Croatian speakers' understanding of and attitudes to anglicisms

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Master's thesis / Diplomski rad

2024

SVEUČILIŠTE U RIJECI

FILOZOFSKI FAKULTET

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Rijeka, 2024.

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Odsjek za anglistiku

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Matični broj: 0009087006

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(DIPLOMSKI RAD)

Diplomski sveučilišni studij Engleskog jezika i književnosti i Filozofije

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Rijeka, 2. rujna 2024.

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ABSTRACT

This thesis examines the status anglicisms hold among speakers of the Croatian language who use them and are exposed to them daily. The research was conducted among 130 Croatian seventh- and eighth-grade students and aimed to examine students' familiarity with anglicisms present in the Croatian language, as well as students' attitudes towards them. The research was carried out in the form of an anonymous questionnaire, consisting of closed- and open-ended questions. The results show elementary school students' high level of understanding anglicisms and their overall positive attitudes towards these words. The results are not surprising given the global status of the English language and its immense influence on young people's lives and linguistic choices.

Key words: anglicisms, borrowings, Croatian language, English language, English influence, language attitudes, neologisms, purism

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1. Introduction

1.1. English as a global language

Today, the English language is widely spread across the globe and has influenced many languages. Its significance has brought English to be considered as the only global language and the world's lingua franca, which means that most of the world's residents would resort to English when speaking to a person who does not speak their first language. Crystal (2003) writes about two routes that led to the status of English as a global language; one being geographical-historical, and the other being socio-cultural. Globalization has significantly influenced the spread of English and its status worldwide. It has found its way in many parts of life, such as science, education, sports, IT, fashion, and advertising. For example, the importance of English has also been recognised in Croatian higher education: "Additionally, today's open labour market and the role of the European Union within the global societal context have placed new challenges and demands on the education of future specialists, requiring an individual to have, among other skills, advanced English language skills." (Penjak, 2024).

Knowing English is an important asset in today's world, which Drljača Margić and Memišević (2010) refer to as functional literacy. In other words, those who are not proficient in English lack opportunities that knowing the English language offers to those who are. Some of these include an opportunity to work with international business partners or the pleasure of traveling with no communication difficulties. Knowing English can also be seen as a prestigious resource in some societies where a minority knows English. The English language has influenced many world languages, and the Croatian language is not an exception. English influence on the Croatian language and society is predominately apparent from the advertising choices as well as youth's communicating choices. Young people are the ones who immensely contribute to the lightning-fast spread of words of English origin. Through social media, the youth is the most exposed to the mainstream American way of living. They follow trends, which then affect the way the young speak and the Croatian language in general. Today, we can speak of so-called *hrengleski*, or *Crenglish,* which refers to the Croatian language permeated by numerous English words. English acronyms are also gaining a growing popularity, especially on social media and online texting among the youth.

A famous distinction was made by B. B. Kachru, who wrote about the three circles to describe the presence of English in the world, namely "the types of spread, the patterns of acquisition, and the functional allocation of English in diverse cultural contexts" (Kachru, 1996). The Inner Circle consists of countries where English is a native language (for example, the USA, The United Kingdom, and Australia). The Outer Circle refers to the countries that are former British colonies, where English is an official language (for example, India, Kenia, and Nigeria), while the Expanding Circle is constituted of countries where English is a non-official, but an important international language (for example, Spain, France, and Norway). Croatia is in the Expanding Circle, which is becoming larger over the years, where English is learned as a foreign language.

1.2. Borrowings and neologisms

Borrowings, sometimes called loanwords, are words the origin of which belongs to the language donor and which are adapted by the language recipient. The Croatian language has throughout its history borrowed many words from different languages, for example, German, Turkish and English. "In the second half of the 20th century, Croatian, along with the majority of European languages, was swamped with loanwords from the English language. Anglicisms, in fact Americanisms, have been the largest single group of loanwords over the last few decades." (Turk and Opašić, 2008). According to Opačić (2007), Croatia is one of those countries that love to embrace everything foreign. At the same time, the process of borrowing is the simplest way of introducing the new ideas from one culture to another and adopting and adapting foreign terms for those ideas (Filipović, 1990).

Anglicisms are words used in languages other than English that are of English origin. They are widely spread in many of the world's languages, with Croatian being one of them. The English language has penetrated in a lot of different areas of life in Croatian society. From IT terms to advertising solutions, English has found its place to contribute. Popular anglicisms in public practice include words such as *internet*, *shopping*, and *e-mail*. Anglicisms can be denotative and connotative.

Denotative anglicisms are the ones that are perceived as necessary in a language because a language (for example, Croatian) needs them. The reason for the need is usually the fact that the borrowed term stands for some innovation for which a domestic word does not yet exist

(Hartley, 1982). An example for such anglicism would be *internet*. Connotative anglicisms are, on the contrary, the ones that exist in a language out of luxury (for example, *party*), although a native equivalent already existed (*zabava*).

However, this distinction does not have to be accepted as completely true and reliable. Drljača Margić (2011) writes about how even connotative borrowings from English can be seen as needed in a language. The author provides a number of reasons why different connotative anglicisms are used, which often leads to a parallel usage of anglicisms and native equivalents, with a positive outcome for a language recipient. According to Drljača Margić (2011), anglicisms are popular among speakers of other languages, who use them spontaneously because they fill the lexical gap in the recipient language, and the speakers are constantly exposed to them, especially through the mass media. Additionally, anglicisms often have a shorter form than their native equivalents, which contributes to language economy. Also, they are attractive because they sound exotic and innovative, often unlike the native alternatives. For example, *manager* in the ears of Croatian people may sound more sophisticated than *voditelj*. Furthermore, the English language seems to be more flexible than Croatian. It is more open to creative forming of new words. Prestige of the English language is yet another reason for borrowing, which is perceived as cool and undeniably trendy. Additionally, anglicisms may sound neutral compared to their native equivalents. They might carry less negative connotations and, as such, can be preferred by the speakers of the Croatian language when the subject matter is of a more serious nature. Neutrality of English words is also a preferred option of some people when it comes to cursing (Drljača Margić, 2011). Precise naming of a specific term is another reason behind borrowing from the English language. It is believed that anglicisms often give the right and authentic connotation to a word. To the list of reasons for accepting anglicisms in Croatian, Drljača Margić (2011) adds the characteristic of anglicisms providing a language with "a more complete description", meaning they cover meanings of many native equivalents. The author lists a few more reasons for adopting anglicisms, which include their ability to form many collocations, their international status (for example, they are tempting for advertising to attract international interest), fulfilling a societal function and identity expression (especially among the youth), their symbolic function (for example, popularity or competence in the technical field), and finally, a creation of (or at least resembling) a foreign atmosphere (Drljača Margić, 2011). The conclusion drawn from these reasons for borrowing is that connotative anglicisms should not immediately be discarded as unnecessary and are not used just for their own sake. Therefore, different needs that speakers have, contexts, and connotations can

contribute to the view that all borrowings from the English language are in a way needed. It could be that parallel usage of anglicisms and Croatian equivalents enriches the Croatian language.

However, not everyone shares open and positive attitudes towards anglicisms. Among other, purism stands for "aversion to linguistic elements of foreign origin" (Mikić Čolić, 2021). There are also puristic views that are not so strict and accept the status of English as an international language and understand the need for the Croatian language to evolve (Drljača, 2006). Purist attempts at preserving the Croatian language "pure" are usually seen through forming neologisms, new words of Croatian origin that should serve as a replacement for borrowings, predominantly anglicisms. Since the most apparent results of puristic language policy are shown to be on the lexical level, purists mainly focus on lexis (Turk, 1996). The Croatian linguistic journal *Jezik* gives a monetary award for the best new Croatian equivalents to borrowings from other languages, mainly English. However, rarely do these words become a part of Croatian people's everyday speech, and Croatian neologisms are often not welcomed by Croatian native speakers. Croatian language policy, or a lack of it certainly contributed to their unacceptance by the citizens: "While English words spread quickly due to media exposure and the public quickly becomes familiar with them, Croatian substitutes for anglicisms often remain hidden in some dictionary or magazine that the average speaker, even an educated one, rarely picks up" (Drljača Margić, 2012b).

Some linguists voice their concerns regarding the presence of English words in Croatian. For example, Nives Opačić mentions and criticises many examples of English words that have found their way in the Croatian language. One of them is *feedback*, which in Croatian translates as *povratna informacija*. *Feedback* is used in many parts of the lives of Croatian people, from economic purposes to any other where you expect to receive some kind of response or comment from the other party (Opačić, 2012). Hudeček and Mihaljević (2009) also point out that anglicisms usually do not fit into the Croatian language system. The problem occurs when people, mostly the elderly, do not understand English words. People who do not understand English would benefit the most from puristic attitudes. In addition, anglicisms are not always the best option and the one that Croatian speakers would opt for in every situation and context. Therefore, having both English words and Croatian substitutes does not necessarily lead to misunderstandings between generations and walks of life. If people want to make sure that they are understood by everyone, they will take care to use the appropriate vocabulary. Therefore, it

is important to make people aware of how anglicisms could get in a way of such communication, while they are welcome in some other contexts.

Furthermore, the English language influences not only Croatian lexis, but also its syntax. The juxtaposition between two nouns is not an integrative part of the Croatian language syntax, while it is common in the English language. It refers to the syntactic structure where one of the nouns in the noun phrase serves as an adjective or apposition (Starčević, 2006). It is a common way of forming new phrases in English and has become common in Croatian, even though it does not follow the standard Croatian norm. Some examples include *Zagreb film festival* and *internet veza*. Starčević (2006) attributes this phenomenon to practicality and more influential advertising effects. Therefore, it can commonly be found in the names of organisations, products, and trades (Drljača Margić, 2009). Again, Opačić (2006) criticizes names of Croatian festivals and fairs because they follow English structures instead of Croatian ones.

2. Previous research

The influence of English on other languages has both good and bad sides. On one hand, it can be a great source of new terminology when a language has not yet come up with a word of its own. On the other hand, it is possible that the English influence on other languages leads to the impoverishment of that language when English words unnecessarily replace already existing native words.

When it comes to language attitudes, in the past, more attention was given to linguists' perspectives, but the interest has expanded and now includes common speakers' attitudes and reactions to linguistic phenomena (Drljača Margić, 2010). In the Croatian context, such research was done by Drljača Margić and Memišević (2010). They conducted a study with 75 native Croatian speakers who do not speak or understand English. The researchers' aim was to examine the respondents' understanding of English words in the Croatian language, as well as their attitudes towards their own inability to understand English words (Drljača Margić and Memišević, 2010). They found that participants' increased exposure to anglicisms correlates with their understanding. Concerning the attitudes towards anglicisms that are present in Croatian, the respondents believe that knowing English is important, especially because it enables them to communicate with foreign people and use the internet more easily. Also, they expressed the need for learning English as a response to their lack of knowledge of the English language as well as their inability to understand it. However, the majority of the respondents think that knowing English would not change their business or personal life. The results also show that those who do not speak or understand English use popular anglicisms nevertheless. While it is apparent from the analysis of the results that the inability to use English does not invoke negative feelings in participants, their inability to understand words in Croatian texts causes participants to feel anger (Drljača Margić and Memišević, 2010).

