popcorn*) and variability (Dolník, 2007, p. 166).

It is not a solution to try to restrict borrowing foreign elements into Slovak. It may bring some trouble. It could cause language aging, or the sense of language functionality would be disrupted and broken.

The expectations that every speaker in a language is equally active in cultivating the native language would not be very prudent (Dolník, 1999, In: Jesenská, 2007, p. 11).

That is why there were some institutions established whose primary aim is to care about language and to guide its cultivation. The language users follow the manuals issued by authorized linguistic institutions based on the codified form of the language (Dolník, 1999, In: Jesenská, 2007, p. 11).

As we mentioned there are some authorized or unauthorized “experts” with negative attitudes to any foreign elements in the language. They are worried about the future of the language culture and feel aversion. The opponents of borrowing foreign words stress the aggressive nature with which they have settled in the structure of our language.

TA3 correspondent Anna Vojteková shot a report on it, “*Boj s anglicizmami* “. Many well-known people criticised the overuse of foreign expressions in the report, they said it was “*causeless, frivolous, and distorting*”. There is an initiative that all names, titles, notices, advertisements, marks and labels in shops, restaurants that include English element should be distinguished. They claim these names and notices, or marks, must come after text in Slovak, and be equal in content with Slovak text (Vojteková, 2010).

In addition, citizens of Bratislava were asked what they thought about using Slovak words instead of English ones. Even though some English words as *pub, shop, hot dog* are already adapted and used as if they were in Slovak since the beginning, the respondents said it would lose its charm, or it would eventually sound stupid if the English word was replaced.

However, one woman on the contrary remarked, „*I would definitely prefer using the Slovak words, because I do not think we are in America*“ (Vojteková, 2010). It is a sort of prejudiced attitude of a more conservative woman. She simply does not accept the situation and strictly opposes against English borrowings in Slovak.

Ján Bosák, from the *Linguistic Institute of the Slovak Academy of Sciences*, reacted in the report, „*Replacing all foreign words for the Slovak ones will not protect Slovak language.*“ For instance a word „*pub*“ (referring to a Slovak word „*krčma*“ cannot be translated in an exact way into the Slovak language (Bosák, In: Vojteková, 2010).

“*The meaning of a word „pub“ does not equal the meaning of the Slovak word „krčma, hostinec“* and he concludes, “*no word-for-word translation is possible in this case*“ (Bosák In: Vojteková, 2010). The representatives of “*restrained, moderate*” linguists share the same opinion saying it is a complete nonsense to translate all foreign (English) words into the Slovak language“ (Vojteková, 2010).

Jesenská is right, when she claims, “*it is not the source language to blame, but the target language(s) which do not possess a suitable equivalent, or flexible language users who would be ready to react to changes and innovations*” (Jesenská, 2007, p. 18, 19).

Kret claims the Slovak language is in deep disrepair, that the language culture has suffered too much and therefore is in decline (Kret, 2001, In: Jesenská, 2007, p. 11).

In this context, Dolník remarks it is important to differentiate between “*natural*” and “*artificial*” purism. Artificial purism calls for pragmatic aspect of functionality (Dolník, 2007, p.165).

However, Slovak language has its own effective defense mechanisms forestalling any violations from outside; any language is able to accommodate foreign elements coming inwards (Kret, 2001, p. 11, In: Jesenská, 2007).

Diachronically, all words imported into Slovak are foreign, because they were taken from other non Slavic language, but when the foreign words are used in a language long enough, they are not viewed as foreign anymore (Dolník, 2000, p. 155, In: Jesenská, 2007).

Britons, known as a conservative nation used to conserve English from the outer world (Jesenská, 2007, p. 17). However, they were not successful because since 17<sup>th</sup> century Great Britain had exported English. In the United States, purists tried to prevent the infiltration of non-English words into “*American*” English very bitterly (Jesenská, 2007, p. 17).

Jesenská continues, “so far, English have borrowed and still borrows lexis of some 120 languages, which is more than the Slovak language borrows” (Jesenská, 2007, p. 18).

She also notes, “English language has always possessed a great ability to receive and non-English influences. According to Jesenská, English is a “hybrid, mixed” language with the prevailing German grammar and Roman word stock (Jesenská, 2007, p. 38, 39)

Crystal says, “Borrowed words only “feel” foreign if they have not had time to become integrated into the target language (Crystal, In: Graddol, p. 33)

In the process of borrowing, the Slovak language is a part of an *inter-lingual scene*. It is a set of mutual relations, which the *target language*, or *receptor language* (the Slovak language) has with the *source language* (Ološtiak, p. 136 also In: Vicianová, CPU, 2008)

These reciprocal relations lean on *interference* (which is a matter of actual individual utterance of a speaker), *adaptation* (phonological, orthographic, semantic, morphological, stylistic) and a finally an *integration*. The process of importing foreign language elements into the target language is based on a relationship between *langue* ↔ *parole* (Orgoňová, Furdík, In: Ološtiak, p. 137 also In: Vicianová, CPU, 2008)

Any borrowing is a subject of adaptation process, or assimilation (a reaction of a language system to impacts from outside) (Dolník, 2007, p.167).

When discussing the origin of words in the perimeter of Central European languages there are two groups distinguished, i. e. words derived from Slavic and non-Slavic languages. (Víšková, 2008, p. 17). Due to close cultural contacts of languages, the foreign words are used in several languages at once, i. e. they are considered internationalisms (Víšková, 2008, p. 17). This international nature represents an advantage for many language speakers. However, on the other hand, there are some countries where the adaptation process was not very smooth. The receptor language is too sensitive to any influences from outside. It is for instance French, which has its own denomination for a word from outside; it simply does not accept the word. The “unaccepted” word may be different in a certain aspect, e.g. in pronunciation. Mostly, it involves words from Greek and Latin (Dolník, 2007, p. 166).

The extent of categories within which the internationalisms can be analyzed is wide (Dolník, 2007, p. 166).



The international nature involves not only the words (phrases) as such, but morphemes too. The smaller parts influenced by Latin, French or Greek are e.g. prefixes, suffixes, word stems, compounds, etc. (Doling, 2007, p. 166). Why there is such an attention paid to this category of words? Well, during the excerption of English borrowings and origin analysis, a significant part of the corpus had shown the international nature of words. The quantity of these international words was great, there was lower percentage of words purely English.

Linguists offer minimum two causes for strengthened import of foreign words, i. e. extra-linguistic and intra-linguistic reasons. The most influential extra-linguistic element is culture and everything around it (Katreniaková, 2002, p. 25, also In: Vicianová, CPU, 2008).

Professor Mistrík notes that the words, which got to the Slovak system directly, are more specific (mostly colloquial) and to some extent expressive. The words, which were imported to Slovak indirectly, come from Latin, Greek (Mistrík, 1989, p. 88, In: Jesenská, 2007, p. 23).

**Table 1 - Reasons for strengthened process of borrowing**

<b>Extra-linguistic</b>	<b>Intra-linguistic</b>
a culture impact of both languages	no equivalent word for a new expression
a mutual contact of countries	the need for accuracy, uniqueness;
an interest to study the language	the tendency to create a single-word expression instead of compound one
linguistic culture of target language speakers	

Source: Katreniaková, 2002. p. 25, also In: Vicianová, 2008

Before any classification of foreign language units, foreign words and the borrowed ones have to be distinguished. *Foreign words* relate to other (foreign) language and in a text, we state the word either in inverted commas or *italics*. They are used as a stylistic “clause” in the text (Galperin, In: Jesenská, 2007, p. 46 also In: Vicianová, CPU, 2008). On the other hand, *borrowings* are words naturalized and usually not replaced with any native equivalents in texts (Jesenská, 2007, p. 46).

### 1.2.1 Classification of borrowings

There are many different classifications of borrowings; we provide one from a Slovak linguist Kvetko and the other one by Betz. Occasionally, it is possible that the Slovak language adds a new sense to the meaning of one of its own native words. There are sometimes situations when new meanings of words are borrowed, for those ones Kvetko uses the term – *semantic loans*, they are very similar to calques. Another category of loans / borrowings are *translation loans*, (or word-for-word/root-for-root translations) - simply *calques* (Kvetko, 1996, p. 71, also In: Vicianová, CPU, 2008). One of the types is also a process of *loan rendering*, i.e. when only a part of the element of a loan word is translated (Kvetko, 1996, p. 71, also In: Vicianová, CPU, 2008).

Werner Betz offers his classification of borrowings in accordance with a nature of influences. The direct influences include *loan word*, *foreign word*, and *assimilated loanword*. The indirect ones are *loan coinage*, *loan meaning*, *loan formation*, *loan translation*, *loan rendition* and *loan creation* (W. Betz, 1993, In: Onysko, 2007, p. 13).

In the context of classification, we would like to present one specific group of borrowings called *fake English words*. They are often adopted by many speakers, possibly in belief they really are English, or because in order to fill the gap in the vocabulary. Here are the examples from French (*un rugbyman, un tennisman, un talkie-walkie, le footing, le boss, le comeback, le fair play, un leader, un hot dog*)” (Graddol – Leith – Swann, 1996, p. 33). Diachronically, we have to differentiate between the sources of borrowings, and the language to which the words are traced. For instance, the form of a word “*paper*” is more or less alike in Latin, French, and Slovak language. However, there are some slight differences in terms of spelling and / or pronunciation (Kvetko, 1996, p. 71).

As for the adaptation of foreign words, Víšková gives a following classification in her diploma thesis (Víšková, 2008, p. 18):

- a) *quotation words* – word, phrases in particular, which retain their original spelling (pronunciation, accent) and they do not adapt to the Slovak morphology system. These quotation words have a minimum adaptation (they assimilate to a standard only from a phonic aspect);

- b) *literal quotations of various sayings and famous quotes*
- c) *words with original or fluctuating spelling (orthography)* – there are some tendencies to make the foreign word sound Slovak; spelling doublets are removed which simplifies the system (e.g. *jam - džem, briefing - brífing*)
- d) *calques* (phraseological, semantic, derivational)

In the context of adaptation of an English word, Jesenská mentions following aspects:

1. *structure of English borrowing* (words ending with consonant are much easier to decline; e. g. *outsider, lízing, líder*);
2. *repetition of English borrowing in a text* (the more repeated word, the higher is the probability of adaptability);
3. *other non-linguistic causes* (tradition or appearance of a unit, lexical phenomenon in Slovak realia; football, baseball, tiebreak) “ (Jesenská, p. 8).

Adaptation process is not always free from complications. We can only agree with Štulajterová opinions; in particular, “*the use of original orthographical form instead of codified adapted form may in some communication situations testify the ignorance of the language standard.*” (Štulajterová, p. 90).

Naturally, as for the integration of borrowings, each language has its own degrees, English too. There are these 3 degrees distinguished: *low, medium, highest* (a borrowed word loses its spelling and pronunciation) (Graddol – Leith – Swann, 1996, p. 33).

### **1.2.2 English borrowings**

In the *Linguistic Encyclopaedia*, professor Mistrík defines English borrowings as “*a word, expression, syntax construction borrowed from English*”

“*English borrowings are considered by a fair part of influential speakers of the language to be substandard or undesirable*“ (Mistrík, 1993, p. 265, In: Jesenská, 2007, p. 47).

From the point of view of functionality, the process of borrowing English words is either positive or negative (Jesenská, 2007, p. 33). The positive includes such words, for which there is no equivalent in the target language, and they are commonly used in original form, e. g. “*blog*” or “*marketing*”.

On the other hand, borrowed words from negative aspect are viewed as dysfunctional and redundant, because Slovak has an equivalent for particular English word, e.g. *popcorn* – pukance, *cash* – hotovosť, *budget* – rozpočet) (Jesenská, 2007, p. 33).

Some experts say that because of a speed of borrowing English words, they have not enough time to become native (Jesenská, 2007, p. 34). In addition, the actual amount of English borrowings in a text depends on the content of the text or message; it concerns the category of so-called *new anglicisms* (Mistrík, 1993, p. 65).

After modifying professor Kvetko's definition of an English loan word, English borrowing is defined as "a word taken over from English language and modified in phonemic shape spelling, grammar or meaning according to the standards of Slovak language" (Kvetko, 1996, p. 71, also In: Vicianová, CPU, 2008). Anyway, there arise complications with defining the term English borrowing. It is sometimes impossible to find out the history of the word we think is of English origin. Sometimes we just have a poor chance to achieve any success (Jesenská, 2007, p. 50).

We might be quite clear, that it is obviously English borrowing, because of the spelling, orthography, etc., but it may not be so, and this happened while excerpting the enlisted borrowings. Actually, there is for instance the *Grand Dictionary of Foreign Words* which is wide enough and good but it does not bring the history of the word anyway (Jesenská, 2007, p. 50).

Though English was born as a unique language it also adopted some words from Latin, French, Greek and other languages, e. g. *politics*, *democracy*, *situation*, *minute*, etc. Since they are used in several European languages, e.g. German, Spanish, and French at once they are called - *international English borrowing* or *internationalism of Anglo-Saxon origin* (Jesenská, 2007, p. 51). Jesenská distinguishes these following features of Anglo-Saxon internationalisms: progressiveness (topicality, flexibility); dynamics; tendency to economise vocabulary.

### **1.2.3 Pseudo-anglicisms**

Simple definition of pseudoanglicisms from the internet encyclopaedia (Wikipedia), says it is sort of an odd type of English borrowing. These borrowings were created in the native environment through traditional lexical elements, but they contain native word stems (Vicianová, CPU, 2008).

In the article, „*Pseudoanglicisms in Croatian language*” its author Maciek Czerwiński, states, „*though pseudoanglicisms are words built from English elements or words shortened to a new form they are not accepted from English. It is simply because they do not exist in English at all.*” That is why they are entitled as “*pseudoanglicisms or secondary anglicisms*” (Czerwiński, 2001, p.15-21, In: Svobodová, 2007, p. 49 ).

Czerwiński also points out we must differentiate pseudogermanisms or pseudonaglicisms from hybrid forms. Hybrid form of a word consists of a native word stem and foreign suffix (Czerwiński In: Svobodová, 2007, p. 49).

In accordance with Rudolf Filipović, the author of „*The theory of languages in contact*“, we distinguish three types of pseudoanglicisms (Filipović In: Czerwiński, In: Svobodová, 2007, p. 49, 50). Firstly, it is a *composition* (English borrowing linked to a word, e.g. “*gólman*”). This term refers to the same person in both football and hockey, but in the field of hockey, the term *goalie / goaltender* (AE) is used and “*goalkeeper*” in football. The semantic meaning of this man’s position in the game is the same in Czech, Slovak and German, but the spelling in German version is different, “*Goalmann*” (Svobodová, 2007). We have to say that “*gólman*” may sound more colloquially. Filipović therefore considers the word a „*false pseudoanglicism*“. Secondly, he mentions a *derivation* and an *ellipsis* (Filipović, In: Svobodová, 2007, p. 49, 50).

To sum up, it implies that anglicization goes hand in hand with the economic expansibility of “western” cultures. Currently, we could replace the term *English borrowing* for the term *globalism*.

Now, let us discuss the other aspect of the problem linked to the research – English words in journalistic style. The import of foreign words did not omit the stylistic aspect of language. Professor Mistrík states in his work “*Stylistics*” that every sixth word used in Slovak mass media is foreign, non-Slavic (Mistrík, 1989, p. 91). It is actually a natural historical reason that some words used in Slovak newspaper come from Latin or Greek. Journalisms as well as administrative words have a dual denotation area (Dolník, 2007, p. 185). The first denotation area includes entities of an internal journalistic sphere, i. e. specific technical vocabulary (Dolník, 2007, p. 185). The second denotation area consists of entities of an external publicist sphere, i. e. the words represent series of events, facts and occasions towards which journalism reacts (Dolník, 2007, p. 186).

### 1.3 Frequency of words in the Slovak language

Linguistic research on quantitative characteristics of the Slovak language has a long-time tradition in Slovakia (Mistrík, 1969, p. 47). Primary focus of the linguistic research is the frequency analysis of elements in a text. The statistical research of language is still much needed. Statistical analyses of the language are very helpful for instance for the phonetic research (Mistrík, 1969, p. 9).

A frequency is a quantitative qualifier related to an occurrence of lexical units per some particular unit. The particular unit in the research done was the excerpted English borrowings in 60 issues of two Slovak journals. The quantitative analyses in a language are an instrument through which we can get deeper into the language structure (Mistrík, 1969, p. 9). The determination of frequency is also helpful for foreign language teaching.

(Mistrík, 1969, p. 23). An important aspect within frequency in a language has been the way a lexical unit works in speech (written, spoken). The frequency indicators show the conditions in a langue and parole sphere (Mistrík, 1969, p. 47). The frequency statistics has had its firm place in the research of lexis. Data, which we obtain while doing the quantitative research, inform, regulate, and give an exact ground material for the further and profound immersion to the language (Mistrík, 1969, p. 47). When we determine the frequency of words, we have to classify them somehow.

There are two aspects for classification of words in a text: *vertical* and *horizontal*. The former is from the point of view of frequency, the latter focuses on the context.

Within vertical arrangement of a vocabulary – we assert semantic and frequency aspects.

In the vertical arrangement, words at first positions, i. e. the most frequent words, have its own significant lexical and grammatical features. Generally, the most frequent words are grammar words (structural), full (lexical) words (Mistrík, 1969, p. 48). Professor Mistrík provides a following classification of words from the point of view of frequency made by P. Guiraud:

- a) grammatical or structural
- b) topical words
- c) base words
- d) so called “mots de caractérisation” (words of characterization)

The second type of classification - horizontal arrangement, means the way words in the text are arranged side by side with regard to the context. In other words, it is about a content and nature of the text (Mistrík, 1969, p. 64). The important aspects of horizontal arrangement are:

- measure, extent of words substitution
- extent of repetition
- how the lexis is concentrated
- appearance of occasional and topical words

### **Frequency dictionaries**

F. W. Kaeding wrote the very first dictionary dealing with frequency. It is a dictionary of word forms which does not provide words in the base form, but as they appeared in the text. It included (Mistrík, 1969, p. 13):

- the frequency as such
- frequency of syllables, word stems, prefixes and suffixes
- frequency of speech sounds and their groups

As for the frequency dictionaries in Slovakia, the very first one was published in 1952-1954. There are several reasons for quantitative researches of vocabulary:

1. a goal they intend to achieve
2. an extent and choice of a representative collection
3. because of its classification
4. way of processing
5. quantitative characteristics of phenomena

There is no common or fixed schema of frequency dictionaries. For instance, the German dictionaries focus on the quantitative research of a word and its parts. In Slovak, Czech, Russian dictionaries the research of a word, the appearance of word class and form are the centres of attention. In English dictionaries, the analytical nature of the language itself suggests it is only about the appearance of particular word frequency.

