Code-switching, English Lexical Items in the Croatian Youth Jargon

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SVEUČILIŠTE U RIJECI
FILOZOFSKI FAKULTET

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Code-switching, English lexical items in the Croatian youth jargon

(FINAL THESIS)

SVEUČILIŠTE U RIJECI
FILOZOFSKI FAKULTET
Odsjek za anglistiku

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Code-switching, English lexical items in the Croatian youth jargon
ZAVRŠNI RAD

Rijeka, 2023.

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1. INTRODUCTION

Globalization has impacted almost all aspects of our lives and it progresses considerably as time goes on. It has changed our culture, way of living and among other things expressing, or in other words – language. People who are considered to be modern, or in touch with the trends surrounding them also adapt their language in order to fit in. This is especially noticeable among young people who are influenced by social media, music, literature, video games and the internet in general. English, being the most influential global language, has made its way into youth's vocabulary and became very frequent in everyday informal conversations.

Code-switching is a linguistic phenomenon where bilingual or multilingual language users switch between two or more languages in communication. The frequency and reasons vary from individual to individual, group to group. In this thesis I will present a brief research conducted by observing and recording code-switching to English in Croatian youth jargon. It will introduce the method, focus on the theoretical background, sociological and psychological aspects of code-switching. It will compare code-switching in spoken and written communication and reflect on English as a global language.

For this thesis I gathered and elaborated data collected from spontaneous language use and production. Using an observational approach was considered

an adequate method because other methods could have affected the result. The main goal is to see the differences in language use between generations. This will facilitate a better understanding of the relationship between the first language and the second language, especially a strong one such as English. Although all generations experience the influence of English at least to some degree, young generations experience it significantly more because of the exposure on social media.

1. THEORETICAL BACKGROUND AND PREVIOUS RESEARCH

Linguists who wrote about language contact were the first ones to notice code-switching and gave it more attention only after realizing it was a widespread way of speaking and impacted all generations[1]. Even though code-switching was a part of speakers' language use for a very long time, it was only in 1950s when sociolinguist Einar Haugen used the term "code-switch" for the first time[2]. After that the number of papers and literature concerning this language phenomenon has only risen. There are many different definitions of code-switching which are a result of numerous linguistic research. In his book *English as a global language* David Crystal defines code-switching as a process in which people rely simultaneously on two or more languages to communicate with each other[3]. Similarly, Penelope Gardner-Chloros defines it as a linguistic phenomenon in which bilingual speakers use two or more languages, dialects, or varieties in the same conversation, without any apparent effort. In her study *Code-Switching*, she argues sociolinguistic, psycholinguistic, grammatical, and developmental aspects of code-switching are all interdependent. All these aspects confirm the fact that code-switching is a natural strategy of language production for bilinguals and multilinguals[4]. Therefore, choosing a spontaneous,

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[1] Gardner-Chloros, P. Code-switching. Cambridge: Cambridge University Press. 2009, p. 9
[2] Hutton, Susan, The Burden of Code-switching, LSA: College of Literature, Science and The Arts, University of Michigan, 2022
[3] Crystal, D. English as a Global Language. Cambridge: Cambridge University Press, 1997
[4] René Appel and Pieter Muysken; *Language Contact and Bilingualism*, Amsterdam Academic Archive, 2005, p. 80

observational approach in research would be more beneficial than a controlled experiment. Gardner – Chloros states that code-switching is more frequent and intensive between peers and colleagues than family members. This is not only because of the age gap, but also different experiences and forms of entertainment. Other definitions in dictionaries or online sources also focus on the social aspect of code-switching. For example, *Britannica* defines it as a process of shifting from one linguistic code (a language or dialect) to another, depending on the social context or conversational setting[5].

"The expressive function of code-switching has been considered one of its most common socio-pragmatic functions used to either express or emphasize feelings and perceptions in a different language", says Kristen Lawson who researched code-switching in situations different than everyday situations and social media[6]. Lawson focused on the expressive function and emotional lexical preferences in the trench letters young soldiers wrote during World War I. This shows code-switching is not only very frequent but happens in all kinds of interactions and situations.

