



THE USAGE AND UNDERSTANDING OF ANGLICISMS BY BOSNIAN EFL USERS

Original scientific paper

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ABSTRACT

This study aimed to explore the use of nominal and verbal Anglicisms by Bosnian high school students, the students' familiarity with these Anglicisms and their attitudes towards them and it also aimed to see whether these factors vary with respect to the frequency of students' use of English in speaking, listening, reading and writing. The findings point to a very frequent use of Anglicisms among Bosnian participants, particularly verbal Anglicisms which tended to be significantly more frequently employed than nominal Anglicisms, and slightly greater familiarity with the English form rather than with the Bosnian equivalent form. Moreover, the frequency of the use of Anglicisms was related to the frequency of reading and writing in English, while the familiarity with the Bosnian equivalent was significantly related to speaking and reading and familiarity with the English equivalent form to all four aspects of English language use. The participants also expressed rather positive attitudes towards Anglicisms, perceiving them as a useful addition and not a serious threat to their native language.

Keywords: borrowing, loan words, Anglicisms, attitudes, high school.

INTRODUCTION

Identified as the most common type of contact-induced change (Thomason, 2001, p. 10), borrowing is “the process of importing linguistic items from one linguistic system into another” (Hoffer, 2002, p. 1) and entails transfer of linguistic features from the donor or source into the recipient language (Haspelmath, 2009, p. 37; Myers-Scotton, 2006, p. 211). Besides referring to the process, borrowing also designates the form and/or the meaning of the borrowed lexical item itself or a loan (Fischer & Pulaczewska, 2008, p. 6; Haspelmath, 2009, p. 38). However, there is a lack of consensus among linguists on the borrowing terminology and typology (Pulcini et al., 2012, p. 5) so lexical borrowings are used

interchangeably with loanwords by some authors (Fischer & Pulaczewska, 2008; Myers-Scotton, 2006; Thomason & Kaufman, 1998), while the latter are classified as a subtype of the former by others (Pulcini et al., 2012). In line with this, various classifications of lexical borrowings have been proposed (Haspelmath, 2009; Winford, 2005) but the most prominent one is the classification along the direct-indirect split (Pulcini et al., 2012), which will be foregrounded in the current research. Thus, Pulcini et al. (2012), classify lexical borrowings into *direct* borrowings, which bear formal resemblance to the source language and encompass loanwords, false loans, and hybrid loans, and indirect borrowings,

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which include calques and semantic loans and do not overtly and evidently reveal the presence of the source language, because the form from the source language is reflected in the already existing word in the recipient language (Pulcini et al., pp. 5-6). Nowadays, the English language (EL) assumes the role of the dominant source language due to its increased popularity as an international language (Crystal, 2003). A large number of words are transferred from this globally-acknowledged source language into other recipient languages worldwide as a result of constant and continuous language contact. Language contact between English and Bosnian has also been maintained both institutionally through formal education and non-institutionally via media, movies, music, and the entertainment industry in general, etc. for over half the century and it has induced changes particularly in the domain of lexis and has led to a direct adoption of a large number of English words into Bosnian (Ajsic, 2014; Dubravac & Skopljak, 2020; Skopljak & Dubravac, 2019; etc.). In terms of institutional learning, English is present in our elementary and high schools as well as higher education institutions approximately for two teaching hours a week. However, outside school, students tend to be extensively exposed to it (Dubravac et al., 2018; Dubravac, 2016; Ribo & Dubravac, 2021), and they also use it quite often for various purposes, either as a link language or symbolically as a marker of status or even as an identity construction tool (Dubravac & Skopljak, 2020). It is exactly this nonformal English use that is widely believed to significantly affect their knowledge and understandings of Anglicisms. While a few previous enquiries analysed the presence of Anglicisms in the Bosnian context, exploring its variability with respect to different genres (Dubravac, 2016), different age groups (Dubravac, 2016; Skopljak & Dubravac, 2019), further studies are needed to provide the overall picture of their use in this context. Thus, the current study aims to fill this gap, adding to general research on contact-induced changes triggered by close language contact.

Anglicisms and their adaptation

A borrowing from English, today's leading donor language (Myers-Scotton, 2006, p. 212), is referred to as an Anglicism. A widely accepted definition of an Anglicism, based solely on its formal aspect, is that it is "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, 1994, p. 224). However, due to its restrictive nature and inability to explain all other English forms featuring through calquing and adaptation (Pulcini et al., 2012, p. 5), a broader, all-encompassing definition was proposed by Gottlieb (2005, 2012) identifying an Anglicism as "any individual or systematic language feature adopted or adapted from English, or inspired or boosted by English models, used in intralingual communication in a language other than English" (Gottlieb, 2005, p. 163; 2012, p. 175). Within the theory of languages in contact (Filipovic, 1978), an English form passes through four different stages before it becomes a rightful Anglicism, i.e., orthographic, phonological, morphological and semantic. Within orthographic adaptation, Anglicisms can be formed based on the pronunciation of the original English word (e.g., Bos. lajkati / Eng. like), based on the orthography of the original English word (e.g., Bos. gasolin and laptop / Eng. gasoline and laptop), by the combination of pronunciation and orthography of an English word (e.g., Bos. kampus and intervju / Eng. campus and interview) or through an intermediary language, as in štrajk, the translation of the English word strike, which shows the traces of German pronunciation (Filipovic & Menac, 1997, pp. 64-69). Adaptation on the phonological level is referred to as transphonemization, and can be complete (i.e., the phonemes from the English language match the phonemes from the recipients' language as in Bos. tim and dres / Eng. team and dress), partial (i.e., the phonemes only partially correspond to each other, as in Bos. džem and puding / Eng. jam and pudding) and free transphonemization, which occurs freely and encompasses those morphemes which do not have articulatory equivalents in the recipient language (as in Bos. pidžama and flert / Eng. pyjamas and flirt) (Filipovic, 1978, pp. 100-104). Adaptation on the morphological level is referred to as transmorphemization or morpheme substitution, and can be zero, partial/compromise or complete, depending on whether the recipient language accepts the English word without any changes (as in Bos. bridž and skaut / Eng. bridge and scout), whether a loan retains an English morpheme that does not conform to the recipient language's morphological system (as in Bos. farmer and trening / Eng. farmer and training), and whether the English morpheme that does not conform to the recipient language's morphological system is replaced by the bound morpheme from the recipient language with the identical function (as

in Bos. štrajkač and analitičar / Eng. striker and analyst), (Filipovic, 1980, pp. 2-7).

