

MASTERARBEIT / MASTER'S THESIS

Titel der Masterarbeit / Title of the Master's Thesis

„Die Verwendung von englischen Wörtern im Deutschen? – Das ist ja cringe!

The use of and attitudes towards Anglicisms among German L1 speakers with regard to their English proficiency and social media usage behavior“

verfasst von / submitted by
Cornelia Lenz, BEd MA

angestrebter akademischer Grad / in partial fulfilment of the requirements for the degree of
Master of Education (MEd)

Wien, 2023 / Vienna, 2023

Studienkennzahl lt. Studienblatt / degree programme code as it appears on the student record sheet:

UA 199 507 525

Studienrichtung lt. Studienblatt / degree programme as it appears on the student record sheet:

Masterstudium Lehramt Sek (AB) Lehrverbund
UF Englisch Lehrverbund
UF Psychologie und Philosophie Lehrverbund

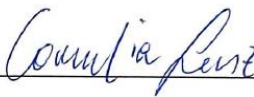
Betreut von / Supervisor:

Univ.-Prof. Dr. Mathilde Eveline Keizer

Declaration of anti-plagiarism

„Hiermit erkläre ich, die vorgelegte Arbeit selbständig verfasst und ausschließlich die angegebenen Quellen und Hilfsmittel benutzt zu haben. Alle wörtlich oder dem Sinn nach aus anderen Werken entnommenen Textpassagen und Gedankengänge sind durch genaue Angabe der Quelle in Form von Anmerkungen bzw. In-Text-Zitationen ausgewiesen. Dies gilt auch für Quellen aus dem Internet, bei denen zusätzlich URL und Zugriffsdatum angeführt sind. Mir ist bekannt, dass jeder Fall von Plagiat zur Nicht-Bewertung der gesamten Lehrveranstaltung führt und der Studienprogrammleitung gemeldet werden muss. Ferner versichere ich, diese Arbeit nicht bereits andernorts zur Beurteilung vorgelegt zu haben.“

Wien, March 2023



Acknowledgements

First of all, I would like to thank my supervisor Prof. Dr. Mathilde Eveline Keizer, who not only supported me for a long period of time, but also created a helpful and understandable environment by providing constructive feedback whenever asked for.

A huge thank you goes to all the participants of this present study that thoughtfully filled out my questionnaire. Without you the Master Thesis would lack valuable research data. Those who forwarded the link of the questionnaire supported me in a way that contributed immensely to recruiting a huge number of respondents.

Furthermore, a special thanks to my parents, siblings and grandma, who always motivated me again and again, no matter regarding what. They have been a great source of help when it comes to my Master Thesis, as they always found uplifting and motivating words, while also providing a sympathetic ear. I am lucky to have your fullest support!

Since it has taken me some time to write the thesis, I want to thank all those who have been with me through the various stages of the writing process. Due to the internship abroad in Malaga, it was difficult to find time and motivation to work on the thesis. However, I was supported by my roommate to deal with it at least a bit. Eventually, my lovely friends deserve an immense thanks as well. They always wanted to hear updates on the writing progress and never stopped believing in me. Especially in the final stages of writing, my fellow student and friend Irina kept my motivation high.

Even though my statistical knowledge from my psychology studies was still very present, my boyfriend provided his help when I got caught up in complicated statistical evaluations. I am sincerely thankful that I could always count on your support and encouragement, even in most stressful times due to my first year of teaching, as well as in times of procrastination.

Table of Contents

List of Appendices

List of Figures

List of Tables

List of Abbreviations

1. Introduction	1
2. Conceptual derivation of Anglicisms	2
2.1. English influences on the German language: A historical overview	3
2.2. Adaptions in language contact: The borrowing process	5
2.2.1. Orthography	6
2.2.2. Phonology.....	7
2.2.3. Morphology	7
2.2.4. Additional borrowing phenomena.....	8
2.3. Loan influences and loaning processes	9
2.4. Anglicisms.....	15
2.5. Final working definition.....	16
3. The application of Anglicisms in the receptor language.....	17
3.1. Reasons for using Anglicisms	18
3.2. Language attitudes and Anglicisms.....	20
3.2.1. Definition: Attitudes.....	20
3.2.2. Attitudes towards the usage of Anglicisms	21
3.3. Anglicisms in the media	24
4. Monolingualism and Bilingualism	25
5. The Study	28
5.1. Previous studies.....	29

5.2. The questionnaire and participants.....	31
5.3. Research design.....	35
6. Results: Data analysis and interpretation	35
6.1. General statistical information about participants.....	36
6.2. English language proficiency	38
6.3. Use of Anglicisms	40
6.4. Motivations and Reasons	41
6.5. Attitudes	45
6.6. Examples of Anglicisms.....	53
6.7. Language proficiency in regard to reasons and attitudes	57
6.8. Social media	59
7. Discussion and Conclusion	61
8. Bibliography.....	64

Appendices

Appendix 1: Abstract (English)

Appendix 2: Abstract (German)

Appendix 3: Questionnaire (German)

Appendix 4: Questionnaire (English)

Appendix 5: Word list of Anglicisms (Responses from questionnaire)

List of Figures

Figure 1 Loaning processes	11
Figure 2 The Common European Framework of Reference for Languages	27
Figure 3 Demonstration of the 5-point Likert Scale with an item of the present study	33
Figure 4 Illustration of the frequency of the word <i>Fake News</i> in the German language	48

List of Tables

Table 1 Distribution of participant's age.....	36
Table 2 Distribution of participant's gender	36
Table 3 Distribution of participant's highest completed education	37
Table 4 Distribution of participant's duration of learning English	38
Table 5 Distribution of self-assessed English skills according to CEFR levels.....	39
Table 6 Distribution of the regularity of English communication and listening.....	40
Table 7 Distribution of respondents' perception of the amount of using Anglicisms	41
Table 8 Distribution of highest completed education in regard to statement 25.....	44
Table 9 Distribution of reasons for using Anglicisms.....	45
Table 10 Findings of the choice between English and German words	47
Table 11 Average age distribution of the seventh, ninth and eleventh statement.....	50
Table 12 Distribution of attitudes towards Anglicisms.....	52
Table 13 Categories of Anglicisms given by the participants.....	55
Table 14 Comparison of the distribution of the three main reasons and the language levels ..	57
Table 15 Comparison of the distribution of the attitudes and the language levels I.....	58
Table 16 Comparison of the distribution of the attitudes and the language levels II.....	59
Table 17 Distribution of social media usage	60

List of Abbreviations

L1	First language
L2	Second language
CEFR	Common European Framework of Reference for Languages
DWDS	Digital dictionary of the German language

In statistical testing

N	total number of units in a sample
n	number of units in a subgroup of the sample
SD	standard deviation
M	mean
r	correlation coefficient

1. Introduction

Cringe – a normal and frequently used English word that does not exist in the same lexical form in the German language. The word *cringe* was, however, selected as the youth word 2021 in Austria by the Langenscheidt dictionary (Langenscheidt 2023). As explained in the dictionary entry *cringe* is predominantly used by young German speakers to express weak disgust or a wince towards situations that they believe are a bit strange or awkward. Besides *cringe*, a variety of other English expressions such as *wild* (2020), *lost* (2020), [to be] *fly* (2016), *fame* (2013) or *YOLO* (=you only live once) (2012) are frequent nominees or even winners of such youth-word awards in Austria or Germany. The reaction of you, as the readers of this thesis might be now: What does this have to do with my personal life, as such overly modern words cannot be found in my world and linguistic range. This is when everyone should think back to one's last conversation and the choice of words. It will quickly become clear that, apart from those modern English words, many more English utterances can be detected in German conversations around us.