## **2 Research part**

### **2.1 Aims of the research**

The main aims of the diploma thesis are as follows:

- to find out the fields in which English borrowings occur in the Slovak press within a given period;
- to find out the frequency of English borrowings appearance in the chosen Slovak newspapers;
- to find out the understanding of most frequently used English borrowings by Slovak secondary school students.

To reach the aims the following tasks were required to be completed:

- to choose newspaper research sources;
- to excerpt English borrowings;
- to create lexical groups of English borrowings;
- to form a list of most frequently used English borrowings;
- to create a questionnaire for secondary school students.

### **2.2 Hypotheses, questions**

Due to the extension of the Slovak vocabulary, it is supposed that the number and frequency of appearance of English borrowings is rising day by day and that the amount of English borrowings excerpted in 30 issues of the same journals in months of January and February 2010 will be higher than in previous years. The number of foreign lexical units appearing in the Slovak press often depends on, e. g. the character of the journal and the number of pages and appendices. The appendices include words borrowed from English mainly.

The fact is that during the past 20 years, there is an entirely different situation in the area of language (journalistic) culture in Slovakia, especially in the area of verbal expression. The content of serious journals is getting closer to a colloquial style, the presence of English borrowings in newspaper texts reflects the freedom of editors in handling with words. It means, they use English borrowings in their articles, or they need to use them because of the specific nature of a topic.



When a particular text is printed and published, it comes to readers, young or older ones. We have decided the secondary school students to be the target group of the research in this thesis as they are frequently confronted with many foreign words in almost everything they read. Therefore, if they want to understand the point and meaning of the text they must identify and “translate” words that are foreign or unknown for them.

Within the context of the thesis and its objective we stated supporting questions and hypotheses:

**Question 1:**

How many English borrowings were used in Pravda and SME journals within the given period?

**Question 2:**

Which were the most frequent English borrowings in SME and Pravda per research time ?

**Question 3:**

What is the level of understanding particular English borrowings by students from chosen secondary vocational business school and secondary grammar school ?

**Hypotheses 1:**

The number of English borrowings in the Pravda journal will be higher than in SME.

**Hypotheses 2:**

The approximate absolute frequency of English borrowings in the Pravda journal will be higher than in SME.

**Hypotheses 3:**

The students of secondary vocational business school will understand the meaning of given English borrowings better than students of secondary grammar school.

## **2.3 Research methods**

The sources chosen for our research were two Slovak printed journals. The attention was focused on the appearance of English borrowings in Pravda and SME and their systematic gathering and excerption. We worked with the analytical and synthetic methods to reach the goals of the thesis. After the excerption of English borrowings we used the method of generalization of the acquired data.

The English borrowings collected during a particular period were further classified into separate groups according to their meaning. We partially used also comparative and historical methods (the latter one for the purpose of presenting the origin of words). The statistic method was used for the reason to put the selected material into the frequency order. The method of a questionnaire was used to gain the data on understanding the selected English borrowings by the respondents. In accordance with Hauge (2003, p. 178) two basic types of research, quantitative (number, frequency) and qualitative (understanding the subject) were applied in our thesis

### **2.3.1 Questionnaire its structure and types of questions**

A *questionnaire* is an empirical, explorative method consisting of a series of pre-prepared questions (items) used to gather information from a large number of respondents. These questions are both *standard* (closed, half-closed) or *open-ended*. (Kusá, 2006, p. 41). In the standard or *enforced* type of question, the respondent answers by “enforced” option, or by choosing from the range of suggested options. The open-ended type represents a more independent and free expression.

The beginnings of questionnaires as research instruments are connected with an American psychologist and educator Granville Stanley Hall. He studied and analyzed reserves of the imagination of children entering the traditional schools (Švec, 1998, p.126). The questionnaires have been widely used for asking about *knowledge* (what the respondents know); *values, preferences* (their likes, needs and vice versa); *views, opinions* and *attributes*. Questionnaires are free to be used for revealing lifetime experience(s) and for many more. (Švec, 1998, p.126)

Questionnaire is about getting particular information about how the subjects (respondents) think (over), information about their experience (s) rather than observing their behaviour and actions, i. e. what they want or not, etc. It is far more about what the people say and write about something (Švec, 1998, p. 126). Questionnaire is considered one of the most frequent and the most economical instruments in methodology. It considers a primary measurement instrument. However, the trouble could come with its level of credibility. Questionnaire is also the least coerced method for data collecting and it gives the respondent some privacy.

We can evaluate the data from both qualitative (*verbal or written analysis, types of answers, categories of subjects*) and quantitative (*percentage, number of cases, rank from the quantity of answer occurrence*) points of view (Švec, 1998, p. 127).

**Table 2 - Positives and negatives of questionnaire**

<b>Advantages (+)</b>	<b>Disadvantages (-)</b>
• low expenses	• low return rate %
• privacy, anonymity, non-pervasive	• late feedback
• distance is not a problem	• easy and short questions
	• respondent fills in too fast => non-credible answers

Source: Matejdes, Ďaďo, 2002, p. 633

### **The structure**

Here follows the structure suggested by professor Švec (Švec, 1998, p. 128):

- a) initial, access part (number of a questionnaire, subject, title of a questionnaire, other introductory information and instructions)
  - aa) introduction
  - ab) instructions – how to answer the questions, (nature) of items (questions); an instruction that the questionnaire must be read at first, then filled-in
- b) body – dependent variable which expresses hypothesis (hypotheses)
- c) demographic items
- d) concluding information, data
  - acknowledgement for filling in a questionnaire

### **Types of questions**

The main difference between types of questionnaires is the types of questions used. No matter what kind of a question is used, the crucial fact is their purpose and foundation. The questions are used to obtain view of people's knowledge. That is why we used closed questions with direct (closed) options. Through simple covering question, there was an intention to get an exact, definite, direct, and simple respondents' answer that they were asked to circle. We asked the respondents to choose the option that corresponded or was in a close relation to their knowledge/understanding of a given expression.

Actually, by giving the respondents simple options to choose, they were able and willing to respond, and therefore we were able to get the data needed quickly and transparently.

The advantage of closed or half-closed questions is that the data can be processed very well. A respondent works faster, does not have to phrase, formulate somehow the answer; she or he underlines or crosses the option (Kusá, 2006, p. 42).

### **Short typology of questions in research:**

- *From the point of view of function or purpose:*
  1. *instrumental questions* - used in very specific conditions related to the research topic or theme;
  2. *filtrating questions* – used to separate and sort out respondents or subjects while inquiring, e.g. some questions are addressed to those who “own” particular research object or not. They may be addressed to those with specific position, attitude to a problem;
  3. *analytical questions* - applied for analysis and sorting
  4. *contact, psychologically-functional question* - its aim is to create a contact between a subject and a researcher, they help to get inside the topic, or are applied as final questions;
  5. *nominal questions* – the questions express a determined researched reality
  
- *From the point of view of a content there are direct and indirect questions*

The direct ones are clear and brief formulations of the essence of a problem. In the indirect type, a multiple-valued incentive or vague question is proposed. Even different answers admitt, the respondent answers to unstructured questions. As for the data processing, the crucial task of processing data is to transform them for the purpose of analysis (Kusá, 2006, p. 42, 43).

The quality criteria. we tried to meet while using the questionnaire method were integrity, accuracy, uniformity and readability.

### 3 RESEARCH RESULTS

Before we started to handle with English borrowings, we needed to verify their origin, i. e., which is the first language the word comes from. During the excerption we figured out some lexical units thought to be of English origin were not purely English. The word supposed to be English had actually passed over other languages before entering the vocabulary of English. Here are some examples of the “*false English borrowings*” including the language of their origin: *manažment (French)*, *developer (French)*, *boss (German)*, *event (Latin)*, *grant (French)*, *piercing (French)*, *brífing (French)*, *charter (French)*, *fashion (Latin)*.

There was a great majority of words with –ing inflection in the excerpted corpus e.g. *marketing*, *rating*, *doping*, *shopping*, *klíring*, *lízing*, *screening*. All these could be translated, but there are some relevant “risks” about how it could sound. Thus, they are often left in their natural form in a way they had been adopted. These words seem to be English borrowings at first sight, but the inflection -ing works in the particular words as lexical and grammatical indicator referring to either abstract or concrete nature of a noun. The abstract nature of a word expresses an activity or state and the concrete represents the result of an activity expressed with a verb. In the table below we present the examples of “/-ing” borrowings together with their short semantic interpretation in Slovak.

*Table 3 - Semantic interpretation of excerpted English borrowings*

<i>English borrowing with /-ing</i>	<i>Slovak interpretation</i>
<i>Catering</i>	špecifická služba zákazníkom, hlavne gastronomického charakteru; znamená kompletne zabezpečenie podujatia
<i>Doping</i>	konzumácia zakázaných, stimulačných farmakologických prípravkov u športovca pred súťažou
<i>Dumping</i>	postup, pri ktorom sa tovar predáva do zahraničia za nižšiu cenu, ako je cena tovaru na domácom trhu
<i>Headhunting</i>	získavanie kvalifikovaného, schopného personálu
<i>Híring</i>	oficiálne stretnutie, konanie za účelom riešenia situácie, problému; prezentácia nejakých faktov na verejnosti
<i>Reporting</i>	system vnútro podnikových výkazov, správ, používaný na vyhodnotenie aktuálneho hospodárenia podniku

During the excerption, there were approximately 450 different English borrowings found. Our corpus included several of less frequently used terms and these we would like to show.

**Table 4 - Examples of rare English borrowings**

peoplemeter	snoukiting	happening	standing ovations
prime timový	stand-up	twin scroll	mural art
off-shorový	shoebomber	tag	empajrový
power jóga	rowdies	old skúlový	vehikl
bodyček	deadline	show body	politická korektnosť

We excerpted the English borrowings from *news*, *sports*, *culture* columns, and pages with *advertisements* and various *topical attachments*. The collected material included terms, notions, names, brands, names of different organisations (political, scientific, athletic, charity, etc.).

The company's brand names or names of products created a specific area, e.g. *Google*, *Facebook*, *Blackberry*, *Coca Cola*, *Hummer*, *Land Rover*, *Roomster*, etc.

### 3.1 Lexical groups of English borrowings

We divided the research material into separate lexical groups and gave a brief explanation of the meaning to some of the English borrowings. It is not so difficult for a common speaker to use the enlisted English words, however, the more difficult is to understand their meaning correctly. It is not enough to use, e. g. “*set-top-box*”, “*caddy*“, or “*double decker*” in communication but the speaker has to know what it means.

As supporting sources for the interpretation of some selected English borrowings we used the internet encyclopaedia (Wikipedia) as well as monolingual dictionaries.

In the following part we present the lexical groups of excerpted English borrowings arranged alphabetically.

Here are the lexical groups of excerpted borrowings arranged alphabetically:

#### **COMPUTERS, INTERNET**

bajt, bit, blog, bug, CD, cloud computing, DVD, e-mail, e-learning, Facebook, flesh, floppy disk, Google, hacker, chatovať, IP adresa, laptop (notebook), modem, , on-line, PC, server, spam, Twitter, updatovať, USB, Wi-fi, (web)master;

## **CULTURE**

bard, bestseller, best of, beatbox, bigbít, booklet, bookmejkker, celebrita, coververzia, country, dabing, Disney, DJ (disc jockey), drajv, drum & base, džingel, evergreen, fantasy, fan (klub), film, fíling, folkový, frontman, funky, GRAMMY, gospel, happening (refers to spontaneous performance in theatre), happy end, hedlajner, hitmejkker, hippies, hip-hop, jazz, kasting, komiks, klip, LP, mainstreamový, moonwalk, mural art, off Broadway, oldies, old skúlový, open house, OSCAR, paperback, párty, playback, playlist, pop, punkový, prime time, promo(tion), rap, remake, revivový; (compounds with rock = rocker, rockový, hard rock, rokenrol), r´n´b, shooty (singel, sitcom, skeč, sound, soundtrack, song, soul, stage, spíker, stand-up comedy, standing ovations, superstar, tag, track, triler, undergroundový, VIP, western, music; compounds with “šou”, i. e. šoubiznis, (šoumen), talk šou, reality šou, and one-man-šou;

## **ECONOMY, FINANCE, BUSINESS, BANKING**

benchmarking, biznis, budžet, dampovať, duty-free, cash flow, frančízing, handlingový, holding, internet banking, klíring (a form of monetary compensation by offsetting cash receivables and liabilities), lízing, marketing, MBA (Master of Business Administration), off-shorový, reporting, slogan, tender, WTC (World Trade Center);

## **ELECTRONICS AND TECHNOLOGY, TOOLS**

Blackberry (line of mobile e-mail smartphone device), Bluetooth, Blu-ray, digitálny, displej, dizajn, DSL (Digital Subscriber Line), GPS (Global Positioning System), GSM (Global System For Mobile), (HD)MI (High-Definition Multimedia Interface), fax, go box, hands free, hardvér, headset, head-up displej, Hi-fi, iPod, IT (Information Technologies), joystick, know-how, LCD (liquid crystal display), LED (light-emitting diode), lejzer (laser), mikroport, MP 3, onset / offset, pager, Play Station, plug-in hybrid (refers to vehicle with rechargeable batteries possible to be restored by connecting a plug to an external electric power source), printový, roaming, SIM (Subscriber Identity Module), skener, slot, smartphone (foun), SMS, MMS, spam, tunning, WAP (Wireless Application Protocol), web, webmaster;

## **FASHION**

džínsy, (byť) in/out, facelifting life stylový, lifting, mejkap (make-up), outfit, trend

## **FOOD & DRINKS**

brandy, catering, Coca Cola, cornflakes, dressing, energy drink, fresh, hamburger, hot dog, chipsy, koktejl, kreker, popcorn, pub, sendvič, stejk, whisky;

## **HUMAN RESOURCE MANAGEMENT**

assessment / development centrum, customer support specialist, džob, headhuntingový (focused on obtaining a qualified personell), mentoring, mobbing, multitasking, onboarding, outplacement, outsourcing, start up projekt, teambuilding, teleworking (be in a contact with employer through a computer) work-life balance, workshop;

## **TRANSPORT CARS, BOATS**

airbag, common rail, crossover, double decker, džíp, full-hybrid, hatchback, hausboat, hill holder, hot hatch, Land Cruiser, liftback, match box, mild-hybrid, pick-up, push-pull, roadster, showcar, spojler, van, vehikl;

## **NATURE, ANIMALS**

buldog, grizly, kengura, kokeršpaniel, smog

## **SCIENCE, MEDICINE**

AIDS (Acquired Immune Deficiency Syndrome), DNA (DeoxyriboNucleic Acid), HIV (Human Immunodeficiency Virus), ISS (International Space Station), klon / ovanie, NASA (National Aeronautics and Space Administration), screening;

## **SOCIETY (PEOPLE, POLITICS, MEDIA)**

barel, barman, bilbord, binge drinking, bojkot, boom, boss, brainstorming, brífing, call centrum, coffee brejk, crack, díler, developér, džentlmen, ET (extra terrestrial, i. e. something which originated, is located or occurred outside the Earth or atmosphere), first/last moment, gambler, gangster, Greenpeace, híring, hostessing, environmentálny, imigrant, interview, kongresman, kontajner, koroner, kovboj, líder, lightky (lajtky, i. e. cigarette), lajtmotív, made in, mesindžer, míting, netspík, outsider, outlet, packing, playboy, politická korektnosť, pub, quark, ranč, reportér (ka), rezort (dovolenka), seržant, shoebomber, shopping centrum, skín (skinhead), slogan, sprejer, spot, stevard, summit, supermarket, šot, štrajk, tínedžer, think-tank, víkend, workoholik;



## **ACRONYMS:**

ABC (American Broadcasting Company); BBC (British Broadcasting Corporation); CBS (Columbia Broadcasting System); CIA (Central Intelligence Agency); CNN (Cable News Network); CNBC (Consumer News and Business Channel); FBI (Federal Bureau of Investigation); HBO (Home Box Office); ISAF (International Security Assistance Force), KFOR (Kosovo Force); NATO (North Atlantic Treaty Organisation); NBC (The National Broadcasting Company); OECD (Organisation For Economic Co-operation and Development); PA /AP (press agencies = Press Associated and Associated Press); PR (Public Relations); TSN (The Sports Network); UNESCO (United Nations Educational Scientific and Cultural Organisation); UNICEF (United Nations Children's Emergency Fund); WHO (World Health Organisation);

## **SPORTS, HEALTH, HOBBY**

All Stars, ATP, Australian Open, bejzbal, bekhend, bek, bodyček, bodyforming, bowling, box, bungee jumping, caddy, carvingový, center, comeback (ový), čop, Davis Cup (a premier international men's tennis team event named after a Harvard University player Dwight F. Davis), deblista, derby, doping, draft, dribling, empajrový rozhodca, fair-play, faul, fiftín, Fed Cup, FIS (International Ski Federation), finišovať, fitness, forčeking, freeride, freestyle, forhend, futbal, futsal, gem, golf, gól (man), hetrik, hobby, hokej, homerun, challengerový, IBF (International Basketball Federation), IIHF (International Ice Hockey Federation), in-line korčule, ITF (International Tennis Federation), kick box, knokautovať (K.O), kokpit, krosček, lajna, liftovaný, mečbal, NASCAR (The National Association for Stock Car Auto Racing), NBA, NFL (National Football League in USA), NHL, paintball, paragliding, play-off, power jóga, power play, puk, prize money, quarterback, (re)brejk, renking, rowdies, rugby, showbody, shut out, singlista, setbal, skejt, ski kros, skiper, skrečovať, skóring, skúter, slajz, smeč, snoubording, snoubord kros, snoukiting, snoutubing, sparing partner, spinning, Stanley Cup, Super G, surfing, šprint(ovať), Super Bowl (the championship game of the NFL), šortrek, tajbrejk, tenis, ticketing, time out, tím, tréner (kouč) + /ing, trénovať transfer, UEFA (Union of European Football Associations), US (Australian Open), volej, volejbal, WTA, (W)NBA (Women's National Basketball Association), vytrejdovať, wellness;

## **TEENAGE LEXIS**

cool, fifty-fifty, OK (derived from words „all correct“ ), piercing,

### 3.1.1 Sports and health

Slovak sports terminology is rich in English borrowings. Even the word *sport* itself is of English (Anglo-Saxon) origin. It originated between the years 1350-1400 in the Middle English period. It is derived from the word “*disport*“which means to divert, amuse; to present oneself in a sportive manner (*MacMillan English Dictionary*). Almost all sports originated in English speaking countries. It includes, e.g. *football* (understood as a typical kicking of the ball), or its version *rugby* (named after city “Rugby” in Warwickshire, central England; *tennis* (born in England). The most successful collective sport in Slovakia, - *hockey* is from Canada (<http://dictionary.reference.com>).