Code-switching is a result of language contact, and language contact eventually leads to bilingualism. Appel and Muysken divided bilingualism into societal and individual, where societal bilingualism refers to a country with two

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[5] Morrison, Carlos D.. "code-switching". Encyclopedia Britannica, 30 May. 2017
[6] Lawson, Kirsten. Expressive Trilingual Code-Switching: Emotional Lexical Preferences In Trench Letters, 2018.

or more languages.[7] They differentiate many definitions of bilingualism, such as psychological and sociological. In *Language contact and bilingualism* Appel and Muysken focus on the sociology of language choice: sometimes speakers choose another language to detach themselves from their identity and be more honest, funny or whatever the reason may be in that specific social situation. When languages are in contact, their speakers can borrow rules or grammars or just words. Although some people switch codes and use different languages in their conversations, that does not mean they are bilingual. Bilinguals possess 'native-like' control of two or more languages[8]. Furthermore, some people use words and phrases such as *okej*, *lajkam*, *sori* and while that is a form of code-switching, it is not bilingualism.

Previous research has not only focused on the situation and the context in which language users switch codes, but to which extent people use the other language. It can be only one word, a collocation, phrasal verb, or even a whole sentence. The words are often phonetically adapted to the first language which makes the switch more natural and less noticeable. Another form of neutrality can be achieved by morphological means: the introduction of a morpheme that serves to nativize a word.[9] Combining two or more languages using morphemes or words like conjunctions creates a unique form that can often only be understood if both users are fluent in all languages used and the same age, or

[7] [7] René Appel and Pieter Muysken; *Language Contact and Bilingualism*, Amsterdam Academic Archive, 2005

[8] René Appel and Pieter Muysken; *Language Contact and Bilingualism*, Amsterdam Academic Archive, 2005

[9] René Appel and Pieter Muysken; *Language Contact and Bilingualism*, Amsterdam Academic Archive, 2005, p. 126

rather surrounded by the same influences, such as the media. There are many examples of places and cities where two nations and languages are in such contact that the languages start mixing and create new, mixed languages [10]– such as Creole languages.

The way our minds function when we effortlessly switch from one language to another in everyday communication is perhaps the most interesting aspect of code-switching, especially to linguists. Gathering, storing, retrieving, and producing linguistic material is what psycholinguists are interested in and understanding these processes can bring them closer to understanding how language relates to other cognitive faculties[11]. Code-switching is studied within numerous various disciplines and sub-disciplines, and this can result in various results because every (sub)discipline uses its own methods and approaches. Combining these results may be inconsistent and not valid. This is why code-switching is yet another linguistic phenomenon that linguists struggle with.

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[10] Gardner-Chloros, P. Code-switching. Cambridge: Cambridge University Press. 2009
[11] Gardner-Chloros, P. Code-switching. Cambridge: Cambridge University Press. 2009

2. THE STUDY

2.1. METHODOLOGY

Although code-switching could mean alternating between dialects, styles and registers, throughout this final thesis we will focus on alternating between two languages among Croatian youth – Croatian and English. More specifically, when, how and why does Croatian youth switch from Croatian to English. The method used is an observational approach which was best for this type of linguistic phenomena because language users are not aware of being observed and listened to. A survey/poll would have affected the data subjects' response and the result would have been different. The collected data is from both spoken (conversations) and written (text messages) use of language and all users belong to youth, ages 12 to 28. The spoken examples were written down moments after they were uttered and were written down in a Notes app, along with the brief explanation of the situation. The written examples were simply screenshotted as they were mostly noticed in chats on various social media platforms. This way a part of conversation was captured as well, which later made it easier to understand the usage of code-switching. Most users are students of English language and literature which should be considered. However, the frequency of code-switching among those students does not differ considerably from the rest of the group.