Drljača Margić (2012b) conducted another research, the aim of which was to see Croatian university students' attitudes towards the promotion of Croatian substitutes for English words and the possibility of protecting the Croatian language from the influence of English. The results show that 75% of participants believe that there is not enough publicity given to Croatian equivalents of anglicisms, while 65% of participants either do not know Croatian equivalents, or believe they are non-existent (Drljača Margić, 2012b). The majority of respondents express their dissatisfaction with the promotion of anglicisms in the Croatian media, especially formal, at the expense of promotion of Croatian neologisms. Consequently, most of the participants in

this study believe that spontaneous ways of promoting Croatian equivalents are the best ways of their promotion.

A study by Ćurković, Grbaš Jakšić and Garić (2017) aimed to investigate how much the Croatian eighth-grade students were exposed to English words and acronyms, as well as the extent of use of these words by the students and the students' knowledge of their meanings. The analysis of the results reveal that the students are daily highly exposed to the influence of the English language. Also, the majority of the respondents in this study show a high level of understanding of anglicisms and English acronyms.

In a study dealing with the Croatian medicine language by Gjuran-Coha and Tomak (2023), researchers found that Croatian laymen agreed that it was necessary to form Croatian equivalents of English medical terms present in the Croatian language so that all patients would be able to understand them.

Additionally, Delić and Dedović-Atilla (2021) found that Bosnian high school students had relatively neutral attitudes towards anglicisms, but they understand their original form and use them often.

Expectedly, Perić and Škifić (2015) also found that Croatian younger generations use anglicisms often and do not think that they pose a danger to the Croatian language, while older generations use Croatian equivalents more than anglicisms.

3. Methodology

3.1. Aim

The aim of the present study is to investigate Croatian seventh and eighth graders' understanding of and attitudes to anglicisms. I wanted to explore Croatian young people's perceptions of the impact of the English language on Croatian, as well as their ability to understand popular anglicisms that can be found in various aspects of everyday life.

3.2. Research questions

The study seeks to answer these five research questions:

1) Do Croatian seventh and eighth graders understand anglicisms?

2) Do they understand and use popular English acronyms in written communication?

3) Do they like using anglicisms?

4) How do they perceive anglicisms in the Croatian language?

5) Do they think anglicisms have a bad influence on the Croatian language?

3.3. Hypotheses

Hypotheses were based on the previous research on anglicisms in the Croatian language and the youth's attitudes towards them. Five hypotheses were formulated before the research was conducted:

1) Croatian seventh- and eighth-grade students understand anglicisms that are widely spread in the Croatian language.

2) Students understand and use popular English acronyms in written communication.

3) Students like using anglicisms in communication with their peers, but do not like using them in communication with their parents and teachers.

4) Students think that anglicisms sound good and modern.

5) Students do not have negative attitudes towards anglicisms in the Croatian language.

3.4. Participants

Participants in this study were elementary school students in the seventh and eighth grade whose native language is Croatian and they study English as their first or second foreign language in school. The students are enrolled in two elementary schools in Varaždin County, which will be referred to as School 1 and School 2. In total 130 students completed the questionnaire, with 75 in the seventh grade and 55 in the eighth grade. Additionally, there were 74 girls and 56 boys, and 76 students who learn English as a second foreign language in school, while 54 learn it as their first foreign language. This population was chosen for the research because the English language highly impacts the way they speak and words they use in everyday communication.

3.5. Research methods

The research was conducted through an online platform, *Google Forms*. The questionnaire consisted of three sections: general data of the participants (gender, grade, studying English as a first/second foreign language), understanding of anglicisms, and attitudes to anglicisms. It was written in Croatian, the participants' native language. Some questions were based on the questions from the questionnaire used for the purposes of the doctoral dissertation written by Branka Drljača Margić (2010). There were 17 closed-ended questions and six open-ended questions. A total of 11 classes participated, four in School 1, and seven in School 2. There were six seventh grade classes and five eighth grade classes. The questionnaires were administered during IT, Croatian language, and English language classes, and it took the participants approximately 30 minutes to complete them. The students were responding to the questions using school laptops or their smartphones. They were informed about the aim of the research as well as the anonymity of their responses. The research was carried out in the period from 11 to 21 March 2024. I was not present during questionnaire administration, but I have received the responses automatically on *Goggle Forms* software.

4. Analysis of results

4.1. Understanding of anglicisms

The results show that the majority of students are familiar with anglicisms and understand most of them. The first question in the questionnaire required respondents to provide Croatian equivalents of the given anglicisms or at least provide a description of the words. For the first anglicism *luzer*, 88 out of 130 participants (68%) responded with the correct equivalent *gubitnik*, while some students offered accurate descriptions of the anglicism. Only 11 students (8.5%) responded with *I don't know*. Similar results that show high level of students' understanding of anglicisms were found for *kompjutor* (*računalo* - 97 students, 75%), *sejvati* (*spremiti* - 80 students, 61.5%), *folder* (*mapa* - 71 students, 55%), *refrešati* (*osvježiti* - 65 students, 50%), *e-mail* (*elektronička pošta* or *e-pošta* - 76 students, 59%), *post* (*objava* (n.) or *objaviti* (v.) - 92 students, 71%), *challenge* (*izazov* - 113 students, 87%), *rispekt* (*poštovanje* - 95 students, 73%), *lider* (*vođa* or *voditelj* or *glavni* - 91 students, 70%), *fajter* (*borac* - 74 students, 57%), and *ofsajd* (*zaleđe* - 75 students, 58%). Even if the students did not know the exact equivalent, most of them wrote an acceptable description of the meanings of those anglicisms.

The anglicisms that less than half of students knew the Croatian equivalent of were *sponzor* (*pokrovitelj* - 10 students, 8%), *printer* (*pisač* or *štampač* - 60 students, 46%), *desktop* (*radna površina* - 33 students, 25%), *bekstejdž* (*zapozorje* - 5 students, 4%), and *bookmark* (*stranićnik* or *knjižna oznaka* - 17 students, 13%). However, most of the students knew the meaning of those anglicisms, although they did not know their equivalents. That was apparent from the large number of students who wrote accurate descriptions of the words, such as *A person who finances someone* (for *sponzor*), *A machine that prints* (for *printer*), *Home screen* (for *desktop*), *Behind the stage* (for *bekstejdž*), and *A marker for books/pages* (for *bookmark*).

Anglicisms with the highest percentages of *I don't know* answers or inaccurate descriptions were *desktop* (47 students, 36%) and *bookmark* (44 students, 34%).


The second question dealt with the knowledge of English acronyms. Students again showed a high level of understanding of most of the examples in the questionnaire. For the majority of acronyms, students knew accurate full expressions in English: *IDK* (*I don't know* - 110 students, 85%), *IDC* (*I don't care* - 86 students, 66%), *BRB* (*Be right back* - 93 students, 71.5%), *YOLO*

(*You only live once* - 83 students, 64%), *ASAP* (*As soon as possible* - 83 students, 64%), *LMK* (*Let me know* - 80 students, 61.5%), *BTW* (*By the way* - 116 students, 89%) and *TY* (*Thank you* - 103 students, 79%).

The ones that were less familiar to the students and were recognised by less than a half of students were *FYI* (*For your information* - 45 students, 35%) and *TTYL* (*Talk to you later* - 62 students, 48%).

The last question in this section required the students to estimate their own understanding of anglicisms they encounter (1 - *I don't understand them at all*, 2 - *I mostly don't understand them*, 3 - *I understand some and some I don't understand*, 4 - *I understand most of them*, 5 - *I understand almost all of them*).

As shown in Graph 1, almost half of the students believe that they understand most of anglicisms they encounter in everyday life. A third of the students believe that they understand some of them, and a third believe that they understand almost all of them.
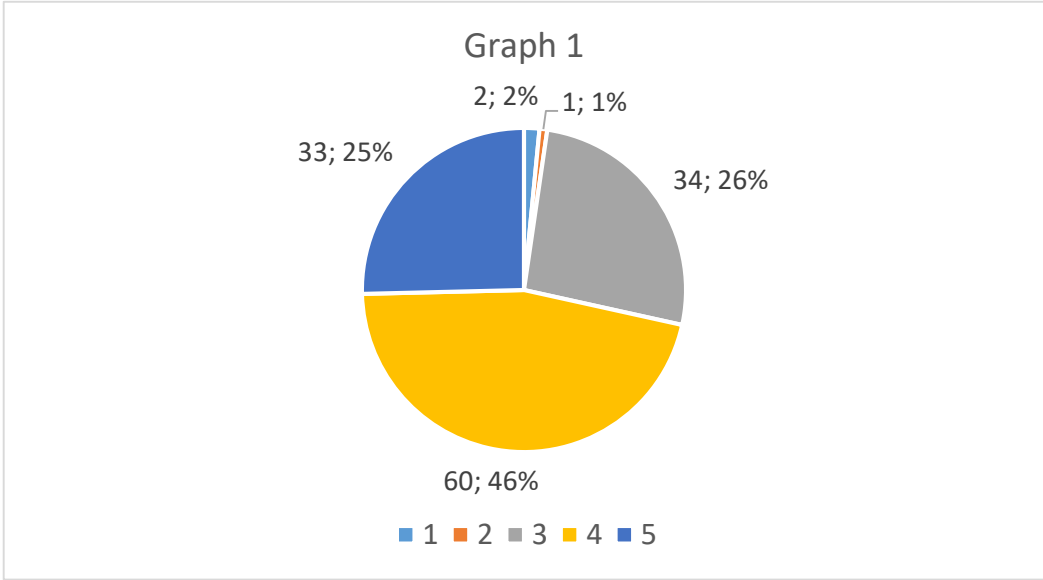
**Graph 1. Students' estimation of their own understanding of anglicisms**

4.2. Attitudes to anglicisms: usage and views

For the following set of statements, students had to, on a scale from 1 to 5, express their opinion about anglicisms, where 1 stands for *Doesn't apply to me at all*, 2 for *Mostly doesn't apply to me*, 3 for *I don't know/I'm not sure*, 4 for *Mostly applies to me*, 5 for *Completely applies to me*.

The first three statements aimed to investigate if there was a difference between students' attitudes towards using anglicisms with their peers and older interlocutors, such as their parents and teachers.

The other three statements aimed to investigate broader feelings about anglicisms in the Croatian language.