The evolution of *baseball* is hard to trace precisely, the first record of a game similar to baseball appears in 14. century. However, a modern baseball is a version of a game played in North America (<http://en.wikipedia.org/wiki/Baseball>).

The history of *basketball* goes to the period of old Mayas and Aztecs. An American, Dr. James A. Naismith is the father of a modern basketball. In addition, when talking about sport that are from English speaking countries it is also *volleyball*, born in America at the end of nineteenth century (<http://en.wikipedia.org/wiki/Basketball>).

Many other world languages e.g. German, Scandinavian languages, and Slavic languages adopted these words, etc.

### Explanation of selected notions of English origin belonging to the sports and health

**Tennis terminology:** *slajzovaný, liftovaný, čopovaný* = a technique of a tennis punch, *bekhend, forhend, smeč, empajrový, singlista/deblista* = a term referring to the number of players in the field (e.g. *singl* – two players, *debl* – four players); *setbal/mečbal, fiftín* (point in a game), *gem, tajbrejk* (a part of a game when the score is tied, in 12<sup>th</sup> game); *rebrejk, challenger* (less prestigious tournament with lower financial allocation), *skrečovať, Davis Cup, Fed Cup, WTA, ATP, US/Australian Open* (International Tennis Championships in Australia or USA), *prize money* (money won by a player in a tournament);

**Hockey terminology:** *NHL, play-off, power play, vytrejdovať, center (offensive player in a centre of a field), bek (defense position of a player), time out, puk, hetrik, forčeking (offensive game style of a player, attacking), bodyček, shut out (zero goal statistical rate for a goalie in a match), krosček (holding of a player with a stick);*

**Football terminology:** *UEFA (Union of European Football Associations), rowdies (term implying undisciplined and aggressive English football fans), quarterback (offensive position of American football player), NFL, dribling (term used in basketball refers to zigzag movement of player with a ball);*

English borrowings of the sports field are written in both orthographic forms, as they appeared. It is impossible to use the description instead of the specific words because it would be time consuming, purposeless and ultimately unclear. For instance tennis terms are relatively adapted and naturalized within the Slovak word stock and therefore left in their original English spelling. Second example is a category of sports terminology when the words in it can be written in various ways and the meaning is not disrupted (*inline korčule, in line korčule*). The word can be written with or without hyphen or each word can stand separately.

Despite the fact there are many other various names of sports fields, they share some similarities. The most predominant part are collocations and composites (*snoubord kros, ski kros, bundgee jumping*). In the table below, there are the most common sports terms used in both journals during the research time. The term “*grand slam*” could be considered a season term, referring to one of the four grand slam tennis championships, which take place in Melbourne, Australia in January, that is the reason why it appeared quite frequently in the texts.

### **3.1.2 Economy, finance, business and banking**

The area of business, banking, and economy as such is up-to-date, one of the reasons is the global financial crisis which began in 2008. As a part of this discussion, there are used some specific terms. The top language of this area is English. The specific banking, business, and economy words originated in English language and we use them in their original orthographic form.

Even the state legislative organs initiate subject called (Economy Literacy) to be a part of the Slovak curricula. As a part of the course, Slovak learners and people will learn basic vocabulary of economy to know and understand them. These economy terms are very frequent in Slovak press, and we excerpted some specific examples of these words from both journals. As was already mentioned, in certain cases the term appeared in different (both) orthographic forms. Here follows the interpretative analysis of some of those:

## **Explanation of selected notions of English origin belonging to economy, finance**

### **Marketing**

The word “marketing” is derived from Latin word *ma(e)rcātus*, its free translation means “trading, traffic, or market”. We interpreted the term, because it incorporates various activities and areas, not even one. However, it is a business attitude, which consistently focuses on the market, a customer, and fulfilling customers’ needs.

Second target of marketing in the context of market economy is to make profit, which is the source for further development of a company or organization. The subject of marketing could be a *product*, an *article* (merchandise) or a *service, idea* (application of some invention) subject of marketing is also a *country*, or other place (attempt to support tourism), *person* or other *institution*. The term “marketing” as can be seen from this interpretation is really a term with large range. It is a term, which due to its width cannot be explained in a short way, like the other terms of economy.

To sum it up, marketing is a process of concept designing and its accomplishment; pricing; promotion; distribution of products, services, ideas, aimed at implementing the changes beneficial to both parties.

### **Benchmarking**

In benchmarking, we compare or measure particular business units as: cost or productivity. It is a specific treatment, indicative measurement, information comparison, or comparison of other different indicators, systems or it can embrace the evaluation of goals (achievements), e.g. costs/revenues, productivity, etc.

### **Francizing**

A method of distributing goods and services through a licensing arrangement between a franchiser (license owner) and franchisee (person acquiring a license). It is a right to provide the same service, to use the same procedure or the same brand name.

### **Holding**

A part of a company owned in the form of the decisive share (absolute majority of shares). This owner controls, guides the other company/ies. All companies in holding are legally separate entities.

### **3.1.3 Human resource management**

Contemporary modern businesses and enterprises are involved in creating wealth and they provide important employment opportunities. They contribute significantly to the use of human resources. They achieve success by efficient use of these resources.

HR (Human Resource management) focuses exactly on a man in workflow and his importance as a labour force for a particular company.

The typical feature of a HR management in a company is that company itself actually designs the HR. The development in the area of plants and businesses is very fast and the contemporary managers sometimes speak the language we often do not understand. It is usually because of the use of specific words and phrases. These managers but not only they, use abbreviation “HR” as if they said “Hi ” or so. The term “HR” adapted in Slovak and it is viewed as a common word. Though nonmanagers or common people would surely have to look for the meaning of “HR”. The meaning for ordinary people may not be clear immediately. Therefore, it is great, we can learn these terms in various courses of “*Business English*”. Anyway, we arranged these terms into the category: *teambuilding, mentoring, headhuntingový, workshop, start up projekt, work-life balance, or mobbing*.

### **Explanation of selected notions of Human resource management**

#### **Mobbing**

It is a synonym to harassment in its nature, and means a psychological terror at work.

## **Teambuilding**

Teambuilding stands for a wide range of activities, mechanisms of recruitment to improve the overall performance of the working group. Among the mechanisms that contribute to teambuilding we can arrange different games, simulation exercises, etc.

### **3.1.4 Culture**

Culture is a public matter, people have always been involved in, probably since the world as such or human kind exist. During thousands of years of evolution, people have been creating culture and made it a value. In the 21st century, we can see the social value in various cultural areas (music, literature, art).

Culture is a large area and thus hard to define. It is an individual and collective phenomenon at once; it is the habits and costumes. Culture also means identity, attitudes, culture is a history and vice versa. At last but not least, culture means language and vice versa. Since culture is about and for people, it has had its place in press texts besides politics, economy, sports, science and technology, etc., though in press culture is sometimes put aside.

Here follows the English borrowings excerpted from both journals in the field of culture. Culture as a social phenomenon and a language as its companion, sometimes have brought a small revolution to the lives of men. The revolution in language is a natural part of development. Therefore, it is not surprising, that while gathering the material, there were so many foreign words found in journals. Majority of expressions belong to the area of music (music styles) and films.

**Television, film terminology** – *stand-up comedy, sitcom (situational comedy), trailer, OSCAR*

**Music terminology** – *track, hitmejker, song, world music, pop, bigbít, (hard)rock (rokenrol), funky, soul, r'n'b, country, rap, punkový, folkový, undergroundový, oldies playlist, drum & base, GRAMMY, sound, single, frontman, stage,*

**Terminology connected with books** – *bestseller*

## **Explanation of selected notions of English origin belonging to culture**

### **Coververzia**

In the field of music refers to a new version of previously recorded, created song. The new version means, e.g. technology of recording or way of performance. It is usually a similar song to the authentic one, etc.

### **Evergreen**

It is an old popular song not played very often, but it is still attractive enough to affect the listener even after years.

### **Tag**

Tag refers to a form of individual (personal) signature used by graffiti artists, something like a personal handwriting, which differentiates individual graffiti artist from another one.

### **Mural art**

Any piece of artwork painted directly on a wall, ceiling, or other large permanent surface)

### **Stand-up comedy**

A style of comedy where a comedian performs for a live audience, usually speaking indirectly to them, it is performed by a comedian with the aid of a microphone, the comedian recites a fast-paced succession of humorous stories, short jokes (called “bits”) or one-liners.

### **3.1.5 Society**

The social terminology includes various subgroups, one of these was created in here. During the excerption, borrowings enlisted above occurred mostly on pages bringing news (home, abroad) connected with politics and all kinds of stories around. This semantic group has been rich in acronyms referring to various culture, political organisations, names of television companies, etc.

Of course many expressions which were grouped under the area of society could be grouped anywhere, but we decided to put them in this one. Here is the analysis of some of those:

## **Explanation of selected notions of English origin belonging to social terminology**

### **Summit**

Refers to a meeting (series of meetings) between political leaders of two / more countries. The politicians discuss different topics and current problems and try to find a way, solutions to the problems during summits.

### **Think-tank**

This term refers to an organization, company, firm, group of experts involved in the development of new scientific ideas, research and technologies as well as industry and business.

### **Bojkot**

Refers to situation when usually a person refuses to take part in an event or he/she does not buy / use something because it does not comply with his/her persuasion or an opinion.

### **Koroner**

It is a person, usually an officer or doctor, whose job is to determine officially someone's death.

### **Binge drinking**

It means drinking alcohol with the primary intention of becoming intoxicated by its heavy consumption over a short period.

### **3.1.6 Electronics, technology, science and internet**

The whole area is developing by giant leaps. People working in technology bring something new and revolutionary everyday; it is the topic of the 21. century. The global impact of technology is equally strong as the international impact of English in linguistic aspect. The technological terms unknown 15 years ago are completely natural and common in man's vocabulary, it is e.g. in the field of *computer technologies, telecommunication and audiovisual technologies*, etc. We chose these three terms that belonged to the lexical group.



## **Explanation of selected notions of English origin belonging to electronics and technology**

### **Cloud computing**

A model of providing services, programs stored on servers on the Internet and the user can access it using a web browser from different places.

### **Blu-ray**

Refers to the optical disc storage (e.g. for HD videos) medium made to supersede the standard DVD format; it has the capacity between 25-50 GB.

### **HDMI (High-Definition Multimedia Interface)**

This term means the newest interface for audiovisual equipment such as TVs with high-resolution systems or home cinema.

## **3.2 Quantitative analysis and evaluation**

The subchapter is the answer to the first question connected with research done and here we outline the first hypotheses. As for the number of borrowings in Pravda, there were 450 English lexical units found in aforementioned journals. In the SME journal it was 364.

### **Hypotheses 1:**

#### **The number of English borrowings in Pravda will be higher than in SME**

The hypothesis confirmed. Since November 18, 2008 Pravda changed its format into A4, we want to say that within the conditions, the format of the journal could be the decisive point. In Pravda journal, we found 450 English borrowings, on the contrary, there were “only” 364 anglicisms in SME. The format of both journals could affect the total quantity and frequency of English borrowings. Borrowings were excerpted from the main texts and columns of the journal embracing the aforementioned areas of news, sports, etc.

During the excerption Pravda had mostly 47 pages. This information was helpful for the second step, which was the determination of frequency of borrowings in the very same type of journal.

The overall number of pages of the SME journal oscillated, it usually had 15-16 pages with various topical attachments, it was between 28-30 pages. Since both journals are very similar, because they are “quality” dailies, the amount of text was equal in both of them and also the surface of a text was similar.

The reason for establishing the given hypothesis is that there is a general opinion saying that a serious periodical should follow some content standards, rules or expectations connected to its serious nature, objectivity, decency, authenticity, credibility and manliness. Despite any efforts, unfortunately these two periodicals have not been able to meet these expectations and to avoid some tabloid tendencies. Unfortunately, both SME and Pravda often have fell into the trap of tabloid.

### 3.3 Frequency and its evaluation

In this subchapter, we proceed as professor Mistrík follows in the calculation of the frequency. He claims, the stylistic aspect is one of the most important ones while selecting and classification of source texts. He mentions various stylistic groups where we could include the material. The stylistic area for the purposes of the diploma thesis was the group of journalism. The primary sources of the representative set of English borrowings were the Pravda and SME journals, i. e. only one source in the stylistic context. For the diploma thesis, it meant that the approximate partial frequency was at the same time absolute frequency. We calculated the absolute frequency as a *sum of partial frequencies in the stylistic group of journalism*. It is important to declare that the duration of a research was not long enough (from January 4 to February 8, 2010) to generalize the results presented.

Here are the excerpted borrowings with their approximate absolute frequency included. The letter „f“ means „*frequency*“, the numbers refer to the appearance of particular borrowings. The first number refers to the number of appearances in Pravda and the second number means the distribution of a particular anglicism in the SME journal:

#### **COMPUTERS (INTERNET, SOCIAL NETWORKS)**

bajt (f = 3 + 5) , bit (1 + 1), blog (70 + 45), bug (0 + 3), CD + DVD (60 + 57), cloud computing (1 + 1), e-learning (2 + 2), e-mail (84 + 50), Facebook (130 + 75), flesh (2 + 1), floppy disk (4+ 2), Google + Facebook (130 + 75) , hacker (12 + 10), chatovať (3 + 2), IP adresa (3 + 1) modem ( 5 + 5), notebook (6 + 8), on-line (7 + 2),

PC (5 + 3), server (8 + 4), spam (3 + 1), Twitter (29 + 17), updatovat' (2 + 3), USB (2 + 2), Wi-fi (3 + 2), web + webmaster (318 + 60);

### **CULTURE (FILM, MUSIC, BOOKS, TELEVISION)**

bard (2 + 0), bestseller (2 + 0), best of (2 + 2), bigbít (1 + 0), booklet (1 + 1), bookmejkér (1 + 0), celebrita (15 + 2), coververzia (2 + 2), country (4 + 3), dabing (6 + 3), Disney (3 + 0), DJ (disc jockey; 4 + 2), drajv (1 + 2), drum & base (2 + 1), džingel (1 + 2), evergreen (2 + 0), fantasy (2 + 1), (fan) klub (240 + 184), film (350 + 244) folkový (3 + 2), frontman (4 + 2), funky (1 + 1), GRAMMY (30 + 22), happening (1 + 1), happy end (4 + 1), hedlajner (1 + 0), hitmejkér (2 + 1), hippies (1 + 1), hip-hop (6 + 3), jazz (20 + 16), kasting (3 + 2), komiks (9 + 0), klip (2 + 1), LP (1 + 0), mainstreamový (6 + 3), mural art (1 + 0), off Broadway (1 + 0), oldies (2 + 0), old skúlový (1 + 0), open house (1 + 0), OSCAR (100 + 85), párty (4 + 2), paperback (3 + 4), playback (4 + 3), playlist (3 + 2), pop (7 + 3), punkový (4 + 4), prime time (1 + 0), promotion (2 + 3), rap (7 + 5), remake (2 + 4), revivový (1 + 0);

*compounds with rock* (rokenrol, rocker, rockový, hard rock, f = 70 + 66), r' n' b (4 + 4),

shooty (0 + 30), single (9 + 7), sitcom (5 + 3), skeč (1 + 0), sound (4 + 0), soundtrack (8 + 5), song (14 + 9), soul (2 + 1), stage (4 + 6), spíker (1 + 0), stand-up comedy (20 + 0), standing ovations (2 + 0), superstar (f = 20 + 12), tag (1 + 0), track (2 + 0), triler (15 + 10), undergroundový (4 + 7), VIP (2 + 3), western (2 + 2), (world) music (f = 4 + 1);

compounds with "show" (120 + 97) = showbiz(nis), showman (šoumen), talkshow (talk šou), reality šou, one-man-šou;

### **ECONOMY, FINANCE, BUSINESS, BANKING**

audit/or (f = 55 + 66), benchmarking (1 + 0), biznis (40 + 50), budžet (1 + 1), dampovat' (2 + 3), duty-free (1 + 0), cash flow (1 + 2), frančizing (4 + 3), front / back office (10 + 8) handlingový (3 + 0), holding (2 + 3), internet banking (3 + 2), klient (f = 80 + 66), klíring (3 + 1), lízing (6 + 4), marketing (45 + 50), MBA (3 + 2) off-shorový (1 + 1), reporting (1 + 1), slogan (4 + 2), tender (108 + 96), WTC (1 + 0);