Adaptation on the semantic level can include either zero semantic change, i.e., the meaning is simply transported from English into the recipient language, as in Bos. džin and biftek vs. Eng. gin and beefsteak, semantic restriction, i.e., one meaning out of a larger number of meanings in the English language is transported into the recipient language as in Bos. šampion /Eng. champion, only the meaning 'a person who has beaten all the other competitors in the competition' has been transported, or semantic extension, i.e., the meaning expands because the word is used in a specific context within the recipient language as in Bos. najlon / Eng. nylon, where the meaning of nylon as the material has been expanded to a few other meanings, such as plastic and plastic bag (Filipovic & Menac, 1997, pp. 88-89). These different ways and forms of adaptation sometimes produce multiple forms of one English form and it has to be decided which form to use. When this happens, two different criteria can be applied, namely the level of adaptation the Anglicism has undergone and its frequency of usage (Filipovic, 1990).

Previous studies

Due to the 'global inevitability' of English (Osterhammel & Petersson, 2005, p. 107) and its unprecedented spread, Anglicisms are widely present in many European languages (Görlach, 2002) and they have been extensively researched (see Lackova et al., 2019 for Russian, Polok, 2017 for Polish, Barbe, 2012; Knospe, 2007; Mesaros, 2015; Onysko, 2004 and others for German, and Cocu, 2019; Wang & Yuan, 2020 for Romanian languages). They have also attracted scholarly attention in Bosnia and Herzegovina and the surrounding countries Croatia and Serbia and their presence in Bosnian, Croatian and Serbian has been frequently researched, though more extensively in the latter two than in the former one. Croatian is largely impacted by English and has adopted a large number of Anglicisms despite some steps taken to 'protect' it from foreign influence (Silaski, 2009). In-depth research has thus confirmed a large presence of English loanwords in that language (Bojicic & Braovic-Plavsa, 2012; Jardas-Duvnjak, 2019; Peric & Skific, 2015), particularly nouns (Bojicic & Braovic-Plavsa, 2012), but also pointed out that English vocabulary is rather a matter of choice than a necessity and that Anglicisms in Croatian are adopted for the purpose of prestige (Peric & Skific, 2015).

Still, the need to reduce the number of English words in the media is frequently addressed, since, in many cases, Anglicisms can be easily replaced by appropriate expressions from the Croatian language.

Similar voices have been heard in Serbia. Thus, Misić-Ilić (2014) questions the justification for the usage of Anglicisms especially when there are Serbian equivalents, and Palavestra (2011) analyses the use of Anglicisms by Serbian youth and concludes that, even though young people show a degree of creativity in using Anglicisms and frequently employ new lexis to pass on their message in a more believable manner, there is a real threat that their native language competence will decline especially in the domain of vocabulary. Tomic (2018) points to a large number of Anglicisms in computer sciences and entertainment but justifies their presence by the need to fill a lexical gap, and maintains that language users should always consider the possibility of expressing new adopted English words using words from their own mother tongue's inventory (p. 84). The presence of Anglicisms has been also confirmed in different registers in the Bosnian language (Sehovic, 2009) due to a permanent presence of English in this sociocultural context (Brdarevic-Celjo, Ahmetovic & Bajic, 2021; Brdarevic-Celjo, Becirovic & Dubravac, 2021; Brdarevic-Celjo et al., 2018; Brdarevic-Celjo & Dubravac, 2022; Kovacevic et al., 2018; Ogrić-Kevrić & Dubravac, 2017; Skopljak & Dubravac, 2019), but they have not been exhaustively researched. Ajsić (2014) researched the use of Anglicisms in the political discourse and noticed a large inflow of words related to politics and government, followed by economics and business, science and technology and the media, while Dubravac (2016) noticed that borrowings are more frequent in show business, fashion and advertisements than in sports and politics. The widespread opinion is that Anglicisms enrich Bosnian and should not be avoided, but their behaviour and adaptation should be carefully monitored. This was confirmed through practical exploration of Bosnian speakers' preferences, which showed that the Bosnian respondents more frequently select native Bosnian expressions followed by foreign English words, with variation observed in terms of age and younger participants demonstrating stronger preference for English words than the older ones (Dubravac, 2016). Attitudes towards Anglicisms have also been ambivalent, with some language users claiming that a language is an identification of a person's social,

national or regional background and, as such, should be protected from the outer sources, and others accentuating a language's communicational role, claiming that new words from other languages, especially English, are more than welcome. A conciliatory view in-between the two opposing views is the one in which Anglicisms are observed only as "a means of communication and not of identification" (Fischer & Pulaczewska, 2008, p. 5) and many authors thus believe that the influx need not be controlled or forbidden, but that there should be clear guidelines as to how to adapt borrowings to a native language to ease their use and understanding (Dubravac, 2016; Sehovic, 2009). The participants in the current study are younger generations, shown to be more prone to following new trends and using Anglicisms in their everyday speech. The study will show how often they use them, whether they prefer nominal or verbal ones, whether they are familiar with the forms of English equivalents and their native Bosnian equivalents, as well as whether they share positive stances towards their use. Moreover, the research takes into account the frequency of nonformal use of and exposure to English, so it analyses the variability in the aforementioned tendencies based on how often the participants speak and write in English, read in it or listen to it. Out-of-school exposure has been confirmed as significant for the overall language learning process (Ellis, 2002; Teng, 2015), and in particular for vocabulary learning (Peters, 2018; Peters & Webb, 2018; Webb, 2015). However, there are no indications showing how it affects the use and understanding of Anglicisms in an EFL context, and whether out-of-school exposure through reading and listening makes the same effect as exposure through speaking and writing.

Therefore, the current study attempts to contribute to our understanding of the issue through the set of following research questions: RQ 1 Is there a difference in the participants' use of common nominal and verbal Anglicisms?