As the graphs 2-7 indicate, the majority of the students (50.8%) like using anglicisms with their peers, and they do not mind when they hear their peers use them. However, most of the students (60%) do not like using anglicisms with their parents, and even more students (73.1%) do not like using them in conversations with their teachers. The students show little concern about non-existent Croatian substitutes and the fact that they may not know them. Most of the students (58.4%) do not necessarily feel cool when they use anglicisms.
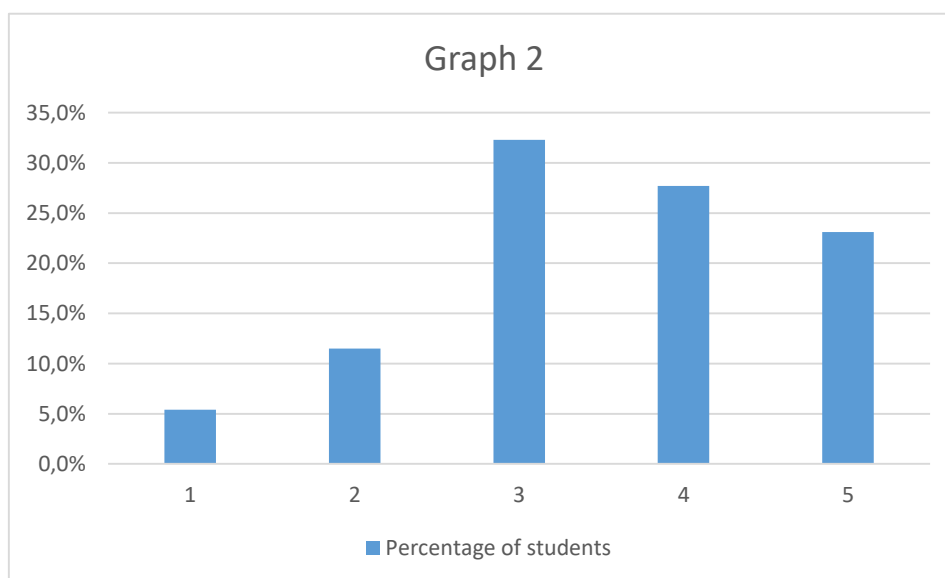
Graph 2. Distribution of students' responses to the statement "I like using anglicisms in conversation with my peers."
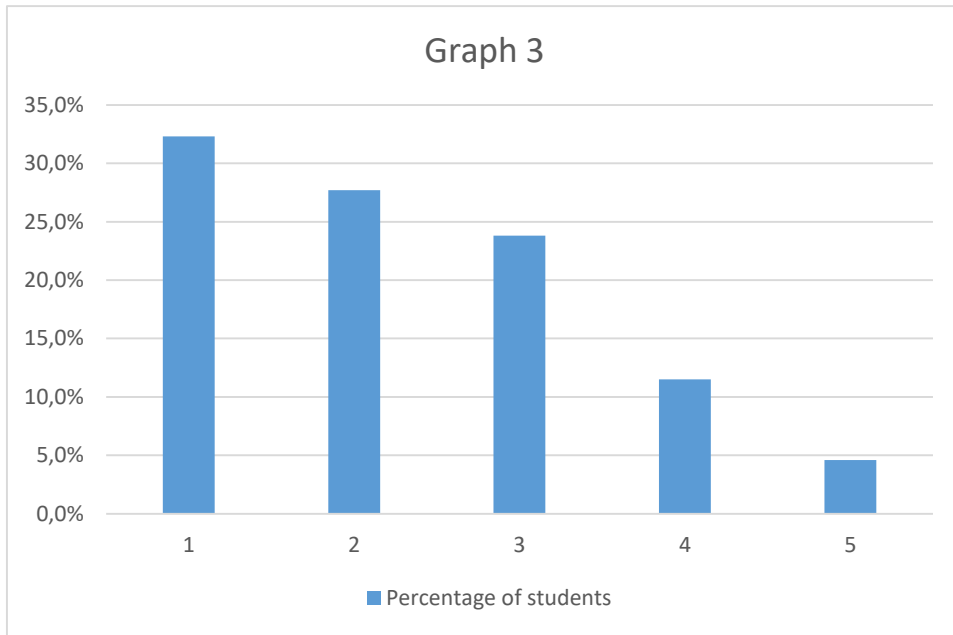
Graph 3. Distribution of students' responses to the statement "I like using anglicisms in conversation with my parents."
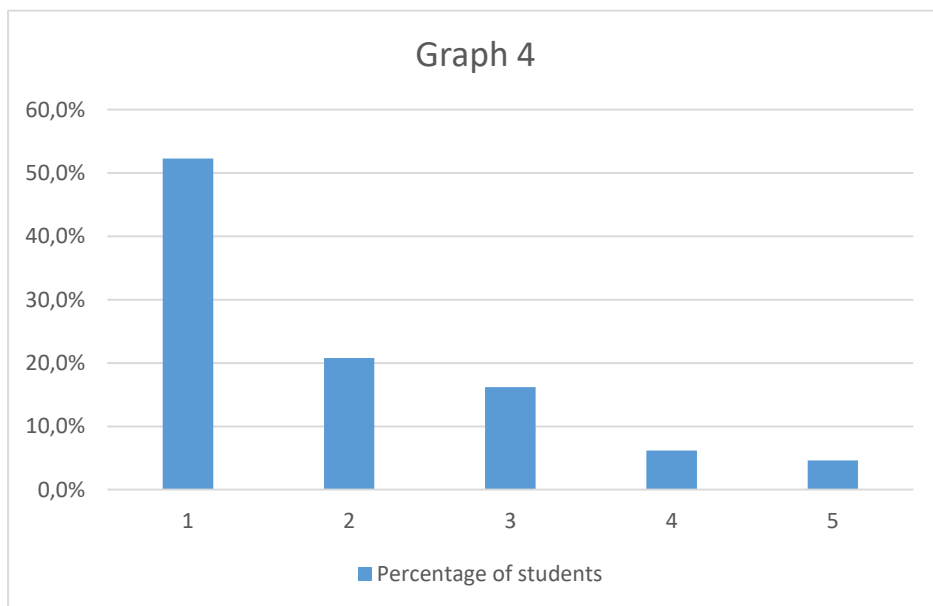
Graph 4. Distribution of students' responses to the statement "I like using anglicisms in conversation with my teachers."
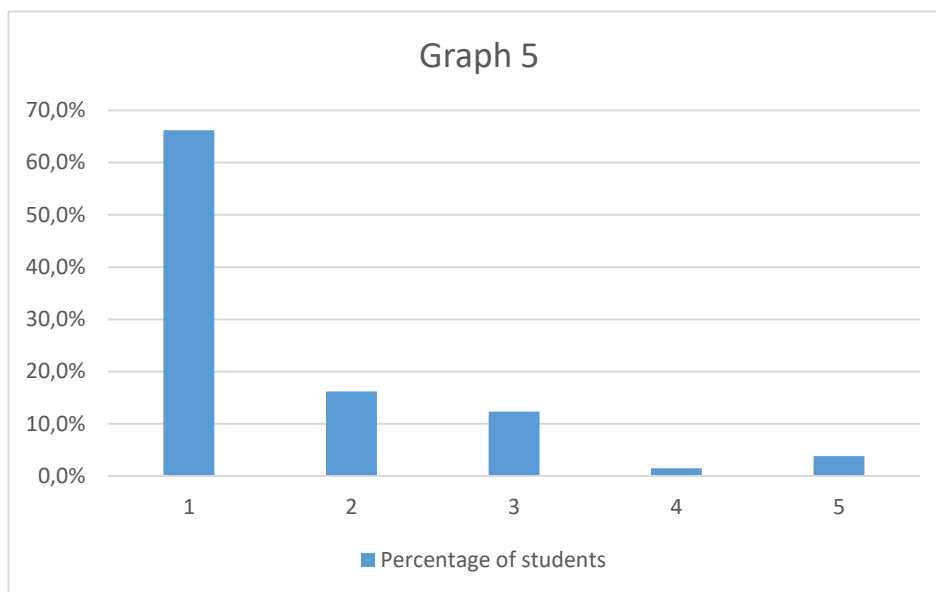
Graph 5. Distribution of students' responses to the statement "It bothers me when my peers use anglicisms in conversation."
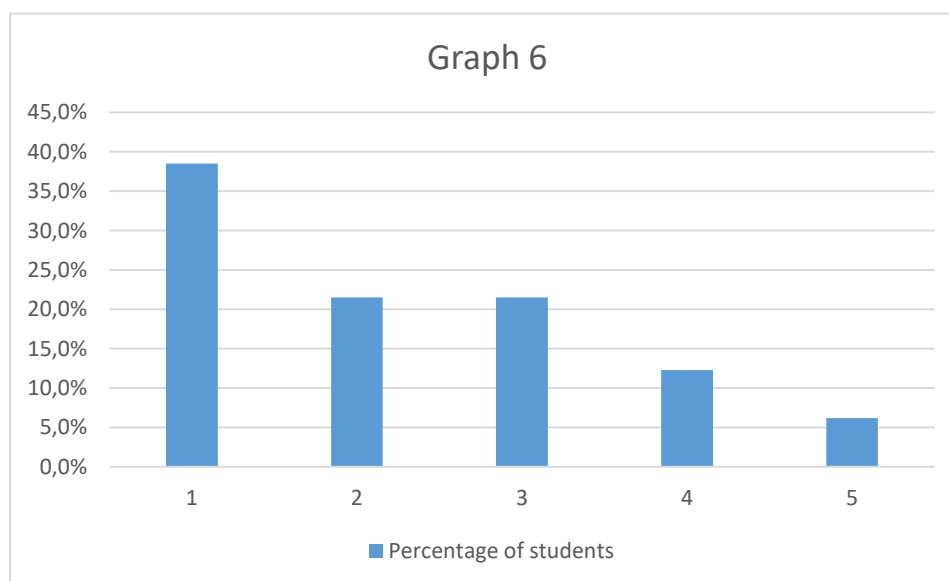
Graph 6. Distribution of students' responses to the statement "It bothers me that there are no Croatian substitutes for a certain number of English words or that I don't know them."
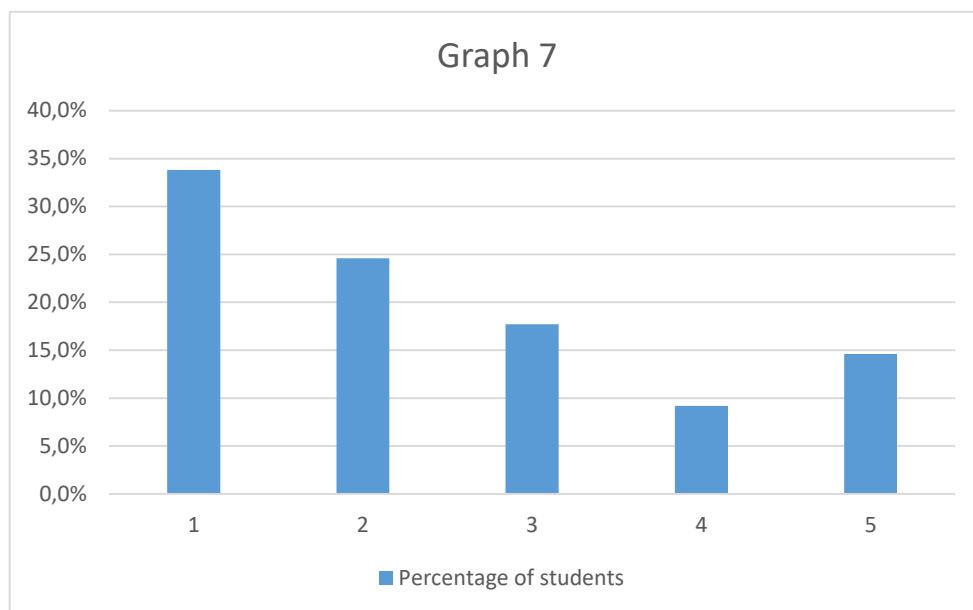
Graph 7. Distribution of students' responses to the statement "I feel cool when I use anglicisms."