All examples of code-switching were recorded in informal situations and environments in which users of language are usually expected to use their first language. The spoken code-switching was recorded in everyday conversations between students, family members and friends, and written code-switching was recorded in messages on social media, such as Messenger, Instagram, Viber, and WhatsApp. It was important the situations were spontaneous and not visibly observed or planned so that the students and other young subjects do not think about their responses. In this final thesis we aim to see how often and in what measure is English used in Croatian language: words, phrases, or complete sentences. Using this data we will find correlations between certain situations and emotions, and code-switching and focuses on the social and psychological aspects of it.

2.2. SUBJECTS

This research was focused on Croatian youth; therefore, the subjects are 12- to 28-year-old. However, most of the subjects were Campus students, ages 19 – 22, especially those who study English language and literature. But as it was previously mentioned, the frequency of code-switching among those students does not differ considerably from the rest of the subjects. Every person had good knowledge of English, ranging from level B1 to C1. They also frequently use the internet, especially social media. All subjects are native Croats and study or studied English as their second language.

The age was the only characteristic that was considered when choosing the subjects for this research. The subjects can be divided into two age groups: teenagers or adolescents and young adults. The first group refers to people ages 12 to 18. This group is significantly different from the other group because of the content they surround themselves with. Video games such as Minecraft, Roblox, The Last of Us and many more are extremely popular, and the vocabulary used in these games has found its way into the everyday vocabulary of its players. Aside from these video games, social media has a crucial role in code-switching for this group, especially platforms such as TikTok, BeReal and Instagram. All these applications are focused on visuals, pictures, and short videos. The second group could be divided into two subgroups based on the age. The first subgroup are young adults ages 19 to 23, mostly students, and the second are young adults ages 24 to 28. Although these subgroups have their differences, they are still more similar than the first group (teenagers/adolescents). Although social media also plays a major role in the second group's vocabulary, the content they surround themselves with differs from the first group. Some platforms, such as Facebook, which are focused on text rather than photos and videos, lost their popularity over the years. This way, social media impacted these age groups in different ways.

Aside from age, there was no other sampling strategy which was used to choose the subjects: gender, education and background were not important. As

for the context of language use, both spoken and written examples appeared in everyday casual conversations and none of the subjects were aware of their words being written down or screenshotted. The specific situations will be discussed later in this thesis. It is important to note that all subjects will remain anonymous to ensure their privacy.

2.3. RESULTS

Throughout the period of two academic years a considerable number of code-switching examples and situations have been noted. About 30 oral and 30 written examples were selected and used for this research. Not only were these examples most interesting but they represent the situations in which code-switching most commonly appears. This chapter will list all of them, separating written examples from spoken ones. As the previous chapter already elaborated, the subjects can be divided into two groups and the examples of code-switching can be divided accordingly:

2.3.1. TEENAGERS AND ADOLESCENTS

Examples written down during conversations with teenagers and adults:

1. On *pick-a up the guns*.

    He picks up the guns.

2. Ovo ne dolazi u _slices_?

   This does not come in slices?

3. Vise se ne _revivaš_.

   You do not revive after that.

4. On je _droppal out of highschool_

   He dropped out of highschool.

5. To je _most likely_ šta bi ti napravila.

   That is most likely something you would have done.

6. _Tuesday_ dvadeset šesti _of july_ (reading a poster that said 'Tue 26th Jul')

   Tuesday twenty second of July.

7. Na toj misiji moraš _sejvat_ nekog malog lika.

   During that mission you have to save some little guy.

8. Tako nešto bi joj naručila preko interneta, _you know_?

   I would like to order her something like that online, you know?

9. Čekaj znači ti si tu cijeli vikend? _Torture_!

   Wait, you are here for the entire weekend? Torture!

10. Nisam _payala attention_.

    I did not pay attention.

As there were not many contacts and sources to collect code-switching in text messages among teenagers, there are significantly less noteworthy examples in this category:

1. A: Ovaj lik mi je *lajkao* tvoj *story* na Instagramu.

   This guy liked your story I shared on Instagram.

