

# The analysis of youth-related anglicisms among Bosnian youth - knowledge of their original form and meaning and attitudes towards them

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## Abstract

The importance of the English language in a contemporary globalized world leads to borrowing of English words into many languages, including Bosnian. The current research investigates the knowledge of the original English written form and translation of the English-origin youth-related words (anglicisms) among young native speakers of Bosnian. The study included 345 Bosnian and Herzegovinian high school students, both males and females, in 9 cities. The findings revealed that the usage of Anglicisms among Bosnian youth is not so frequent and that young people in Bosnia and Herzegovina are more familiar with the original written forms than with their translation/synonyms in the Bosnian language. Moreover, knowledge of these two forms of anglicisms shows variation only relative to a grade in English, while gender and age were found to be irrelevant. Also, no difference was shown in the knowledge of anglicisms in different fields: sports, fashion, and science and technology. Further research is recommended to study these and other youth-related anglicisms on a larger population sample.

**Key words:** foreign language anxiety (FLA); English for Specific Purposes (ESP); online teaching; e-learning; university students.

## 1. Introduction

The use of English is currently growing in almost all areas of life: professional jargon and terminology, social, political, and business relations, sports, music, advertisements, cosmetics, and lifestyle in general (Nikolić Hoyt, 2005). Through its use, words, phrases, idioms, or other English language features are transferred into other languages and, thus, borrowed and adopted as native. Such words are called anglicisms (Skopljak & Dubravac, 2019). Broadly defined, an anglicism is an English word used as a borrowed word in other languages (Görlach 2003).

Anglicisms have been investigated extensively since the end of World War II (Sokolova, 2020; Cappuzzo, 2020), when the English language, became the world's number one language, or a *lingua franca*, as a result of American and British political and economic power and influence (Meyerhoff, 2006). Since that time, anglicisms have been studied from different perspectives, such as: types of adaptations of anglicisms in the receiving languages, the ways that anglicisms replaced native words, exploration of various language domains in which anglicisms are being used, the ways that anglicisms are used and perceived among different user groups based on age, gender, educational levels etc.

The present paper aims at investigating anglicisms from the perspective of high school students' use and knowledge of youth-related anglicisms, grouped in the domains of science and technology, sports, and fashion.

## 2. Literature review

As it affects many aspects of modern life, the modern globalization process also affects communication and sharing a global language became a necessity. This global language today is the English language, which became an international *lingua franca*. It is used in almost every international activity, such as trade, politics, technology, sports, and science (Šijerkić & Milak, 2018; Papavero, 2020). English is also present in many world languages through code-mixing and code-switching combinations (Holmes, 2008) or being borrowed and used within languages (Wardhaugh & Fuller, 2015). The borrowing process usually leads to many words being accepted and adopted as an integrated part of languages that borrow. Such borrowings are called anglicisms (Merriam-Webster, n.d.).

Even though anglicisms can generally be defined as English borrowings to other languages, there appear to be different definitions for the term in the literature. Thus, Tomić (2018), following explanations of Pulcini et al. (2012), states that the term anglicism is used to denote any type of interference (phonological, morphological, syntactic, phraseological, but also semantic, pragmatic, stylistic, and cultural) that as such can be attributed to the influence of the English language. More specifically, Görlach defines anglicism as "a word or idiom that is recognizably English in its form (spelling, pronunciation, morphology, or at least one of the three) but is accepted as an item in the vocabulary of the receptor language" (Görlach, 2002: 224). However, the definition from the Merriam-Webster dictionary (Merriam-Webster, n.d.) which states that the word *anglicism* has been in use since 1642 and denotes "a characteristic feature of English occurring in another language" seems to offer the most precise explanation for the understanding of the concept.

Anglicisms have been studied around the world, and the English language has reached all parts of the world, and all in the world. Thus, Indonesian (Azizah, 2018), Russian (Kravchenko & Boiko, 2013; Bandov, 2017), Japanese (Imamura, 2018), Arabic (Kashgary, 2014; Omar, 2018), German (Knospe, 2015; Onysko, 2007), Italian (Papavero, 2020; Pulcini, 2012), French (Lazarev, 2017), Spanish (Cruz & Medina, 2011; Núñez Nogueroles, 2017), Croatian (Jardas Duvnjak, 2019; Drljača Margić, 2014), and Serbian (Mišić Ilić, 2014, Silaški, 2009; Kavgić, 2013), to name but a few, are languages in which anglicisms have been studied extensively. The Bosnian language is no exception. Since, according to Ribo and Dubravac (2021), English has a very significant influence on the Bosnian language, it is natural to find a considerable amount of anglicisms in it. Although the research on anglicisms in Bosnian seems to be underrepresented compared to the languages in the region, the existing literature provides a valuable basis for building new research and drawing valuable conclusions.