For the next four statements, students had to, on a scale from 1 to 5, where 1 stands for *I don't agree at all*, 2 for *I mostly disagree*, 3 for *I don't know/I'm not sure*, 4 for *I mostly agree*, 5 for *I completely agree*, estimate how much they agree or disagree with them.

The graphs 8-11 show that 45% of the students agree or strongly agree that the presence of anglicisms in the Croatian language is inevitable and expected, 28% disagree or strongly disagree with the statement, and 27% are not sure. Furthermore, 39.2% of the students are not sure whether the presence of anglicisms in the Croatian language is a threat to the development of the Croatian language, 35.4% believe that that is not the case, and 25.4% hold the statement to be true. For the next statement, 41.6% of the students hold that teachers should not use Croatian substitutes for anglicisms in class, 33.8% are not sure, and 24.6% hold that they should. Lastly, 41% feel that today there are not too many anglicisms in the Croatian language, 31% are not sure about their opinion on this statement, and 28% agree with it.
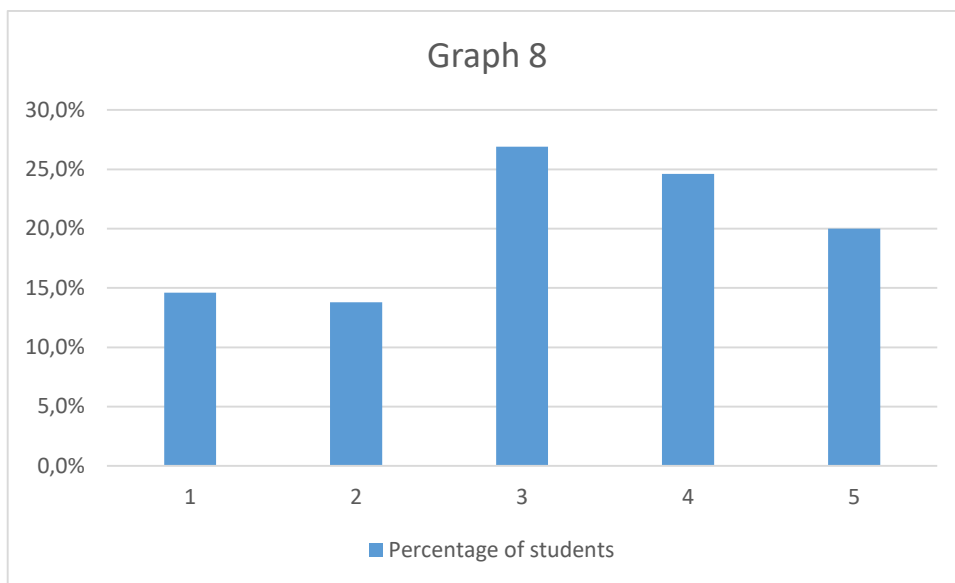
Graph 8. Distribution of students' responses to the statement "The presence of anglicisms in the Croatian language is inevitable and expected."
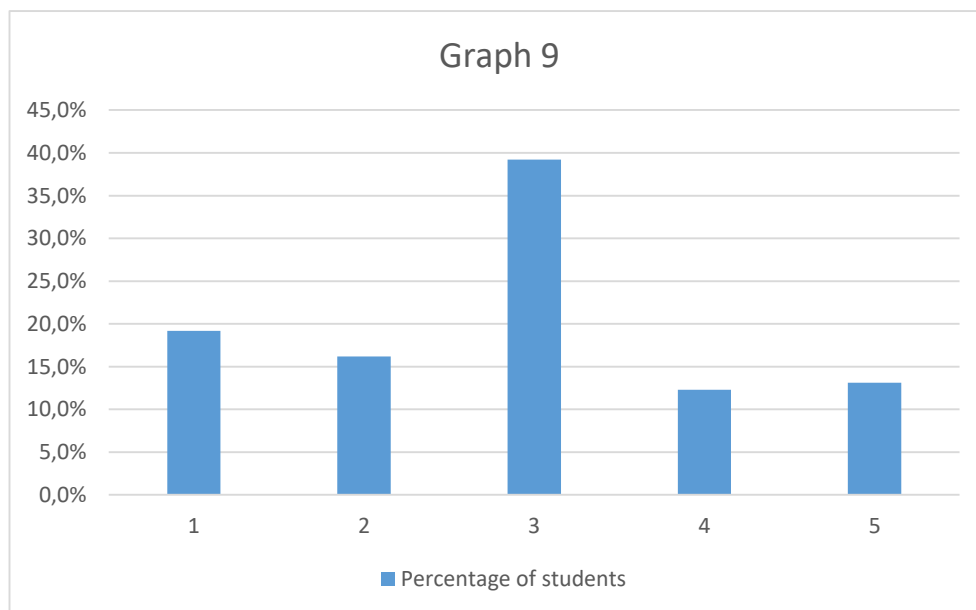
Graph 9. Distribution of students' responses to the statement "The presence of anglicisms in the Croatian language is a threat to the development of the Croatian language."
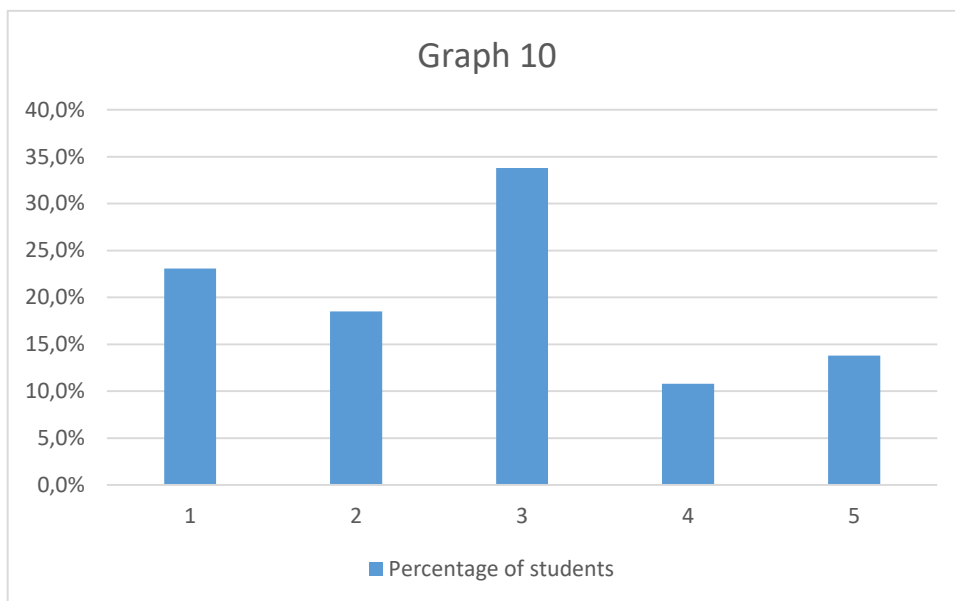
Graph 10. Distribution of students' responses to the statement "Teachers should use Croatian substitutes for anglicisms in class."
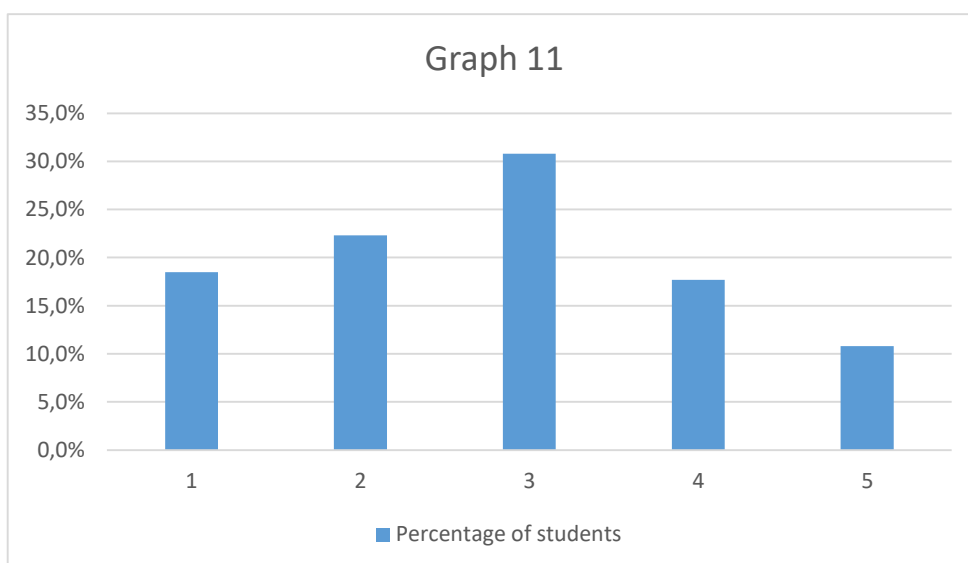
Graph 11. Distribution of students' responses to the statement "Today, there are too many anglicisms in the Croatian language."

In the following question, which consisted of eight pairs of anglicisms and their Croatian substitutes, and two pairs of phrases with English and Croatian structures, students could choose one or more attributes they think describe how they perceive the given words. The results are shown in the following tables.

Table 1 indicates that most of the students think that *šoping* sounds good and is modern, while for *kupovina*, although more than a third think it sounds good, adjectives "unnecessary" and "forced" are selected by more students than for *šoping*.