   B: <u>*I'm making u famous*</u>.

   I'm making you famous.

2. A: Sutra se šišam na fudbalerku.

   Tomorrow I am getting my hair cut into a mullet.

   B: Zbog toga ćeš <u>*endat up single*</u>.

   You will end up single because of that.

3. A: Ima promociju? Šta je <u>*graduateal*</u>?

   He has a promotion? What did he graduate?

3.3.2. YOUNG ADULTS

Examples written down during conversations with young adults:

1. A: Izlaziš ti dok su ispiti?

   Do you go out during exams?

   B: Ne mogu <u>*hendlat*</u> to

   No, I cannot handle that

2. A: Pala je jedan ispit, jedno pitanje samo nije znala.

   She failed the exam, she did not know only one question.

B: Aha i to je njemu bilo *HC.*

Oh, and that was HC (hardcore) for him.

3. Probudila sam se prekasno i još sam sat vremena ležala u krevetu. Baš sam

angry with myself.

I woke up too late and laid in bed for an hour. I am so angry with myself.

4. U kako dobra pjesma, *I like this.*

Oh, such a good song. I like this.

5. Šta misliš je dovoljno naučit samo to i to? *I don't think so.*

What do you think, is it enough to just learn this and that? I don't think so.

6. Imaju previše *inputa*

They have too much input.

7. A: Si pročitala sve za Američku?

Have you read everything for American culture and civilisation?

B: *What do you think.*

What do you think.

8. A: Na koji izlaz moramo izać?

Which exit do we have to take?

B: Nisam *completely sure.*

I am not completely sure.

9. Stvari sam dobila pa ću vidit u kakvom *moodu* budem

I got my period so I will see what mood I will be in.

10.Ne brini imam malo *questions* na prezentaciji.

Do not worry, I have a few questions on the presentation.

11.Baš je *random* to.

That is really random.

12.Ma ne znam, *overthinkam* .

I don't know, I am overthinking.

13.A: Misliš da će bit dovoljno proć samo prezentacije koje smo na satu

odradili?

Do you think it will be enough to only go through the presentations we

did in class?

B: *I don't think so.*

I don't think so.

14.Oni su *requestali* da se promjeni.

They requested it to change.

15.Rekli su da mora još *pommopat* pod.

They said she has to mop the floor.

Examples taken from texting between young adults:

1. Jel mi *proposeamo* *research* ili *conductamo*?

Do we propose research or conduct?

2. Nije jasno kako neko tako *friendly* i inace *helpful* moze bit tako

inconsiderate.

I do not get it how someone that is usually friendly and helpful can be so

inconsiderate.

3. Zagrijavanje je kod Iris. *I think*.

   Pregame is at Iris's place. I think.

4. Ja sam postala bas *socially awkward* nmg vise trpit toliko ljudi na jednom

   mjestu

   I have become really socially awkward, I cannot handle so many people

   in one place

5. ...za Americku sutra i zadatak je *present the life and the works of the*

   author shortly...

   …the task for American culture and civilisation for tomorrow is to

   present the life and the works of the author shortly…

6. A: Znaci pitala te nakon kaj si je poslala na mail?

   So, she asked you after you sent an email?

   B: *Exactly*

   Exactly

7. cekaj sta imamo dvije prilike za ispit? *Hope so*.

   Wait, we have two takes for the exam? (I) Hope so.

8. *just kidding*, zas?

   Just kidding, why?

9. sljedeći put moras imat neku vise *recognizable* masku da te ljudi ne pitaju sta si

   Next time you have to have a more recognizable mask so people do not ask what are you.

10. Ma *chill*, najbolje cemo naucit prva dva razdoblja pa ako padnemo padnemo

    Chill, we will learn the first two periods the best and if we fail, we fail

11. *cus why not*

    because why not

12. Ve jedna epizoda serije pa kava pa ide *olnajter* opet

    One more episode of the series, then coffee and an all-nighter once again

13. *You had me fooled*. Nikad ne bi pogodila.