Languages have been influencing each other since several centuries and borrowing words from other languages certainly is not new, yet the phenomena of using English words and phrases in German has increased steadily over the past years. While at the commencement of the youth-word contests English words were rarely among the winning terms, a surge of English terms over the years can be observed. Hence, English expressions have long made it into the German language, which is characterized not least by these many new youth words. In fact, making use of English expressions in German speech and written productions seems to be a long known, common and popular practice. This phenomenon can be referred to as Anglicisms. Anglicisms are omnipresent and widespread in Austria and Germany, which is why this topic presents an alluring research scope.

Consequently, the goal of this thesis is to explore the reasons for using Anglicisms and attitudes towards the usage of Anglicisms among German-speaking residents. Furthermore, this thesis aims to dig deeper into correlations between the utilization of Anglicisms and English language proficiency. Not only can this phenomenon be observed in everyday conversations between German speakers, but it is also perceivable in media and other public platforms, such as in social media. Thus, social media provides another interesting research gap. To achieve these objectives, a range of different research findings were collected and compiled in a literature

review. In addition, an empirical study was conducted via an online questionnaire to consult data directly from German speakers. The structure of this thesis is as follows.

The first part (chapter 2 to 4) of this thesis is devoted to relevant literature, in order to establish a common understanding of the concepts and theory in focus. In the second part (chapter 5 to 6) the study is presented and thoroughly analyzed. In chapter 8, the discussion and conclusion is to be found. With all these aims in mind, the thesis addresses the following Research Questions:

1. What are motivations and reasons for using Anglicisms in German everyday language?
2. What attitudes do people have towards the use of Anglicisms in German?
3. What kind of words do participants understand as Anglicisms?
4. In how far does the usage of Anglicisms correlate with the speakers' English language proficiency?
5. Do social media platforms influence the actual usage of Anglicisms in everyday conversations?

Before taking you into the world of language influences and loaning processes, here is some food for thought. Whenever you are about to listen to a German conversation, be it in the bus, between colleagues or between people of your inner circle, remember the following: Is it *cringe* to implement English utterances into German interactions?

2. Conceptual derivation of Anglicisms

In order to build a basis for the case study that is going to be carried out, the concept and background regarding Anglicisms has to be elucidated. Hence, the following chapter provides a historic outline of English-German language contact and demonstrates how takeovers from English may look like. This is followed by a discussion regarding the process of borrowing and how languages get adapted when it comes to language contacts. Since many scholars wrote about loaning influences and processes, it is essential to compile and present them in one of the following sections. The last part of this chapter offers a basic definition, of the umbrella term Anglicism and finally arrives at a working definition, which will be used for this study.

2.1. English influences on the German language: A historical overview

Where people meet and live with each other, language contacts are inevitable. Language contact is everywhere and is regarded rather as a norm than an exception (Thomason and Kaufman (2001: 10). But what is a language contact? The basic definition of language contact is the existence and subsequent usage of two or more languages at the same time and place (Thomason & Kaufmann 2001: 1). According to Thomason & Kaufmann (2001: 10) “We would have a right to be astonished if we found any language whose speakers had successfully avoided contacts with all other languages for periods longer than one or two hundred years” (Thomason & Kaufman 2001: 10). In the following passages, close attention will be paid to the language contact of German and English, specifically the influences of English in German speaking countries. Before digging into the history of language contact, the concept needs clarification. In his glossary of sociolinguistics, Trudgill defines language contact as the following:

A term used to apply to situations where two or more groups of speakers who do not have a native language in common are in social contact with one another or come into such contact. Communication between the groups may be difficult in the short term, and may in the long term lead to the different languages influencing one another, as a result of bilingualism on the part of (some of) the speakers involved. (Trudgill 2022: 74)

Through the encounter of two or more speakers of different languages, the languages themselves inevitably come in contact with each other. Even though fluent conversations might be impossible at that stage, the speakers of each language take over certain features of the other language. Phenomena that result from language contacts may be the growth of borrowing and loaning words, language shifts in the sense that grammatical and phonological patterns change, the increase of bilingualisms or even the emergence of pidgins (Trudgill 2022: 74). A pidgin is a variety of a language that has been derived from a source language and is used as a lingua franca, meaning a certain pidgin is used as the language of communication by two speakers with different first languages (Trudgill 2022: 103).

Language exchange between German and English dates far back and was first observed in the Mid-Middle Ages beginning around the 10th century until the late Middle Ages, which is around the 15th century, when German speakers first used English expressions for matters concerning church or maritime life (Busse 2011: 18). From this time onwards until the start of the 18th century, however, Latin and French were more influential in Germany in comparison to the

English language (Barbe 2004: 26; Busse 2011: 19). This changed within the 18th century, as the lexical impact of English on German became explicitly noticeable for the first time due to British literature and as a consequence of cultural ties between Germany and Great Britain reached its first peak (Busse 2005: 58). In the second half of the 19th century, the influence of English on German accelerated, simultaneously to the industrial revolution (Onysko 2007: 3). Due to the industrial revolution the sectors of commerce and technology were quite prominent at that time, which is why borrowings from these fields, in particular from the textile, steel, maritime and railway industries, were most common (Kovács 2008: 77; Busse 2011: 19). Eventually, due to political circumstances, people started to become quite nationalistic, which halted the spread of English by the start of the first world war – however, this public rejection of English words was soon prohibited, for reasons of propaganda (Russ 1992: 104). Due to the fact that English words were often used for propaganda purposes, the leaders did not consider this rejection as expedient and legitimate and consequently reinforced the usage of English loans (Russ 1992: 104).