Anglicism	Attributes offered in the questionnaire	Number of students who chose the attribute
šoping	sounds good	80
	unnecessary	13
	close	35
	forced	9
	modern	86
Croatian equivalent	Attributes offered in the questionnaire	Number of students who chose the attribute
kupovina	sounds good	55
	unnecessary	33
	close	42
	forced	24
	modern	8

Table 1. Number of students who chose specific attributes offered to describe the anglicism *šoping* and its Croatian equivalent *kupovina*

Table 2 shows that more than a half of students believe that *fan* sounds good and more than a third perceive it as modern, while for *obožavatelj* students mostly think that it sounds good, but fewer than for *fan*.

Anglicism	Attributes offered in the questionnaire	Number of students who chose the attribute
fan	sounds good	70
	unnecessary	21
	close	33
	forced	12
	modern	59
Croatian equivalent	Attributes offered in the questionnaire	Number of students who chose the attribute
obožavatelj	sounds good	57
	unnecessary	28
	close	38
	forced	26
	modern	12

Table 2. Number of students who chose specific attributes offered to describe the anglicism *fan* and its Croatian equivalent *obožavatelj*

Table 3 examines the possible difference in perception of *stejdž* and *pozornica*. Here, *stejdž* is perceived as more modern but also as more unnecessary than *pozornica*, which is perceived as sounding better and being closer to the students.

Anglicism	Attributes offered in the questionnaire	Number of students who chose the attribute
stejdž	sounds good	52
	unnecessary	41
	close	28
	forced	22
	modern	40
Croatian equivalent	Attributes offered in the questionnaire	Number of students who chose the attribute

	sounds good	80
	unnecessary	13
pozornica	close	46
	forced	18
	modern	15

Table 3. Number of students who chose specific attributes offered to describe the anglicism *stejdž* and its Croatian equivalent *pozornica*

Table 4 shows how *party* is perceived by more students as sounding better and being more modern than *zabava*.

Anglicism	Attributes offered in the questionnaire	Number of students who chose the attribute
	sounds good	91
	unnecessary	10
party	close	36
	forced	11
	modern	60
Croatian equivalent	Attributes offered in the questionnaire	Number of students who chose the attribute
	sounds good	66
	unnecessary	26
zabava	close	36
	forced	20
	modern	11

Table 4. Number of students who chose specific attributes offered to describe the anglicism *party* and its Croatian equivalent *zabava*

Table 5 shows that *make-up* sounds more modern to the students, while *šminka* is slightly closer in the students' opinion.

Anglicism	Attributes offered in the questionnaire	Number of students who chose the attribute
make-up	sounds good	73
	unnecessary	43
	close	30
	forced	7
	modern	56
Croatian equivalent	Attributes offered in the questionnaire	Number of students who chose the attribute
šminka	sounds good	63
	unnecessary	37
	close	40
	forced	15
	modern	14

Table 5. Number of students who chose specific attributes offered to describe the anglicism *make-up* and its Croatian equivalent *šminka*

Table 6 shows a difference in students' perceptions of *feeling* and *osjećaj*. Students believe that *feeling* is more modern (selected by 46 students, 35%) than *osjećaj* (selected by 8 students, 6%).

Anglicism	Attributes offered in the questionnaire	Number of students who chose the attribute
feeling	sounds good	75
	unnecessary	30
	close	30
	forced	12

	modern	46
Croatian equivalent	Attributes offered in the questionnaire	Number of students who chose the attribute
osjećaj	sounds good	82
	unnecessary	13
	close	46
	forced	12
	modern	8

Table 6. Number of students who chose specific attributes offered to describe the anglicism *feeling* and its Croatian equivalent *osjećaj*

Table 7 indicates a difference in perception of an anglicism and its Croatian equivalent. The anglicism *influencer* is selected to be modern by 44% of the students, and it sounds good to 55% of the students. The Croatian equivalent *utjecajnik* is described as modern by 5% of the students, and it sounds good to 11.5% of the students. *Utjecajnik* is mostly described as unnecessary (71.5% of the students), while 21.5% of the students select this adjective to describe *influencer*. Additionally, *influencer* is more frequently perceived as close, and *utjecajnik* as forced.

Anglicism	Attributes offered in the questionnaire	Number of students who chose the attribute
influencer	sounds good	72
	unnecessary	28
	close	30
	forced	13
	modern	57
Croatian equivalent	Attributes offered in the questionnaire	Number of students who chose the attribute
utjecajnik	sounds good	15
	unnecessary	93

	close	11
	forced	44
	modern	7

Table 7. Number of students who chose specific attributes offered to describe the anglicism *influencer* and its Croatian equivalent *utjecajnik*

Table 8 illustrates differences in the perception of the two given terms, *laptop* and *prijenosno računalo*. *Laptop* sounds good to 83% of the students, and *prijenosno računalo* to 16% of the students. Also, students select the adjectives "modern" (37%) and "close" (32%) to describe *laptop*, and 5% choose "modern" and 8% "close" for *prijenosno računalo*. The Croatian equivalent is predominately viewed as unnecessary (64%) and forced (32%), while the anglicism is described as unnecessary by 1.5%, and forced by 3% of the students.

Anglicism	Attributes offered in the questionnaire	Number of students who chose the attribute
laptop	sounds good	108
	unnecessary	2
	close	42
	forced	4
	modern	48
Croatian equivalent	Attributes offered in the questionnaire	Number of students who chose the attribute
prijenosno računalo	sounds good	21
	unnecessary	83
	close	10
	forced	42
	modern	7

Table 8. Number of students who chose specific attributes offered to describe the anglicism *laptop* and its Croatian equivalent *prijenosno računalo*

Table 9 and Table 10 aim to show if there is any difference in the perception of the phrases that follow the English structure and the phrases that follow the Croatian structure. Some difference is seen in the percentage of the students who choose the adjective "modern" (24% for *film festival*, and 9% for *filmski festival*). Furthermore, 60% of the students think that *internet stranica* sounds good, and 23% think that it is modern, while 40% think that *internetska stranica* sounds good, and 8% think that it is modern. Additionally, the adjective "unnecessary" is picked by 16% for *internet stranica*, and by 35% of the students for *internetska stranica*.

Phrase with an English structure	Attributes offered in the questionnaire	Number of students who chose the attribute
film festival	sounds good	58
	unnecessary	50
	close	24
	forced	10
	modern	31
Phrase with a Croatian structure	Attributes offered in the questionnaire	Number of students who chose the attribute
filmski festival	sounds good	63
	unnecessary	39
	close	34
	forced	12
	modern	12

Table 9. Number of students who chose specific attributes offered to describe the phrase with an English structure *film festival* and the phrase with a Croatian structure *filmski festival*

Phrase with an English structure	Attributes offered in the questionnaire	Number of students who chose the attribute
internet stranica	sounds good	78
	unnecessary	21
	close	43

Phrase with a Croatian structure	Attributes offered in the questionnaire	Number of students who chose the attribute
	forced	14
	modern	30
internetska stranica	sounds good	53
	unnecessary	46
	close	36
	forced	16
	modern	10

Table 10. Number of students who chose specific attributes offered to describe the phrase with an English structure *internet stranica* and the phrase with a Croatian structure *internetska stranica*

The following two graphs (graph 12 and graph 13) show the comparison of the attributes students chose to describe anglicisms and their Croatian equivalents. As seen from the graphs, students think that anglicisms mostly sound good and are modern, while Croatian equivalents sound good and are unnecessary.
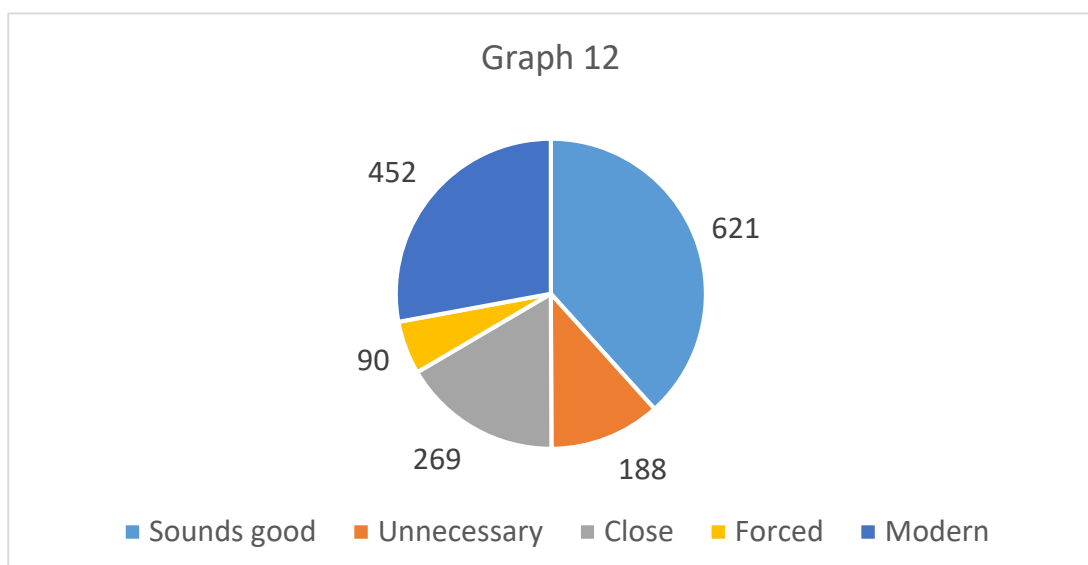
Graph 12. The number of times students selected certain attributes to describe the eight anglicisms
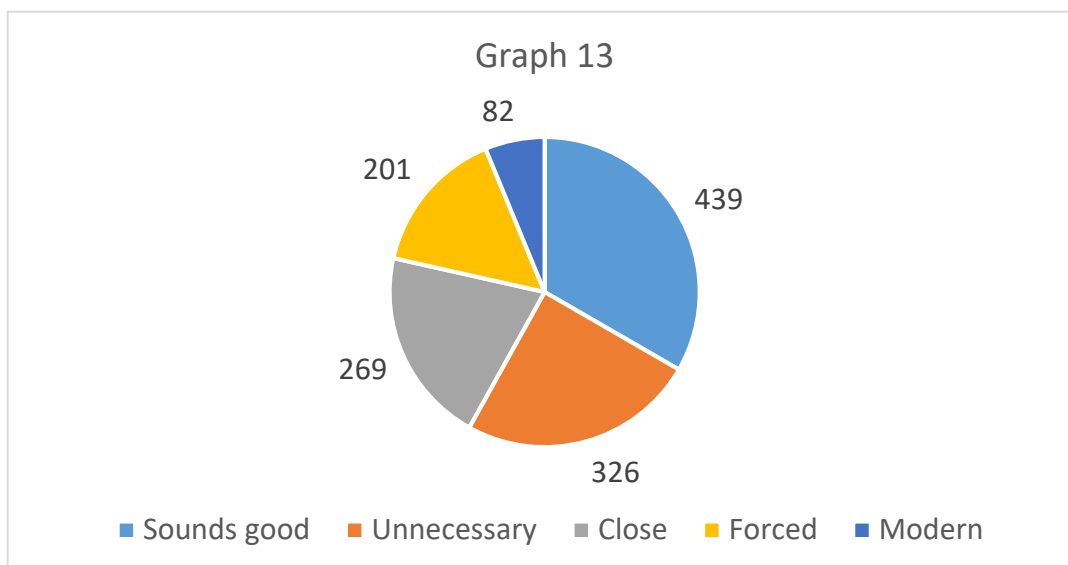
Graph 13. The number of times students selected certain attributes to describe the eight Croatian equivalents to anglicisms

For the following set of questions, students needed to mark how often they use anglicisms on a scale from 1 to 5, where 1 stands for *Never*, 2 for *Rarely*, 3 for *Sometimes*, 4 for *Often*, 5 for *Very often*.