RQ 2 Does the participants' use of common Anglicisms vary with respect to the frequency of the use of English in speaking, listening, reading and writing?

RQ 3 Are the participants familiar with the equivalent English form of Anglicisms and their native Bosnian equivalents?

RQ 4 Does the participants' familiarity with equivalent English form of Anglicisms and their Bosnian equivalents vary with respect to the frequency of the use of English in speaking, listening, reading and writing?

RQ 5 Do the participants share positive attitudes towards the use of Anglicisms?

RQ 6 Do the participants' attitudes towards Anglicisms vary with respect to the frequency of the use of English in speaking, listening, reading and writing?

METHOD

Participants

101 Bosnian high school students at four different grade levels participated in this research, 51 female participants (50.5%) and 50 male participants (49.5%). 30 participants (29.7%) attended the first grade, 15 participants (14.9%) attended the second grade, while 26 (25.7%) and 30 participants (29.7%) attended the third and the fourth grade respectively. Table 1 displays the relevant data about the participants.

Table 1. Descriptive information about the participants

| | | N | % | | | N | % | |
|--------|--------|-----|------|----------------------|-----------|------------|------|-----|
| Gender | Male | 50 | 49.5 | Average course grade | 1 | Negative | 1 | 1.0 |
| | Female | 51 | 50.5 | | 2 | Sufficient | 6 | 5.9 |
| Grade | First | 30 | 29.7 | 3 | Good | 17 | 16.8 | |
| | Second | 15 | 14.9 | 4 | very good | 16 | 15.8 | |
| | Third | 26 | 25.7 | 5 | Excellent | 61 | 60.4 | |
| | Fourth | 30 | 29.7 | | | | | |
| Total | | 101 | 100 | | | | | |

Data collection instrument

The data used for the purpose of this study were collected by means of a questionnaire developed by the researchers. The questionnaire was in the Bosnian language and it was distributed to the participants as such. Besides the introductory demographic part asking for the participants' class, gender and average English course grade, the questionnaire consisted of five additional parts. The first part contained questions about the frequency of Anglicism use, where the participants were asked to indicate how frequently they use the provided Anglicisms on a three-point Likert scale (always, sometimes or never). The Anglicisms included in the questionnaire emerged from the careful analysis of 30 issues of daily newspapers and popular magazines available online, such as Avaz and Oslobodjenje, as well as news portals, such as Klix, within the period of one month. These newspapers and news websites are frequently attended by younger population due to the fact that they cover a wide array of current topics, ranging from politics and art to sports and entertainment, and target a different readership. The language was analysed manually and 46 Anglicisms fully adapted to the Bosnian orthography were extracted. Those Anglicisms were classified into the ones for which the appropriate Bosnian equivalents exist and those whose Bosnian equivalents have similar but not the same meaning. The second part consisted of questions measuring the frequency of English language usage in general, its usage in writing, reading, listening and speaking as well as the frequency of the usage of Anglicisms on a four-point scale ranging from rarely to always. The third part of the questionnaire contained questions measuring the participants' attitudes towards learning English and specifically, towards Anglicism usage, on a 5-point Likert scale ranging from strongly agree to strongly disagree. In the two final parts of the questionnaire, the participants were asked to provide the English word equivalent to the given Anglicism as well as the original, not borrowed, Bosnian equivalent (if it exists). To investigate the validity of the questionnaire,

the expert judgments approach was employed and three doctoral degree holders in teaching English as a foreign language (TEFL) and two master's degree holders majoring in psychology and social sciences were consulted and they gave some useful suggestions and contributed to the development of the questionnaire. The questionnaire was then distributed to the participants in a printed form and they were given sufficient time to complete it.

Data analysis techniques

The collected data were analysed by using Statistical Package for Social Sciences (SPSS, v. 26). Frequencies and means were computed to ascertain the types and frequencies of the participants' usage of Anglicisms. Moreover, a one-way ANOVA and an independent samples T-test were used to examine some differences in their usage between the study groups.

RESULTS

The use of nominal vs. verbal Anglicisms The study firstly investigated whether there were any differences in the participants' use of nominal and verbal Anglicisms. The overall analysis of both nominal and verbal Anglicisms pointed to their fairly frequent usage ($M = 2.41$, $SD = .26$), with verbal Anglicisms ($M = 2.56$, $SD = .27$) being more frequently used than the nominal ones ($M = 2.24$, $SD = .30$). A paired samples t-test was conducted to check whether that difference was significant and the results revealed that the participants significantly differed in their usage of nominal and verbal Anglicisms ($t(100) = 13.75$, $p = .000$). Furthermore, a detailed descriptive data analysis was conducted to determine to what extent the participants used each nominal and verbal Anglicism in their everyday speech on the scale from 1 'never' to 3 'always'. The representation of the descriptive data analysis of the usage of nominal and verbal Anglicisms is presented in Table 2 below.