Especially from 1945 onwards English borrowings for the German language started to become ubiquitous and the number of borrowed words increased drastically (Russ 1992: 101; Onysko 2007: 3). By then, Anglicisms were also quite fashionable in society (Busse 2011: 20). One reason for the quick spread of English words since then is the influence of mass media, including press and television (Russ 1992: 114). Especially advertising of all sorts was influential in terms of English loans, since cosmetic expressions like *cream*, *cleanser*, *make-up* as well as musical expressions like *pop* and *rock music*, *LP*, *single*, *CD* etc. started to spread around mid of the 20th century (Russ 1992: 114). In addition, typical words from sports that became popular at that time, like *golf*, *tennis* and *soccer*, were integrated into German (Busse 2011: 20).

Towards the end of the 20th century another drastic rise in the usage of Anglicisms could be observed and the English language became influential far outside of Europe. Reason for this increase is mainly the technological, military, economic (Busse 2011: 21), political, industrial and scientific power of the US, as well as its lifestyle and culture (Kovács 2008: 77). Moreover, due to the introduction of English as the first foreign language in schools, English words were even more imported to German, especially by young people (Russ 1992: 114). Especially before the turn of the century with the invention of the Internet, world wide web and e-mails, English dominance became quite noticeable (Busse 2005: 57, Kovács 2008: 77). Lately social media platforms have become the most influential source of integration of English terms and concepts

into the German language and enable social groups, such as youths, to distance themselves from others by utilizing Anglicisms or by code-mixing and code-switching (Busse 2005: 57).

These linguistic developments of the English language, as well as the cultural influences caused by English-speaking countries have led to the point where English is the dominant Lingua Franca worldwide (Otto 2009: 22). English as a lingua franca is used in those cases where English is used as a common medium of interaction between people with varying first languages (Trudgill 2022: 103). Assuming a native Spanish speaker and a native French speaker communicate in English, English can be considered the lingua franca. The reasons that English is often the lingua franca for foreign speakers are because English has had great influence as well as power in politics, economics, media and press, advertising, broadcasting, music, international travel and safety and eventually education (Crystal 2004: 30-37). Language contact is perceived as one of the main reasons for linguistic borrowings, which is dealt with in the next section.

2.2. Adaptions in language contact: The borrowing process

Although German and English have had major influences on each other for a long time, English has always been more dominant in terms of being integrated into other languages, such as into German (Busse 2011: 18). In this sense, German is the receptor language that borrowed vocabulary from a certain source language, which is English in this case. Nouns make up the largest class of borrowed words and far behind that verbs and adjectives follow (Russ 1992: 109-110). Krysin (1991) proposed five stages of what a borrowing process may look like. The first phase is the occurrence of the foreign word in its original grammatical and orthographic form. This is followed by an adaptation to the inherent structure of the receptor language, which is when the actual borrowing process begins. Thirdly, the word is not considered foreign anymore by speakers of the receptor language; however, it still keeps its stylistic and user-typical characteristics, such as its usage in certain contexts and degrees of formality only. Those attributes are lost within the fourth stage of the borrowing process. Lastly, the process is finished when a dictionary entry is dedicated to the certain lexeme, which also implies that this former alien word is now part of the receptor language (Seresová 2020: 44).

Going through this 5-stage process also inevitably causes language adaptions in terms of orthography, phonology, inflection, word formation, syntax and meaning (Carstensen, Busse &

Schmude 1993: 56). Yet, it has also been observed that many loans were accepted per se, meaning there are aspects that were not altered at all over the years (Russ 1992: 107-113).

2.2.1. Orthography

To get an overview of the modifications made and the kinds of elements kept, the most obvious category, namely the orthography, will be explained and illustrated by means of examples. Orthographic changes are the most obvious, as changes can be seen in the word itself and since Anglicisms are mostly disseminated via written instruments, one first and foremost comes across words in their orthographic manner (Seresová 2020: 27). One main orthographic alteration made from English to German is the usage of capital letters within words that are similar in English and German. The German language requires upper cases in all substantives, not only at the beginning of sentences, while English does not; this is why nominal Anglicisms become capitalized. This can be seen in words commonly used in both languages, as for example in Anglicisms such as “City” (Russ 1992: 107), “Hamburger”, “Snowboard” (Seresová 2020: 28), “Laptop” or “Team” (Kovács 2008: 84). A second orthographic change concerns the vowel sounds; however, vowel sounds are kept in the majority of borrowed words, as can be seen in words like *Toast* or *Soul*. A possible vowel change would not only affect the orthography of the language unit, but also its pronunciation. Initial clusters, such as <cl> in club, for example, are adjusted to <kl>, hence Klub; nevertheless, many borrowed words retain the original cluster cl at the beginning of words. A phenomenon that is similar is the transformation from sh to sch, such as in *shock* and “Schock”. This borrowing phenomenon is not common, which is why the majority of words including a sh keep it, as for example in words like “Show”, “Shaker”, “Shorts”, “Sketch” etc. However, in comparison to the former example, this type of modification cannot be regarded as a strict rule of orthographic adaption (Seresová 2020: 29). However in both these cases, the pronunciation is not affected. Another orthographic change, namely that of c into z in German, can be observed more often. This means *cigarette* turns into “Zigarette” and *certificate* becomes “Zertifikat” (Russ 1992: 107). Nonetheless, by changing the letters <c> to <z> as in the examples given above, the pronunciation is affected as well. This is due to the fact that <z> is pronounced differently in German as well as in English than <c>, which is why pronunciation changes. Taken the transcription of the English word cigarette /,sɪgə'ret/, it can be observed that the initial <c> is pronounced as a /sɪ/, which is not the case in the initial German <z>, which is pronounced as /ts/. This is why such loans can also be regarded as part of the phonetic borrowings. Adapted words are hence not pronounced the same

anymore in English and German. Another orthographic adjustment concerns the use of the letter y into final word-positions, such as in *Party*, *Baby*, *Rowdy* etc. Regarding the plural forms of such words, German spelling usually adheres to the English grammar, meaning that the y is turned into an ie; yet, often the English rule is not applied here, leading to such form as *Partys* or *Babys* (Russ 1992: 107). All these processes are orthographic borrowings, i.e. borrowings where the orthographic form is adapted to German belong to this category.