Anglicisms in the Bosnian language have been analyzed from different points of view. For example, Skopljak and Dubravac (2019), studied Bosnian native speakers' preferences concerning Bosnian equivalents of anglicisms. Having the majority of their respondents exposed to English, they found out that they preferred the native synonyms to their counterparts borrowed from English. Other studies include Ajšić (2014), who investigated anglicized political terms; Šehović (2009), who did her research on a media-based corpus, specifically on "female magazines" which deal with fashion, film, and music; Šijerkić and Milak (2018), who studied anglicisms in Bosnian press; Adilović (2017), who dealt with legal words of English origin in Bosnian; and Kajtazović (2012), who investigated the use of anglicisms in music.

On the international level, some authors have analyzed dictionaries of anglicisms, tracking new updates and changes in them (Görlach, 2003; Pulcini, 2012; Vasić et al., 2001), while others have studied anglicisms in youth language (Prantl, 2018; Sulić, 2019). Others (Fortin, 2009; Petrov, 2015) have compared two languages or two varieties of a language to investigate possible similarities and differences between them when it comes to anglicisms, and some authors have investigated anglicisms in specific language domains such as sports (Jardas Duvnjak, 2019), fashion (Matković, 2019), music (Roig-Marín, 2016), technology (Kavgić & Panić Kavgić, 2011), politics (Ajšić, 2014), or business (Ribo & Dubravac, 2021).

Anglicisms related to sports, fashion, technology, and music seem to be the most widely represented. English terms enter languages through music, either by listening to American and British music bands or by listening to domestic singers who sing in the English language. In terms of music, the factor of prestige and popularity plays a significant role. Many words in the field of music, such as *hard rock* or *pop*, have become internationalisms due to

their vast popularity. Some interesting studies of anglicisms in hip-hop music (Garley, 2014; Roig-Marín, 2016) deal with sociolinguistic issues, aiming to find a link between the language borrowed from that type of music and those who listen to that music.

In her study of music magazines in the Bosnian language, Kajtazović (2012) finds out that borrowing from the English language in the field of music in the Bosnian language is on an upward trajectory. Borrowing lexemes, continues Kajtazović (2012), is necessary because there are no domestic lexemes that can be equivalent to musical terms in the English language and it is easier to borrow a lexeme than to coin a native word that can appropriately replace the word being borrowed.

Moreover, the area of computing language and technology has also been studied in terms of the use of anglicisms, which is in line with McDonald's (2005: 34) statement that "science and technology are by far the most prolific sources of neologisms in recent times." Technology-related anglicisms are updated or renewed since technology constantly increases and, new terms are needed to name new technical inventions. Moreover, as Luján-García and García-Sánchez (2020) explain, the terminology of such a specialized domain has a limited meaning, and its main features are accuracy and economy of communication. In the Croatian language, for example, as stated by Liermann-Zeljak (2013), anglicisms in computer science are often found in popular scientific journals in Croatia regardless of their existing and accepted equivalents in the Croatian language. Similarly, IT experts in Serbia use English terms rather than the existing and newly created translations of those terms in the Serbian language (Kavgić, 2021). In line with these, the Bosnian language also shows a natural tendency to adopt anglicisms in computer science (Sadiković, 2017).

Furthermore, the influx of IT-related anglicisms has been a focus of interest in other languages. For example, Todea and Demarcsek (2016) revealed that the Romanian language is overwhelmingly influenced by IT English terms and that it goes so far that if a person does not have a specialized job related to those terms, he or she will not be able to understand the concepts being named by those terms. Almost similar conclusions also work for the Ukrainian language (Petryshyn, 2014). Furthermore, borrowings in the semantic domain of technology in the Spanish language are also evident due to their immediacy of integration (Muñoz-Basols & Salazar, 2019). However, one more extensive account of the analysis of anglicisms on this subject is found in Luján-García and García-Sánchez (2020), who made a review of IT anglicisms in five European languages, namely Italian, Portuguese, German, French, and Spanish. The general findings of this research also point out that many anglicisms in the IT domain have been adopted into these languages as well.

As far as sports anglicisms are concerned, their use and knowledge are understandable because many sports originated in the United States and English-speaking countries. For example, according to Olsacher (2017), physical activities such as surfing, snowboarding, kitesurfing, and beach volleyball were first introduced in the United States, and as these activities gained popularity in other parts of the world, the original names were retained as well.

Sports in general, and football in particular, are a tool of diffusion of anglicisms mainly through the press. Designed respectively to entertain and inform readers, sports news is usually an independent section in the newspapers. For example, Pavić Pintarić (2008) investigated English sports terms in Croatian newspapers and found out that sports journalists in Croatia use many loanwords in their texts. According to Pavić Pintarić (2008), they intend to make their texts more understandable and exciting to their readers. A similar tendency can be perceived in the Serbian language, as well. According to Milić (2013), the Serbian language also borrows English terms and their semantic content in the field of sport, and this happens, as Milić (2015: 19) says, “by an adaptation of English neonyms through transshaping and translating.” A large number of sports terms, and their corresponding sports, have also been imported into the Bosnian language. Such examples include *derby*, *gamer*, *training*, and *match*, usually phonologically and morphologically adapted to the Bosnian language. All these and many other expressions belong to “domain-specific sporting codes which are widely known and applied at varying degrees all over the world” (Onysko 2001: 9).