Table 2. Analysis of the frequency of usage of nominal and verbal Anglicisms

| NOMINAL ANGLICISMS | | | | | |
|-------------------------------|----------|-----------|---|----------|-----------|
| | <i>M</i> | <i>SD</i> | | <i>M</i> | <i>SD</i> |
| OFIS (office) | 1.45 | .57 | SIN (seen) | 2.60 | .61 |
| EIRKONDIŠN (air-condition) | 1.37 | .56 | SNAJPER (sniper) | 2.31 | .68 |
| MITING (meeting) | 1.74 | .70 | SKEĆ (sketch) | 2.42 | .65 |
| FARMA (farm) | 2.45 | .71 | TINEJDŽER (teenager) | 2.85 | .41 |
| SNOUBORD (snowboard) | 2.06 | .79 | TREND (trend) | 2.87 | .33 |
| KOKTEL (cocktail) | 2.21 | .73 | RIALITIŠOU (reality show) | 2.64 | .55 |
| HEPIEND (happy end) | 2.03 | .69 | ŠOPINGCENTAR (shopping center) | 2.90 | .33 |
| FERPLEJ (fair play) | 2.37 | .75 | IMIDŽ (image) | 2.32 | .74 |
| VATERPOLO (water polo) | 2.15 | .78 | MENADŽER (manager) | 2.64 | .52 |
| OFSAJD (off side) | 2.59 | .58 | IVENT (event) | 1.78 | .74 |
| BESTSELER (bestseller) | 1.96 | .78 | FEŠNVIK (fashion week) | 1.58 | .65 |
| VERBAL ANGLICISMS | | | | | |
| | <i>M</i> | <i>SD</i> | | <i>M</i> | <i>SD</i> |
| DAUNLODOVATI (to download) | 2.50 | .62 | GUGLATI (to search on Google) | 2.73 | .58 |
| SURFATI (to surf) | 2.41 | .71 | BUKIRATI (to book) | 1.77 | .67 |
| ŠEROVATI (to share) | 2.59 | 1.06 | INTERVJUISATI (to interview) | 2.50 | .65 |
| KOMBINOVATI (to combine) | 2.85 | .35 | DIZAJNIRATI (to design) | 2.66 | .58 |
| LAJKATI (to like) | 2.93 | .25 | BLEFIRATI (to bluff) | 2.37 | .65 |
| TRENIRATI (to train) | 2.88 | .38 | PARKIRATI (to park) | 2.81 | .44 |
| SPELOVATI (to spell) | 2.53 | .57 | INVESTIRATI (to invest) | 2.48 | .65 |
| NOKAUTIRATI (to knock out) | 2.52 | .64 | MANIPULISATI (to manipulate) | 2.57 | .60 |
| SPRINTATI (to sprint) | 2.23 | .67 | VOLONTIRATI (to volunteer) | 2.60 | .60 |
| ŠUTATI (to shoot (a ball)) | 2.84 | .39 | FOTOGRAFISATI (to photograph/ to take a photo) | 2.91 | .28 |
| MIKSATI (to mix) | 2.63 | .54 | TAGOVATI (to tag/mark) | 2.66 | .53 |

The overall analysis shows a discrepancy in the participants' use of Anglicisms, with some words exhibiting a frequent usage (such as Bos. lajkati/ Eng. like, Bos. parkirati/ Eng. to park etc.) and some a rather low usage (such as Bos. eir kondišn/ Eng. air condition and Bos. ofis/ Eng. office). Thus, the verb lajkati/ like seems to be most frequently used ($M = 2.93$, $SD = .25$), with 94 participants reporting that they always use it and only 7 participants that they sometimes use it.

The results for the word Bos. fotografisati/ Eng. to photograph/take a photo ($M = 2.91$, $SD = .28$) closely resemble the results for the previously mentioned Anglicism, with 92 participants reporting to use it all the time and 8 of them sometimes, as well as Bos. šoping centar/ Eng. shopping center ($M = 2.90$, $SD = .33$) reported by 92 participants to be used all of the time, and by 8 participants to be used only sometimes, with one participant even reporting an absence of usage.

Rather interestingly, the word Bos. eirkondišn/ Eng. aircondition (M = 1.37, SD = .56) was used the least frequently, with 51 participants reporting that they never use it, 41 of them that they use it sometimes and 9 of them that they always use it, as well as the word Bos. ofis/ Eng. office (M = 1.45, SD = .57), and Bos. fešnvik/ Eng. fashion week (M = 1.58, SD = .65), with 59 participants reporting no usage of these two words at all, 37 of them reporting occasional usage and only 4 participants stating that they always use them. Also, the analysis whether the frequency of Anglicism use varied with respect to the frequency of speaking, listening, reading and writing in English was obtained. The data displayed in Table 3 indicate that our participants most frequently use English in speaking and

writing, 63 claiming they often or always use it in speaking, and 65 in writing. Fewer participants (N = 22) tend to read in English often or always, and 57 of them tend to listen to English often or always.

However, reading (F(3, 97)= 2.773, p = .046) and writing (F(3,97) = 2.920, p = .038) in English seem to make a significant change in the use of Anglicisms. In fact, a post hoc test showed that in terms of reading in English a significant difference in the use of Anglicisms existed between those reading rarely and often (p = .007), whereas with respect to writing, significant differences were found between the group writing rarely and all the other groups, namely those writing in English sometimes (p = .022), often (p = .010) and always (p = .013).

Table 3. The use of Anglicisms with respect to the frequency of English use

| Use of English | The use of Anglicisms | | | | | | | | | | | | |
|----------------|-----------------------|------|-----|-----------|------|-----|-------|------|-----|--------|------|-----|------|
| | Rarely | | | Sometimes | | | Often | | | Always | | | p |
| | N | M | SD | N | M | SD | N | M | SD | N | M | SD | |
| Speaking | 12 | 2.26 | .24 | 26 | 2.43 | .30 | 39 | 2.44 | .24 | 24 | 2.37 | .28 | .192 |
| Listening | 19 | 2.36 | .26 | 25 | 2.35 | .31 | 16 | 2.42 | .23 | 41 | 2.45 | .26 | .313 |
| Reading | 56 | 2.35 | .28 | 23 | 2.45 | .17 | 10 | 2.60 | .17 | 12 | 2.38 | .36 | .038 |
| Writing | 16 | 2.22 | .19 | 20 | 2.43 | .32 | 28 | 2.44 | .25 | 37 | 2.43 | .26 | .046 |

Participants' familiarity with the meaning and the equivalent forms of Anglicisms

The third research question investigated whether Bosnian high school participants understand the Anglicisms employed in the questionnaire. They were asked to provide the English equivalent form as well as the appropriate Bosnian equivalent with the same meaning. Overall, the students exhibited greater knowledge of the English form (M = .63, SD = .23) than the appropriate Bosnian equivalent form (M = .53, SD = .24). When each Anglicism was explored individually, it was found that the nominal Anglicism for which the appropriate English form was provided (i.e., 95 correct responses) was Bos. (Anglicism) ofis/ Eng.

office (M=.97,SD=.17), as well as its equivalent Bosnian word with the same meaning Bos. kancelarija (M = .94, SD = .23). The least known Anglicism proved to be Bos. koktel/ Eng. cocktail (M = .21, SD = .40), and Bos. rialitišou/ Eng. reality show (M = .26, SD = .43), for which the participants were mainly unable to provide the appropriate Bosnian equivalent. Furthermore, the overall usage of nominal Anglicisms was analysed and compared to the overall usage of verbal Anglicisms and the participants demonstrated greater knowledge of nominal Anglicisms (M = .62, SD = .19) than verbal Anglicisms (M = .54, SD = .23). The mean values for each nominal Anglicism as well as its English equivalent and the appropriate Bosnian equivalent are provided in Table 4.