    You had me fooled. I would never have guessed.

14. Evo ako nekom treba par odg iz *short story.*

    Here you go if anyone needs a few answers for the short story.

15. Ej Petra koji *chapter* ti imas za prezentaciju?

    Hey Petra, what chapter do you have for the presentation?

16. Ja hakirala pdf koji smo dobili za dz tak da je *searchable.*

    I hacked the pdf we got for homework, so now it is searchable.

Looking at all these situations, we can conclude that in most cases words and phrases in English were adapted to Croatian, morphologically, or phonetically.

The reasons why Croatian youth switches between these two languages will be discussed in the following chapters.

3.ANALYSIS

3.1.SOCIOLOGICAL AND PSYCHOLOGICAL ASPECTS

As mentioned before, when defining code-switching linguists often put focus on the social and psychological aspect of it. Speakers often select certain stylistic variants or registers appropriate to the specific speech situation they find themselves in[12]. Furthermore, in social psychology, code-switching refers to language choices in a bilingual setting[13]. An everyday casual conversation between two students will contain more code-switching and slang than a conversation between a student and a professor would. Language has the power to set the tone and dynamic in a conversation and even show how much one person respects or trusts the other. According to Appel and Muysken, languages carry social meanings and connotations. They say if a language has social meaning, people will evaluate it in relation to the social status of its speakers[14]. Language is one of the first things people notice when meeting someone new, their register, dialect or simply the way they express themselves.

When it comes to the social aspect of code-switching, it is important to emphasize the impact of peers and online information. Being surrounded by the same people or social media which all use the same or similar language will affect the way a person uses language. Naturally, if a group of people tends to

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[12] René Appel and Pieter Muysken; *Language Contact and Bilingualism*, Amsterdam Academic Archive, 2005, p. 144

[13] Gardner-Chloros, P. Code-switching. Cambridge: Cambridge University Press. 2009

[14] René Appel and Pieter Muysken; *Language Contact and Bilingualism*, Amsterdam Academic Archive, 2005

code-switch often, an individual will pick up this behaviour. This sets the tone of the conversation, makes it more informal, relaxed, and overall, more comfortable. Students often used English words to make a statement more relaxed or even humorous.

1. A: Pala je jedan ispit, jedno pitanje samo nije znala.

   B: Aha i to je njemu bilo *HC* [*hardcore*].

2. Tako nešto bi joj naručila preko interneta, *you know*?

3. Ma *chill*, najbolje cemo naucit prva dva razdoblja pa ako padnemo padnemo. (text message)

In these examples, speakers used words that changed the tone of the sentences. These statements would sound more serious if the words in English were originally in Croatian or omitted.

Sometimes young people code-switch when using specific vocabulary found in social media. This goes from words such as *lajkati (like)*, *šerati (share)*, *poustati (post)…* These examples show how users neutralize the words by phonetically adapting them. Furthermore, by adding suffixes they form the words, so they seem as if they belong to Croatian. This way, *like* becomes *lajk* and then *lajkam, lajkaš, lajka, lajkamo, lajkate, lajkaju* after adding suffixes for verb formation. This type of code-switching is very common in the Croatian

youth, but the older generations as well. It is not unusual for people who play video games to use the vocabulary in their conversations, especially when talking to people who also play video games.

4. On *picka up the guns*. [*pika ap d gans*]

5. Na toj misiji moraš *saveat* nekog malog lika. [*sejvat*]

6. Više se ne *reviveaš*. [*rivajvaš*]

All three examples show using both phonetical and morphological adaptation. This not only makes them sound as if they belong to Croatian but makes the process easier for the user because they do not have to switch from one phonetic system to another, especially between languages such as Croatian and English which are significantly different. Although these specific examples show a conversation between two language users who play video games frequently, these words could not be used in a conversation in which language users are not familiar with video games because the process of sending information will not be successful.