2.2.2. Phonology

Phonetic borrowings are those cases where adaptations are made in regard to the pronunciation of borrowed words. Usually, English words that are used in German are not pronounced correctly by their users and thus, the nearest German equivalent sound is used as a substitute (Russ 1992: 108). Nevertheless, efforts are made by German speakers to reproduce the original and accurate pronunciation; of course, this depends very much on the language skills of the individual speaker and therefore, also on the knowledge that speakers have about the linguistic system of English. Two of the most frequent phonological adjustments to German are the following: First, the hardening of final sounds. This means that sounds like /b, d, g/ in words such as “Club” or “Job” are pronounced with /p, t, k/. Second, the sound /s/ is changed to /ʃ/ in front of /p/ and /t/, as can be seen in words like “Sponsor” and “Sprint” (Seresová 2020: 30). Another common characteristic of phonetic borrowings is the usage of /e:/ or /ɛ:/ or /o:/ instead of the diphthongs /ei/ and /əʊ/ in words like “Trainer”, “Spray”, “Soul”, “Toast” etc. as well as the /tʃ/ instead of /dʒ/ in words like “Job”, “Jeans”, “Jet” etc., since the original English initial sound does not exist in German (Russ 1992: 108-109). Consequently, it must be mentioned that the endeavor of German speakers to improve the pronunciation of borrowed words has grown considerably recently (Seresová 2020: 31).

2.2.3. Morphology

To continue with borrowing phenomena, morphological changes, in particular those concerning grammatical gender, will now be discussed. The German language distinguishes three genders for their nouns. Depending on which gender is determined for which noun, the following definite articles masculine “der”, feminine “die” and neutral “das” or indefinite articles “ein” or “eine” are applied. Considering that English does not differentiate between genders, German assigns their genders to borrowed words. This is done according to a number of principles. First,

the natural gender of the English term is adopted as the grammatical gender, meaning that nouns referring to female persons take the feminine gender, while nouns referring to male persons take the masculine one. Therefore, words like “Cowboy” or “Gentleman” take the masculine “der” and “Queen” or “Lady” take the feminine “die” in German. Second, lexical analogy may impact the allocation of the gender, which means that the already consisting gender for the respective German term is taken for the foreign English word. The following examples to each of the three genders illustrate this: “Computer” is assigned masculine gender since there is a similar German word with the same meaning, namely “der Rechner”, which is grammatically masculine; the German equivalent to “Business” is “das Geschäft” with is a neuter noun, which is why Business is assigned the neuter gender as well; the feminine article “die” is used for “City”, since the German translation “die Stadt” requires the feminine as well. Third, articles of compound words are almost always determined by the last part of the utterance. In some cases compounds have unexpected genders due to semantic relations. However, in general it can be said that compound words that have a borrowed word combined with a German lexeme take the article of the German part (Kovács 2008: 85). “An example is *die Holding (-company, -gesellschaft)*. As *-gesellschaft* in *Holdinggesellschaft* is feminine and *-gesellschaft* is semantically related to *-company*, *Holdingcompany* also takes the feminine gender.” [original emphasis] (Kovács 2008: 85). To sum up, the introduction and usage of Anglicisms in German always entails the assignment of a certain gender, either according to one of the patterns mentioned above or without any transparent rule.

2.2.4. Additional borrowing phenomena

The phenomenon of borrowing is often compared to, or even conflated with, the phenomenon of code-switching. Nonetheless, the two phenomena are not the same, even though there are instances where borrowing and code-switching overlap. While borrowing assumes the “[m]orphological, syntactic, and often, phonological identity” (Poplack 2015: 921) of the receptor language, code-switching is “[i]nternally consistent with the morphological and syntactic (and optionally, phonological) rules of the language” of origin (Onysko 2007: 36). Another difference is that code-switching is mainly used by multilingual speakers, whereas the borrowing process is utilized within the native language by individuals of one speech community (Onysko 2007: 36; Poplack 2015: 921). However, it is not always easy to distinguish between the two phenomena as often asserted in theory, which is why many scholars agree that code-switching and borrowing have be regarded as part of a continuum and not as

two totally separate processes (Clyne 2003: 71; Onysko 2007: 36; Riehl 2014: 24). For this thesis the focus lies on the process of borrowing and code-switching will not receive attention due to the fact that the participants in the survey conducted for this study are primarily monolingual speakers of German.

Furthermore, a very popular and recently also successful adaption of the source language is the phenomenon “Denglish”, which is a blend of Deutsch [=German] and English. This use of language has several definitions, but the most salient, as well as most common one is the following: “The use of English words in German, with an attempt to incorporate them into German grammar.” (Oebel 2011: 143). When verbs are borrowed from the source language, typical German endings, i.e. *-(e)n* for the infinitive form, may be taken over. This means that English words get a German grammatical ending and are thus used in the German language in such a way that they do not correspond to the English original form (Seresová 2020: 29). In the process of taking an English word or expression and integrating it into German, words get adapted in the sense that a prefix or suffix is added, for example. In practice, a word such as *to download* or *to cancel* may take on the past participle form in German according to the German rules by adding a circumfix that eventually results in “gedownloaded” or “gecanceled”. The German infinitive form of *to download* is “downloaden” and of *to cancel* is “canceln”, which at the same time can also be the plural simple present tense form. This kind of adjustment is typical for Denglish, as can be seen in many more words, like *smalltalken*, *brunchen*, *gemanaged* etc., only to mention a few. As a result of the modifications of English words regarding the German conjugation, orthography inevitably changes as well. It is assumed that Denglish has become quite popular recently as it is considered as being trendy and fashionable, but particularly due to the linguistic globalization we currently find each other in (Bernstein 2004: 3).

Eventually, as explained in the previous paragraphs, such borrowing processes can be referred to as loan words and are thus not direct takeovers, which have been rather uncommon throughout the history. What direct takeovers are and how they can be defined, will be explained in the following section.

2.3. Loan influences and loaning processes

In the previous chapter the process of borrowing a word from a certain language was described. As soon as a particular word from the source language gets accepted in the receptor language,

it can be called a loan. Some of those borrowings that are not yet taken over fully by the new language, due to an infrequent usage or lack of social acceptance, are called nonce loans (Onysko 2007: 37). They are neither widespread nor recurrent in the receptor language. However, Poplacks' so-called Nonce Borrowing Hypothesis suggests the following:

Speakers [...] may also *borrow* spontaneously, and these spontaneous borrowings assume the morphological and syntactic, and optionally, phonological, identity of the recipient language *prior to* and *independently of* achieving social characteristics and established loanwords [...]. [original emphasis] (Poplack 2015: 922)

In short, this means that an English word is transferred into the receptor language and adapted accordingly, so it fits the structure and form of the new language, as well as the rules of syntax. Interestingly, at the time of usage by the speaker the nonce loan has been unattested and only used by him or her alone or just a few other language users before (Poplack 2015: 922).