Table 4. Analysis of the participants' familiarity with nominal Anglicisms

| Nominal Anglicisms | English-form | | Bosnian equivalent | | Nominal Anglicisms | English-form | | Bosnian equivalent | |
|-----------------------------|--------------|-----|--------------------|-----|-----------------------------------|--------------|-----|--------------------|-----|
| | M | SD | M | SD | | M | SD | M | SD |
| ofis | .97 | .17 | .94 | .23 | fešnik | .76 | .42 | .55 | .50 |
| office/ured | | | | | fashion week/sedmica mode | | | | |
| sin | .92 | .27 | .87 | .33 | ivent | .69 | .46 | .62 | .48 |
| seen/viđeno | | | | | event/događaj | | | | |
| eirkondiš | .69 | .46 | .57 | .49 | Menadžer | .32 | .46 | .44 | .49 |
| air condition/klima uredaj | | | | | manager/rukovodilac, upravnik | | | | |
| snajper | .74 | .43 | .51 | .50 | Imidž | .61 | .48 | .53 | .50 |
| sniper rifle/ | | | | | image/izgled | | | | |
| miting | .81 | .39 | .74 | .43 | šoping centar | .54 | .50 | .57 | .49 |
| meeting/sastanak | | | | | shopping center/tržni centar | | | | |
| farma | .85 | .35 | .60 | .49 | Rialitišou | .69 | .46 | .26 | .43 |
| farm/imanje | | | | | reality show/zabavna TV | | | | |
| snoubord | .81 | .39 | .36 | .48 | emisija | | | | |
| snowboard/daska za skijanje | | | | | trend | .78 | .41 | .57 | .49 |
| koktel | .21 | .40 | .47 | .50 | trend/modni pravac | | | | |
| cocktail/žestoko piće | | | | | tinejđer | .75 | .43 | .58 | .49 |
| hepiend | .88 | .32 | .88 | .32 | teenager/mladić | | | | |
| happy end/sretan završetak | | | | | skeč | .51 | .50 | .33 | .47 |
| ferplej | .62 | .48 | .71 | .45 | sketch/skica/kratka pozorišna | | | | |
| fair play/poštena igra | | | | | komedija | | | | |
| vaterpolo | .56 | .49 | .41 | .49 | bestseller | .60 | .49 | | .49 |
| waterpof/vodeni sport | | | | | bestseller/najprodavaniji artikal | | | .40 | |
| | | | | | ofsajd | .64 | .48 | .47 | .50 |
| | | | | | off side/zaleđe | | | | |

Regarding the knowledge of verbal Anglicisms, the highest mean value was obtained for the verb Bos. (Angl.) šerovati/ Eng. share (M = .84, SD = .36), with 88 participants providing the appropriate English form and the Bosnian equivalent (Bos. (po)dijeliti).

The verb with the lowest mean was Bos. recenzirati/ Eng. review (M = .14, SD = .34), with only 14 participants providing the appropriate English form as well as the Bosnian equivalent. The results for verbal Anglicisms are presented in Table 5.

Table 5. Analysis of the participants' familiarity with verbal Anglicisms

| Verbal Anglicisms | English form | | Bosnian equivalent | | Verbal Anglicisms | English form | | Bosnian equivalent | |
|--|--------------|-----|--------------------|-----|--|--------------|------|--------------------|------|
| | M | SD | M | SD | | M | SD | M | SD |
| tagovati | .67 | .47 | .67 | .47 | manipulisati | .36 | .48 | .36 | .48 |
| to tag/označiti | | | | | to manipulate/ upravljati | | | | |
| trenirati | .54 | .50 | .54 | .50 | investirati | .55 | .50 | .55 | .50 |
| to train/ | | | | | to invest/uložiti novac | | | | |
| vježbati/obučavati | | | | | parkirati | .46 | .50 | .46 | .50 |
| volontirati | .45 | .50 | .45 | .50 | to park/ostaviti automobile | | | | |
| to volunteer/ | | | | | blefirati | .30 | .46 | .30 | .46 |
| dobrovoljno raditi | .76 | .42 | .76 | .42 | to bluff/m | | | | |
| lajkati | | | | | obmanuti/prevariti | .45 | .50 | .45 | .50 |
| to like/svidati se | | | | | to design/urediti | | | | |
| fotografisati | .53 | .50 | .53 | .50 | intervjuisati | .38 | .48 | .38 | .48 |
| to photograph (take a photo) / slikati | | | | | to interview/voditi | | | | |
| downloadovati | .75 | .43 | .75 | .43 | razgovor | | | | |
| to download/ | | | | | miksati | .65 | .47 | .65 | .47 |
| skinuti (sadržaj sa interneta) | | | | | to mix/miješati | | | | |
| guglati | .67 | .47 | .67 | .47 | šutati | .48 | .50 | .48 | .50 |
| to google/pretraživati internet | | | | | to shoot (a ball)/ udariti loptu nogom | | | | |
| surfati to surf/jedriti/pregledati | .43 | .49 | .43 | .49 | sprintati | .48 | .50 | .48 | .50 |
| vati sadržaj interneta | | | | | to sprint/ | | | | |
| bukirati | .37 | .48 | .37 | .48 | trčati velikom brzinom | .47 | 1.16 | .47 | 1.16 |
| to book/rezervisati | | | | | nokautirati | | | | |
| šerovati | .84 | .36 | .84 | .36 | to knock out/ | | | | |
| to share/dijeliti | | | | | oboriti nekoga udarcem | .42 | .49 | .42 | .49 |
| kombinovati | .50 | .50 | .50 | .50 | spelovati | | | | |
| to combine/spojiti/ sjediniti | | | | | to spell/ | | | | |
| | | | | | izgovarat/pisati svako slovo pojedinačno | | | | |