When it comes to choosing when and why people switch codes, focus must be put on the psychology, more specifically the emotions of language users. Using two languages in one conversation, whether it was spoken or written, allows the users to create an identity with two ways of expressing. As previously

mentioned, the expressive function of code-switching is one of the most interesting functions because it shows us that languages are significant parts of our identities[15]. It allows us to understand the correlation between this linguistic phenomenon and expressing emotions. When using English in everyday conversations, Croatian youth often switches codes when talking about their emotions.

7. A: Izlaziš ti dok su ispiti?

   B: Ne mogu *handleat* to. [*hendlat*]

8. U kako dobra pjesma, *I like this.* [*aj lajk dis*]

9. Zagrijavanje je kod Iris. *I think.* [*aj tink*]

People form their identities by combining numerous "sub-identities" such as racial, ethnic, geographical, sexual, family, body, religious, educational, class and career identities. A person's language identity can define their attitude, relationship, and feelings toward others. Having another language to "escape to" can allow language users to be more sincere and open. This way, they pass the burden to the "other identity" and feel more comfortable saying things they usually would not when using their first language. Code-switching may also

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[15] Z. Wang, S. Y. M. Lee, S. Li and G. Zhou, "Emotion Analysis in Code-Switching Text with Joint Factor Graph Model", 2016

help people feel in touch with their peers. Having a unique language with friends can bring them closer, but also in touch with the trends social media sets.

Sometimes language users switch codes simply because it is easier and faster. The following examples show interesting situations in which young people were reading a poster and a website in English but read the numbers in Croatian.

10. Piše da je koncert Tuesday *dvadeset šesti* of July (poster that said 'Tue 26th Jul')

11. Piše da je *shipping* trideset kuna za narudžbe od dvjesto pedeset *or more.*

In both situations the numbers were written in numerals which is why they were read out in Croatian. This process is less demanding and quicker than reading out numerals in English: they would have to read the numerals, think in Croatian, then in English and then utter the words in English. By simply reading them in Croatian they skipped part of the process, making it easier and faster. If they were written out by letters, it is likely they would be read out in English as the rest of the text.

3.2. LACK OF EXPRESSIONS IN CROATIAN

Lack of expressions may lead to code-switching because language users cannot find words which would adequately cover the meaning they need to express themselves.

12. Ja hakirala pdf koji smo dobili za dz tak da je *searchable*. (text message)

13. Ve jedna epizoda serije pa kava pa ide *olnajter* opet. (text message)

In example (12) code-switching is used by a speaker who found it easier to not translate the word "searchable" and use it without any modifications (phonetical or morphological). "Searchable" could be translated as "pretraživ" or "omogućeno pretraživanje". Neither of these options are usually a part of the jargon of the Croatian youth and seem too formal to be used in an everyday casual conversation. In this example, code-switching even seems more natural than the expression in Croatian. Example (13) shows another word that is more frequently used in English than in Croatian when it comes to talking about studying all night.

Croatian youth also switch codes when talking about things that are originally read in English.

14. Ne brini, imam malo *questions* na prezentaciji.

15. Ej Petra koji *chapter* ti imas za prezentaciju? (text message)

This example shows a situation where students talk about a presentation they had to do for an English course. Although saying "pitanja" instead of "questions" would have the same effect and the conversation would be just as successful, students have opted for using the word in English because it stands as a title on their slide on the presentation. Example (15) shows a similar situation where the word "chapter" was not translated into "poglavlja" because of the same reason. Some words or phrases are only, or very often, used in English, whether it it's because of social media or university. Furthermore, when talking about those topics language users tend to code switch because they know the person they are talking to is also familiar with the topic in the other language and the conversation will be successful.