For the first question, students' experiences/uses were divided, but more students marked that they use anglicisms in their social media posts sometimes, often, and very often than rarely and never. The results for the second question show students' affinity for using anglicisms in writing text messages. Additionally, most of the students (25.4%) stated that they sometimes used acronyms from the English language in communication with their peers, 22.3% used them often, 21.5% rarely, 19.2% very often, while the smallest number of students (11.5%) marked that they never used acronyms from the English language.
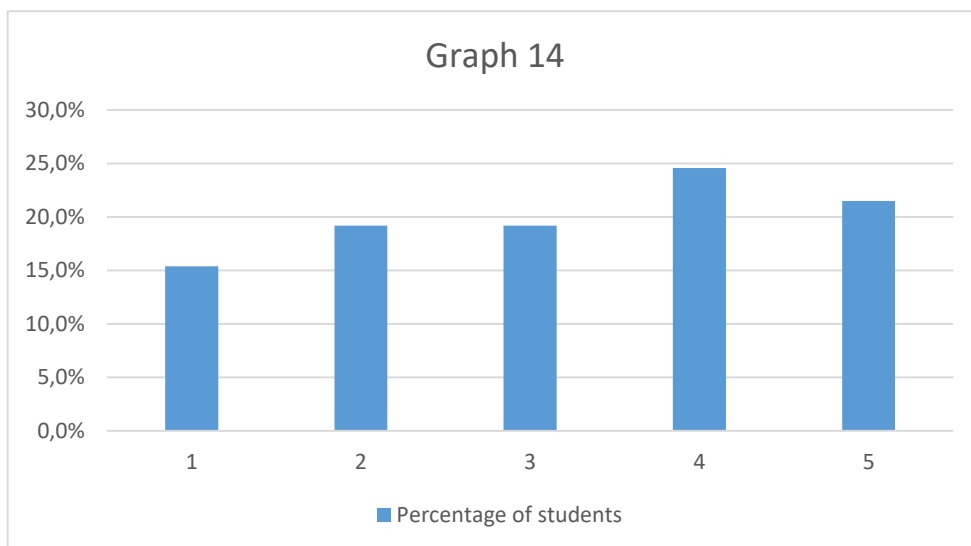
Graph 14. Distribution of students' responses to the statement "Do you use anglicisms in your social media posts?"
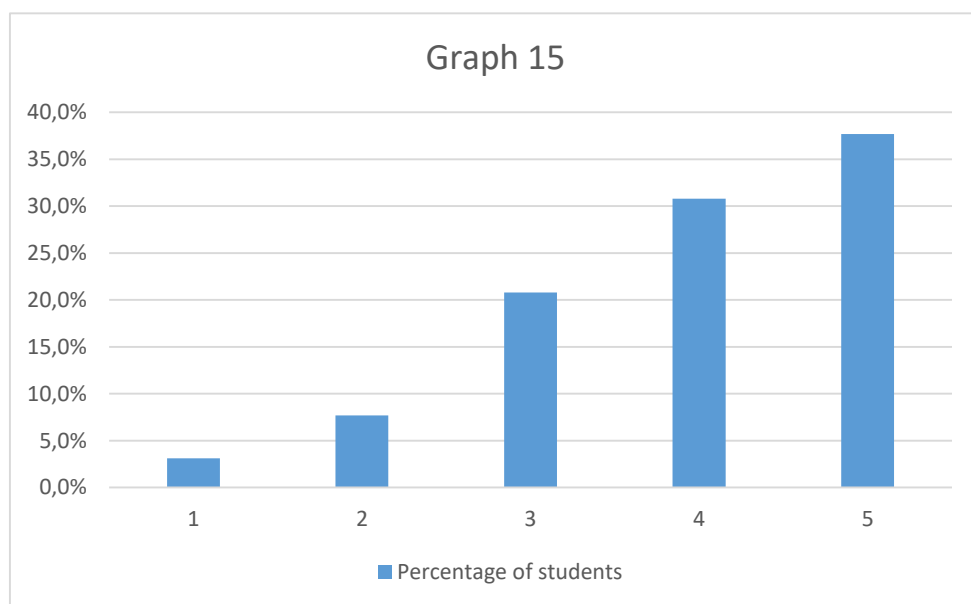
Graph 15. Distribution of students' responses to the statement "Do you use anglicisms in writing text messages (for example, Snapchat, Viber, etc.)?
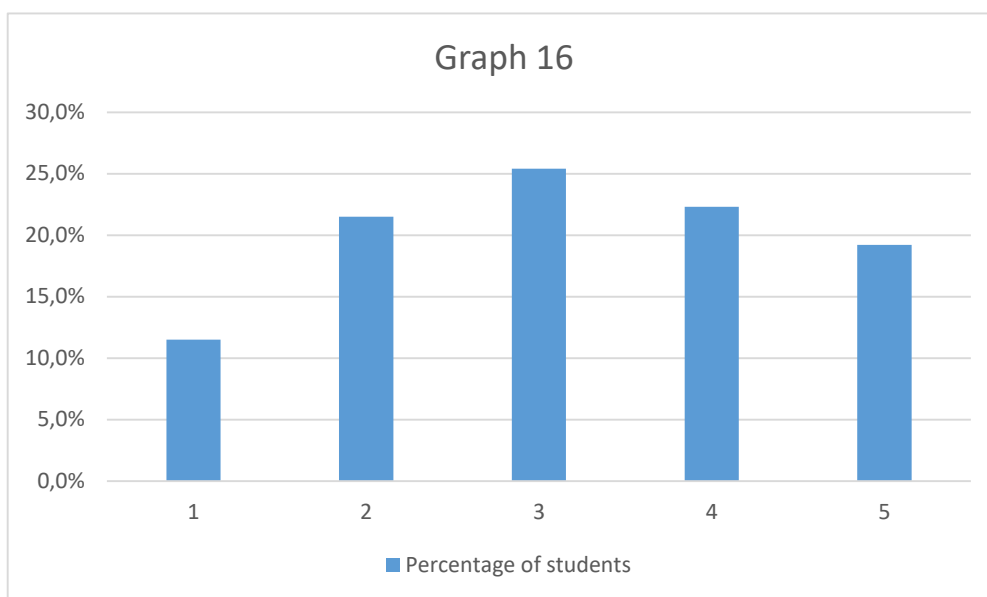
Graph 16. Distribution of students' responses to the statement "Do you use English acronyms in communication with your peers?"

4.3. Attitudes to anglicisms: description and perception

The last part of the questionnaire, consisted of six open-ended questions, aimed at getting further insight into students' opinions and attitudes towards English influence on the Croatian language. We translated the answers that the students wrote as well as the questions, both of which were originally written in Croatian.

In the first question, we asked students about their opinion on the use of anglicisms in the formal media (such as television news). A half of the students expressed their concern with the use of anglicisms in the Croatian formal media, and they provided different arguments for their beliefs. Some students believe that anglicisms should not be found in formal environments due to their informal nature. Others found anglicisms in the formal media unnecessary or unusual. There were also a few answers pointing out the possible struggle of the elderly to understand anglicisms. It was interesting to see another anglicism *cringe* (spelled as *krindz* by student 113) as the answer in which the student expresses a negative attitude towards anglicisms. The following answers reflect students' views on anglicisms in the formal media:

"I think that it is not good to use anglicisms in the formal media because there is a big number of people who do not understand those expressions." (14)

"I think it's terrible because the news is formal and anglicisms are not." (45)

"I don't like that because it's news and it's unprofessional." (47)

"It is unnecessary." (52)

"I believe that this is bad and that Croatian words should be used on television and on the news. (57)

"I think that anglicisms should be a part of the speech of society, not of the media, news, etc." (69)

"I think it has become very popular and can no longer be avoided. They should at least use our Croatian language on the news." (72)

"I think it would be a bit unusual." (83)

"I think it's not polite, you should use words that are appropriate for a formal conversation." (92)

"It wouldn't be good because a lot of older people wouldn't understand them" (27).

However, a third of the students expressed positive opinions about anglicisms in the formal media. They mostly described anglicisms with positive adjectives and emphasized the good sides of their omnipresence. Some students found anglicisms desirable and useful in the formal media, as well as interesting and fun. The following answers support that:

"I think it is really nice." (26)

"I think it's fun to use some words from a foreign country." (61)

"They wouldn't be a problem because everyone understands them anyway." (80)

"I think they are useful and cool." (87)

"That would be interesting." (110)

The rest of the students were somewhere on the middle ground, and they neither condemned nor supported the use of anglicisms in the formal media. For example, they stated not to care about them or to be accustomed to them. Some expressed their concern only about the overuse of such words. Students provided answers such as:

"I think they should be used little by little." (18)

"Anglicisms have become part of the media. We no longer even notice their use." (36)

"I don't care." (53)

"I think anglicisms are used more and more often. That's fine as long as you don't overuse them." (56)

"I don't mind, but it's unusual to see." (64)

The next question was related to other people's use of anglicisms in the social media. Most of the students' answers indicated that they did not mind encountering anglicisms in such an environment. They said that they did not care about these anglicisms and found them inevitable but also cool to see. They also claimed that anglicisms are modern, interesting, and normal to find in the social media.

"I don't mind. I'm used to them." (9)

"There are a lot of them, they have become a part of everyday life. A lot of people, especially the young, use anglicisms in their posts. I think they are inevitable." (36)

"I think that it is now modern and normal." (42)

"If they want to use them, let them use them." (53)

"I think it's cool to see that." (72)

"They don't insult anyone." (84)

"More interesting than some Croatian words." (88)

Only few students thought that using anglicisms in the social media was unnecessary and clumsy. Also, some students did not like seeing anglicisms being overused in the social media.