In fashion, a powerful influence of English terms is a consequence of a strong “force” of modern mass media influence that has contributed to a massive influx of anglicisms, primarily through fashion magazines. Speakers of many languages have embraced words such as *makeup*, *image*, or *fancy*. Balteiro (2014) and Luján García (2017) notice that Spanish speakers use English vocabulary of fashion and beauty extensively. Likewise, English-originated fashion terms enter the Greek language rapidly (Xydopoulos & Papadopoulou, 2018), for linguistic (to fill a lexical gap) and social reasons (prestige). Kirvalidze (2017: 295) concludes that “most of the anglicisms which appear in everyday Georgian discourse these days tend to describe such aspects of life as health, beauty, and fashion.” Petrov (2015), in a study of anglicisms in fashion in the Serbian and Czech languages, concludes that the fashion discourse of both languages abounds in words from the English language. She agrees that languages should follow the international “trends” and that the language of fashion should be “in.”

However, the closest to the present study (in the research subject it addresses) is the study conducted by Ćoralčić and Šehić (2014). Dealing with borrowings in the Bosnian language fashion register, Ćoralčić and Šehić

(2014) take a functional position on the issue of anglicisms, explaining how foreign material may in a specific context be more functional than its existing, domestic equivalents. In their paper on the use of English in the Bosnian language, Skopljak and Dubravac (2019) concur with Ćoralić and Šehić (2014) which indicates that Bosnian speakers are open to words from English since they chose English words almost as frequently as their domestic equivalents. Moreover, dealing with 114 loanwords collected from fashion magazines, Ćoralić and Šehić (2014) show that anglicisms are the most common loan words.

The existing literature that deals with anglicisms from different perspectives and with different aims has contributed to understanding the nature of the concept, and to language contact and borrowing. However, to the best of the authors' knowledge, analyses that included anglicisms from various language domains related to the youth language and the insight into their knowledge and meaning of those anglicisms have not been conducted so far. By this, the present research provides an insight into research on anglicisms from a fairly new perspective.

### 3. Methodology

#### 3.1. Aim of the study

Bearing in mind the importance of the role of young people in the use, promotion, and enrichment of languages in the modern age and understanding that languages, especially Bosnian, are exposed to changes and the enormous influence of English, this research aims to examine the following:

RQ1 What are high school students' attitudes towards the use of anglicisms based on gender, English language final grade, and high school year?

RQ2 Do Bosnian high school students know the meaning and the original form of anglicisms? Is there a statistically significant difference in knowledge of the meaning, original form, and frequency of use of anglicisms between genders, EL final grade, high school year, and the medium of instruction in the participants' schools?

Based on the proposed research questions, the following hypotheses will be tested:

H1 Students' attitudes towards the use of anglicisms will not differ based on gender, EL final grade, and high school year, and they will be positive.

H2 There will not be a statistically significant difference in knowledge of the meaning, original form, and frequency of use of anglicisms be-

tween genders, EL final grade, high school year, and the medium of instruction in the participants' schools.

### 3.2. Research instruments

The study was conducted using a survey method through the questionnaire which consisted of three parts: the first part contained demographic characteristics of the participants, which included gender, EL final grade, and age; the second part consisted of statements on attitudes towards anglicisms in the Bosnian language; and the third part contained the questions on anglicisms investigated in the paper - how often the participants use them and if they know their original form and meaning. Anglicisms that are used in the study are presented in Table 1 below.

Table 1: List of anglicisms grouped into domains

	Fashion	Sports		Science and technology	
<b>dizajner</b>	šarm	derbi	dres	drajv	softver
<b>fešnik</b>	trendi	bodibilding	nokaut	atačment	pasvord
<b>mejkap</b>	šorc	džogirati	paraglajding	aplikacija	onlajn
<b>pirsing</b>	pidžama	golgeter	plejmejker	čip	pasvord
<b>gel</b>	bluza	grendslem	plejstejšn	display	sajber
<b>imidž</b>	mast-	kik-boks	skejtboarding	ikona	sajt
<b>poster</b>	hev	meč	snoubord	klip	skener
<b>stajling</b>	autfit	gejmer	trening	haker	vlog
	luk			mikroprocesor	tvit
					smartfoun

The questionnaire was designed by the authors. Youth-related anglicisms (based on the above-cited literature and every-day communication with high-school students) were chosen from the *Dictionary of Anglicisms* (Vasić et al., 2001). Firstly, the instrument was piloted on a few samples (twenty high school students were randomly chosen to complete the pilot version) and two professors from the International Burch University from this field received the questionnaire for initial analysis and validity assessment. Also, validity (Exploratory Factor Analysis) and variability (Cronbach alpha) tests reporting satisfactory results were run. Once validated, the web-based questionnaire through its URL address was sent to the participants via email addresses or their private phone numbers.