## **ELECTRONICS AND TECHNOLOGY, TOOLS**

Blackberry (4 + 2) Bluetooth (2 + 2), Blu-ray (6 + 4), digitálny (20 + 17), displej (6 + 3), dizajn (52 + 63), DSL (f = 4 + 4), GPS (4 + 0), peplemeter (0 + 15), GSM (2 + 1), HD (f = 10 + 9), HDMI (4 + 5) fax (7 + 4), go box (1 + 0), handsfree (2 + 2), hardvér (4 + 4), headset (2 + 3), head-up displej (2 + 1), Hi-fi (2 + 0), iPod (3 + 2), IT (f = 6 + 6), joystick (1 + 0), know-how (4 + 3), LCD, (11 + 7), LED (3 + 2), lejzer (laser) (f = 1 + 1), mikroport (1 + 0), MP 3 (5 + 3), onset /offset (2 + 3), on line (7 + 2), Play Station (1 + 0), plug-in hybrid (f = 1 + 1), printový (2 + 1), roaming (2 + 2), SIM (1 + 1) skener (8 + 3), slot (1 + 0), smartphone (foun) /karta = f (3 + 3), SMS (9 + 3), (MMS, f = 1 + 0), softvér (9 + 7), tuning (2 + 0), web (ový – f = 76 + 60) - webmaster;

## **FASHION**

Džínsy (1 + 0), byť in/out (2 + 3) , life stylový (2 + 2), lifting (3 + 2), mejkap (make-up, f = 4 + 2), outfit (2 + 1), trend (30 + 25), facelifting (2 + 1);

## **FOOD & DRINKS**

brandy (1 + 2), catering (2 + 0), Coca Cola (2 + 2), cornflakes (1 + 0), dressing (1 + 0), energy drink (1 + 0), fresh (2 + 0), hamburger (2 + 2), hot dog (1 + 1), chipsy (2 + 2), koktejl (4 + 1), kreker (2 + 0), popcorn (2 + 2), pub (2 + 2), sendvič (2 + 0) , stejk (3 + 2), whisky (1, 0);

## **HUMAN RESOURCE MANAGEMENT**

assessment / development centrum (3 + 1), customer support specialist (3 + 4), džob (5 + 2), headhuntingový (0 + 1), mentoring (4 + 3), mobbing (0 + 1), multitasking (2 + 1) , onboarding (1 + 0) , outplacement (6 + 4), outsourcing (0 + 3), start up project (0 + 2), teambuilding (12 + 0), work-life balance (0 + 3), workshop (2 + 1);

## **TRANSPORT CARS, BOATS**

airbag (8 + 2), common rail (2 + 0), crossover (6 + 4), double decker (5 + 2), džíp (5 + 2), full-hybrid (16 + 2), hatchback (5 + 1), hausboat (1 + 0), hill holder (6 + 0), hot hatch (1 + 0), Land Cruiser (3 + 0), liftback (4 + 1), match box (1 + 0), mild-hybrid (4 + 2), off-roadový (8 + 2) pick-up (3 + 1), push-pull (1 + 0), roadster (2 + 2), Roomster (6 + 2), showcar (2 + 0), spojler (5 + 1) , van (1 + 0), vehikl 1 + 0);

## **NATURE, ANIMALS**

buldog (2 + 2), grizly (2 + 2), kengura (4 + 5), kokeršpaniel (2 + 1), smog (2 + 1)

## **SCIENCE, MEDICINE**

AIDS (9 + 5), DNA (12 + 6); HIV (3 + 1), ISS (7 + 5), klon/ovanie (1 + 0),  
NASA (f = 13 + 10) screeningový (2 + 2);

## **SOCIETY (PEOPLE, POLITICS, MEDIA)**

barel (8 + 5), barman (4 + 3), bilbord (7 + 4), binge drinking (1 + 0), bojkot (3 + 0),  
boss (6 + 4), brainstorming (1 + 0), brífing (4 + 4), call centrum (4 + 0), crack (2 + 2),  
dílér (10 + 3), developer (6 + 4), džentlmen (7 + 3), ET (0 + 2), first / last moment (6 + 2),  
gambler (3 + 5), gangster (8 + 5), Greenpeace (4 + 2), híring (2 + 1),  
environmentálny (1 + 4), immigrant (2 + 2), interview (3 + 1), kongresman (4 + 1),  
kontajner (3 + 3), koroner (1 + 0), kovboj (2 + 1), líder (150 + 105), lightky (lajtky, 1 + 1),  
lajtmotív (1 + 0), made in (1 + 0), mesindžer (1 + 0), míting (10 + 6),  
netspík (0 + 1), outsider (8 + 6), outlet (1 + 1), packing (1 + 0), playboy (2 + 0),  
politická korektnosť (2 + 1), pub (2 + 2), quark (1 + 0), ranč (1 + 0), rating (f = 50 + 40),  
reporter/ka (f = 13 + 9), dovolenkový rezort (2 + 0), seržant (1 + 1), shoebomber (1 + 0),  
shopping centrum (2 + 4), skinhead (1 + 1), slogan (4 + 2), sprejer (2 + 3), spot (1 + 0),  
stevard (6 + 5), summit (10 + 7), supermarket (4 + 2), šot (1 + 0), štrajk (26 + 21),  
tínedžer (15 + 8), think-tank (2 + 4), víkend (85 + 62), workoholik (1 + 1),

## **ANALYSIS OF ACRONYMS:**

ABC (2 + 1); AP (f = 11 + 10); BBC + CNN (f = 90 + 67); CBS (2 + 1); CNBC (1 + 1);  
FBI + CIA (f = 70 + 45); HBO (3 + 1); ISAF (2 + 0),  
KFOR (1 + 0), NATO (f = 40 + 45), NBC (1 + 1), OECD (f = 21 + 17), PA (f = 3 + 1);  
PR (f = 7 + 4), TSN (1 + 1), UNESCO (5 + 3); UNICEF (5 + 4), WHO (11 + 9)

## **SPORTS, HEALTH, HOBBY**

All Stars (1 + 2), ATP (22 + 28), Australian Open (30 + 28), basketball (18 + 10),  
bejzbal (2 + 2), bekhend (4 + 3), bek (5 + 3), bodyček (1 + 0), bodyforming (1 + 0),  
bowling (1 + 1), bungee jumping (2 + 1), caddy (2 + 1), carvingový (1 + 1), center (6 + 2),  
čop/ovaný (f = 1 + 0), comeback (ový) (f = 11 + 8), Davis Cup (8 + 3), deblista (4 + 2),  
derby (6 + 3), doping (8 + 6),

draft (4 + 2), dribbling (1 + 1), empajrový rozhodca (1 + 1), fair-play (6+ 3), foul (4 + 0), Fed Cup (15 + 9), fiftín (3 + 2), finišovať (24 + 20), FIS (6 + 9), fitness (3 + 2), forčeking (2 + 0),  
freeride (1 + 0), freestyle (1 + 3), forhend (4 + 3), futbal (340 + 322), futsal (3 + 4),  
gem (8 + 3), golf (5 + 8), grand slam (144 + 138) gól + gólman (350 + 298),  
hetrik (7 + 2), hobby (2 + 0), hokej (304 + 313), homerun (1 + 1), challengerový (3 + 1),  
IBF (2 + 3), IIHF (8 + 7), in-line korčule (1 + 0), ITF (3+ 5), kick box (2 + 0),  
knokautovať (K.O; 1 + 1), kokpit (2 + 0), krosček (1 + 1), lajna (3 + 2),  
liftovaný (2 + 0), mečbal (f = 10 + 5), NASCAR (2 + 0), NBA (20 + 28), NFL (4 + 6),  
NHL (201 + 167), paintball (6 + 2), paragliding, (2 + 1) play-off (120 + 50),  
power jóga (1 + 0), power play (1 + 0), puk (8 + 7), prize money (2 + 1),  
quarterback (3 + 2), (re)brejk (11 + 4), renking (12 + 10), return (4 + 9), rowdies (1 + 0),  
rugby (2 + 2), showbody, shut out (0 + 3), singlista (10 + 7), set(bal) = f (17 + 10),  
skejt (3 + 0), ski kros (1 + 0), skipper (3 + 5), skrečovať (2 + 1), scoring (2 + 0),  
skúter (2 + 2), slajz (1 + 0), smeč (2 + 0);

compounds with (snou) snoubording (11 + 6), snoubord kros (1 + 1), snoukiting (1 + 0),  
snoutubing (2 + 1), sparing partner (2 + 1), spinning (2 + 3),

Stanley Cup (3 + 1), Super G (2 + 3), surfing (11 + 9), šprint(ovať; 8 + 4),  
Super Bowl (7 + 5), šortrek (1 + 1) tajbrejk (7 + 3), tennis (179 + 139), ticketing (1 + 0),  
time out (2 + 1), tím (320 + 287), tréner/ing/ovať (kouč) (320 + 347), transfer (9 + 7),  
UEFA (15 + 12), US Open (10 + 8), volej (3 + 1), volejbal (17 + 10), WTA (95 + 87),  
(W)NBA (3 + 1), vytrejdovať (1 + 0), wellness (2 + 2);

### **“TEENAGE LEXIS”**

cool (1 + 0), fifty-fifty (1 + 0), OK (4 + 2), piercing (3 + 1),

## **Hypotheses 2:**

### **The frequency of borrowings in the Pravda journal is higher than in SME journal**

The hypothesis confirmed. In a common 47-page issue of the Pravda journal there were approximately 22 587 words. The approximate absolute frequency of English borrowings in 30 issues of the Pravda journal was 6405. We calculated the approximate frequency as the *sum of partial frequencies of borrowings* in the Pravda journal.

In a common 30-page issue of the SME journal there were approximately 19 727 words. The absolute frequency of English borrowings, which occurred in 30 issues of SME, was 5287. The hypothesis confirmed.

Following P. Guiraud's classification, division of words from the point of view of frequency, the most significant were the lexical words and the topical words. The most frequent words from the grammatical point of view were nouns, verbs, adjectives, adverbs, etc. The most frequent English borrowing in the Pravda journal were from sports area, which is not any surprising because the sports area has a stable vocabulary. This can be seen in the character of words given below. Eight words of 30 most frequent ones were from sports terminology.

The table provides the approximate absolute frequency of English borrowings in the Pravda journal. The English borrowings in the table belonged to the most frequent ones in the journal. It could be possible, and to some extent likely, the ranking of the words would be different somewhere in July or August.

*Table 5 - The most frequent English borrowings in the PRAVDA journal*

English borrowings	Approximate frequency of appearance
<b>film, filmový, filmár</b>	350
<b>futbal, fotbalista, fotbalový</b>	340
<b>hokej/hokejista/hokejový</b>	340
<b>tréning/tréner/trénovat'(kouč)</b>	320
<b>tým/tímový</b>	320
<b>web/webový (World Wide Web – www)</b>	318
<b>gól, gólový, (gólman)</b>	350
<b>klub</b>	240
<b>NHL</b>	201
<b>tenis/tenista/tenistka/tenisový</b>	170
<b>líder(šip)/líderka/líderský/líderstvo</b>	150
<b>grandslam</b>	144
<b>Google, Facebook</b>	130
<b>somponents with “šou”, šoumen, (show)šoubiznis/ový, talk šou, reality šou)</b>	120
<b>tender</b>	108
<b>OSCAR/OSCAROVÝ</b>	100
<b>play-off</b>	120
<b>WTA, ATP</b>	95
<b>CNN, BBC</b>	90
<b>víkend/víkendový</b>	85
<b>e-mail/e-mailový</b>	84
<b>klient</b>	80
<b>rock/rockový/rocker</b>	70
<b>blog/bloger</b>	70
<b>FBI, CIA</b>	70
<b>CD, DVD</b>	60
<b>audit, auditor</b>	55
<b>dizajn/dizajnér/dizajnerský</b>	52
<b>rating, ratingový</b>	50
<b>marketing/marketingový</b>	45
<b>biznis/biznisman</b>	40

The only stylistic area was journalism, i. e. the word “*film*” appeared 350 times so it had the highest absolute frequency. The distribution of words was equally “350”, i. e. the *absolute frequency* of the word “*film*” was 350, or borrowing “*futbal*”, had a partial / absolute frequency 340, etc. The table further shows the approximate absolute frequency of other most frequent English borrowings.



*Table 6 - The most frequent English borrowings in the journal SME*

English borrowings	Approximate frequency of appearance
<b>tréning/tréner/trénovat'(kouč)</b>	347
<b>futbal, fotbalista, fotbalový</b>	322
<b>hokej/hokejista/hokejový</b>	313
<b>tým/tímový</b>	287
<b>film, filmový, filmár</b>	244
<b>gól, gólový, (gólman)</b>	298
<b>klub</b>	184
<b>NHL</b>	167
<b>tenis/tenista/tenistka/tenisový</b>	139
<b>grandslam</b>	138
<b>líder/líderka/líderský/líderstvo</b>	105
<b>tender</b>	96
<b>OSCAR/OSCAROVÝ</b>	85
<b>Google, Facebook</b>	75
<b>BBC, CNN</b>	67
<b>audit, auditor</b>	66
<b>klient</b>	66
<b>rock/rockový/rocker</b>	66
<b>dizajn/dizajnér/dizajnerský</b>	63
<b>víkend/víkendový</b>	60
<b>web/webový (World Wide Web – www)</b>	60
<b>CD, DVD</b>	57
<b>šou (šoumen, (show)šoubiznis/ový, talk šou, reality šou)</b>	97
<b>biznis/biznisman</b>	50
<b>e-mail/e-mailový</b>	50
<b>play-off</b>	50
<b>marketing/marketingový</b>	50
<b>blog/bloger</b>	45
<b>FBI, CIA</b>	45
<b>NATO</b>	45

This table provides the approximate absolute frequency of English borrowings in SME journal. The English borrowings in the table were evaluated as the most frequently used during the excerpt. It could be possible, and to some extent likely, the ranking (frequency) of these enlisted English borrowings would be different somewhere in July or August. The word “*tréning*” and other grammatical or lexical versions (synonym) of this word, i. e. “*tréner, trénovat*”, or “*kouč*” as a synonym, appeared 347 times, it means it had the highest absolute frequency. The distribution of a word “*tréning*” was equally **350** since there was only a single stylistic group The adapted English borrowings with the least partial frequency were “*blog*”, “*FBI, CIA*”, “*NATO*.”

### 3.4 Questionnaire

During the preparation stage of a questionnaire, the questions of validity and reliability emerged as the most important ones. We asked:

1. Will the questionnaire be helpful enough to research and find exactly what is intended ?
2. Are the members of a research sample enough competent (in accordance with age, knowledge) to fill in the questionnaire?
3. Are the respondents competent to give, provide information needed ?

The character of a given questionnaire and its settings was designed in order to get the information the researcher wanted to get, receive. The information received therefore can be changed into qualitative data. It is because; the focus was on the categories of students (type of school; age of respondents; types of answers – correct / incorrect).

Based on the nature of information and conditions connected with validity, we conclude that the instrument (method) used for research was valid and reliable. The intention was to provide respondents with options they could choose from, not to let them respond in their own way, we did not want them to write their own definitions, mainly for the pragmatic reasons. The questionnaire was used as a primary method in order to find out how Slovak learners understand common terms of English origin though their meaning might possibly be trivial, clear for them, e. g. *play-off*, *líder*, *blog*. These “trivial” words were included in the questionnaire, because they are English borrowings, regardless to what one may think. The questionnaire was constructed to prove that if young people use adapted English borrowings everyday (and so they think they absolutely know their meaning), if it is really so. We believed the respondents would have no problems with finding the meaning of words. Based on beforementioned excerption of English borrowings, there was a linguistic questionnaire designed.

The questionnaire itself has two parts: **introductory** (instructional) and **main** (original). The first part introduces intentions and aims of the anonymous questionnaire. The second part included a few demographic data (age and grade of study) which we needed to know for the research purposes. As for the character of questions, there was a short and general introductory question or sentence used with the English word included.

There were three alternatives (with two distractors) in every question. We used them as additional (distracting) element to the correct definition given in one of the option. Since our aim was the survey of correct / wrong knowledge of the meaning of selected English borrowings, we created such nature of options. It would be difficult to evaluate the questionnaire with students' own answers, we wanted to avoid long descriptive and possibly inaccurate answers let's say with the word "marketing".

We addressed the questionnaire personally in March and its return rate was 100 %.

The table below shows the sample of respondents involved in the questionnaire.

**Table 7**      **Sample of respondents**

<b>School</b>	<b>Class</b>	<b># Respondents</b>
<i>Secondary vocational business school</i>	<i>I. OA</i>	<i>28</i>
<i>Secondary vocational business school</i>	<i>4.OA (OB)</i>	<i>21, 22</i>
<i>Secondary grammar school</i>	<i>I. A,(B)</i>	<i>23, 23</i>
<i>Secondary grammar school</i>	<i>4. A, (B)</i>	<i>36, 36</i>

### **3.5 Results and evaluation**

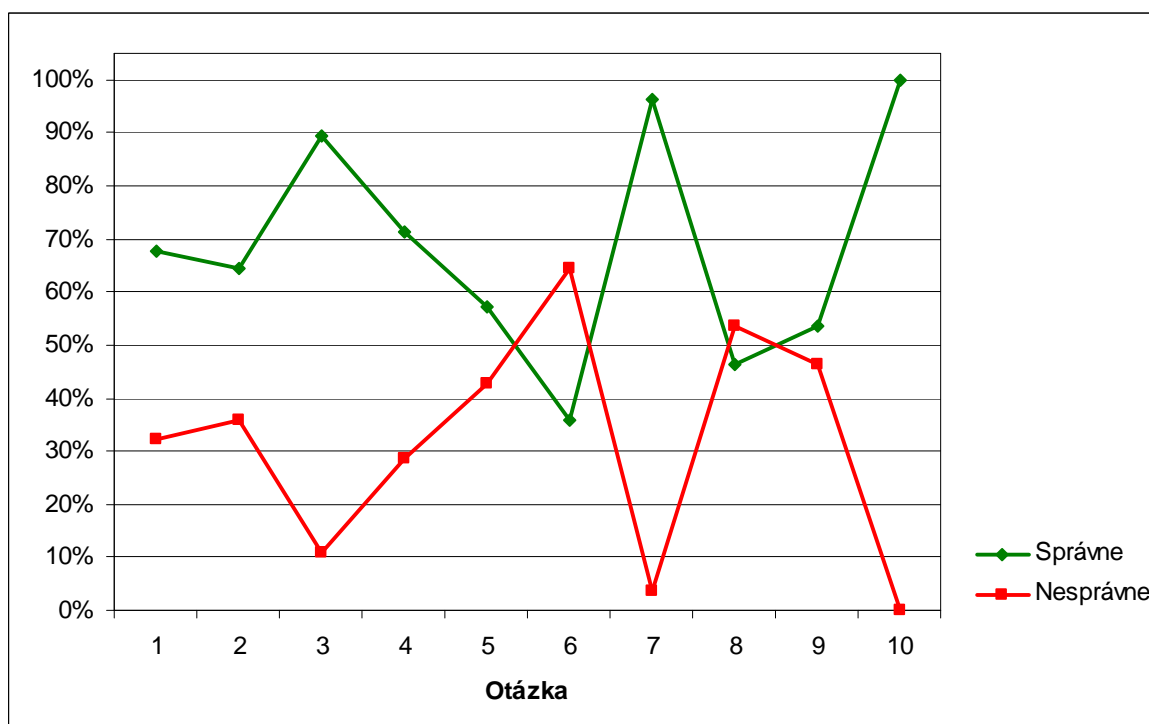
The subchapter brings the results of the questionnaire. It shows students' level of knowledge and understanding of selected English borrowings. The whole subchapter includes tables with results achieved by students of both schools, i. e. the question with particular English borrowing within the introductory sentence.