When talking about loaning a word from a source language, two categories have been dominant: foreign words and loan words (Russ 1992: 102). While words from the former category get only slightly or not assimilated at all, the latter do adjust to the receptor language. Due to the fact that loan words are not recognizable as English words anymore, only historical evidence and etymology can prove their origin and development, while foreign words keep certain elements that are representative of English. Such elements can concern pronunciation – a /dʒ/ does, for example, not occur in standard German; spelling – some combinations of letters do not exist in original German utterances, e.g. /sh/; or inflection – that means many English loans have a -s ending as a plural, whereas this is not a productive plural ending in German (e.g. Party, Parties). Yet, to integrate loan words in the receptor language, the alterations as mentioned in chapter 2.2. are necessary, which is why these three indicators are not reliable anymore. As stated before, one modification deals with English sounds that do not exist in German, so they are replaced with approximate sounds (e.g. /tʃ/ for /dʒ/ or /ɛ/ for /æ/). In addition, spelling is adapted to comply to the German rules, which is demonstrated by Russ with the word *Clown* that became “Klown”. Regarding inflectional changes, some English loans do not keep the plural -s, but simply omit the final s, such as in *gangster*. The English word *gangster* needs a final s in the plural form *gangsters*. This, however, is not the same in German, as the plural of “Gangster” in German does not require a final -s and is consequently pluralized as “die Gangster” (=the gangsters) (Russ 1992: 102). As an addition to the foreign and loan word separation, one can also speak of technical loan words. These are also English vocabulary used in a receptor language, but are only known by those interested or knowledgeable in the specific field (Russ 1992: 104).

Carstensen (2017: 89) makes this distinction as well, only he refers to foreign words as direct loans and loan words are indirect loans. The former, which are also referred to as evident influences, are rather straightforward since a word is simply taking over from a source language to a receptor language with minimal or no changes. Regarding the changes made, pronunciation mostly gets adapted to the phonological system of the new language and the spelling and declension are altered in accordance with the receptor language. Thus, the word and its meaning are directly integrated into German. Indirect borrowings (=latent influences) are more complex and not that obvious to German speakers as being Anglicisms, as already mentioned in the introduction of this chapter. Finally, foreign words are direct loans that are merely pronounced a bit differently than in the original language or may be integrated to some extent into the German grammar, regarding gender-specific articles or declension (Barbe 2004: 28).

Betz (1959: 128), who was one of the first to define and categorize loaning processes, also differentiates between direct loan influences and indirect loan influences. He considers direct loan influences as direct loan words and subsumes foreign words and assimilated loanwords under this. The difference between foreign words and assimilated words is that the former keep the English pronunciation, while the latter are phonetically assimilated (Betz 1959: 136). On the right side of the diagram in Figure 1 below, Betz mentions all the different kinds of indirect loan influences. As a superordinate term we have the loan coinage, which represents the meaning of indirect loan influences. Ranked below we find the loan formation and loan meaning, while loan formation has another two sub-categories, namely loan translation and loan creation. Similar to the loan translation is the loan rendition, which is therefore connected to it. All these processes derive from borrowing situations (Betz 1959: 137). In order to clarify what Betz meant with the categories shown in Figure 1, they will be briefly described in the following paragraph.

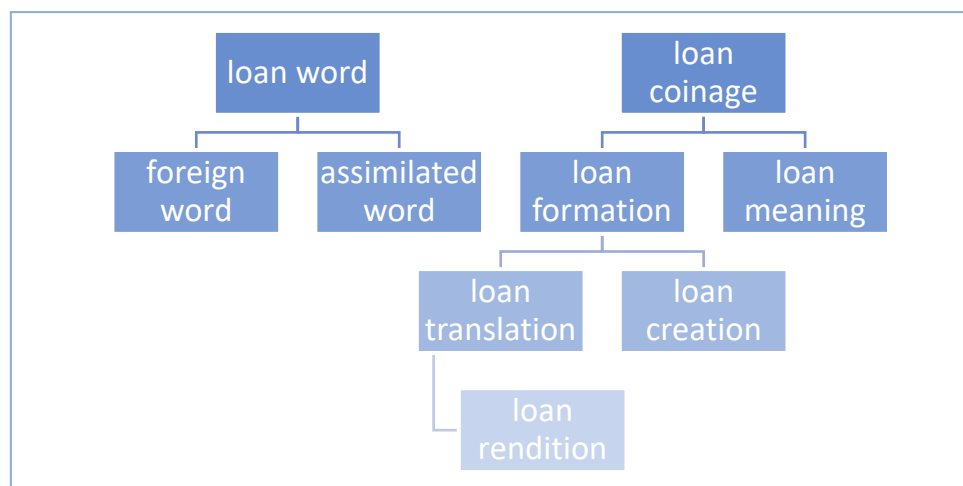


Figure 1 Loaning processes (Betz 1959: 137)

All these processes are coined by a model, i.e. an English word or meaning from the source language. On the basis of that, the loan finds its way into the new, receptor language. This is why the superordinate term is called loan coinage. First, the loan meaning represents the process of giving an existing German word that has one or more meanings already a new meaning based on an English word (Russ 1992: 106). The process of loaning a new meaning can also be called semantic borrowing, loan substitution or secret Anglicism (Barbe 2004: 28). An example for this process could be *to fire*, which means *to shoot at* in German as well as in English, but English extended its meaning to *to dismiss from a job*, which was consequently taken over by German as well. The same process can be discerned with many other lexemes (e.g. *to control*, *to check*, *to book* etc.), which is why another example to illustrate the process once more is provided. The German word “realisieren” (=to realize) long only meant making something possible. Since the English word *to realize* at the same time also means *to become aware of*, the German speaking community adopted a second usage, based on its English sense (Russ 1992: 106).

Secondly, on the same level as the loan meaning, the process of loan formation can be found. One category of loan formation is the loan creation, which can be described as the interpretation of the meaning of a word by an approximate, but never literal translation. Examples for such a loan creation are “Klimaanlage” for *air-conditioning* or “Holzkohlengrill” for *barbecue*. Some scholars (Viereck 1986: 118; Carstensen 1983: 22; Kirkness 1984: 22-23), however, argue that loan creation may not be an instance of loan influence, since most elements of the word originate from the receptor language (Russ 1992: 105).

After having described most processes, the next category, loan translations, are explained. They consist of direct translations from the English word into German (Russ 1992: 105; Barbe 2004: 28), such as in “Gehirnwäsche” from *brain washing*, “brandneu” from *brand new* (Russ 1992: 105) or “Seifenoper” from *soap opera*. Instances of this type of loaning are often not recognized by users as loans (Barbe 2004: 28).

Similar to this is the last category, namely loan rendition, which is not the direct rendering of the English word, but represent partial takeovers, such as in “Wolkenkratzer” (lit.: “clouds scraper”) from *sky-scraper*.