### 3.3. Participants

A total number of 345 high school students, both male (148, 42.9%) and female (197, 57.1%), studying in eight Bosnian and Herzegovinian cities (Sarajevo, Visoko, Kiseljak, Bihać, Fojnica, Maglaj, Tešanj, and Travnik), were a

research sample for the current research analysis. Studying at all four levels of a public or a private high school (78 in the first year, 104 in the second year, 93 in the third, and 70 in the fourth year), half of them (169, 49%) reported an excellent (5) English language grade while only 30 of them (8.7%) reported the lowest positive English language grade (2 = sufficient). Two-thirds of them (270) reported that the language of instruction of all courses except the English language course in their schools is Bosnian. One-third of them were from international schools where all the courses are taught in the English language. One-third (104) of the students attended an additional, extracurricular, English language course. Only 16% (55) indicated that they traveled to English-speaking countries. A detailed description of the participants' demographics is presented in Table 2 below.

Table 2: Descriptive analysis of participants' demographics

		N	Percentage
<b>Gender</b>	Male	148	42.9
	Female	197	57.1
<b>High school year</b>	First	78	22.6
	Second	104	30.1
	Third	93	27.0
	Fourth	70	20.3
<b>EL final grade</b>	2	30	8.7
	3	61	17.7
	4	83	24.1
	5	169	49.0
<b>Travelling to English speaking countries</b>	Yes	55	15.9
	No	290	84.1
<b>Attended additional English language course</b>	Yes	104	30.1
	No	241	69.9
<b>Language of instruction in courses other than English</b>	English	75	21.7
	Bosnian	270	78.3
<b>Total</b>		<b>345</b>	<b>100</b>



### 3.4. Data analysis

Statistical Package for Social Sciences (SPSS, v. 26) was used to analyze the collected data statistically. Frequencies and means for the descriptive analysis of the participants' characteristics were computed. To analyze targeted indicators and possible differences between the participants' answers of the questionnaire, an independent samples t-test and a one-way ANOVA were used.

## 4. Results

The first research aim was to check students' attitudes towards the use of anglicisms. Attitudes in general and statements of attitudes were analyzed individually. Also, the possible difference between respondents by gender, high school year, and EL final grade were considered, and the correlation between attitudes towards anglicisms and some other characteristics was examined. The findings indicate that the participants hold a relatively neutral attitude towards anglicisms ( $M = 3.17$ ,  $SD = .48$ ) since the answers for the statements of attitudes ranged from 1 = strongly disagree to 5 = strongly agree. The participants agree that anglicisms are an inevitable and expected phenomenon ( $M = 3.93$ ,  $SD = .82$ ). However, they disagree that the presence of anglicisms in the Bosnian language is lack of development of the Bosnian language ( $M = 2.68$ ,  $SD = 1.00$ ), but that it is rather a freedom of language choice in Bosnia and Herzegovina ( $M = 3.62$ ,  $SD = .88$ ) and an insufficient popularization of Bosnian equivalents (synonym) ( $M = 3.35$ ,  $SD = .82$ ). Table 3 below contains a representation of all statements of attitudes towards anglicisms.

Moreover, attitudes towards anglicisms were analyzed based on the participants' high school year, gender, and English language final grade. The results revealed no significant differences between any of these three groups. The mean scores reported by grade level, gender, and EL final grade differences for attitudes towards anglicisms are slightly above 3 (neutral), which is in accordance with the already mentioned overall score of attitudes towards anglicisms ( $M = 3.17$ ,  $SD = .48$ ). This analysis is given in Table 4 below.

Table 3: Descriptive analysis of attitudes towards anglicisms

Statement	Mean	SD
<b>The presence of anglicisms (English loan-words) in the Bosnian language is:</b>		
- an inevitable and expected phenomenon	3.93	.82
- the freedom of language choice in Bosnia and Herzegovina	3.62	.88
- an insufficient popularization of Bosnian equivalents (synonym)	3.35	.82
-a lack of appropriate Bosnian equivalents (synonyms)	3.31	.96
- a threat to the development of the Bosnian language	2.86	1.05
- madness that should not be taken seriously	2.50	.93
- an underdevelopment of the Bosnian language	2.68	1.00
<b>Overall Attitude towards anglicisms</b>	<b>3.17</b>	<b>.48</b>

Table 4: Analysis of attitudes towards anglicisms according to high school year, gender, and EL final grade differences

	Mean	N	SD	Sig.
<b>High school year</b>				
1	3.11	78	.42	
2	3.17	104	.49	
3	3.21	93	.49	
4	3.20	70	.52	.545
<b>Gender</b>				
Male	3.15	148	.47	
Female	3.19	197	.48	.491
<b>EL final grade</b>				
2	3.12	30	.54	
3	3.09	61	.47	
4	3.21	83	.49	
5	3.20	169	.46	.175