Some took the needs of older people and their inability to understand all anglicisms into consideration:

"I think that we should not introduce anglicisms into our language because it would be a bit harder for older people to understand us." (6)

"They are difficult to understand to older people." (12)

For the question of why they use anglicisms with their peers, almost everyone agreed that it had become something natural to them. A lot of participants said that it was easier for them to use anglicisms in communication with their peers. Many of them also thought that anglicisms were modern and that they sounded good, or that their use had become a habit for them. Some pointed out that it was normal for young people to use anglicisms. Moreover, the word *cool* was used in many of the responses to describe anglicisms. It was also interesting to see the English word with a Croatian suffix *trendaju* (*they trend*) in the student's (105) explanation why he used anglicisms with his peers. Here are some answers among many similar ones:

"So that other people would not understand us." (2)

"It has become a habit." (4)

"It is easier. Almost everyone uses them." (8)

"It comes to me naturally." (16)

"Because I don't know certain words in Croatian." (18)

"I like to use them, and they sound great." (30)

"Because they are closer to me than the Croatian substitutes for those words." (42)

"Because it is popular." (51)

"Because it is fun." (55)

"Because that's the way we communicate today." (69)

"Because it is normal today, no one even notices that these are anglicisms." (70)

Another question was "What do you think about Croatian equivalents *svemrežje*, *velezgoditnjak*, and *tržništvo* for anglicisms *internet*, *jackpot* and *marketing*?" Only 18 students (14%) expressed positive feelings towards them, giving them attributes such as "OK" and "fine". All of the other students answered that they did not like these Croatian equivalents. They mostly described them as unnecessary or weird. They also thought that those words were too long. Some students held more negative attitudes, describing them as stupid and useless. The rest of the students believed those anglicisms were complicated and funny. Here are some of the responses:

"I think that the English words are better." (8)

"They are unnecessary and sound weird." (9)

"They are long and hard to pronounce." (13)

"They didn't really bother to come up with nice words." (35)

"I think they are forced and unnecessary. Nobody uses them, and probably never will, because they are very strange." (36)

"I think that the Croatian equivalents are totally not necessary because it sounds completely normal and good when the English language is used." (69)

"Difficult to remember and too long." (120)

For the question about whether they mind the use of anglicisms by others, 100 participants (77%) agreed that they did not mind it. The students stated that they had no reason to be bothered by other people's use of anglicisms when they were so common. There were only a few answers that indicated students' dissatisfaction with anglicisms in the Croatian language. Those students expressed concern for their mother tongue, dissatisfaction with their lack of understanding of anglicisms, or general discontentment with anglicisms at every step. Such answers include:

"They bother me because I almost never understand them." (6)

"They bother me because they get on my nerves." (9)

"When I don't understand them." (12)

"Because they use them too much." (17)

"They don't bother me personally too much, but I think that way our mother tongue is being forgotten." (28)

"It bothers me when they use them too much, when a Croatian word that is good exists, so an anglicism is not needed." (76)

"I think that the anglicisms that they use are shameful and forced." (126)

The last question in the questionnaire was "Why do you use English acronyms in communication with your peers?" Only a few students stated that they did not use these acronyms. All of the remaining answers made similar points: that English acronyms were cool, required little time, were easy to use, or were common among their peers. This answer sums up students' opinions:

"I use them because they're fun and because they sound better in this day and age. And to look cool." (34)

5. Discussion

The majority of the students were familiar with the meanings of all given anglicisms. For most of them, the students knew their Croatian equivalents. These results bear a similarity with those analysed by Ćurković, Grbaš Jakšić and Garić (2017), whose participants also showed a high level of understanding of anglicisms. Our first hypothesis is therefore confirmed, that Croatian seventh- and eighth-grade students understand anglicisms that are widely spread in the Croatian language. Some of the anglicisms in the questionnaire belonged to the IT domain (such as *sejvati*, *folder*, *refrešati*, *e-mail,* and *post*). Since young people have been constantly exposed to computer technology from the very young age, it is not surprising that this population is very familiar with those terms (Škifić and Mustapić, 2012). However, the meanings of anglicisms that were the least known to the students were *desktop* and *bookmark*. This could be due to the students' less frequent exposure to them, unlike the rest of the anglicisms. The discrepancy between the knowledge of Croatian equivalents to some anglicisms and the lack of knowledge of others may be due to the fact that some of the equivalents are well-established words in the Croatian language (such as *računalo*, *objava*, *izazov*, and *poštovanje*), while the others are less popular among the Croatian speakers (such as neologisms *zapozorje* and *straničnik*), which are less used in the same contexts as anglicisms they are substitutes for. Moreover, such equivalents are not used frequently in the media, and it is therefore difficult for students to get familiarised with them (although *zapozorje* is recently getting some media space, on television shows).

As expected, students also showed a high level of knowledge of the English acronyms. They are widely spread among the youth, who follow trends, and acronyms have firmly established themselves as trendy. Therefore, it is not surprising that the majority of the participants in this study knew their meanings. It is also notable from the answers to the last question of the questionnaire that students like to use these acronyms because of their practicality and trendiness. These results are in accordance with the ones found by Ćurković, Grbaš Jakšić and Garić (2017). The participants in that study, who were eighth-grade students, provided similar reasons for using English acronyms in everyday communication. This confirms our second hypothesis, that students understand and use popular English acronyms in written communication.

It seems that students are well-aware of their own familiarity with anglicisms, so the majority of the students (71%) highly graded their understanding of these words. We could conclude that

elementary school students are constantly exposed to anglicisms, which enables them to understand them with little or no trouble.

The rest of the questionnaire dealt with the investigation of students' attitudes to anglicisms in general, their use, and Croatian substitutes. In the first part, the students mostly answered that they like using anglicisms with their peers but not so much with their parents. This could be so due to the fact that their parents are older than them and probably have a lower level of understanding of anglicisms than the students. Additionally, they probably do not perceive conversations with parents as an opportunity or a need to sound cool. This need can be most apparently attributed to informal settings such as conversations with peers. What the students expressed to like the least was using anglicisms with their teachers. The most probable reason for that may not be so much the age difference, but the expected formality of such conversations. It seems that the Croatian students found the balance when it comes to using anglicisms. Similar results were obtained by Skelin Horvat (2017), who conducted a study among Croatian high school students in the second and fourth grades. Some of these students' reasons for making changes in the way they communicate with their friends and the way they speak to their parents included respect for older people, age difference, shame because of the way they speak with friends, but also freedom they feel with their friends. Our third hypothesis is also confirmed, that students like using anglicisms in communication with their peers, but do not like using them in communication with their parents and teachers. They probably like using them with their peers because they know the peers will understand them and they will receive positive reactions, while at the same time they understand levels of formality in which anglicisms are not preferable. They also seem to be aware of the needs of older people and know that they probably will not understand them if they use anglicisms, so they avoid using them in such communications. Not only does the majority of the students like using anglicisms with their peers but they also do not mind when they hear their peers use them. This is not surprising given that teenage slang often includes words of English origin and presents an element of these young people's identity (Nikolić-Hoyt, 2006). Also, the linguistic elements young people use define them as a part of the teenage group, which then differs from the adults or young children (Skelin Horvat, 2017).

That the spread of English words in Croatian is expected and inevitable is perceived as true by half of the students, while a third remains undecided. Similar, and even more positive, results were obtained by Perić and Škifić (2015), who show that the majority of the participants agreed that was the case. Drljača Margić (2014) also got similar results in her study among Croatian

university students. The analysis showed that 82% of 244 students perceived anglicisms in the Croatian language as inevitable and expected (Drljača Margić 2014). Furthermore, students showed neutral attitudes towards the idea that anglicisms were a threat to the Croatian language and towards the statement that there were too many anglicisms present in our language, which is in accordance with the results by Perić and Škifić (2015). This can be so because of lack of contemplation about anglicisms that are present in their lives. Students use anglicisms and like them, and they probably do not feel the need to further think about something so normal and omnipresent.

Anglicisms were described by the students with more positive attributes ("sounds good", "modern") than the Croatian substitutes. It is significant that every anglicism was viewed as modern by more students than their respective Croatian equivalents. Also, although anglicisms and their Croatian equivalents were equally perceived as close, the Croatian equivalents were twice as often selected to be forced and almost twice as often as unnecessary than the anglicisms. These results again show the image and prestige the English language holds among its non-native speakers, especially the youth. It is the language of social media, influencers, fashion, and video games. Everything that is fun, desirable, and fresh reflects its characteristics onto the language that is used in such domains. This indicates that our fourth hypothesis is confirmed, that students think that anglicisms sound good and modern. Similar results were analysed by Drljača Margić (2014), who showed that Croatian university students described anglicisms as modern and cool. However, university students also found anglicisms, especially connotative ones, unnecessary, forced, and unnatural (Drljača Margić, 2014), unlike the elementary school students. This could suggest that younger students may be exposed to anglicisms more than university students, and they therefore perceive them as normal and natural. Also, they may not have critical thinking developed as much as university students, so they accept anglicisms as a (desirable) part of their lives without taking into consideration things other than practicality and trendiness of anglicisms. Additionally, students do not make a noticeable difference between phrases with an English structure and phrases with a Croatian structure. This could be due to students' approximately equal exposure to both structures.

It is also notable that not all Croatian equivalents were equally negatively perceived by the students. Students did not select the same negative attributes for the equivalents that are known to have existed in the Croatian language for a long time (such as *osjećaj*), as they selected them for the Croatian neologism *utjecajnik*, or the multiword expression *prijenosno računalo*. This may be due to the fact that students, as the majority of the Croatian population, disregard the

new Croatian words because they are not widely spread in the media. It could also be the case that the students do not see the need for the introduction of neologisms in the first place. According to Ferčec (2006), purist attempts to create new words in order to stop the process of borrowing may result in inadequate translations of foreign words, which, as such, will hardly become a part of the standard Croatian language.

Students' positive attitudes towards anglicisms are clearly seen in their expressed tendency to use them when writing text messages and in their social media posts. Again, analogous results were found in the study by Ćurković, Grbaš Jakšić and Garić (2017), which showed that the majority of the students who participated in this study loved to use anglicisms and English expressions in social media and texting. The popularity of anglicisms is thus not confined to conversations face-to-face, but their realm seems to include also private texting and public sharing of thoughts. Social media is where people can and want to be seen and heard, therefore, it is the right place to sound trendy.