16. Jel mi *proposeamo research* ili *conductamo*? (Text message)

17. Evo ako nekom treba par odg iz *short story*. (Text message)

18. Ja sam postala bas *socially awkward,* nmg vise trpit toliko ljudi da jednom mjestu. (Text message)

Example (16) is especially interesting because the words used are specific, in this case talking about linguistics. This conversation took place in a private group chat which is an informal environment and does not require certain style

of expression. If the conversation took place in a classroom, the words should have been translated into their Croatian equivalents. However, this type of code-switching is completely acceptable and understandable between students of English language and literature who have a unique way of speaking to themselves.

3.3. CODE-SWITCHING IN CONVERSATIONS AND TEXT MESSAGES

The data collected for this final thesis included both spoken conversations and written messages in various social media and platforms, such as Messenger, Instagram, Viber, and WhatsApp. Both were recorded in the same environments, informal and casual.

There was not a significant difference between how often people switched from Croatian to English in spoken conversations or written messages. Those who study English language and literature tend to code-switch somewhat more when it comes to talking about university and classes which require specific vocabulary and terminology, as shown in example (16). Normally, students who do and do not study English switched to English equally.

Furthermore, there is a noticeable difference between spoken and written code-switching when it comes to phonetical adaptation. While young people almost always phonetically adapted the English word to Croatian when talking, in text messages they did not change, omit, or add letters (aside from verb

suffixes). There are some exceptions, such as "olnajter" in example (13), but the rest of the recorded messages all kept the original wording.

3.4. GLOBAL IMPACT OF ENGLISH

English is undoubtedly the most influential language today. Even when visiting another country where English is not an official language, we can safely assume we will be able to communicate by speaking English. There will be signs, menus, and information available in English almost certainly. But not only that, we are surrounded by English on social media platforms, television, literature, video games, even jobs and careers where one is not explicitly expected to know English. A great example of this was recorded when talking to a 28-year-old man who recently started working at McDonald's and was surprised by the frequent use of English among the employees. The table containing their shifts was written in Croatian except for their day off which was marked with a 'V' which stood for 'vacation'. Naturally, when taking about their shifts they would code-switch and say *vacation* instead of the Croatian equivalent *slobodan dan*. Another example that stood out was the phrase *pomopat pod* which means "mop the floor". This is interesting because Croatian morphemes (prefix "po-" and suffix "-at") were added to the English verb *mop* making it sound as a Croatian word. These examples show how English makes it way into numerous languages across the world, especially with brands and franchises such as McDonald's which is recognized almost everywhere.

Although this does not represent a problem to most people, especially youth, there are still many people who do not know English well enough and struggle with words and phrases similar to these examples that are "imposed" on them. Some people may think of this situation negatively and feel like English is taking over their language. This is understandable because English can be seen in more and more commercials, news, posters, books in Croatia, and therefore everyday vocabulary as well. This can make people feel like they are strangers in their own country. On the other hand, some people focus on the positive aspect of English as a global language because it allows them to be in touch with people from all around the world more than ever. Feelings, humour, and culture in general can sometimes be hard to translate and explain because of the language differences. English succeeds in transferring these notions and ideas by being so widely recognized and used.

Some countries have a harder time fighting this back and preserving their language because they have been colonized by English speaking countries in the past. Furthermore, in recent years the climate crisis has been a rising concern for linguists as well. Although a considerable number of indigenous languages in Australia, the United States, South Africa, and Argentina have become extinct, the ones that were preserved face new problems. Rising seas and natural disasters force people to migrate to safer areas. Consequently, in order to have

the best opportunities and life quality in general, they have to learn the language spoken in the country they migrated to.

Although the reasons why English has become arguably the most powerful language in the world might not be righteous, colonies such as America, Canada, The Caribbean, Australia, New Zealand, South Africa, and South Asia hold a cultural legacy through the media, press, cinema, and music. David Crystal says English is now emerging as a medium of communication in growth areas which would gradually shape the character of twentieth-century domestic and professional life[16].