The final research question was concerned with the knowledge of the meaning and the original form of anglicisms. Firstly, a descriptive analysis of the three grouped (fashion, sports, and science/technology) domains of anglicisms was obtained. The participants' answer options were graded as either 1 = correct or 2 = incorrect. Grading was done by the authors. Correct answers for the original form of anglicisms were those written with no spelling mistakes or omissions while any spelling mistakes were graded as incorrect. Correct answers for translation were those that provided precise or close Bosnian translation/explanation/synonym (as found in English-Bosnian dictionaries). The report for all three domains for the knowledge of the original English written form was closer to 2, indicating that most of the answers were correct. Contrary, the report for the knowledge of the translation was closer to 1, making it clear that there were more incorrect than correct answers. While the mean scores for the knowledge of the original form of all three domains were almost equal (approximately  $M = 1.30$ ), the mean scores for their translation differed. Thus, the least correct were anglicisms in the domain of sports ( $M = 1.77$ ,  $SD = .18$ ), then science/technology ( $M = 1.74$ ,  $SD = .17$ ), and the most correct answers were given for anglicisms in the domain of fashion ( $M = 1.61$ ,  $SD = .19$ ). (Table 5)

Table 5: Descriptive statistics of the knowledge of the original form, the translation, and the frequency of use of anglicisms

	Original form		Translation		Frequency of use	
	Mean	SD	Mean	SD	Mean	SD
<b>FASHION</b>	1.27	.22	1.61	.19	2.09	.42
<b>SPORT</b>	1.32	.27	1.77	.18	1.95	.46
<b>SCI/TECH</b>	1.27	.26	1.74	.17	2.14	.46

After the initial analysis of a mean score difference between anglicisms from three domains, a one-way ANOVA was conducted to test whether the knowledge of the original form and the meaning of these three domains and their usage is affected by the participants' gender differences. There was an insignificant effect of the gender at  $p < .05$  level on the knowledge of the original English written form and translation of anglicisms from the fashion domain. In contrast, there was a significant effect of the gender at  $p < .05$  level on the knowledge of the translation form of anglicisms from the sports domain [ $F(1, 187) = 5.589$ ,  $p = .019$ ] while the difference in the knowledge of their original English written form was insignificant. Finally, the test revealed no significant gender differences between the knowledge of the original English written form and the translation of anglicisms from the science/technology domain.

As for the frequency of usage, there was a significant effect of the gender at  $p < .05$  level on the usage of anglicisms from the fashion domain [ $F(1, 7953) = 50.519, p = .000$ ]. Similarly, there was a significant effect of the gender at  $p < .05$  level on the usage of anglicisms from the sports domain [ $F(1, 2351) = 11.292, p = .001$ ], while the difference in the frequency of usage of anglicisms from the science/technology domain was insignificant in terms of gender differences (Table 6).

Table 6: A one-way ANOVA of the knowledge of original form and translation and the level of usage of anglicisms based on English language final grade

ANGLICISMS	FORM	Male (n=148)		Female (n=197)		<i>p</i>
		M	SD	M	SD	
FASHION	Original	1.30	.21	1.26	.23	.110
	Transl.	1.62	.20	1.59	.18	.243
	Usage	1.92	.39	2.23	.40	.000
SPORT	Original	1.30	.27	1.33	.26	.253
	Transl.	1.74	.20	1.79	.16	.019
	Usage	2.05	.46	1.88	.45	.001
SCI/TECH	Original	1.28	.28	1.27	.24	.705
	Transl.	1.72	.19	1.75	.15	.109
	Usage	2.12	.46	2.16	.47	.409

Then, a one-way ANOVA was conducted to test whether the knowledge of the original form and the meaning of these three domains and their usage is in correlation with the participants' English language final grade. There was a significant effect of the EL final grade at  $p < .05$  level on the knowledge of the original form of anglicisms from the fashion domain [ $F(4, 938) = 22.699, p = .000$ ] and the knowledge of their translation [ $F(4, 171) = 4.769, p = .001$ ]. Post hoc comparisons using the Tukey HSD test for the difference between EL final grade and the knowledge of the original form of anglicisms from the fashion domain indicated that the mean score for the EL final grade 5 ( $M = 1.17, SD = .15$ ) was significantly different from EL final grade 4 ( $M = 1.32, SD = .25$ ), from EL final grade 3 ( $M = 1.40, SD = .22$ ), and from EL final grade 2 ( $M = 1.43, SD = .22$ ) while differences between other EL final grade groups (between 4 and 3, 4 and 2, 3 and 2) were insignificant. Also, post hoc comparisons using the Tukey HSD test for the difference between EL final grade and the knowledge of the translation form of these anglicisms were obtained. It revealed that the mean score for the EL final grade 5 ( $M = 1.56, SD = .18$ ) was significantly different from EL final grade 3 ( $M = 1.64, SD = .19$ ) and from EL final grade 2 ( $M = 1.59, SD = .17$ ).

Moreover, the same analysis was obtained to check whether the knowledge of the original form and the meaning of anglicisms belonging to the sports domain is affected by the participants' EL final grade. There was a significant effect of the EL final grade at  $p < .05$  level on the knowledge of the original form of anglicisms from the sports domain [ $F(4, 1.721) = 32.332, p = .000$ ] while the effect of the EL final grade on the knowledge of their translation was insignificant [ $F(4, 065) = 1.940, p = .103$ ]. To check the significant differences between EL final grade groups and the knowledge of the original form of anglicisms from the sports domain, post hoc comparisons using the Tukey HSD test were made. It indicated that the mean score for the EL final grade 5 ( $M = 1.19, SD = .17$ ) was significantly different from EL final grade 4 ( $M = 1.39, SD = .27$ ), from EL final grade 3 ( $M = 1.47, SD = .28$ ), and from EL final grade 2 ( $M = 1.53, SD = .26$ ). Moreover, the mean score for the EL final grade 4 ( $M = 1.39, SD = .27$ ) was significantly different from EL final grade 2 ( $M = 1.53, SD = .26$ ).