The origins of all these indirect loan influences are difficult to determine and often lead to speculation (Onysko 2007: 14). Carstensen (2017: 95) states his doubts regarding the origins of words, since he questions the fact in which language those words first appeared and where the

loaning process initially started. In addition, different scholars (Stiven 1936; Viereck 1982) have different opinions about this too, which shows the unavoidable problems that occur in the course of finding origins of words. Yet, one possibility to dig deeper into the origins of words could be language specific dictionaries and the first entries of certain words in them (Carstensen 2017: 95). Another possibility to trace the root of words are etymological dictionaries – there are several etymological dictionaries, even online ones, such as the “Online Etymology Dictionary” (Harper 2021-2022). Interestingly some dictionaries, such as the *Oxford English Dictionary* (Oxford Learner’s dictionaries 2022), offer details about a word and its origin as well.

Busse (2005: 63) categorizes his concept of Anglicisms into “[...] items that were borrowed wholesale, ones which after borrowing have entered into German word-formation processes, and finally those which, by applying formal criteria such as spelling and/or pronunciation, cannot without background knowledge be identified as English in origin”. For the first category the author gives examples like *babysitter* or *last (but) not least* – both of which are used in the same lexical form in English and in German. Second, “Erste Dame” for *first lady*, “Stehende Ovationen” for *standing ovations* or “in einem Boot sitzen” for *to be in the same boat* are some of the examples he gives for words or expressions that are formed in the receptor language. The utterances mentioned are, according to Busse (2005: 63), as stated above, those which were formed after being introduced into the German language. Another phenomenon that he classifies as part of this category is the combination of English and German within one word/meaning, such as in “Managerkrankheit” (lit.: “manager disease”) for *executive burnout* – which does not exist as this specific lexeme in English, but merely in German. *Manager* originates in English, while “Krankheit” is the German word for *disease*. Onysko (2007: 55-56) calls these hybrid Anglicisms and offers examples like “Wunderkids” (lit.: “miracle kids”), “Zukunftstrips” (lit.: “future trip”), “Hobbymusiker” (lit.: “hobby musician”) or “herumsurfen” (lit.: “to surf around”). Furthermore, there are the so-called pseudo-Anglicisms, which Russ (1992: 106) already described as words that seem English when considering their morphology, but which do not exist in the English language with the same meaning. A very recent example given by Busse (2005: 64) is the word “Handy”, which is used in German to refer to a *mobile phone*, while English speakers use it as an adjective to describe something useful. Additional examples of pseudo-loans can be “Mobbing” (i.e. *bullying/harassment*), “Bordcase” (i.e. *carry-on luggage*) or “Long-Drink” (i.e. *mixed drink*) (Barbe 2004: 28).

Seresová (2020) works with the definition of Anglicisms as words and phrases that contain morphological elements from English or whose structure or meaning derives from English

examples. Regarding the integration into the receptor language, she distinguishes between conventionalized Anglicisms, Anglicisms that are currently in the process of being conventionalized and so-called proper names. Conventionalized Anglicisms are, according to Seresová (2020: 27) words that have been integrated in the German language to a great extent and are therefore not considered to be foreign words anymore by the majority of Germans. Such conventionalized Anglicisms are “Computer”, “Manager”, “Jean” etc. The second category subsumes words that are currently going through the process of conventionalization – those are still considered foreign, i.e. of English origin, by German speakers. Such words, like “Gay”, “Underdog” etc. will then either get integrated and turn into conventionalized words or they will vanish again. The last category of words, namely the that of proper names, is predominantly used when referring to an English-speaking country and using words such as “Highschool”, “Highway”, “Army” etc. in relation to those countries (Seresová 2020: 27). Seresová’s classification differs from those of other researchers, since she provides categories and examples accordingly, that best represent the present-day use of Anglicisms. Due to the recency of her work, the concept is up to date. Especially modern Anglicisms and English words that are in fashion for just a period of time or without a long history are often not represented in literature. Anglicisms are becoming more and more, and as a result, new English words are entering the language every year and, as Seresová claims, it is not clear whether they even stay in the receptor language (Seresová 2020: 27). Due to this situation, literature about this kind of language transfer is rarely to be found. Seresová’s categorization, particularly the second category represents such modern youth words. Although they are used regularly by a specific group of people, they are not yet part of the German language and depending on how frequent and consistent their usage remains, it will be evaluated what happens to such words (Seresová 2020: 27).

In sum, it is safe to say that definitions and loaning processes are conceived differently from scholar to scholar. Some researchers do include indirect loaning processes in their definitions of Anglicisms, others dismiss these from their working definitions. In order to arrive at a definition of Anglicisms appropriate for this purpose, it was essential to exemplify the contrasting views and the interpretation of the same concept in regard to different researchers. This has led me to the working definition which will be introduced in the following sections.

2.4. Anglicisms

One basic definition of Anglicisms published by the *Oxford dictionary* is “an expression from English used in another language” (Oxford Learner’s dictionaries 2022). Here the term Anglicism is described as a circumstance, quality or characteristic that is peculiar to England and got integrated in another country and its language. Examples for such an introduction of typical English applications could be cricket or the afternoon tea as well as typical phrases merely used in England. In these definitions, the focus is primarily on England, because particularly after the late 18th century, British English was the most dominant among the English varieties. Therefore, concepts such as the *Briticism* were established. As a reaction to that, *Americanism* and other typical English derivations from other English-speaking countries into receptor languages were introduced (e.g. *Australianism*, *Canadianism*, *Indianism*, *Irishism*, *New Zealandism*). These days and particularly for this research paper, it is essential to point out that Anglicisms encompass all elements from English-speaking countries (McArthur, Lam-McArthur & Fontaine 2018). Those ambiguous and varying dictionary entries describing Anglicisms already show that the term covers any case of transmission from the English language and its cultures into another language. Thus, on the one hand, Anglicisms can be of orthographic, lexical, semantic, morphological or even syntactic origin, while on the other hand peculiar activities from source languages can also be referred to Anglicisms in the widest sense. This study merely focuses on the former definition of Anglicism, which is further differentiated again.

Due to the rapid dissemination and circulation of Anglicisms in German, more and more scholars recorded the relationship between two languages, which eventually resulted in a dictionary of Anglicisms. This dictionary documents the influence English has on German vocabulary and lists about 100.000 examples of Anglicisms for a period of about 40 years, beginning in 1945 (Hilgendorf 2007: 142). About half a century later in 1993, Görlach (2001: xv) started a dictionary of European Anglicisms. In order to be able to produce such an extensive dictionary, it was necessary to survey the situation of Anglicisms in many European countries. This is why sixteen selected languages from Europe were examined, one of which is German. Consequently, all Anglicisms found in the dictionary are also represented in the German language to some extent.