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[16] Crystal, D. English as a Global Language. Cambridge: Cambridge University Press, 1997

4. CONCLUSION

This small research shows the frequency of code-switching among young people. The impact of English is clearly seen through language use and proves its ubiquity and power to make its way into languages across the globe, including Croatian. Code-switching has become so frequent and normal it is often unnoticed, especially with words such as: *sorry, OK, like…* most of code-switching results in some kind of modification, phonological or morphological which makes the uttering easier, quicker, and therefore less noticeable.

The youth switches codes to express their emotions and thoughts more freely by detaching themselves from their identity, in order to talk to their colleagues about terminology they used in class or simply to make their conversations less formal or even humorous. Psychology and sociology of language choice are not only very interesting, but important in understanding why individuals or groups of people decide on using multiple languages in conversations that could have been monolingual. Code-switching is a linguistic phenomenon that represents change and some kind of improvement and should be given attention, especially in a world today where English represents progress in education, career… However, code-switching as such is also a reminder to think about our native languages and protect them from languages that are superior on a global level and are considerably making their way into our vocabularies. Young people are often referred to as 'the future', and it is

important to think about language in this way as well. Code-switching, and language use in general, is a result of complex interplay between individual identity, social integration, and cultural adaptation to changes, such as the impact of English as a global language.

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6. SUMMARY

In this final thesis we will focus on code-switching among the Croatian youth and the way English has made its way into their everyday vocabulary. This phenomenon has become so frequent and normalised, it is often unnoticed. The reasons Croatian adolescents and young adults switch codes are sociological and psychological. It allows them to be more informal, humorous, and simply true to their identity. Using another language can help people be more honest and comfortable with sharing their emotions. Another reason young people use English is because of the vocabulary they pick up on social media, video games and other forms of entertainment. Code-switching requires less mental strain than the process of thinking in one language, translating, and then uttering in another language. The research was conducted by using an observational approach because it ensured the subjects will not be aware of their language use and be spontaneous and informal. Code-switching examples were taken from everyday conversations and text messages on social media platforms. Young people adapt English words and phrases phonetically and morphologically to Croatian language, which is seen through pronunciation and spelling. Although this has become natural for the youth, older generations struggle with the changes in their vocabulary. Code-switching is an expected result of language interactions, but speakers should be aware of the global impact of English and the consequences it may have on their native language.

Key words: *code-switching, global language, language identity, youth*

SAŽETAK

U ovom završnom radu naglasak je na promjenu koda kod hrvatske mladeži i način na koji je Engleski ušao u svakodnevni vokabular. Ova pojava postala je toliko česta i normalna, da često se često više niti ne primjećuje. Hrvatski adolescenti i mladež mijenjaju kodove zbog društvenih I psiholoških razloga. Omogućuje im da budu neformalni, humoristični I svoji. Uporaba drugog jezika može pomoći da budu iskreniji I da se osjećaju ugodnije kada izražavaju osjećaje. Još jedan razlog zašto mladi ljudi koriste engleski je zbog vokabulara koji su osvojili na društvenim mrežama, video igricama I ostalim oblicima zabave. Promjena koda zahtjeva manje mentalnog napora od procesa razmišljanja na jednom jeziku, prevođenja I izražavanja na drugom jeziku. Ovo istraživanje provedeno je koristeći metodu opažanja jer je osigurala da ispitanici nisu svjesni korištenja jezika, te da su spontani I neformalni. Primjeri promjene koda preuzeti sui z svakodnevnih razgovora I poruka na društvenim mrežama. Mladi ljudi prilagođavaju engleske riječi hrvatskome jeziku na fonetksoj I morfološkoj razini, što se vidi po izgovoru I pisanju, odnosno pravopisu. Iako je za mladež ovo postalo prirodno, starije generacije imaju poteškoća s promjenama u svojim vokabularima. Promjena koda je očekivani rezultat

međudjelovanja jezika, ali govornici bi trebali biti svjesni globalnog utjecanja engleskog jezika I posljedica koje može imati na njihov materinji jezik.

Ključne riječi: *globalni jezik, jezični identitet, mladež, promjena koda*