Finally, the same procedure was used to check if an independent variable of the participants' EL final grade will significantly affect their knowledge of the original form and the translation of anglicisms grouped into a science/technology domain. A one-way ANOVA revealed that there was a significant effect of the EL final grade at  $p < .05$  level on both the knowledge of the original form of anglicisms from the science/technology domain [ $F(4, 1.332) = 24.771, p = .000$ ] and the knowledge of their translation [ $F(4, .137) = 4.859, p = .001$ ]. Post hoc comparisons using the Tukey HSD test for the difference between EL final grade and the knowledge of the original form of anglicisms from the science/technology domain indicated that the mean score for the EL final grade 5 ( $M = 1.15, SD = .17$ ) was significantly different from EL final grade 4 ( $M = 1.34, SD = .26$ ), from EL final grade 3 ( $M = 1.41, SD = .29$ ), and from EL final grade 2 ( $M = 1.45, SD = .27$ ) while differences between other EL final grade groups were insignificant. Also, post hoc comparisons using the Tukey HSD test for the difference between EL final grade and the knowledge of the translation form of these anglicisms were obtained. It revealed that the mean score for the EL final grade 5 ( $M = 1.15, SD = .17$ ) was significantly different from EL final grade 4 ( $M = 1.34, SD = .26$ ) and from EL final grade 2 ( $M = 1.45, SD = .27$ ).

Overall, these results suggest that the level of English language knowledge and expertise, which is represented in the English language final grade as a subject in high schools, does influence the knowledge of the original form and the translation of anglicisms related to fashion, sports, and science and technology. In all three domains, the participants with the highest EL final grade score (5 = excellent) had the highest number of correct answers, and with each descending grade, the number of correct answers

decreased. Table 7 below represents the one-way ANOVA results of the explanations mentioned above.

Table 7: A one-way ANOVA of the knowledge of original form and translation and the level of usage of anglicisms based on EL final grade

ANGLICISM	FORM	Final grade 2 (n=30)		Final grade 3 (n=61)		Final grade 4 (n=83)		Final grade 5 (n=169)		<i>p</i>
		M	SD	M	SD	M	SD	M	SD	
FASHION	Orig.	1.43	.22	1.40	.22	1.32	.25	1.17	.15	.000
	Tran.	1.69	.17	1.64	.19	1.63	.19	1.66	.18	.001
	Usage	2.01	.38	2.04	.39	2.08	.42	2.14	.43	.094
SPORTS	Orig.	1.53	.26	1.47	.28	1.39	.27	1.19	.17	.000
	Tran.	1.81	.15	1.76	.21	1.80	.18	1.75	.17	.103
	Usage	1.80	.38	1.79	.42	1.89	.45	2.07	.46	.000
SCI/TECH	Orig.	1.45	.27	1.41	.29	1.34	.26	1.15	.17	.000
	Tran.	1.81	.16	1.75	.17	1.76	.15	1.70	.17	.001
	Usage	1.94	.44	1.96	.44	2.10	.47	2.27	.43	.000

Moreover, the analysis of the effect of the participants' EL final grade on the frequency of usage of anglicisms was also obtained. A descriptive analysis of the frequency of usage of these three domains, presented in Table 11 above, indicates that all three mean scores were reported around 2, which is a medium between “never” and “always” or an indication that they use it sometimes. Nevertheless, anglicisms from the science/technology domain were reported as the most frequently used ( $M = 2.14$ ,  $SD = .46$ ), followed by anglicisms in fashion ( $M = 2.09$ ,  $SD = .42$ ), and then sports domain anglicisms ( $M = 1.95$ ,  $SD = .46$ ).

Then, a one-way ANOVA was conducted to check the effect of the participants' EL final grade on the frequency of usage of these anglicisms. There was not a significant effect of the EL final grade at  $p < .05$  level on the usage of anglicisms from the fashion domain [ $F(4, 356) = 2.001$ ,  $p = .094$ ]. Furthermore, there was a significant effect of the EL final grade at  $p < .05$  level on the usage of anglicisms from the sports domain [ $F(4, 1.283) = 6.357$ ,  $p = .000$ ]. Post hoc comparisons using the Tukey HSD test for the difference between EL final grade and the usage of anglicisms from the sports domain indicated that the mean score for the EL final grade 5 ( $M = 2.07$ ,  $SD = .46$ ) was significantly different from EL final grade 4 ( $M = 1.89$ ,  $SD = .46$ ), from EL final grade 3 ( $M = 1.79$ ,  $SD = .42$ ), and from EL final grade 2 ( $M = 1.80$ ,  $SD = .38$ ). Finally, there was a significant effect of the EL final grade at  $p < .05$  level on the usage of anglicisms from the science and technology domain [ $F(4, 1.739)$