2.5. Final working definition

These basic descriptions together with the profound study of literature regarding loan words have shown the many different meanings and applications of this concept. However, this has led to the final working definition for this thesis, which is a merger of various different theories and concepts which will be introduced in the subsequent paragraphs. In addition, it will also be briefly clarified which concepts are excluded from the analysis and what especially needs to be considered.

Although all the loan influences mentioned beforehand are part of the broader concept of Anglicisms, only the left part of Figure 1 (see page 11) is crucial for the working definition used in this thesis. This encompasses the direct loan influences, namely foreign words and assimilated loanwords (Betz 1959: 128). The indirect loan influences are dismissed due to the fact that German speakers would most likely not classify words shaped by those processes as English words or expressions. Given that German speakers will be investigated in the course of this project, those are omitted. Consequently, in regard to Betz's classification, foreign and assimilated words are part of the definition that will be worked with in the thesis. This goes hand in hand with Carstensens (2017) concept of direct loans.

Busse (2005: 63-64) differentiates between the three categories and while all of them are plausible for a wider definition of Anglicisms, only the first category, meaning wholesome English words are essential for this paper. Even though the second type can be classified as borrowings as well, they will most probably be regarded as German words by participants of the study and are thus not helpful for the subsequent analysis. Interestingly, words from the second category, like *standing ovations*, would not be used as a direct translation by German speakers, and if, it is very obvious their origin is English. One aspect that stood out in Busse's (2005) definition is that he always talks about phrases or longer expressions as well, not merely about single words, especially when he gives examples, which might also be the case in utterances participants think about. Ultimately, attention must be paid to the third category, namely pseudo-loans, as the word "Handy" clearly demonstrated in section 2.3. It is likely to happen that participants of the survey consider pseudo-loans, as English words, since German speakers with poorer English skills may not be aware of these false friends. While pseudo-loans must be omitted as part of Anglicisms, Onysko's (2007) concept of hybrid Anglicisms can be counted as part of my definition.

In regard to Seresová's (2020: 27) discussion of Anglicisms and loaning processes, the second category, namely words currently being situated in the conventionalizing process, will have to be included in the definition of Anglicisms used for this study. The reason for this is that Seresová focuses on recent developments, since words of this category are becoming ubiquitous among youth. Although Seresová (2020) does not mention what the process would look like in case a word actually gets conventionalized and what factors contribute to its conventionalization, it covers a significant part of the working definition.

Eventually, nonce loans have to be addressed here briefly as well, since they are expected to appear as examples given by the participants. Although they are excluded from the final analysis, it might be helpful to know their origin and how to categorize them accordingly.

As already mentioned earlier, Denglish is a widespread phenomenon among German speakers. Some scholars, such as Oebel (2011: 143) do not differentiate between Anglicisms and Denglish, as he asserts that a clear cut between both is difficult. However, in this thesis the two processes have been kept apart, and the whole phenomenon of Denglish has been left out, since including this would go beyond the scope of this thesis.

In conclusion, it can be said that the major focus and the main subject that is dealt with in the questionnaire and the subsequent analysis are non-adapted or mostly non-adapted words and phrases. This implies utterances which still maintain their English form or exist in the same lexical form in English without or with only minor formal semantic integration. Hence, lexical borrowings or so-called pure Anglicisms, regardless of whether they are conventionalized in the German language or modern and new, are the focus of this study.

3. The application of Anglicisms in the receptor language

This chapter deals with reasons for implementing Anglicisms in the German language on the one hand, and discusses the topic of language attitudes on the other hand. It briefly shows what the concept of attitudes encompasses and then moves on to the actual attitudes people hold towards the usage of Anglicisms. Finally, Anglicisms and their role on media platforms are discussed, which eventually highlights a research gap.

3.1. Reasons for using Anglicisms

When examining the field of language contact and linguistics, there are two main hypotheses that represent the reasons for borrowing utterances from other languages. The so-called Deficit Hypothesis implies that the usage of Anglicisms, more generally of borrowed words, is due to a linguistic gap in the recipient language. The aim is to fill these gaps with new words and expressions and consequently, such words remain in the target language (Kachru 1994: 139). The Dominance Hypothesis, on the other hand, assumes that the contact of two language is rarely mutually equal and that one of the two languages in contact is more dominant and the other one more subordinate. Therefore, words are not introduced into a receptor language because of the lack of appropriate words, but rather because words of the donor language have more prestige (Higa 1979: 378).

Especially in former times, the main reason for borrowing words was to import the actual concept or object into the new language, since it did not exist there before. Residents of the receptor language then simply used the original English terminology in order to refer to the new element in their native language, as with words like *Milkshake*, *Marketing*, *Laser*, *Song*, *Fan* etc. (Russ 1992: 101). Onysko (2004: 62) calls this procedure semantic motivation or denotative motivation and claims that it is particularly prominent in computer science and business, but also mentions more regular examples like *Rollerblades*, *Coffee-Shop*, *E-Mail*. Only with the invention or first introduction of all these products and expressions in the German speaking world, words for it were needed, which is why they were accompanied by their English vocabulary.

Moreover, people use foreign words to create surroundings in a British/American manner, which can be achieved by using words like *Pub*, *First Lady*, *Queen*, *College*, *Playboy* etc. These words on the one hand remind us of one specific setting that is characterized by Great Britain or America, but on the other hand specifically refer to something that cannot be described or expressed with the exact same meaning if translated (Kovács 2008: 78).

What is and has been another motivation for using English loan words is to present and show off one's English skills and consequently one's knowledge in a certain area. Using foreign words is in many branches of life more valued than expressing oneself in one's native language, such as in the fashion sector when naming *clothing supplies Accessories* instead of using the German equivalent (Russ 1992: 102). Also, in the realms of politics or academics, especially people holding speeches, are expected to use English loans when talking about economics or

political issues, since this makes them appear more educated. Due to the fact that only some speakers use English loans, this practice can be regarded as a characteristic of members of a certain group (Russ 1992: 103). Busse (2005: 57) adds the importance of the technical sector since the usage of English words has long been popular there. This tendency can also be observed in journalism, where German terms are often replaced by English expressions as a means of variation (e.g. *Action, Killer, Team, Coach, Trainer* instead of their respective German equivalents). Besides factors of necessity due to the lack of appropriate terminology, this has to do with stylistic reasons (Onysko 2004: 62).

The reasons for the use of Anglicisms can also be of functional origin, as Kovács (2008: 78) convincingly illustrates in her article. Anglicisms are often implemented in conversations to express a playful or comic situation better or to vary one's expressions, as for example *Hi, Baby, Fan, Boss, Team, Ticket* etc. instead of their respective German equivalents. Similar to this is the usage of English terminology due to its emotive effect; because English has an educated and hip image, many people want to make use of it. Words like *new, fit, stylish, cool, trendy* etc. make one appear more modern and are also regularly mentioned in fashionable sectors like modern sports, fashion and leisure activities (Onysko 2004: 62).