In the last part of the questionnaire, students could share their thoughts and reasons why they held certain attitudes towards anglicisms. Taking into account students' answers to all six questions, it could be concluded that students have overall positive attitudes towards anglicisms; they like using them in conversations with their peers and in the social media. However, they do not like hearing them in the formal media. This is in accordance with the study by Drljača Margić (2012a, 2012b). The author found that Croatian university students predominately expressed positive attitudes towards anglicisms in informal communication, while they prefer native substitutes in formal contexts (Drljača Margić, 2012a). The language in the media should strive to include Croatian equivalents, according to this group of respondents, because the media was recognised as a context where Croatian equivalents to anglicisms could be popularised. These findings are consistent with the students' previous answer that they do not like using anglicisms with their teachers, which represents a formal context. Students find informal contexts, such as communication with peers and social media, convenient for the use of anglicisms and English acronyms. This is in line with the Communication Accommodation Theory (Giles and Smith, 1979, as cited in Drljača Margić, 2010), according to which people attune their speech with their interlocutors. This could suggest that students use more anglicisms with their peers to present themselves as cool, while they use fewer anglicisms in formal settings to meet their interlocutors' expectations. Overall, seventh- and eighth-grade students do not seem to hold predominately negative attitudes towards anglicisms in the Croatian language, which confirms our fifth hypothesis.

When it comes to Croatian neologisms, students expressed negative attitudes towards the words *svemrežje*, *velezgoditnjak*, and *tržništvo*, which could be due to the fact that these words are not widely accepted by the Croatian public. They can hardly be seen or heard anywhere accessible to common speakers of the Croatian language and are frequently perceived as awkward and forced. Similar results were found by Drljača Margić (2010), whose respondents perceived some Croatian neologisms, such as *velezgoditnjak*, as awkward and unnatural. Negative attitudes towards Croatian substitutes are confirmed by only 18.5% of the students who expressed that it bothered them that there were no Croatian substitutes for a certain number of English words or that they did not know them. These results are in accordance with the results Drljača Margić (2014) gleaned from Croatian university students, who shared similar negative opinions on (unnecessary) Croatian equivalents to anglicisms, but also condemned the lack of Croatian media's attempts to use Croatian neologisms instead of well-known anglicisms.

6. Conclusion

The influence of English on other languages is a well-known phenomenon, apparent in many areas of life. The outcomes of this influence are seen in Croatian speakers' linguistic choices and attitudes. A population group that seems to be most affected are the young people, especially teenagers. Therefore, the purpose of this study was to gain insight into understanding of and opinions on anglicisms in the Croatian language among 130 Croatian elementary school students. The analysis of results did not show a difference between the answers given by female and male students, seventh- and eighth-grade students, or students who learn English as their first or second foreign language in school.

In conclusion, seventh- and eighth-grade students understand anglicisms and English acronyms very well. They also know the majority of the Croatian equivalents to anglicisms. The equivalents that were less familiar to the students were the ones that are not widely accepted by the Croatian people and the media, so the students are not accustomed to them.

Students who participated in the study generally perceive and accept anglicisms in the Croatian language as normal and desirable. Overall, students do not hold negative attitudes towards anglicisms present in their mother tongue and claim not to be bothered with their own and others' usage of anglicisms. The only area where some students think negatively of the presence of anglicisms is the formal media. They seem to differentiate between formal and informal communication and recognise anglicisms as acceptable only in informal domains. Therefore, the formal media, according to students, should stay formal and use Croatian words.

The biggest difference was found in the perception of modernity of anglicisms and their Croatian substitutes, as students perceived anglicisms as much more modern than Croatian words. This was not unexpected given the status that the English language and culture have.

It could be concluded that in general, students are not open towards those Croatian neologisms for anglicisms that they do not encounter in their everyday lives, such as *utjecajnik* and *svemrežje*, due to the lack of the popularisation of such words. This has led students to perceive them as unnecessary and more foreign than anglicisms.

A possible limitation of this study could be the number of students who participated. A larger number of students could provide clearer results and conclusions. Further research could also include different generations of Croatian speakers, which would enable a comparison of results.

Finally, the results of this study were not surprising, but rather expected, as they confirmed all of our five hypotheses. Both high levels of understanding of anglicisms and general positive attitudes to them are in line with the way of life of today's Croatian youth. Hopefully, students will continue to value the expansion and enrichment of their vocabulary with anglicisms, but also remember the value of Croatian words and possibly give a chance to native neologisms to find their place next to their foreign counterparts.

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Appendix: Questionnaire

Poštovani učenici,

cilj je ovog upitnika ispitati razumijevanje anglizama i stavove učenika prema anglizmima u hrvatskome jeziku. **Anglizmi** su riječi i izrazi iz engleskog jezika koji se koriste u drugim jezicima. Neki primjeri anglizama su *frend*, *internet* i *šoping*.

Nema pogrešnih odgovora te, molim vas, budite iskreni pri odgovaranju na pitanja. Molim vas da odgovorite na svako postavljeno pitanje jer je svako pitanje važno.

Ovaj je upitnik u potpunosti anoniman, a odgovori će se koristiti isključivo u svrhu pisanja diplomskog rada.

Hvala vam na suradnji!

SPOL: M   Ž

RAZRED: 7.   8.

ENGLESKI UČIM KAO: PRVI STRANI JEZIK   DRUGI STRANI JEZIK

RAZUMIJEVANJE ANGLIZAMA UČENIKA

Napiši hrvatske zamjene za sljedeće anglizme. Ako ne znaš zamjenu, opiši značenje riječi. Ako ne znaš ni zamjenu ni opis, napiši Ne znam.

luzer

sponzor

kompjutor

printer

sejvati

refrešati

folder

desktop

e-mail

post

challenge

rispekt

lider

fajter

ofsajd

bekstejdž

bookmark

Napiši pune engleske izraze za sljedeće kratice. Ako ne znaš, napiši Ne znam.

FYI

IDK

IDC

BRB

YOLO

TTYL

ASAP

LMK

BTW

TY

Na skali od 1 do 5 izrazi u kojoj mjeri razumiješ anglizme s kojima se susrećeš. **1 - uopće ih ne razumijem, 2 - uglavnom ih ne razumijem, 3 - neke razumijem, a neke ne razumijem, 4 - većinu ih razumijem, 5 - gotovo ih sve razumijem.**

	1	2	3	4	5

STAVOVI UČENIKA PREMA ANGLIZMIMA U HRVATSKOME JEZIKU

Za sljedeće tvrdnje na skali od 1 do 5 izrazi svoj stav o anglizmima. **1 - uopće se ne odnosi na mene, 2 - uglavnom se ne odnosi na mene, 3 - ne znam/nisam siguran/na, 4 - uglavnom se odnosi na mene, 5 - u potpunosti se odnosi na mene.**

Volim koristiti anglizme u razgovoru s vršnjacima.

<div align="center">

1   2   3   4   5

</div>

Volim koristiti anglizme u razgovoru s roditeljima.

<div align="center">

1   2   3   4   5

</div>

Volim koristiti anglizme u razgovoru s nastavnicima.

<div align="center">

1   2   3   4   5

</div>

Smeta mi kada vršnjaci u razgovoru koriste anglizme.

<div align="center">

1   2   3   4   5

</div>

Smeta mi što za određeni broj anglizama ne postoje hrvatske zamjene ili što ih ne znam.

<div align="center">

1   2   3   4   5

</div>

Osjećam se *cool* kada koristim anglizme.

<div align="center">

1   2   3   4   5

</div>

Na skali od 1 do 5, na kojoj je **1 - uopće se ne slažem, 2 - uglavnom se ne slažem, 3 - ne znam/nisam siguran/na, 4 - uglavnom se slažem, 5 - u potpunosti se slažem**, procijeni koliko se slažeš ili ne slažeš sa sljedećim tvrdnjama.

Prisutnost je anglizama u hrvatskome jeziku neizbježna i očekivana.

<div align="center">

1   2   3   4   5

</div>

Prisutnost je anglizama u hrvatskome jeziku prijetnja razvoju hrvatskoga jezika.

<div align="center">

1   2   3   4   5

</div>

Nastavnici bi na nastavi trebali koristiti hrvatske zamjene za anglizme.

<div align="center">

1   2   3   4   5

</div>

Danas je previše anglizama u hrvatskome jeziku.

1   2   3   4   5

Za svaki anglizam i njegovu hrvatsku zamjenu odaberi jedan ili više pridjeva koji opisuju kako ih doživljavaš.

šoping   dobro zvuči

nepotreban

blizak

isforsiran

moderan

kupovina   dobro zvuči

nepotreban

blizak

isforsiran

moderan

fan   dobro zvuči

nepotreban

blizak

isforsiran

moderan

obožavatelj

dobro zvuči

nepotreban

blizak

isforsiran

moderan

stejdž

dobro zvuči

nepotreban

blizak

isforsiran

moderan

pozornica

dobro zvuči

nepotreban

blizak

isforsiran

moderan

party

dobro zvuči

nepotreban

blizak

isforsiran

moderan

obožavatelj

dobro zvuči

zabava

dobro zvuči

nepotreban

blizak

isforsiran

moderan

make-up

dobro zvuči

nepotreban

blizak

isforsiran

moderan

šminka

dobro zvuči

nepotreban

blizak

isforsiran

moderan

feeling

dobro zvuči

nepotreban

blizak

isforsiran

moderan

osjećaj

dobro zvuči

nepotreban

blizak

isforsiran

moderan

influencer

dobro zvuči

nepotreban

blizak

isforsiran

moderan

utjecajnik

dobro zvuči

nepotreban

blizak

isforsiran

moderan

laptop

dobro zvuči

nepotreban

blizak

isforsiran

moderan

prijenosno računalo

dobro zvuči

nepotreban

blizak

isforsiran

moderan

film festival

dobro zvuči

nepotreban

blizak

isforsiran

moderan

filmski festival

dobro zvuči

nepotreban

blizak

isforsiran

moderan

internet stranica

dobro zvuči

nepotreban

blizak

isforsiran

moderan

prijenosno računalo

internetska stranica   dobro zvuči

                                                                                    nepotreban

                                                                                    blizak

                                                                                    isforsiran

                                                                                    moderan

Za sljedeća pitanja na skali od 1 do 5 označi koliko često koristiš anglizme.

1 - nikad, 2 - rijetko, 3 - ponekad, 4 - često, 5 - vrlo često.

Koristiš li anglizme u objavama na društvenim mrežama?

          1   2   3   4   5

Koristiš li anglizme u pisanju mobilnih poruka (primjerice, Snapchat, Viber itd.)?

          1   2   3   4   5

Koristiš li kratice iz engleskog jezika u komunikaciji s vršnjacima?

          1   2   3   4   5

Molim te da izraziš svoje mišljenje o korištenju anglizama. Slobodno napiši i više od jedne rečenice.

Što misliš o korištenju anglizmima u formalnim medijima (primjerice, televizijske vijesti i sl.)?

Što misliš o korištenju anglizama u tuđim objavama na društvenim mrežama?

Zašto koristiš anglizme u razgovoru s vršnjacima?

Što misliš o hrvatskim zamjenama *svemrežje, velezgoditnjak* i *tržništvo* za anglizme *internet, jackpot* i *marketing*?

Ako ti smeta kada drugi ljudi koriste anglizme, zašto ti to smeta?

Zašto koristiš kratice iz engleskog jezika u komunikaciji s vršnjacima?