We provide the number of respondents who were right / wrong i. e. they understand completely the meaning of a given word or did not understand it.

"Table 8" presents the results achieved by students of the first grade of vocational business school. Twenty-eight respondents filled in the questionnaire.

**Table 8 - The questionnaire results (vocational business school – first-year students)**

Otázka	Odpoveď	Počet	%
1. V súčasnosti sa v médiách často spomína termín “tender “. Ako chápete jeho význam?	Správne	19	67,86%
	Nesprávne	9	32,14%
2. Čo znamená skratka “NATO“ v slovenskom jazyku ?	Správne	18	64,29%
	Nesprávne	10	35,71%
3. Slová“líder/líderka” sa udomácnili v slovenskom jazyku. Ako chápete ich význam ?	Správne	25	89,29%
	Nesprávne	3	10,71%
4. Pojem “play-off” je používaný v oblasti športu. Čo znamená v slovenskom jazyku?	Správne	20	71,43%
	Nesprávne	8	28,57%
5. Pojem “audit” patrí do oblasti ekonomiky. V ktorej z uvedených možností je tento pojem definovaný správne ?	Správne	16	57,14%
	Nesprávne	12	42,86%
6. Pojem “rating” sa používa pri ekonomických číselných ukazovateľoch. Čo znamená ?	Správne	10	35,71%
	Nesprávne	18	64,29%
7. V športovej kariére tenistu má veľký význam zisk “grandslamu”. Čo rozumiete pod týmto pojmom ?	Správne	27	96,43%
	Nesprávne	1	3,57%
8. Čo znamená pojem “marketing”?	Správne	13	46,43%
	Nesprávne	15	53,57%
9. V posledných rokoch sa stali populárne “talk šou”. Ako chápete význam tohto pojmu ?	Správne	15	53,57%
	Nesprávne	13	46,43%
10. Pojem “blog” súvisí s internetom. Čo znamená v slovenskom jazyku?	Správne	28	100,00%
	Nesprávne	0	0,00%



**Graph 1 - Correct and wrong answers (vocational business school - first-year students)**

**Question # 1:** We asked students to state how they understood the meaning of English borrowing “*tender*”. After responses were evaluated, it showed that nineteen respondents = 63, 86 % knew and understood this expression correctly. The remaining nine respondents (32, 14 %) chose wrong option. It is true that respondents were first-years, so if the percentage would be lower, it would not be a bad result. Students achieved worse results probably because they just began studying some terminology in economics. It is likely that as they go through their study programme, they will meet with this term for sure and fix its meaning better. Anyway, it is commonly used term in these days, e.g. on TV, press, i. e. it is a matter of general knowledge and therefore the results are quite dissatisfying.

**Question # 2** concerned Slovak translation of an acronym “*NATO*”. In this question, the difference between respondents who circled the correct option or wrong one was only eight respondents. There were eighteen respondents = 64, 29 %, who knew exactly the meaning of this acronym in Slovak. On the contrary, ten respondents circled incorrect option = 35, 71 %. Students might not think too much about the content of this acronym (the English words within the acronym), possibly because generally they use just the acronym and they have never investigated the lexical, semantic content of the acronym.

**Question # 3:** Out of twenty-eight respondents, twenty-five chose the correct answer in the third question (referring to meaning of an expression “*líder*” it was 89, 29 %, only three students chose the wrong one = 10, 71 %. The results really showed that respondents knew the meaning of “*líder*” very well.

**Question # 4:** Twenty respondents of the first grade of secondary vocational business school knew the correct meaning of an expression “*play-off*”, i. e. 71, 43 % circled the correct option and 28, 57 % of students chose the wrong option. We assume the percentage of correct answers would be higher because it is a very common word and frequently used in media and in sports disciplines, especially from March to approximately end of April. It is very firmly adapted in the vocabulary of young people.

**Question # 5:** In terms of students’ knowledge of a term “*audit*”, the results in the first grade showed that despite they were the first-years, their knowledge of this term was weak. It is because only 57, 14 % of respondents showed they understood the meaning of the word “*audit*”, i. e. they circled the correct answer, it was only sixteen students. On the other hand, 42, 86 % (twelve students) were wrong.

**Question # 6** showed worse results, the number of students with incorrect answer exceeded the number of correct ones. Out of twenty-eight respondents eighteen, i. e. 64, 29 % were wrong and only ten, i. e. 35, 71 % circled the correct option. It means the respondents' knowledge of this term was weak. This word is not bound to some particular field, on the contrary, it can be used with anything where some sort of measurement, classification is needed (classification of quality, measurement of popularity, etc.).

**Question # 7:** In comparison with the 4<sup>th</sup> question, the respondents of business school who answered question number "7" were more successful, they were right in 96,43 % of cases = twenty-seven respondents and only one student chose the wrong option. We asked respondents to mark the correct meaning of a term "*grand slam*".

**Question # 8:** Only thirteen of twenty-eight respondents knew the exact meaning of another economy term "*marketing*", which means there were more student who did not know the correct meaning (53,57 %) than those who were right (46,43 %), this result was rather surprising too. It is perhaps too early for first-years to know exactly what "marketing" means, in the upper grades, they will discuss it more.

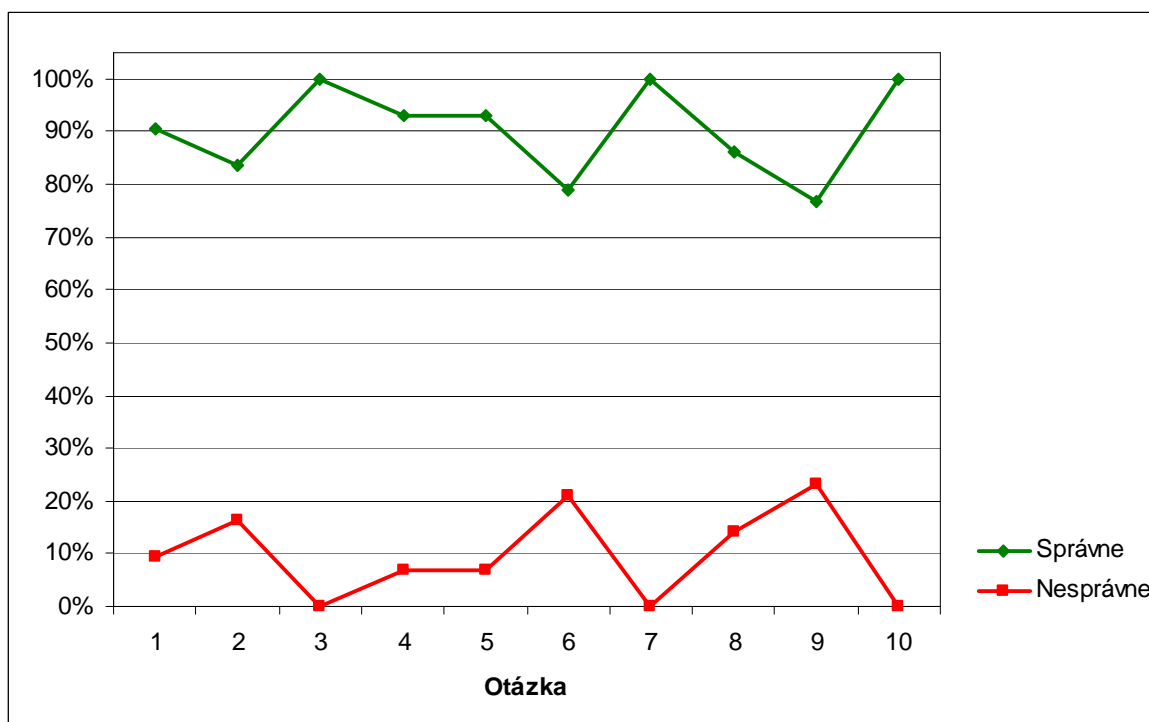
**Question # 9:** Majority of students knew the meaning of "*talk show*", 57 % = fifteen students chose the correct option. The remaining thirteen students were confused by two other possibilities given = 46, 43 %.

**Question # 10:** The most successful and the best results emerged from the final question, where the proficiency was 100 %, none of the respondents was wrong.

It is a paradox that regardless the type or year of study, the students of first grade of vocational school had problems mostly with expressions of economy (*marketing, audit*).

**Table 9 - The questionnaire results (vocational business school - fourth-year students )**

Otázka	Odpoveď	Počet	%
1. V súčasnosti sa v médiách často spomína termín “tender “. Ako chápete jeho význam?	Správne	39	90,70%
	Nesprávne	4	9,30%
2. Čo znamená skratka “NATO“ v slovenskom jazyku ?	Správne	36	83,72%
	Nesprávne	7	16,28%
3. Slová“líder/líderka” sa udomácnili v slovenskom jazyku. Ako chápete ich význam ?	Správne	43	100,00%
	Nesprávne	0	0,00%
4. Pojem “play-off” je používaný v oblasti športu. Čo znamená v slovenskom jazyku?	Správne	40	93,02%
	Nesprávne	3	6,98%
5. Pojem “audit” patrí do oblasti ekonomiky. V ktorej z uvedených možností je tento pojem definovaný správne ?	Správne	40	93,02%
	Nesprávne	3	6,98%
6. Pojem “rating” sa používa pri ekonomických číselných ukazovateľoch. Čo znamená ?	Správne	34	79,07%
	Nesprávne	9	20,93%
7. V športovej kariére tenistu má veľký význam zisk “grandslamu”. Čo rozumiete pod týmto pojmom ?	Správne	43	100,00%
	Nesprávne	0	0,00%
8. Čo znamená pojem “marketing”?	Správne	37	86,05%
	Nesprávne	6	13,95%
9. V posledných rokoch sa stali populárne “talk šou”. Ako chápete význam tohto pojmu ?	Správne	33	76,74%
	Nesprávne	10	23,26%
10. Pojem “blog” súvisí s internetom. Čo znamená v slovenskom jazyku?	Správne	43	100,00%
	Nesprávne	0	0,00%



**Graph 2 – Correct and wrong answers (vocational business school – 4th-year students)**

The second evaluated sample was the students of the fourth grade of secondary vocational business school. We addressed the questionnaire to forty-three respondents. The sample was bigger than the previous one.

**Question # 1:** Thirty-nine respondents of the fourth grade circled the correct answer = 90, 70 %, only 4 students chose wrong option = 9, 30 %.

**Question # 2:** Thirty-six students knew what the acronym “*NATO*” stands for in Slovak, it constitutes 83, 72 %. Seven remaining students chose the wrong one, it was 16, 28 % of respondents.

**Question # 3:** All forty-three students chose the correct option. It indicates the elder students have had better and more exact knowledge than students in the first grade. The possible reason could have been their age and experience.

**Question # 4:** There were 93,02 % of students who knew exactly the meaning of a word “*play-off*”, only 6,98 % chose the wrong option. We expected better success.

**Question # 5:** When two researched grades are compared within the question, it shows the elder students knew and understood the word “*audit*” better than students of the first grade of secondary vocational business school. In the fourth grade, 93,02 % of respondents chose the correct option and only three of them did not.

**Question # 6:** 20,93 % of respondents had a problem with the right meaning of the word “*rating*”, i. e. only nine out of forty-three respondents were wrong about its meaning. 79,07 % knew what “*rating*” means.

**Question # 7:** The first 100 % item. All forty-three students circled the correct option. We predicted that the students’ results of knowledge and understanding would be at this level.

**Question # 8:** 86,05 % of all respondents circled the correct option referring to the meaning of a word “*marketing*”, six respondents were wrong in their decisions.

**Question # 9:** Thirty-three students circled the correct option referring to the correct meaning of an English word compound “*talk show*”.

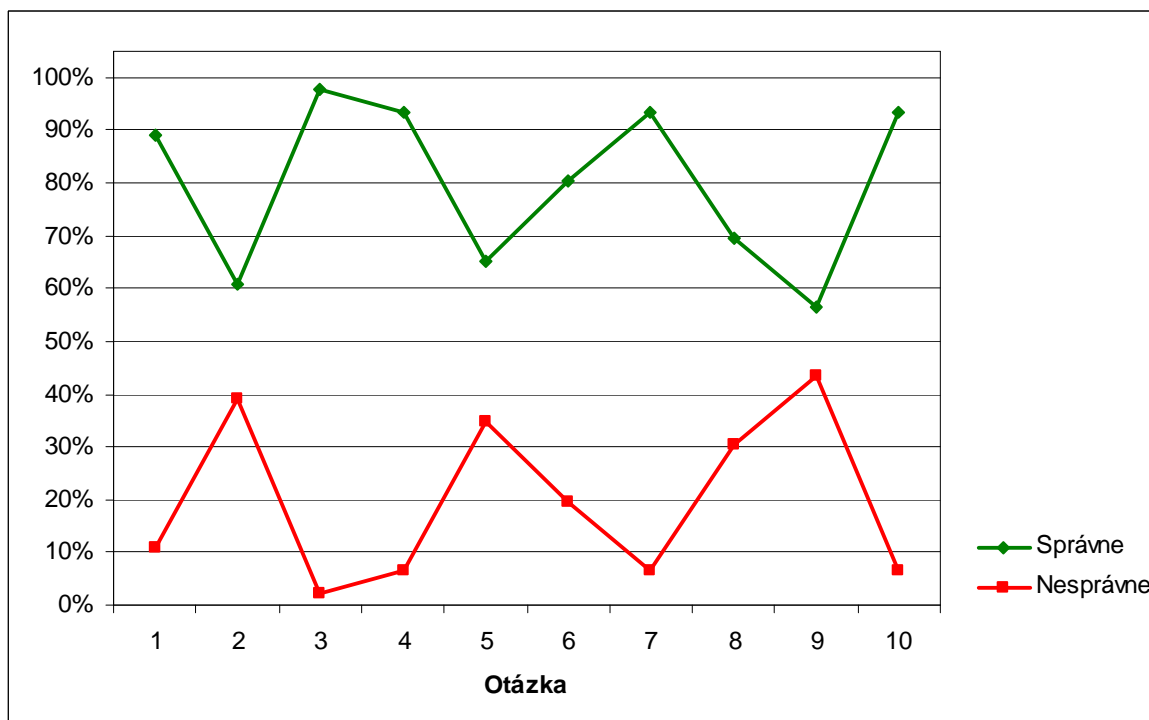
**Question # 10:** Ten respondents, it means 23,26 % chose the wrong option. 10<sup>th</sup> question was the second best item with respect to the correct understanding of the word “*blog*”, none of the respondents was wrong.

Overall, students understood completely the meaning of a word “*blog, líder* and *grandslam*”. More complicated situation was with the meaning of an expression “*talk šou*”.



**Table 10 - The questionnaire results (secondary grammar school – first-year)**

Otázka	Odpoveď	Počet	%
1. V súčasnosti sa v médiách často spomína termín “tender “. Ako chápete jeho význam?	Správne	41	89,13%
	Nesprávne	5	10,87%
2. Čo znamená skratka “NATO“ v slovenskom jazyku ?	Správne	28	60,87%
	Nesprávne	18	39,13%
3. Slová“líder/líderka” sa udomácnili v slovenskom jazyku. Ako chápete ich význam ?	Správne	45	97,83%
	Nesprávne	1	2,17%
4. Pojem “play-off” je používaný v oblasti športu. Čo znamená v slovenskom jazyku?	Správne	43	93,48%
	Nesprávne	3	6,52%
5. Pojem “audit” patrí do oblasti ekonomiky. V ktorej z uvedených možností je tento pojem definovaný správne ?	Správne	30	65,22%
	Nesprávne	16	34,78%
6. Pojem “rating” sa používa pri ekonomických číselných ukazovateľoch. Čo znamená ?	Správne	37	80,43%
	Nesprávne	9	19,57%
7. V športovej kariére tenistu má veľký význam zisk “grandslamu”. Čo rozumiete pod týmto pojmom ?	Správne	43	93,48%
	Nesprávne	3	6,52%
8. Čo znamená pojem “marketing”?	Správne	32	69,57%
	Nesprávne	14	30,43%
9. V posledných rokoch sa stali populárne “talk šou”. Ako chápete význam tohto pojmu ?	Správne	26	56,52%
	Nesprávne	20	43,48%
10. Pojem “blog” súvisí s internetom. Čo znamená v slovenskom jazyku?	Správne	43	93,48%
	Nesprávne	3	6,52%



**Graph 3 - Correct and wrong answers (secondary grammar school – first-year students)**

**Question # 1:** In comparison with the results of students in the first grade of secondary vocational business school, their peers of secondary grammar school were more successful in understanding the meaning of “*tender*”, i. e. 83, 13 % chose the correct option and only five respondents out of forty-six , i. e. 10,87 % were wrong.

**Question # 2:** The results were in favour of the students of secondary vocational business school, because 60, 87 % = twenty-eight respondents chose the correct corresponding Slovak translation of the acronym “*NATO*”, the remaining 39, 13 % were wrong.

**Question # 3:** 97, 83 % (forty-five respondents) chose the correct option referring to the meaning of an English borrowing “*líder*”.