Furthermore, the variability in their knowledge of the English equivalent form and the equivalent form in Bosnian with respect to the frequency of the usage of English in different aspects of language use was explored. The findings (Table 6) revealed that significant differences existed in the participants' knowledge of the equivalent forms in English based on their use of English through speaking ($F(3,97) = .9.939, p = .000$), reading ($F(3,97) = 8.778, p = .000$), writing ($F(3,97) = .6.522, p = .000$) and listening ($F(3,97) = 9.370, p = .000$). In fact, the more students speak in English,

listen to it, read or write in it, the better knowledge of the English equivalent forms they demonstrate. A post hoc test showed that all the groups differed except for the groups that rarely and sometimes listen to English ($p = .290$), and speak ($p = .569$) and write in English ($p = .539$), and the groups that always and often listen to English ($p = .695$), speak ($p = .512$), read ($p = .336$) and write in English ($p = .431$). In terms of reading, an insignificant difference was also observed between the group that sometimes reads in English and the one that does it often ($p = .748$) and always ($p = .136$).

Table 6. The variability in the participants' knowledge of the English equivalent forms based on the use of English

| English use | The knowledge of English equivalent form | | | | | | | | | | | | p |
|------------------|--|-----|-----|-----------|-----|-----|-------|-----|-----|--------|-----|-----|------|
| | Rarely | | | Sometimes | | | Often | | | Always | | | |
| | N | M | SD | N | M | SD | N | M | SD | N | M | SD | |
| Speaking | 12 | .46 | .21 | 26 | .50 | .25 | 39 | .70 | .18 | 24 | .74 | .19 | .000 |
| Listening | 19 | .47 | .20 | 25 | .54 | .26 | 16 | .74 | .15 | 41 | .72 | .18 | .000 |
| Reading | 56 | .54 | .23 | 23 | .71 | .20 | 10 | .73 | .14 | 12 | .82 | .14 | .000 |
| Writing | 16 | .48 | .25 | 20 | .53 | .18 | 28 | .67 | .24 | 37 | .72 | .19 | .000 |

When the relation between the same variables and the participants' knowledge of the Bosnian equivalents of the target Anglicisms was explored, the findings were somewhat different (Table 7), and only speaking ($F(3,97) = 3.092, p = .031$) and reading in English ($F(3, 97) = 2.800, p = .044$) proved to be statistically significant in this respect. A post hoc test revealed that a significant

difference existed between those who rarely speak in English and those who do so often ($p = .031$) or always ($p = .027$), those who sometimes speak and those who speak often ($p = .043$) and always ($p = .039$). In terms of reading only the group that rarely reads in English differed significantly from the one that does it sometimes ($p = .018$).

Table 7. The variability in the participants' knowledge of the Bosnian forms for the given Anglicisms based on the use of English

| English use | The knowledge of Bosnian equivalent forms | | | | | | | | | | | | p |
|------------------|---|-----|-----|-----------|-----|-----|-------|-----|-----|--------|-----|-----|------|
| | Rarely | | | Sometimes | | | Often | | | Always | | | |
| | N | M | SD | N | M | SD | N | M | SD | N | M | SD | |
| Speaking | 12 | .41 | .18 | 26 | .46 | .23 | 39 | .58 | .21 | 24 | .59 | .28 | .031 |
| Listening | 19 | .46 | .15 | 25 | .49 | .26 | 16 | .57 | .20 | 41 | .57 | .27 | .250 |
| Reading | 56 | .47 | .20 | 23 | .61 | .24 | 10 | .59 | .34 | 12 | .61 | .25 | .044 |
| Writing | 16 | .44 | .21 | 20 | .49 | .20 | 28 | .59 | .26 | 37 | .55 | .25 | .166 |

Participants' attitudes towards the use of Anglicisms

The fifth research question analysed the students' attitudes towards the use of Anglicisms. The results indicate that the participants hold rather positive attitudes towards Anglicism usage, with the mean score above the split point of 3. The highest mean value was obtained for the statement "English is important to me because it expands my worldview" ($M = 4.36$, $SD = .82$), while the lowest mean was obtained for the statement "I find that borrowed words do not negatively impact my native language" ($M = 3.46$, $SD = 1.25$) (Table 8). Through the last research question, it was explored whether their attitudes vary with respect to nonformal English use (Table 8). A one-way ANOVA showed that the attitude differed significantly based on the frequency of the participants' speaking ($F(3,97) = 5.862$, $p = .001$), listening ($F(3,97) = 6.726$, $p = .000$), reading ($F(3,97) = 2.697$, $p = .50$) and writing in English

($F(3,97) = 10.034$, $p = .000$). Generally, the more they used English, the more positive attitudes towards the Anglicisms they demonstrated. A post hoc test showed that a significant difference was not found only between the group that sometimes speaks in English and the groups that often ($p = .216$) and always ($p = .081$) speak in English, and the group that speaks often and the one that does it always ($p = .481$). In terms of listening, no significant difference was found between those who listen to English rarely and sometimes ($p = .288$), rarely and often ($p = .616$), sometimes and often ($p = .631$). Similar results were obtained when the data for reading were taken into account and there were no significant differences between those who read in English rarely and sometimes ($p = .793$), rarely and always ($p = .092$), often and always ($p = .576$), and sometimes and always ($p = .092$). As for writing, insignificant differences were observed between the groups that rarely and sometimes read in English ($p = .126$), and the groups that sometimes and often write in English ($p = .151$).