= 8.673,  $p = .000$ ]. Post hoc comparisons using the Tukey HSD test for the difference between EL final grade and the usage of anglicisms from the science and technology domain indicated that the mean score for the EL final grade 5 ( $M = 2.27, SD = .43$ ) was significantly different from EL final grade 4 ( $M = 2.10, SD = .47$ ), from EL final grade 3 ( $M = 1.96, SD = .44$ ), and from EL final grade 2 ( $M = 1.94, SD = .44$ ). (Table 7 above)

Furthermore, a one-way ANOVA was conducted to test whether the knowledge of the original form and the translation and the usage of these domains of anglicisms is affected by the participants' year of high school. There was not a significant effect of the participants' year of high school at  $p < .05$  level on the knowledge of the original form of anglicisms from the fashion domain [ $F(3, .106) = 2.081, p = .103$ ] and the knowledge of their translation [ $F(3, 026) = .699, p = .553$ ]. Also, an insignificant effect of the participants' year of high school at  $p < .05$  level was reported on the knowledge of the original form of anglicisms from the sports domain [ $F(3, .135) = 1.876, p = .133$ ] and the knowledge of their translation [ $F(3, 028) = .833, p = .476$ ]. The insignificant effect of the participants' year of high school at  $p < .05$  level was also reported on the knowledge of the original form of anglicisms from the science and technology domain [ $F(3, .077) = 1.128, p = .338$ ] and the knowledge of their translation [ $F(3, 027) = .912, p = .435$ ].

Finally, the effect of the year of high school at  $p < .05$  level on the frequency of usage of these anglicisms was significant only for fashion anglicisms [ $F(3, 496) = 2.797, p = .040$ ], while for other domains, it was insignificant. (Table 8 below)

Table 8: A one-way ANOVA of the knowledge of original form and translation and the level of usage of anglicisms based on year of high school of the participants

ANGLICISM	FORM	Year 1 (n=78)		Year 2 (n=104)		Year 3 (n=93)		Year 4 (n=70)		Sig
		M	SD	M	SD	M	SD	M	SD	
FASHION	Orig.	1.27	.20	1.25	.21	1.32	.25	1.25	.23	.103
	Tran.	1.61	.21	1.61	.19	1.32	.25	1.27	.22	.553
	Usage	1.98	.41	2.09	.41	12.13	.42	2.17	.43	.040
SPORTS	Orig.	1.31	.24	1.30	.26	1.37	.31	1.29	.24	.133
	Tran.	1.74	.23	1.78	.19	1.78	.13	1.77	.14	.476
	Usage	1.95	.45	1.91	.47	1.93	.45	2.04	.46	.274
SCI/TECH	Orig.	1.26	.25	1.26	.26	1.31	.27	1.24	.24	.338
	Tran.	1.71	.22	1.75	.16	1.75	.15	1.73	.13	.435
	Usage	2.09	.46	2.12	.46	2.12	.48	2.27	.44	.075

## 5. Discussion

The focus of the present study was to analyze high school students' perceptions and attitudes towards the words borrowed from the English language and on identifying the frequency of their everyday usage as well as the knowledge of their original English written forms and translations/explanations in the Bosnian language.

Thus, the first research hypothesis predicting that the participants' attitudes towards the use of anglicisms will not differ based on gender, English language final grade, and high school year and will be positive was partially accepted since in all characteristics observed, the participants shared fairly similar opinions on the presence and use of anglicisms. However, the second part of the first hypothesis, which predicted that the participants' attitudes would be positive, was refuted since they reported a rather neutral attitude towards anglicisms. The respondents neither explicitly agreed nor disagreed with any of the statements about attitudes towards anglicisms.

Attitudes towards anglicisms are an essential indicator in research on anglicisms in general. Language purists are interested in whether the use of anglicisms diminishes and suppresses the native language. On the contrary, language functionalists look into anglicisms as a linguistic or extralinguistic (e.g., prestige, fashion, etc.) phenomenon. However, most research has focused on positive and negative attitudes towards anglicisms.

The obtained results are not in line with previous research on this topic. While some have affirmed positive (e.g., Ćirić-Duvnjak, 2013; Šehović, 2009; Prantl, 2018) and some negative attitudes (e.g., Jódar Sánchez & Tuomainen, 2014; Schreiber, 2006) towards anglicisms, there are rare findings reporting that neutral attitudes have been obtained. The only significant similar findings were obtained by Drljača Margić (2014), who found that Croatian university students hold a neutral attitude toward anglicisms. Furthermore, insignificant differences among genders and grade levels in terms of attitudes towards anglicisms are not in line with the existing research where these differences are found significant (e.g., Sánchez, 2016; Endrštová, 2010; Rocco, 2014, as cited in Truslove, 2020).