**Question # 4:** The meaning of a sports term “*play-off*” is clear to 93, 48 % of students of secondary grammar school and 6,52 % circled the wrong option.

**Question # 5:** 65,27 %, i. e. thirty respondents in the first grade of secondary grammar school understood correctly the meaning of a word “*audit*”, sixteen students chose incorrect option.

**Question # 6:** The meaning of English borrowing, “*rating*” is clear to 80,43 % of students out of respondents. 19,57 %, i. e. nine students circled something else than what the word actually means.

**Question # 7:** Approximately equally successful as students of secondary vocational business school were those of secondary grammar school, where 93,48 % (forty-three students) knew and circled the correct reference to the term “*grand slam*”, only three of all to whom was the language questionnaire addressed were wrong.

**Question # 8:** Marketing, as an economy term is understood in a correct way by 69,57 % of 4-grade secondary grammar school students, fourteen students circled different and so incorrect option.

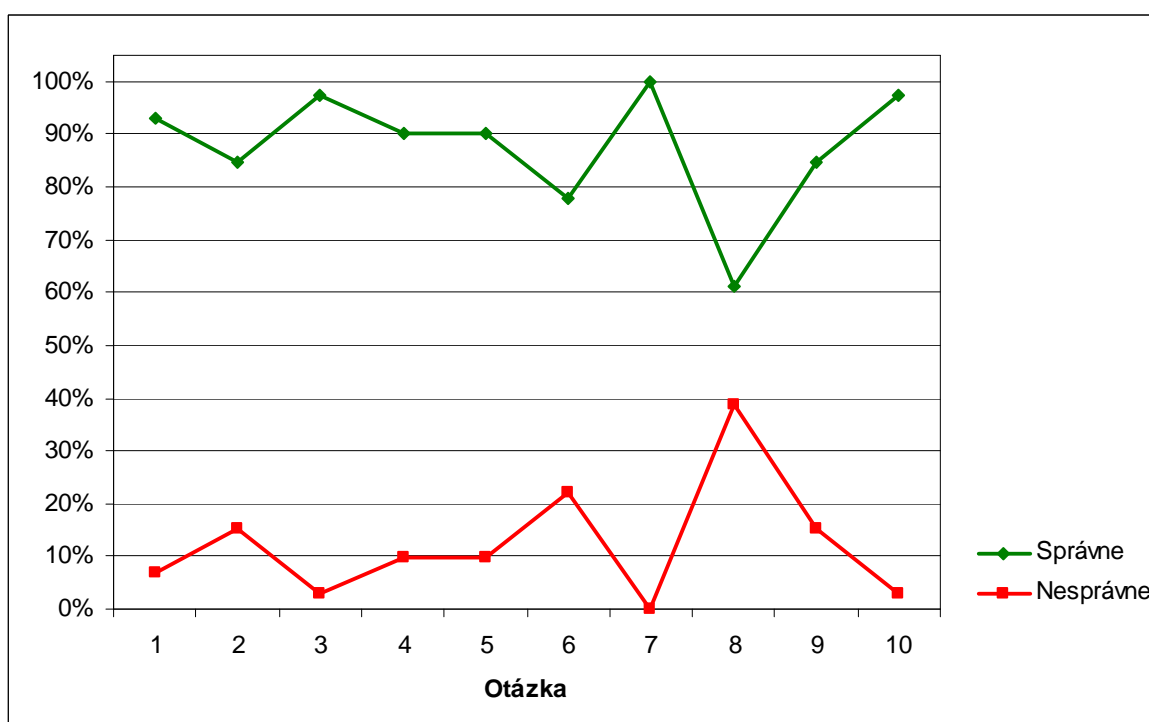
**Question # 9:** There were the closest results between correct/incorrect options chosen by respondents, 56,52 % marked the correct option given.

43,48 % were wrong in their decisions.

**Question # 10:** 93,18 % of first-years circled the correct option referring to the meaning of the word “*blog*”, 6,52 % were wrong.

**Table 11 - The questionnaire results (secondary grammar school – fourth-year students)**

Otázka	Odpoveď	Počet	%
1. V súčasnosti sa v médiách často spomína termín “tender “. Ako chápete jeho význam?	Správne	67	93,06%
	Nesprávne	5	6,94%
2. Čo znamená skratka “NATO“ v slovenskom jazyku ?	Správne	61	84,72%
	Nesprávne	11	15,28%
3. Slová“líder/líderka” sa udomácnili v slovenskom jazyku. Ako chápete ich význam ?	Správne	70	97,22%
	Nesprávne	2	2,78%
4. Pojem “play-off” je používaný v oblasti športu. Čo znamená v slovenskom jazyku?	Správne	65	90,28%
	Nesprávne	7	9,72%
5. Pojem “audit” patrí do oblasti ekonomiky. V ktorej z uvedených možností je tento pojem definovaný správne ?	Správne	65	90,28%
	Nesprávne	7	9,72%
6. Pojem “rating” sa používa pri ekonomických číselných ukazovateľoch. Čo znamená ?	Správne	56	77,78%
	Nesprávne	16	22,22%
7. V športovej kariére tenistu má veľký význam zisk “grandslamu”. Čo rozumieme pod týmto pojmom ?	Správne	72	100,00%
	Nesprávne	0	0,00%
8. Čo znamená pojem “marketing”?	Správne	44	61,11%
	Nesprávne	28	38,89%
9. V posledných rokoch sa stali populárne “talk šou”. Ako chápete význam tohto pojmu ?	Správne	61	84,72%
	Nesprávne	11	15,28%
10. Pojem “blog” súvisí s internetom. Čo znamená v slovenskom jazyku?	Správne	70	97,22%
	Nesprávne	2	2,78%



**Graph 4 - Correct and wrong answers (secondary grammar school – 4th-year students)**

**Question # 1:** Out of seventy-two respondents 93,06 % knew exactly that “*tender*” refers to a public call or a bid. 6,94 % chose the incorrect option. The percentage of correct answers was very high, which was a very good result for students of grammar school. It is good they know and completely understand meaning of it.

**Question # 2:** 84,72 % of students knew that North Atlantic Treaty Organisation stands for “*Severoatlantická aliancia*” in Slovak. Fourteen students chose one of the wrong options given.

**Question # 3:** The meaning of the word “*líder*” being defined as “*a guiding or directing head*”, was in this way understood by 97,22 % of respondents. We actually expected this because great majority of speakers commonly uses this expression.

**Question # 4:** 90,28 % of those respondents who accomplished the questionnaire knew exactly what to understand by a term “*play-off*”. 9,72 % i. e. seven respondents did not choose the correct option.

**Question # 5:** The elder students of secondary grammar school were equally successful as for their understanding of an economy expression “*audit*”. 90,28 % circled the correct option, i.e. that “*audit*” stands for “*úradné preskúmanie a zhodnotenie dokumentov ( hlavne účtovníctva) nezávislou osobou*”. Unfortunately, 9,72 % of respondents were not right.

**Question # 6:** With the right meaning of a term “*rating*” 77,78 % (fifty-six students) showed no problems and they marked (knew) correctly what it means. It is rather good result.

**Question # 7:** The most successful item, 100 % of respondents circled the correct option. They knew correctly it is a tennis term and so it means “*víťazstvo hráča tenisu v jednom zo štyroch prestížnych turnajoch v jednej sezóne*”

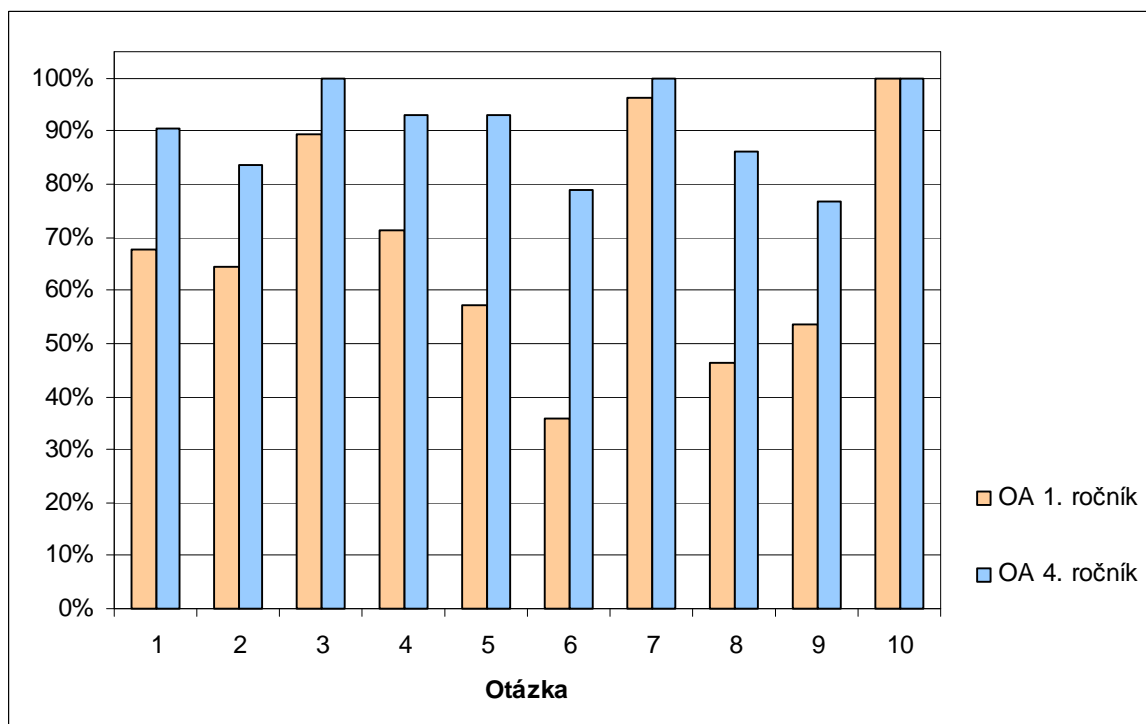
**Question # 8:** 61,11 % of students knew what the expression “*marketing*” stands for. On the contrary the remaining 38,89 % were not right. We think this percentage is too high. It was interesting to see that many students circled the definition of “*management*” instead.

**Question # 9:** The meaning of an English borrowing “*talk show*” was completely understood by 84,72 % of the respondents = sixty-one students.

**Question # 10:** Within this question, the results were satisfactory, because it was only 2,78 % of the students who were not right and marked a wrong option. The remaining seventy students circled the correct option.

**Table 12 - Comparison of grades within the secondary vocational business school**

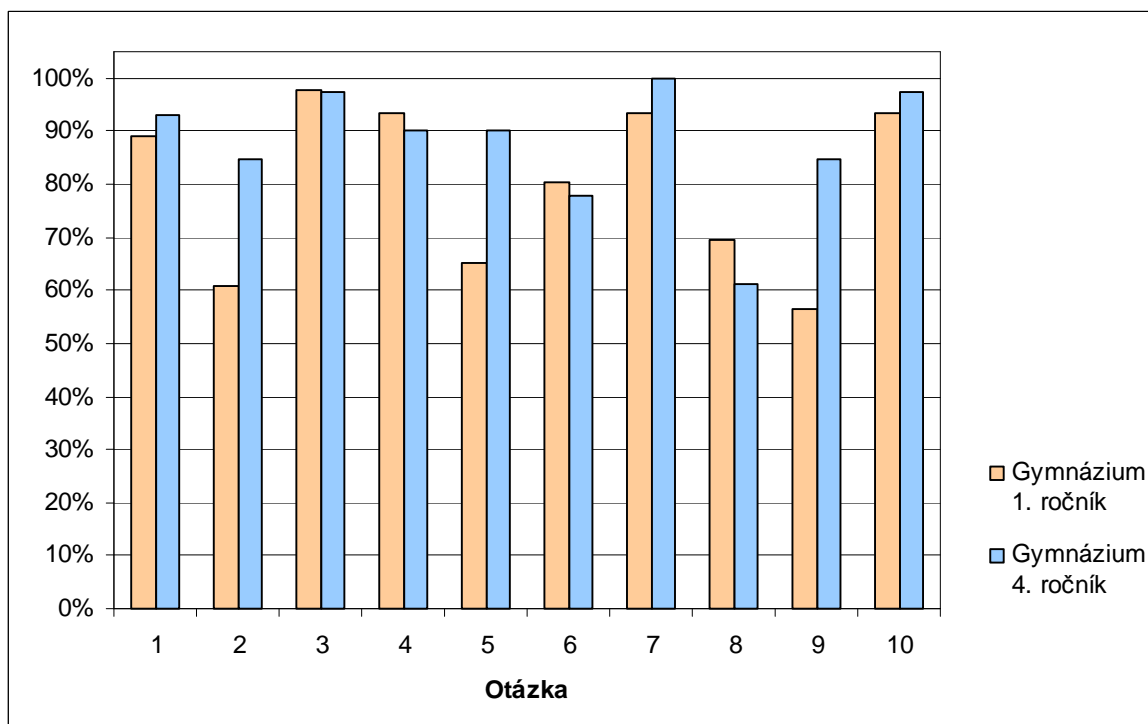
Otázka	Odpoveď správna	%
1. V súčasnosti sa v médiách často spomína termín "tender". Ako chápete jeho význam?	OA - 1. ročník	67,86%
	OA - 4. ročník	90,70%
2. Čo znamená skratka "NATO" v slovenskom jazyku ?	OA - 1. ročník	64,29%
	OA - 4. ročník	83,72%
3. Slová "líder/líderka" sa udomácnili v slovenskom jazyku. Ako chápete ich význam ?	OA - 1. ročník	89,29%
	OA - 4. ročník	100,00%
4. Pojem "play-off" je používaný v oblasti športu. Čo znamená v slovenskom jazyku?	OA - 1. ročník	71,43%
	OA - 4. ročník	93,02%
5. Pojem "audit" patrí do oblasti ekonomiky. V ktorej z uvedených možností je tento pojem definovaný správne ?	OA - 1. ročník	57,14%
	OA - 4. ročník	93,02%
6. Pojem "rating" sa používa pri ekonomických číselných ukazovateľoch. Čo znamená ?	OA - 1. ročník	35,71%
	OA - 4. ročník	79,07%
7. V športovej kariére tenistu má veľký význam zisk "grandslamu". Čo rozumiete pod týmto pojmom ?	OA - 1. ročník	96,43%
	OA - 4. ročník	100,00%
8. Čo znamená pojem "marketing"?	OA - 1. ročník	46,43%
	OA - 4. ročník	86,05%
9. V posledných rokoch sa stali populárne "talk šou". Ako chápete význam tohto pojmu ?	OA - 1. ročník	53,57%
	OA - 4. ročník	76,74%
10. Pojem "blog" súvisí s internetom. Čo znamená v slovenskom jazyku?	OA - 1. ročník	100,00%
	OA - 4. ročník	100,00%



**Graph 5 - Comparison of grades within the secondary vocational business school**

**Table 13 - Comparison of grades within the secondary grammar school**

Otázka	Odpoveď správna	%
1. V súčasnosti sa v médiách často spomína termín "tender". Ako chápete jeho význam?	Gymnázium 1.ročník	89,13%
	Gymnázium 4.ročník	93,06%
2. Čo znamená skratka "NATO" v slovenskom jazyku ?	Gymnázium 1.ročník	60,87%
	Gymnázium 4.ročník	84,72%
3. Slová "líder/líderka" sa udomácnili v slovenskom jazyku. Ako chápete ich význam ?	Gymnázium 1.ročník	97,83%
	Gymnázium 4.ročník	97,22%
4. Pojem "play-off" je používaný v oblasti športu. Čo znamená v slovenskom jazyku?	Gymnázium 1.ročník	93,48%
	Gymnázium 4.ročník	90,28%
5. Pojem "audit" patrí do oblasti ekonomiky. V ktorej z uvedených možností je tento pojem definovaný správne ?	Gymnázium 1.ročník	65,22%
	Gymnázium 4.ročník	90,28%
6. Pojem "rating" sa používa pri ekonomických číselných ukazovateľoch. Čo znamená ?	Gymnázium 1.ročník	80,43%
	Gymnázium 4.ročník	77,78%
7. V športovej kariére tenistu má veľký význam zisk "grandslamu". Čo rozumieme pod týmto pojmom ?	Gymnázium 1.ročník	93,48%
	Gymnázium 4.ročník	100,00%
8. Čo znamená pojem "marketing"?	Gymnázium 1.ročník	69,57%
	Gymnázium 4.ročník	61,11%
9. V posledných rokoch sa stali populárne "talk šou". Ako chápete význam tohto pojmu ?	Gymnázium 1.ročník	56,52%
	Gymnázium 4.ročník	84,72%
10. Pojem "blog" súvisí s internetom. Čo znamená v slovenskom jazyku?	Gymnázium 1.ročník	93,48%
	Gymnázium 4.ročník	97,22%



**Graph 6 - Comparison of grades within the secondary grammar school**

The evaluation subchapter is associated with the hypothesis established in subchapter 2.2 – *Hypotheses, questions*. The results showed the hypothesis confirmed only with fourth-year students of secondary business school.

The two tables and graphs summarize the results obtained, they compare the correct answers of respondents in both types of schools. The comparative tables and graphs show only what the students *knew*, it shows only the positives of comparison. If they felt bad, because they did not know the answers, this questionnaire might initiate change.

**Question # 1:** Students of the first and fourth grade of secondary grammar school knew better or were more successful in understanding the meaning of expression “*tender*”

**Question # 2:** In the first grade, 89,13 % of students circled the correct option, fourth-year students achieved 93,06 % ; two researched groups gained worse results – 67,86 % and 90,70 %. The hypothesis in this question did not confirm. The results yielded in the second question showed bigger consistency. Freshmen of the secondary vocational business school understood correctly what “*NATO*” means in Slovak. It was 64,29 % of respondents, fourth-year students of the secondary vocational business school were right in 83,72 %. It means the freshmen students of the secondary vocational business school understood the meaning of the word better.

**Question # 3:** Students in the first grade of secondary grammar school were better. i. e. 97,83 % of the students knew / understood in a correct way the term “*líder*”.