Table 8. The variability in the participants' attitudes towards Anglicisms based on the English use

| English use | Positive attitudes towards Anglicisms | | | | | | | | | | | | |
|-------------|---------------------------------------|------|-----|-----------|------|-----|-------|------|-----|--------|------|-----|------|
| | Rarely | | | Sometimes | | | Often | | | Always | | | p |
| | N | M | SD | N | M | SD | N | M | SD | N | M | SD | |
| Speaking | 12 | 3.25 | .69 | 26 | 3.80 | .64 | 39 | 4.00 | .58 | 24 | 4.10 | .59 | .001 |
| Listening | 19 | 3.55 | .60 | 25 | 3.75 | .60 | 16 | 3.65 | .57 | 41 | 4.20 | .49 | .000 |
| Reading | 56 | 3.80 | .69 | 23 | 3.76 | .66 | 10 | 4.30 | .42 | 12 | 4.15 | .43 | .050 |
| Writing | 16 | 3.34 | .64 | 20 | 3.65 | .63 | 28 | 3.89 | .67 | 37 | 4.23 | .66 | .000 |

DISCUSSION

The participants were high school students who in addition to learning English at school reported its rather frequent use outside of school. They claimed that they use English most frequently in writing, followed by speaking and listening, while they use it least frequently in reading. Such findings might be explained by some earlier findings measuring exposure to productive and receptive skills, which confirmed Bosnian EFL learners' more frequent exposure to writing and speaking than to listening and reading (Ogric-Kevric & Dubravac, 2017). The participants also confirmed that they use borrowed English words extensively, which corroborates previous findings on high usage of Anglicisms in this EFL context (Ajsic, 2014; Dubravac, 2016; Sehovic, 2009), particularly among young people for whom English is slowly becoming their identity expression tool

(Brdarevic-Celjo, Ahmetovic & Bajic, 2021; Skopljak & Dubravac, 2019). Thus, a frequent use of English among new generations seems to be natural since they acquire English institutionally, through formal education as well as non-institutionally, being constantly exposed to it through the Internet, games, music and others, as confirmed in some previous studies (Dubravac et al., 2018). The first research question looked into the difference in the participants' use of common nominal and verbal Anglicisms. The results demonstrated that among 46 Anglicisms researched in this study, verbal Anglicisms tend to be significantly more frequently employed than nominal Anglicisms, which is not aligned to some previous studies in a similar context which confirmed a more frequent usage of nominal Anglicisms (Socanac, 1994). At the same time, such results can be explained by the fact that in the Bosnian language many new Anglicisms are coined by simply

adding verbal suffixes such as *irati*, *ati*, *isati* to noun bases and thus new words are produced as verbs. As for the formation of verbal Anglicisms in the Bosnian language, an English form serves only as a basis, while the receiving language is the one that provides affixes, because verbs in English do not have an infinitive suffix that would serve as a distinguishing feature in relation to other types of words, primarily nouns (Filipovic, 1990). As far as the Bosnian language is concerned, verbal suffixes for verbal Anglicisms are *-ova(ti)* (Bos. *daunloudovati/ Eng. to download*), *-isa(ti)* (Bos. *intervjuisati/ Eng. to interview*), *-ati* (Bos. *lajkati/ Eng. to like*) and *-nuti* (Bos. *kliknuti/ Eng. to click*). The prefix *pro-* and one of the aforementioned suffixes (*-ati*, *-isati*, *-nuti*) are frequently added to an English base, such as Bos. *pro-gugl-ati/ Eng. to google* to construct a new word. Likewise, infixes, such as *-ir-* are also added between the English form to *photoshop* adapted into Bosnian as *fotošop* and the Bosnian suffix *-ati*, as in Bos. *fotošopirati/ Eng. to photoshop*. Tomic (2018) provides a detailed analysis of verbal Anglicisms and concludes that suffix *-ovati* is the most frequently represented verb suffix in the corpus of verbal Anglicisms the author analysed (in 31 out of 36 Anglicisms, 86.11%). Similarly, Sehic (2009) indicates that in Bosnian, suffix *-ovati* is very common in the formation of verbal Anglicisms, especially in the field of information technologies (such as Bos. *apdejtovati/ Eng. to update*, Bos. *daunoudovati/ Eng. to download*, Bos. *diskonektovati/ Eng. to disconnect*). As for nominal Anglicisms, some of the most frequently used ones were Bos. *šoping centar/ Eng. shopping center*, Bos. *menadžer/ Eng. manager*, Bos. *sin/ Eng. seen*, Bos. *ofsajd/ Eng. offside*, while those rarely used are Bos. *fešnik/ Eng. fashion week*, Bos. *eirkondišn/ Eng. air condition*, Bos. *ofis/ Eng. office*, Bos. *miting/ Eng. meeting*. The most frequently used verbal Anglicisms were Bos. *trenirati/ Eng. to train*, Bos. *guglati/ Eng. to google*, Bos. *parkirati/ Eng. to park*, Bos. *lajkati/ Eng. to like*, Bos. *fotografisati/ Eng. to photograph/to take a photo* and the least frequently used verbal Anglicisms were Bos. *bukirati/ Eng. to book*, and Bos. *sprintati/ Eng. to sprint*. The results for nominal Anglicisms *šoping centar* and *menadžer* are not surprising as these words are frequently used in the Bosnian context and the participants' familiarity with them was expected. The Anglicism *šoping centar* adapted from the English form *shopping center/centre* is a frequent occurrence on the signs in the Bosnian linguistic landscape. However, besides this fully adapted form, this Anglicism frequently occurs

in its completely unadapted form *shopping center* or partially adapted form *shoping centar* which contains the incorrect spelling of the word *shopping* containing one *p* letter and the adapted word *centar*. As for the Anglicism *menadžer* (Eng. *manager*), it is adapted orthographically on the basis of the pronunciation of the English form. This word is frequently used in the Bosnian language as such and the Bosnian equivalent is rarely used. Thus, some authors believe that the word *menadžer* should not even be considered a loanword (Džanic, 2009, p. 4). The Anglicisms *fešnik* (Eng. *fashion week*), *eirkondišn* (Eng. *air condition*), *ofis* (Eng. *office*) and *miting* (Eng. *meeting*) were reported as rarely used, which might be explained by the fact that the words' Bosnian equivalents *sedmica mode* (Eng. *fashion week*), *klima* (Eng. *air condition*), *kancelarija* (Eng. *office*) and *sastanak* (Eng. *meeting*) are much more established in the Bosnian language and preferred to the aforementioned Anglicisms. The most frequent usage of verbal Anglicisms such as *trenirati* (Eng. *train*) and *parkirati* (Eng. *park*) was expected because no specific Bosnian one-word equivalents exist for these words. A very frequent usage of the Anglicisms *guglati* (Eng. *to google*) and *lajkati* (Eng. *like*) could be explained by the fact that these words are frequently used in an online setting, which is attended by younger generations and thus the current study participants on a daily basis. The words *bukirati* and *sprintati* are limited to specific contexts and have appropriate Bosnian equivalents and were thus rarely used by the current study's participants. The second research question confirmed that the participants' use of Anglicisms was related to the frequency of reading and writing in English, i.e., the most and the least frequent forms of language use outside school. The group that rarely reads or writes in English demonstrated a significantly lower use of Anglicisms. While the participants readily write in English, probably using social sites, reading is equally influential in this respect. Surprisingly, no significant differences existed between groups based on the frequency of speaking and listening to English. Still, it is noticeable that those who tend to speak often tend to use Anglicisms more, while the highest scores were also achieved by those who often or always listen in English. The third research question intended to check whether the participants are familiar with the equivalent English form as well as with the equivalent Bosnian form. Rather interestingly, the results confirmed that the participants exhibited a slightly greater knowledge of the equivalent English form rather than the appropriate Bosnian