A conclusion to be reached here is that attitudes towards anglicisms should be practical (e.g., Ćoralic & Šehić, 2014; Skopljak & Dubravac, 2019), i.e., to be accepted if they use the language and not accepted if there is already a synonym for them, and not exclusively positive or negative. As in Croatian (e.g., Drljača Margić, 2014) and Serbian (e.g., Đorđević, 2016) linguistics, the predominant opinion of those who study this subject in the Bosnian language is that anglicisms should not be banned but that their adoption ought to be in line with the principles of the Bosnian language policy (e.g., Šehović, 2009).

Furthermore, the second hypothesis predicting that there will not be a statistically significant difference in the knowledge of the meaning, the orig-



inal form, and the frequency of use of anglicisms between genders, final grade, high school year, and the medium of instruction in the participants' schools was only partially confirmed. It was shown that the participants' English language final grade is a significant predictor in the knowledge of the original form and translation of anglicisms but that gender and high school year is not.

In the analysis of knowledge of these two forms of anglicisms, it is important to emphasize first that the participants were more familiar with the original English written form of all three domains of anglicisms than with their translations or synonyms in Bosnian. While they wrote the original form correctly in about 70% of cases, they wrote their translations correctly in only 30% of cases. The fact that the participants in the study do not know the meaning of words they use opens some new questions about the reason they use these words. Looking into the answers, we found that many answers for the translations of anglicisms are just written the way they are pronounced or rewritten the way they are written in their original English form. Moreover, it is interesting that the students reported almost equal knowledge of anglicisms from all domains in the research, even though it was expected that the results would differ in some domains. However, despite the slight difference in the correct answers, the students' knowledge was shown to be almost the same across the domains, especially when it comes to knowledge of the original English written form.

Furthermore, the knowledge of the original English written form and translations of these anglicisms was analyzed through differences between respondents in terms of gender, the final grade in English and age, i.e. high school year. As for gender and high school year differences, the results show no significant difference regarding the issue in question. The gender-insignificant differences in the knowledge of all the investigated anglicisms make these results interesting. A general perception that boys are more in favor of sports and sports terms (e.g., Haas, 1979) and that the fashion-related world is more targeted to girls (e.g., Haas, 1979) did not turn out to be true, at least for some Bosnian high school students. Contrary, these results align with the previous research on this topic (e.g. Cruz & Medina, 2011; Takashi, 1990), which claim that, despite slight differences in the interests of boys and girls regarding these domains, in general, they perceive and know all the words equally.

In addition to gender, the high school year (age) differences in terms of the knowledge of anglicisms also turned out to be an insignificant predictor. Given that the slight difference in age or between high school years (3 year-difference between first and fourth grade), the results confirmed the hypothesized assumption because the students from all four high school years showed almost identical results in both forms of anglicism. When age differ-

ences in terms of the use and knowledge of English words are considered, the younger population is generally compared to older, or some age groups are selected for evaluation. Research on this topic reveals that the younger population is generally more exposed to and familiar with English loanwords. Many studies (e.g. Prantl, 2018; Rautert, 2015) have shown that the younger population acquires English faster, mainly through the media, and that they are the most prominent “importers” of English borrowings. Moreover, it is generally assumed that young people have a significant role in language change and innovation (Sulić, 2019). Based on this, it is vital to track the language of the young generation and the changes in languages that young people make, including the Bosnian language.

However, when it comes to the English language final grade or differences in English proficiency, the results show that this factor is significant in determining the level of knowledge of anglicisms. Thus, students with a higher final grade and better knowledge of English are better acquainted with both forms of anglicisms. At the same time, it was shown that the students with the highest final grade (5 - excellent) know these two forms of anglicisms much better than the students with lower grades and that the difference between them is significant.

These indicators, as unexpected as they may be, are nevertheless consistent with previous research in this area (e.g. Heidar et al., 2017; Bernard, 2008; Truslove, 2020; Lindström, 2004; Zenner et al., 2014; Kirvalidze, 2017) which proved that education in general and fluency in English, in particular, affect the greater use and knowledge of English. In addition, Truslove (2020) argues that a solid knowledge of English influences speakers to have more confidence to use English expressions. The indicator of the participants' EL final grade, which shows exceptional success in English, was also analyzed among Bosnian students, and it was proven that students with better grades in English achieve better results on tests (Kovačević et al., 2018).

Taken together, these results suggest that the level of English language proficiency and expertise affects knowledge of the original English written form of English loanwords related to youth, while on the other hand the gender and the age of the respondents is not a significant.

## 6. Conclusion

The paper aimed to examine the attitudes towards anglicisms among Bosnian high school students and to examine their knowledge of the original English written form and translation into Bosnian of a number of youth-related English words used in the Bosnian language.

The results showed that Bosnian high school students do not have an excessively positive attitude towards anglicisms, although they use them quite often. Furthermore, it turned out that the respondents know the original English form of anglicisms much better than their translations or synonyms in the Bosnian language. These results are influenced by the level of knowledge of the English language, while gender and age are insignificant factors. Future research in this area may include a larger number of respondents of different demographic characteristics and may expand the number of anglicisms in the study.

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