The peers of the business school gained 89,29 %. The students of the secondary vocational business school in the graduation year were better (gained 100 %) than the students in secondary grammar school (they reached 97,22 %).

**Question # 4:** Students in the first grade of secondary grammar school knew and understood the term “*play-off*” better (93 48 %) than first years of secondary vocational business school where students reached 71,43 %.

**Question # 5:** Among the students of the fourth grade, the results were in favour of students of the secondary vocational business school, i.e. 93,02 % of students in the last grade knew the meaning of an expression “*audit*”. When we compare the freshmen students, the students of the secondary grammar school proved better knowledge (65,22 %) than students of secondary vocational business school (57,14).

**Question # 6:** We surveyed, the knowledge and understanding of expression “*rating*” with students of vocational business school, in the first grade was very poor, only 35,71 % circled the correct option. Their peers in the grammar school circled the correct definition in 80,43 %. Their elder colleagues were more consistent.

The secondary vocational business school students were little bit better in the understanding of the term “*rating*”(they they achieved 79,07 % success against grammar school students who achieved 77,78 % of correct answers.

**Question # 7:** The most consistent results between particular grades and schools in the percentage of correct answers were achieved within this question It means 96,43 % of secondary vocational business school circled the correct option referring to the meaning of an expression ”*grand slam*”. The secondary grammar school students gained 93,48 %; students in the 4<sup>th</sup> grade of both schools were equally successful, i. e. 100 % of all asked respondents understood the meaning of the expression “*grand slam*” correctly.

**Question # 8:** Only 46,43 % of the students in the secondary vocational business school were correct in their understanding of a word “*marketing*”, first-year students of grammar school knew better the meaning, it was 69,57 %.

The fourth-year students of secondary vocational business school were better (86,05 %) than students of grammar school (61,11 %).

**Question # 9:** The results showed that students of both grades of grammar school knew the meaning of selected English borrowing better (i.e. first-year students reached 56,52 %, fourth-year students = 84,72 %) than students of secondary vocational business school (i.e.1. grade – 53,57 %, 4. grade – 76,74 %).

**Question # 10:** In understanding the term “*blog*” both grades of secondary vocational business school were better than the same grades of the grammar school.

If we sum it up, the freshmen in the grammar school showed better knowledge than their colleagues in the secondary vocational business school. In other words, first-year students in the grammar school were better when talking about the correct understanding of English terms in 7 questions. Within this group of students, the hypothesis did not confirm. Students in the 4<sup>th</sup> grade of the secondary vocational business school were better, more successful than the grammar school students in the last grade. The students of the vocational business school were better when talking about correct understanding of given words. In case of 4<sup>th</sup> – grade students, the hypothesis did not **confirm**. In the question number “7” there appeared identical results with students of both researched schools from the aspect of age.



## Conclusion

English influences the language culture in Slovakia and the reasons of this is the freedom, arbitrariness and other properties of the language. The aim of our diploma thesis was to bring a view on the constantly changing Slovak vocabulary with the focus on English borrowings occurred in the word stock of the Slovak press.

The thesis presents a selection of English borrowings chosen from Slovak journals, followed by their determination of frequency and understanding. Via frequency calculation we found: a single issue of the Pravda journal had 47 pages and approximately 22 587 words, i. e. 30 issues of the journal included approximately 677 610 words. To sum up, the approximate absolute frequency of excerpted English borrowings was 6405. The frequency of excerpted borrowings was lower, we found: a single issue of the SME journal had 30 pages and approximately 19 727 words, i. e. 30 issues of the journal included approximately 591 810 words, i. e. the approximate absolute frequency of excerpted English borrowings in SME was 5287. The hypothesis concerning the frequency confirmed.

The results obtained reflect just the situation with borrowings in January and February. We cannot declare for sure that the frequency of English borrowings will rise or fall, because it is influenced by many factors. One of them is the design of the newspaper journal, it means the visual and textual ratio. In this aspect, the two chosen journals are similar to each other. Despite the differences in their formats, a comparable amount of paper space within both journals includes the advertisements and classifieds. The author of a newspaper column is limited in terms of quantity of words he/she can use in the column. If he/she writes the article about automobiles or technologies he /she has to work with specific words and usually English ones. It is predictable that longer the article about the topic, the more frequency of the specific words. The conclusion, whether the trend is upward or downward is of course a matter of a long-term research. We can only presume the character of changes in frequency.

The understanding of English borrowings was examined via the questionnaire method. The research sample included the students of secondary vocational business school and gymnasium (secondary grammar school).

We processed the results into statistical tables providing information about the correct or wrong understanding of the meaning of English borrowings. Due to the research in their frequency, the selected English borrowings belong to the most frequent ones in the chosen Slovak printed media. We believe students read printed media because it is a genre for mass groups of people. Therefore, we supposed they would know the meaning of the chosen borrowings with no problems.

The research was conducted in March 2010 and 189 respondents filled in the questionnaire. The return rate of the questionnaire was 100% because we administered it in person. Out of ten given English borrowings, three words belonged to the lexical group of society (*NATO, líder*) two words (*grand slam, play-off*) to sports, whereas “*marketing, rating, tender, audit*” to economy. The word “*talk show*” was assigned to the semantic group of culture. The English borrowing “*blog*” classified as an internet expression was understood in both types of schools and grades best: 100% in the 1<sup>st</sup> class (grade?) of the secondary vocational business school and in the 4<sup>th</sup> grade of secondary vocational business school. At grammar school in the 1<sup>st</sup> grade 93,48% and in the 4<sup>th</sup> grade 97,22% respondents understood the meaning correctly,

To sum it up, the students in the first grade of grammar school showed better knowledge in understanding the English borrowings than their peers at the business school. With respect to the results, freshmen of grammar school were better in seven questions. Among 4-grade students, students of secondary vocational business school were better than students of grammar school in six questions. In question “7” there appeared identical results in both schools and grades.

In conclusion, English is one of the world's most popular languages and the most influential one. The influence has multidimensional impact and it automatically increases language competence and performance expectation also towards Slovak speakers. There is no need to violate these tendencies, we should accept them as a fact and handle with English borrowings in Slovak in such a way to be acceptable for understanding. We hope our thesis will serve as a good information source to all those who deal and will deal with this ever interesting topic.

## Resumé

Globálna sila, potenciál internacionálneho vplyvu angličtiny je viditeľná i v niekoľkých štatistických ukazovateľoch; angličtina je prvým jazykom pre 300-400 miliónov ľudí na svete. Ako oficiálny jazyk sa používa v 53 krajinách, celkovo sa ňou dorozumieva okolo 500 miliónov až 1,8 miliardy ľudí na Zemi. Angličtina tak patrí do top rebríčka jazykov sveta. Nedá sa jednoznačne povedať, či jej patrí v rebríčku 3 najrozšírejších jazykov 2. alebo 3. miesto. Isté však je, že sa nachádza v spoločnosti takých jazykov ako je hindčina a čínština. Moderná angličtina sa dnes zvykne označovať aj ako „globálna lingua franca.“

S týmto dominantným postavením angličtiny súvisí aj problematika preberania jej lexikálnych jednotiek do iných jazykov, v prípade tejto diplomovej práce ide o slovenský jazyk. Táto problematika je čoraz viac diskutovaná medzi odborníkmi – jazykovedcami. Tí sa vyjadrujú k tomu, či slovenskému jazyku prílev anglických lexikálnych jednotiek škodí, a tak dávajú za pravdu konzervatívnym puristickým názorom. Druhou skupinou sú tí odborníci aj laici, ktorí zdôrazňujú že je to jednoducho tak. Prílev cudzích slov je súčasť prirodzeného vývoja jazyka vyplývajúca s jeho všeobecných črt ako otvorenej entity. Každopádne, tak ako je aj medzi jazykovedcami, a laickými používateľmi jazyka skupina „za“ používanie (alebo, ktorá to nevidí ako ohrozenie identity jazyka, jeho čistoty), tak je aj protikladná skupina odborníkov, laikov, ktorí tento fakt prijímajú s pohoršením, rozčarovaním a nesúhlasom.

Je správne, že slovenský jazyk ani takto nezaostáva a je flexibilný, vie sa rýchlo prispôbiť akýmkoľvek zmenám. Mnohým zmenám aj konkrétne v lexikálnej rovine sa prispôbil veľmi úspešne. Samozrejme, je potrebné zdôrazniť, že ani v tejto oblasti nie je dobré, ak sa veci „umelo“ nasilu presadzujú či implementujú, a v prípade anglicizmov to platí dvojnásobne. Obohacovanie je pozitívna záležitosť vo všeobecnosti a aj v jazyku. Netreba však nič preháňať len aby to vyznievalo tak moderne, súčasne, trendovo.

Každý používateľ jazyka, či už je to osoba verejná alebo sú to novinári, musí niesť určitú zodpovednosť, vedieť odhadnúť čo je ešte v poriadku, a čo nie. Ak hovoríme o anglicizmoch, máme na mysli zväžiť ten fakt, či sa anglické slovo nedá nahradiť adekvátnym slovenským ekvivalentom.

Ak použijeme samotnú anglickú „výpožičku“ v nasledujúcej vete, už tento samotný fakt je dôkazom, že anglicizmy prenikajú do slovenského jazyka vo významnej miere.

Boom v oblasti používania anglických „výpožičiek“ narastá a je len na postoji budúcich generácii aké stanovisko k tomuto trendu zaujmú. Pre žiadnu zo strán nebude dobré, ak sa budú nasledujúce generácie snažiť ísť po vzore puristov 17. storočia a teda „konzervovať jazyk“. Avšak vzhľadom aj k dobe, ktorú žijeme to prakticky nie je možné, uskutočniteľné.

V prvej podkapitole práce uvádzame súčasné riešenie problematiky preberania slov a anglicizmov. Vymedzujeme základné pojmy, ktoré sú východiskové pre spracovanie témy diplomovej práce. Prezentujeme tu definície týchto pojmov napr. od Davida Graddola, Alexandra Onyska, ktorý píše o vplyve prevzatých slov z iných jazykov na nemecký jazyk. Pripájame i názory na túto problematiku od popredného slovenského lingvistu, Juraja Dolníka.

Diferenciácii pojmov „preberanie“ a tzv. code-switching“ t. j. striedanie kódov sa venuje Alexander Onysko vo svojom diele, „*Anglicisms in German: Borrowing, Lexical Productivity and Written Codeswitching*“. Preberaniu ako procesu je venovaný pomerne značný priestor v podkapitole 1. 2. Je aj pre čitateľov práce dôležité aby sa kľúčové pojmy práce definovali a p.

V uvedenej časti práce chceme zdôrazniť ten fakt, že slovenský jazyk ako jazyk preberajúci je súčasťou tzv. „interlingválneho - medzijazykového priestoru“, čiže určitých vzájomných vzťahov. Ide o vzťahy medzi systémami anglického a slovenského jazyka ( $L_A \leftrightarrow L_S$ ). Tieto vzťahy sa opierajú o 3 zložky: *interferencia*, *adaptácia (asimilácia)*, *integrácia*.

Keď dochádza k situácii, že cieľový jazyk a jeho používatelia sú v procese akceptácie cudzieho elementu vo svojom jazyku, prebiehajú 3 procesy. Prvým je preberanie (resp. transfer slova) medzi zdrojovým jazykom a cieľovým. Po druhé, je to fáza prispôsobenia sa daného jazyka z pohľadu jeho štruktúry (morfológia, lexika, foneticko-fonologická stránka, sémantika, ortografia, atď.). Záverečnou fázou je samotný preklad slova.

Samozrejme, existuje celá rada príčin zosilneného prílivu slov neslovanského, cudzieho pôvodu, v prípade tejto práce - anglicizmov. Ide o vnútorné a vonkajšie jazykové príčiny. Za najvplyvnejší, najrelevantnejší faktor považujú medzi inými odborníci kultúru.

Ďalej sa v práci uvádza stručná klasifikácia prevzatí, od Pavla Kvetka i Wenera Betza. Betz rozširuje kategorizáciu, pričom hovorí o priamych a nepriamych vplyvoch na tieto prevzatia. Rozčleňuje ich na prevzaté slová, cudzie slová, a asimilované prevzaté slová.

Medzi nepriame zaraďuje: loan coinage, loan meaning, loan formation, loan translation, loan rendition and loan creation.

Adaptácia, resp. asimilácia anglicizmov v slovenskom jazyku je úzko spätá jednak so štruktúrou prevzatého anglicizmu; ďalším faktorom je repetitívnosť daného anglicizmu (čím viac je v komunikácii daný anglicizmus opakovaný, tým vyššia je jeho adaptabilnosť.). Adaptácia sa spája aj s mimojazykovými príčinami. V rámci tejto časti spomíname i problematiku adaptácie slov, ktorú vytvorila Tereza Víšková.

V kontexe adaptácie anglicizmov Víšková uvádza konkrétne aspekty ako štruktúra anglicizmu, opakovanie a ostatné mimojazykové príčiny. Každý jazyk prechádza v rámci integračného procesu istými stupňami, Gradoll hovorí o troch: nízky, stredný a vysoký stupeň.

Postupne v práci venujeme pozornosť charakteristike pojmu „anglicizmus“, (tento pojem sa už bežne v lingvistike používa na označenie výrazu, slova prevzatého z anglického jazyka), bola vybraná definícia od Kvetka. Zaujímavým v tomto prípade je fakt, ktorý si je potrebné uvedomiť, že aj napriek prvotnému pocitu, že ide o tzv. čistý anglicizmus, ktorý môže vzbudzovať pohľad na slová končiace na príponu “/-ing”, nie je to vždy tak. Faktom je, že ak by sa oddelila táto prípona od slova a zistil by sa pôvod len základu slova, došlo by k zaujímavým zisteniam. Zistilo by sa, že je to slovo latinského, francúzskeho, gréckeho či iného pôvodu.

Keďže vplyv angličtiny presahuje hranice krajín kde je materinským jazykom v prípade excerpovaných anglicizmov ide v mnohých prípadoch o internacionálne anglicizmy. Jesenská uvádza nasledovné znaky tzv. *anglo-saských internacionalizmov*: dynamika, progresívnosť, monosylabizácia (t.j. preferovanie používania skrátených foriem, v záujme hospodárnejšieho vyjadrovania), nociónálnosť, odbornosť. Na druhej strane hovorí aj o negatívnejšom znaku a síce o expresívnej zafarbenosti anglicizmov, ktoré používajú hlavne mladí ľudia (*byť cool, lúzer*).

V súvislosti s identifikáciou „originality“ anglicizmu vychádzajú pri tejto dileme do popredia tzv. *sekundárne anglicizmy*, alebo *pseudoanglicizmy*. Sú to anglicizmy utvorené z domáceho slovotvorného základu pomocou typických anglických slovotvorných prostriedkov. Sú to slová, ktoré obsahujú pojem z angličtiny, ale používajú sa takým spôsobom, že „native spíkeri“ by mali ťažkosti pochopiť význam tohto pseudoanglicizmu. Filipovič spomína aj kategóriu tzv. *nepravých pseudoanglicizmov*.

Ako štylistickú oblasť, z ktorej bude pochádzať materiál pre výskum sme si vybrali oblasť slovenskej tlače. Vo svojej knihe „*Štylistika*“ hovorí Mistrík práve o tom, že v slovenských médiách je približne každé 6 slovo cudzie. Samozrejme je to prirodzené pretože jednotlivé jazyky preberali slovnú zásobu počas svojho vývoja hlavne z latinčiny, gréčtiny či francúzštiny, napr. sú to slová: *politika*, *demokracia*, atď. Stručne povedané, tieto slová sú teda medzinárodné. Práve jazyková kultúra s akou sa dnes ako čitatelia stretávame je niekedy v takom stave, redaktori či šéfredaktori slovenských novín sa pokúšajú o zmenu, o odbulvarizovanie obsahu teda jeho skultivovanie. Práve bulvarizujúce tendencie redaktorov tvoriacich text novín zvýšili jednak príležitosť na voľnejšie vyjadrovanie a tým aj na častejšie používanie cudzích slov – anglicizmov v textoch článkov a rubriek. Niektoré slová ktoré sa používajú najmä v tématicky zameraných rubrikách, sa nedajú nahradiť žiadnym slovenským slovom, teda už sa naozaj natrvalo udomácnili a adaptovali v systéme slovenského jazyka.

S kvantitou anglicizmov s ktorými sa stretávame v slovenskej tlači súvisí bezprostredne aj problematika ich frekvencie. Tento pojem možno stručne charakterizovať synonymom častot' výskytu. Vo frekvencii ide o to, koľkokrát sa sledovaný jav (anglicizmus) objaví na nejakom mieste, za nejakú časovú jednotku. V prípade predkladanej diplomovej práce ide o frekvenciu anglicizmov textoch denníkov Pravda a SME. Avšak skôr než sme zistili absolútnu frekvenciu výskytu daného korpusu anglicizmov, považovali sme za dôležité si problematiku frekvencie priblížiť aj z teoretického hľadiska. Tento teoretický a v konečnom dôsledku aj praktický základ sme čerpali z diela „*Frekvencia slov v slovenčine*“ od Jozefa Mistríka a je stručne rozpracovaný v časti 1.3 Pri klasifikácii slov v texte zohrávajú úlohu vertikálny respektíve horizontálny aspekt.

Mistrík v tejto súvislosti uvádza Guiraudove delenie slov z aspektu frekvencie na gramatické (štruktúrne), tématické slová ako ďalší typ uvádza tzv. bázové slová a nakoniec tzv. „*mots de caractérisation*”.

V rámci horizontálneho rozvrstvenia textu je podľa Mistríka dôležitá miera striedania slov, miera ich opakovania, rozsah slovníka v texte, výskyt tématických slov a v neposlednom rade koncentrovanosť lexiky. Doterajšie kvantitatívne výskumy slovnej zásoby sú zaujímavé hlavne pre svoj cieľ, rozsah, výber reprezentatívneho súboru, pre členenie súboru, spôsob spracovania no a v neposlednom rade pre kvantitatívnu charakteristiku javov.