equivalent in 17 out of 22 nominal Anglicisms, such as ofis/office, sin/seen, hepiend/happy end, miting/meeting, daunloudovati/ to download, miksati/to mix, guglati/to google, šerovati/to share etc. The Anglicism whose both English form and Bosnian equivalent are well-known and frequently used was ofis, as the participants were able to provide the English form office as well as the Bosnian equivalent kancelarija. On the other hand, the Anglicism whose English form was not well-known was Bos. koktel/ Eng. cocktail, which could be explained by the cultural surrounding in which these participants live. Likewise, the Anglicism whose Bosnian equivalent received the lowest recognition was Bos. rialitišou/ Eng. reality show, a fully orthographically adopted Anglicism. This is not unsurprising taking into account that this word is most frequently heard as an original English word or the adapted Anglicism. When the results of this study were further analysed, it was noticed that some participants are creative in providing the Bosnian equivalents for Anglicisms. Such examples include the Anglicism rialitišou/ reality show, for which the Bosnian equivalent zadruža, the name of a reality show aired in Serbia, was provided, which might be an example of how a word can be denoted by what it represents to the speaker and not by its actual meaning. Another interesting answer was provided for the Anglicism ivent/event, which one study participant translated into English as 'dating' or 'spending time with someone you have a romantic relationship with'. This respondent thus indicated that this word, a very broad word in terms of its meaning, has been narrowed only to 'dating' for some participants. One of the respondents answered that the Anglicism lajkati/ like means to confirm. Moreover, for the Anglicism bestseller/ bestseller, a rather interesting Bosnian equivalent ide k'o halva/ sells like sweet pastry was provided, which is a catchy phrase in the Bosnian language meaning that something sells well. The task of providing the English equivalent for each Anglicism was expected to be more difficult than providing the Bosnian equivalent due to the fact that English is a foreign language, but this was not corroborated in the current research study. The reason for this might be found in the participants' frequent exposure to the EL input, as confirmed by the current study findings. As discussed earlier, the participants reported a reasonable exposure to listening and reading activities in English, which, together with their production through speaking and writing, explains their ability to produce the appropriate English form. Interestingly, while all the modes of nonformal

English use significantly affected the knowledge of English equivalent forms, only speaking and reading had the same effect on their knowledge of equivalent Bosnian forms. Thus, both the use of and exposure to English contribute significantly to the familiarity with English forms, which is not surprising as it has been already indicated that it presents a relevant factor for vocabulary learning (Peters, 2018; Peters & Webb, 2018; Teng, 2015; Webb, 2015). On the other hand, while higher means were also achieved by those who often or always write in English or listen to English, the overall p value for the differences between the groups was insignificant. Thus, speaking seems to be a more important productive skill and reading a more important receptive skill in this respect. The reason for this might be that the students pay more attention to meaning while speaking and reading, making more frequent references to the native Bosnian forms. The last research question investigated the participants' attitudes toward the use of Anglicisms and the findings indicate that the participants share positive attitudes and employ Anglicisms for easier expression and that they do not consider them a threat to their native language. The nonformal use of English presents a significant variable modifying our participants' attitudes and those who tend to listening to English more or read, speak, and write in English more share more positive attitudes. They probably belong to those who use English as their identity marker (Dubravac & Skopljak, 2020) and thus see it as an asset and not a limitation.

CONCLUSION

In all languages, there is often a need for new words when naming new objects, concepts, or ideas. As noticeable from the present research, Anglicisms have an inevitable influence on the Bosnian language. The number of words borrowed from the EL in the present-day Bosnian language is not negligible and these words occur almost daily in casual conversations in streets, educational institutions, media, and many other places. Some commonly used words, such as guglati/ to google, ofis/ office, menadžer/ manager, kalkulator/ calculator, dizajn/ design, motel/ motel, and many others further confirm a vital role of English in the Bosnian context as well as its impact on the Bosnian language. The incorporation of Anglicisms into the Bosnian language varies from partial to full assimilation in orthography, phonology, morphology and semantics. However, together with an increase in the usage of

these words, their meaning and understanding should also be developed. The results indicate that Bosnian participants use most of the Anglicisms provided in the questionnaire but that they are not completely familiar with the meaning of some of them. The study also shows that both receptive and productive English skills developed outside school contribute significantly to more positive attitudes towards Anglicisms and the knowledge of the equivalent English forms. However, only reading and writing are significant for more frequent usage of Anglicisms and speaking and writing for the knowledge of Bosnian equivalent forms. The conclusion to be drawn from the present investigation is that the Bosnian language is under a growing influence of English and borrowed words are becoming an accepted phenomenon. The current study may, thus, serve as an attempt to raise awareness of possible outcomes of constant language contact and draw linguists' attention to new Anglicisms borrowed into Bosnian. With a rapid development of technology and massive international trade and movement, more and more words are likely to be adopted and used instead of equivalent Bosnian words and studies like the present one may contribute to their tracking, sorting and evaluation. The present study is however not without limitations. Since the participants were only high school students, further studies should also include the other categories of participants to provide a more holistic picture. Moreover, participants of different age should also be included, so that the impact of age could be measured, as the usage and acceptance of Anglicisms is expected to depend upon age.

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