Druhou hlavnou kapitolou diplomovej práce je „*Výskumná časť*“. Približuje ciele, otázky, hypotézy a v špecifikujeme v nej aj metódu, ktorú sme pre výskum použili. Hlavnými cieľmi práce teda boli:

- zistiť a určiť si v rámci výskumnej doby a vybranej tlače oblasti z ktorých budú anglicizmy excerpované (t. j. hlavné texty a rubriky, inzercia, reklama a tématické prílohy). O aké konkrétne slová išlo uvádzame v časti „*Research results*“;
- zistiť frekvenci výskytu anglicizmov vo vybraných slovenských denníkoch;
- zistiť mieru pochopenia najfrekventovanejších anglicizmov u respondentov (študentov strednej odbornej školy obchodnej akadémie a gymnázia).

V podkapitolách 2.1 – 2.3. uvádzame stručne hypotézy výskumu a otázky spojené s výskumom. Chceli sme zistiť aké je približné množstvo anglicizmov v denníku Pravda a SME. Ešte pred samotným začiatkom skúmania sme si určili základný korpus, ktorý tvorilo približne 450 rôznych anglicizmov. Po druhé, na základe charakteru vyexcerpovaného materiálu sme chceli zistiť, ktoré konkrétne anglicizmy sa v novinách vyskytovali najčastejšie. Zoznam tridsiatich najfrekventovanejších uvádzame v podkapitole 3.2. v tabuľkách č. 5 a 6. Posledná výskumná otázka, ktorú sme si položili bolo zistiť ako študenti obchodnej akadémie a gymnázia chápu význam 10 vybraných anglicizmov. Hypotézy, ktoré sme si stanovili uvádzame tu:

Hypotéza č. 1:

Počet anglicizmov v denníku Pravda bude väčší ako v denníku SME.

Hypotéza č. 2:

Približná absolútna frekvencia anglicizmov bude vyššia v denníku Pravda ako v denníku SME.

Hypotéza č. 3:

Študenti strednej odbornej školy (obchodnej akadémie) budú lepšie chápať význam vybraných anglicizmov ako študenti gymnázia.

Podkapitola 2.3 približuje metodologickú stránku práce so zameraním na charakteristiku použitej výskumnej metódy, ktorou bol jazykový dotazník. V rámci tejto je stručne vypracovaná problematika dotazníka ako nástroja; jeho štruktúry, výhody a nevýhody dotazníkovej metódy i teoreticko-metodologická rovina otázok dotazníka (typológia).

Medzi výhody dotazníka patria podľa Matejedesa a Ďaďa: nízke výdavky (finančné, či materiálne); flexibilita vyplývajúca z charakteru dotazníka; anonymita a súkromie (diskrétnosť), dobrovoľnosť. Ako nevýhody autori uvádzajú: nízka návratnosť; neskoršia spätná väzba; nevýhodou môže byť často charakter otázok (dĺžka, vecnosť, atď.); respondentov postoj k dotazníku (neriadi sa inštrukciami – nevyplní všetko, alebo nesprávne vyplní, doplní požadovanú informáciu; odmieta ho vyplniť; prípadne nie je vo vyplňaní dôsledný, atď).

Táto časť voľne nadväzuje na kapitolu č. 3 – „Výsledky výskumu“. Je to kľúčová kapitola z hľadiska realizovaného výskumu.

V úvode tejto kapitoly uvádzame stručne isté sémantické charakteristiky s ktorými sme sa stretli pri excerpcii anglicizmov. Máme na mysli ten fakt, že korpus tvorí mnoho slov s príponou “/-ing”, konkrétne *marketing*, *rating*, *doping*, *shopping*, *klíring*, *lízing*, *screening*. Uvedené slová sa dajú preložiť, ale sú s tým spojené isté „riziká“, ako by mohol preklad znieť. Nechávajú sa preto aj v praxi vo svojej pôvodnej ortografickej forme. Napríklad slovo “*marketing*” je príkladom takéhoto “problematického” slova. Je to pojem veľmi rozšírený, základom slova je slovo „market“, čo znamená „trh“.



Z hľadiska zrozumiteľnosti je lepšie a aj efektívnejšie (čas) aby sa tento pojem používal ako pojem aj v komunikácii nie jeho popisný význam – trhovanie. Jeden z dôvodov prečo je tomu tak, je už jeho dostatočná adaptovanosť. Podobné odôvodnenia by sme mohli použiť aj v prípade slov *doping*, *shopping*, *klíring*, *lízing*, *screening*. Aj keď v prípade slova *shopping* preklad použitý v reči by bol dostačujúci a nie už taký významovo „kotrbatý“. Aby sme to uzavreli je naozaj lepšie aj pre plynulosť a úroveň komunikácie, aby sa používali tieto pojmy v originálnej forme. V tabuľke č. 3 uvádzame ďalšie príklady slov s príponou “/-ing”, ktoré sme vyexcerpovali spolu aj s interpretáciou ich významu v slovenskom jazyku. V tabuľke č. 4 sme uviedli príklady anglicizmov, ktoré sme považovali za zaujímavé uviesť z toho dôvodu, že hoci sa používajú a úspešne sa adaptovali, avšak niektoré z nich, napr. *tag*, *off-shorový*, *shoebomber*, či *mural art*“ nepatria medzi úplne bežné v porovnaní so slovami ako, *outfit*, *CD*, *HD*, *fast food*“ a iné, ktoré sú iste frekventovanejšie.

V podkapitole 3.1 uvádzame všetkých 450 anglicizmov, ktoré sa za sledované obdobie v oboch denníkoch vyskytli. Zaradili sme ich do 14 lexikálnych skupín. podľa charakteru nájdených anglicizmov. Zoradili sme ich abecedne za sebou podľa anglickej abecedy. t.j. počítače (internet, asociálne siete); kultúra (film, hudba, knihy, televízia); ekonomika (financie, podnikanie, bankovníctvo); elektronika (technológie, nástroje, vybavenie); móda; jedlo a nápoje; personalistika resp. riadenie ľudských zdrojov; doprava; príroda a zvieratá; veda a medicína; spoločnosť; šport (hobby a zdravie); skupina nazvaná „týnedžerská lexika“ a nakoniec tzv. univerzálna kategória, alebo kategória všeobecných nezaradených pojmov.

V rámci spomínanej lexikálnej kategorizácie u niektorých vybraných anglicizmov z konkrétnej lexikálnej skupine uvádzame aj významu, ako majú byť chápané. V skupine „šport, zdravie“ to bolo napríklad vysvetlenie pojmov z tenisu (techniky úderov; v anglickom jazyku sa vysvetlili napríklad pojmy, ktorými sa označuje počet hráčov v poli pri hre; pojem vyjadrujúci bod v hre, ako aj ostatné uvedené adaptované pojmy anglického pôvodu používané v tomto športovom odvetví. Ďalej sme vysvetlili pojmy s hokeja (*center*, *bek*, *forčeking*, *shut out*) a futbalu (*quarterback*, *rowdies*, *dribling*).

Pri ekonomickej terminológii sme venovali väčšiu pozornosť explanácii pojmu „marketing“. Samotný význam pojmu resp. subjekty, ktorými sa tento pojem označuje, sú tak široké, že tento pojem sa nedá charakterizovať stručne jednou vetou, aby sa vystihlo, čoho všetkého sa týka. V rámci tejto časti sa ešte ako aktivita úzko súvisiaca zo základným poslaním názvu práce, i pre pochopenie potenciálneho čitateľa práce pojmy ako benchmarking, frančízing, či holding a teda sú do istej miery aj pevne ortograficky adaptované na systém slovenského jazyka. Tieto pojmy sa už pevne udomácnili v slovnej zásobe slovenského jazyka.

Z oblasti tzv. riadenia ľudských zdrojov, čo je dnes veľmi skloňovaná a teda aj moderná téma hlavne v oblasti podniku (riadenie). Medzi ďalšie vyexcerpované príklady, ktoré sme zaradili do oblasti *riadenia ľudských zdrojov* patria *mentoring* (využitie skúsenej osoby, aby odborne viedla, radila menej skúsenej v rôznych oblastiach), alebo *teambuilding*. Medzi ďalšie príklady z tejto oblasti tzv. „HR manažmentu“ patria: *headhuntingový, workshop, start up projekt, work-life balance*.

Nezanedbateľné množstvo slov, ktoré sú prevzaté z angličtiny a už dávno sa adaptovali na podmienky slovenského jazyka, sa nachádzalo v oblasti kultúry. Táto bola ešte vyšpecifikovaná do pod oblastí: film, hudba, knihy. Interpretačná analýza sa týkala pojmov ako *coververzia, evergreen* (ako je vidieť, tento pojem sa udomácnil v pôvodnej pravopisnej anglickej verzii a je len mizivé percento prípadov, kedy sa používa v inej ortografickej forme (*evergrín*). Do explanačnej časti sme zaradili aj pojmy, ktoré sa nevyskytujú až tak často v porovnaní s inými v kultúre bežne používanými pojmy, takými boli napr. slová: *tag* či *mural art*. Možno povedať, že pojem *stand-up comedy* je už predsa len známejší, mohli by ho ľudia viac poznať a vedieť čo znamená, než spomínané dva pojmy.

Celá spoločenská oblasť je taktiež nemenej bohatá na anglicizmy. Pre explanáciu sa z korpusu vybrali pojmy *summit* (stretnutie politických lídrov krajín, kde diskutujú o rôznych témach, aktuálnych problémoch a snažia sa nájsť, navrhnúť riešenia týchto problémov). Často používaným a nie vždy na prvý pohľad jasným je význam pojmu *think-tank*. Tento pojem označuje organizáciu, spoločnosť, firmu, skupinu odborníkov zaoberajúcich sa vývojom nových vedeckých myšlienok, výskumom, poradenstvom v oblasti vedy, technológií, priemyslu, podnikania.

Výrazne jednoduchšie je naopak, pochopiť význam slova *bojkot*, ktorý znamená omietnutie zúčastniť sa niečoho z dôvodu nesúhlasu (morálneho, názorového presvedčenia), ďalej sú vysvetlené pojmy *koroner*, *binge drinking*. *Koroner* sa chápe ako (väčšinou) obhliadajúci lekár a *binge drinking* by sa dal stručne definovať ako predávkovanie sa vysokým množstvom alkoholu na nejakej spoločenskej akcii za krátky čas.

Oblasť technológie sa delí na niekoľko podskupín, každá sa zaoberá niečím konkrétnym, je užšie vyprofilovaná, napr. počítačové technológie, telekomunikácie či audiovizuálna technika.

Je to oblasť nesmierne bohatá na technické, odborné výrazy. Pre explanáciu významu sme vybrali nasledovné pojmy *cloud computing* (ako model poskytovania virtualizovaných výpočtových prostriedkov vo forme služieb cez sieťové pripojenie), *HDMI* (rozhranie pre prenos vizuálneho a zvukového signálu s vysokým rozlíšením.). No a nakoniec, *Blu-ray*, predstavuje v súčasnosti najnovší formát vysokokapacitných optických diskov

Naším cieľom a dôvodom prečo sme niektoré pojmy vysvetlili bolo, aby aj budúci čitateľ tejto práce rozumel významu daného slova. Chceli sme touto aktivitou naplniť podstatu pojmu v názve práce a síce „pochopenie“.

V podkapitole 3.2. - *Quantitative analysis and evaluation* vyhodnocujeme hypotézu č. 1. Hypotéza sa na základe zistených faktov potvrdila. V denníku Pravda sa vyskytlo v 30 číslach 450 anglicizmov, v denníku SME ich bolo o niečo menej – 364. Ako uvádzame formáty oboch denníkov sú rozdielne (SME má formát A3), ale po prepočítaní, by sa pravdepodobne rozdiel v počte výrazne zmenšil. Z uvedeného možno uzavrieť, že za dobu excerpovania sa vyskytlo v denníku Pravda viac adaptovaných anglicizmov Jaso v denníku SME. Dá sa predpokladať, že keby sa stanovil iný časový úsek a teda aj množstvo zdrojov pre excerpciu by bolo väčšie, dospeli by sme k novým, iným zisteniam. Pre potreby tohto výskumu však postačil rozsah 450 anglicizmov.

Podkapitola 3.3 - *Frequency and its evaluation*, obsahuje vyhodnotenie približnej absolútnej frekvencie anglicizmov z korpusu. Zistovali sme či je frekvencia anglicizmov v denníku Pravda vyššia ako v denníku SME. Hypotéza sa opäť potvrdila, o čom svedčia aj zinterpretované výsledky v menovanej časti.

Pri výpočte frekvencie sme postupovali podobne ako to uvádza vo svojej knihe Jozef Mistrík. Zaznamenali sme koľkokrát sa vyskytli konkrétne anglicizmy v denníku Pravda a SME. Tieto čiastkové údaje sme spočítali. Vzhľadom k už spomínanému faktoru, a síce že sme pracovali len s jedným druhom prameňa (noviny), tak údaje o čiastkovej frekvencii boli zároveň údajmi o absolútnej frekvencii anglicizmov.

Z uskutočneného skúmania frekvencia teda vyplynulo nasledovné: pri priemernom počte 47 strán na jedno vydanie, denník Pravda obsahoval približne 22 587 slov, to znamená, že pri 30 vydaniach obsahoval denník približne 677 610 slov. Približná absolútna frekvencia vyexcerpovaných anglicizmov v Pravde bola 6405. Rovnako sme postupovali aj v prípade výpočtu frekvencie anglicizmov v denníku SME. To znamená pri ustálenom počte 30 strán na jedno vydanie, denník sme obsahoval približne 19 727 slov, čo pri 30 vydaniach denníka predstavuje 591 810 slov. Približná absolútna frekvencia vyexcerpovaných anglicizmov v SME v období excerpovania bola 5287.

Hypotéza o vyššej frekvencii anglicizmov v denníku Pravda sa výpočtom potvrdila.

Ako sme už spomenuli skôr v tomto zhrnutí, ako súčasť problematiky frekvencie vyexcerpovaných anglicizmov, sme vytvorili na základe frekvencie ich výskytu dve tabuľky (tabuľka 5 a 6) s 30 najfrekventovanejšími anglicizmami. Obsahujú konkrétne najfrekventovanejšie slovo a aj koľkokrát sa vyskytlo v danom denníku. Výsledky uvádzame samozrejme pre oba denníky. Ako je vidieť tak najfrekventovanejšími slovami za dobu excerpácie boli *film, futbal a hokej* (denník Pravda) a *tréning, futbal, hokej* (denník SME)

U všetkých adaptovaných najfrekventovanejších anglicizmov z excerpovaného súboru sa overoval ich pôvod, respektíve overovalo sa, či je dané slovo naozaj anglicizmom, alebo ak nebolo výlučne tzv. čistým anglicizmom, boli uvedené aj iné jazyky, z ktorých bol tento anglicizmus prevzatý do anglického jazyka.

Ako je možné vidieť v tabuľkách, ktoré tieto informácie obsahujú, išlo o latinský jazyk (jeho vývojové stupne) či francúzsky jazyk, atď. Tieto informácie sme ako zaujímavosť uviedli v prílohách.

V tabuľke sa uvádza obdobie z ktorého daný pojem pochádza a súčasťou tabuľky sú aj vysvetlivky k týmto vyhodnoteným najfrekventovanejším anglicizmom. Informácie o pôvode týchto pojmov boli získané jednak z internetového slovníka na stránke (<http://dictionary.reference.com/browse>) a zdrojom pri explanácii pojmov bola aj internetová encyklopédia.

V podkapitole 3.4. – *Questionnaire*, popisujeme všetky náležitosti použitého dotazníka. Zdôvodňujeme príčiny prečo bol zvolený použitý druh dotazníka resp. otázok (uzavreté). To znamená dôvody práve pre zvolenú koncepciu dotazníka. Študentom sme dotazníky zadali aj s možnosťami výberu odpovede. Od študentov sme chceli aby vybrali možnosť ktorá vystupuje význam zadaného slova najlepšie. Nedali sme im možnosť voľne odpovedať práve preto, že by sa výsledky zložitejšie vyhodnocovali. Študenti boli takto obmedzení na výber odpovede. Ak študent zakrúžkoval možnosť, kde sa nachádzala správna interpretácia významu, tým preukázal, že vie, čo daný pojem znamená, s tým rozdielom, že nemusel on sám napísať význam daného anglicizmu. Vyhodnotenie výsledkov, ku ktorým sme dospeli pri výskume je súčasťou kapitoly 3.5. - *Results and evaluation*.

Ako vzoru respondentov sme si vybrali študentov študujúcich jednak na všeobecne zameranom type školy – gymnázium (Detva), a na odborne viac profilovanej škole – Obchodná akadémia. Tieto dve školy boli vybrané z dôvodu, aby poskytli čo najväčší počet respondentov, ktorý sa považuje za dostačujúci pre dotazníkovú metódu. V prípade predkladanej diplomovej práce bolo oslovených 189 respondentov z oboch škôl. Z dosiahnutých výsledkov vyplýva, že záverečná hypotéza sa potvrdila len čiastočne, a to len v prípade študentov 4. ročníka Obchodnej akadémie, ktorí boli podľa uvedených štatistických výsledkov v tabuľkách úspešnejší a teda zakrúžkovali viac správnych odpovedí priradených k jednotlivým otázkam s pojmi.

Dalo by sa teda povedať, že dané pojmy chápu lepšie, správnejšie ako ich rovesníci zo štvrtého ročníka na gymnáziu. Pokiaľ ide o výsledky študentov prvých ročníkov oboch typov škôl, tie preukázali, že správnejšie chápu dané pojmy a vo svojich vedomostiach o ich význame sú lepší študenti 1. ročníka gymnázia ako ich rovesníci z Obchodnej akadémie, ako to ukazujú výsledky v tabuľkách.

Cieľ práce vychádzal hlavne z porovnania vedomostí, respektíve správnosti či nesprávnosti chápania významu vybraných anglicizmov u študentov.

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## **Appendices**

Appendice A: Questionnaire

Appendice B: Origin, explanation of English borrowings in sports

Appendice C: Origin, explanation of English borrowings in economy, business

Appendice D: Origin, explanation of English borrowings in culture

Appendice E: Origin, explanation of English borrowings in politics, society, media

Appendice F: Origin, explanation of English borrowings in technology, internet