Especially nowadays, different social groups, particularly youth make use of English words in their everyday language to distance themselves from others. Certain foreign words and expressions are not understood by other people, especially older generations, which is why they can successfully separate themselves and form a group dynamic (Busse 2005: 57). Not only the fact that they are not understood by non-group members, but also the language code within a certain group itself establishes a group identity. Such groups can be of all sorts and sizes – the one example given by Onysko (2004: 62) is the language of snowboarders, as they use expressions like *Nose Grab, Powder, Racer, Kicker, Freerider* etc. to communicate with each other about their passion (Onysko 2004: 62). Generally speaking, conversations in informal registers are much more prone to implementing foreign words and expressions than formal situations (Busse 2005: 57).

Another basic, but not unimportant reason for using Anglicisms is their brevity (Kovács 2008: 78). German equivalents do exist, yet the English word for it is shorter, as it is morphologically simpler than German (Onysko 2004: 62). Therefore, it is more convenient to use *Boom* for an economic upswing, *Budget* for planning costs in one's household, *Campus* for university building (Kovács 2008: 78), *Date* for meeting someone in a romantic sense, *Revival* for reviving or refreshing something again or *Basics* for a basic knowledge etc. All German equivalents are

more complex than the English borrowings, which is why brevity is a common motivation for using Anglicisms (Onysko 2004: 62-63). This goes hand in hand with another practical factor, namely that some English words have the quality to express a specific meaning better than German words can, which is a reason for some German speakers to actually implement them in their communication, such as the word *Job* that has a limited, specific meaning that refers to a part-time, temporary work (Kovács 2008: 78).

Finally, another very relevant but often inconspicuous reason is the euphemistic motivation. German swear words usually hold stronger and more negative connotations than English equivalents and are hence discerned as more derogatory. Due to this conceivably softening effect, German artists in hip hop or German rap scenes, as well as society in general make use of English swear words and insults (Onysko 2004: 62).

3.2. Language attitudes and Anglicisms

Scholars hold different views regarding the role of Anglicisms in Germany. While some believe that incorporating English words endangers the German language and its national identity (Weinrich 1984; Moser 1985), others consider it as an inevitable and natural phenomenon that also takes place in other languages as well as a kind of linguistic creativity (Carstensen 1983; Görlach 1994). However, studies so far have mainly focused on Germany as their research area, and little has been done in Austria regarding language attitudes. Especially due to the history of pessimistic attitudes towards Anglicisms, many negative opinions still circulate and are thus represented in literature. Nonetheless, it is also the case that many negative attitudes are written about, whereas positive opinions are often neglected, even though they may even prevail nowadays (Hilgendorf 2007: 140).

3.2.1. Definition: Attitudes

We all have an opinion or attitude towards a situation or an object. This attitude can be positive or negative. Attitudes are strongly rooted in social psychology and are very versatile and complex in their definitions (Garrett 2010: 19). This is why different scholars tried to define attitudes, as for example Thurstone (1931), who focused on the emotional reactions that attitudes represent. When evaluating an attitude, “[...] the degree of affect for or against the social objects” is measured. This is legitimate independent of the category measured – it is about likes and dislikes, be it objective or subjective (Thurstone 1931: 252). Allport (1935)

goes beyond the mere idea of affects and adds an additional aspect to it, namely the behavior. He claims that an attitude provokes a behavior towards all situations or objects with which it is related. This initiated behavior can be negative or affirmative, unfavorable or favorable (Allport 1935: 810). Regarding the study of attitudes, he asserts that attitudes are never directly observable and that they need to be accepted as part of the human nature in order to satisfactorily access and measure them (Allport 1935: 839). Also, towards languages, dialects or certain aspects of a language people always form an individual attitude. This can include an attitude towards a language itself, a certain feature of a language, the actual language usage or the people who use this language. Although some of these categories are not per se language attitudes, such as those towards speakers of a language, they are often regarded as such (Cooper & Fishman 1974: 6). In terms of this paper, we speak of language attitudes as an attitude towards English itself; however, not towards English as a whole language, but rather towards English as part of German everyday language as well as the English influence on the German language. There is debate about how to successfully measure attitudes. Burns, Matthews and Nolan-Conroy (2001: 186) propose three ways of doing this: content analysis, direct measurement and indirect measurements. The direct method is relevant for this study, as it examines attitudes through a questionnaire with either open or closed question formats. Although the authors suggest employing the open format, since participants are not as restricted with their answers as with closed formats and can thus provide more detailed answers, it is also proven that closed questions lead to informative results (Burns, Matthews & Nolan-Conroy 2001: 187). In terms of methodology, a closed questionnaire format was chosen for the present research, which is described in detail in chapter 5.2.

3.2.2. Attitudes towards the usage of Anglicisms

Due to the large influx of English words into the German language, varying trends have become visible. On the one hand, the introduction of new, foreign words has been regarded as a source of lexical enrichment, while on the other hand people have considered them as a threat to conventional language values. However, language influences are inevitable, unless language contact is stopped at all, which would imply social and economic distance to other languages and cultures (Crystal 2004: 41).

As Russ (1992: 103) clearly points out, attitudes towards English loans varied over the centuries and depending on the century attitudes towards implementing English words were more or less positive. As, for example, in 1871 when the united German Empire was established, residents

were quite nationalistic, which resulted in a rejection of Anglicisms. Attempts to replace foreign words with new German ones were made, which resulted in producing so-called “Germanicizing dictionaries”. These processes resulted in a linguistic purism, which commenced in the 17th century within language societies already (Hilgendorf 2007: 142) and was still noticeable in the 20th century (Russ 1992: 104). Even Goethe, the German poet and scientist, often expressed his thoughts on languages and language contacts and took a view on purism as well: “I curse all negative purism that tells me not to use a word from another language that either expresses something that my own language cannot or does that in a more delicate manner.” (Inspiring Quotes 2022). This already gives an idea of what purism conceptualizes, but George Thomas provides the following, more exact definition of it:

Purism is the manifestation of a desire on the part of a speech community (or some section of it) to preserve a language from, or rid it of, putative foreign elements or other elements held to be undesirable (including those originating in dialects, sociolects and styles of the same language). It may be directed at all linguistic levels but primarily the lexicon. (Thomas 1991: 12)

Purists therefore hold an anti-borrowing attitude and firmly believe that their own language will change in character once words are borrowed from foreign languages (Crystal 2004: 41). Thus, the linguistic purism has laid the foundation for this negative attitude towards foreign words in German, which has lasted until the end of the 19th century and the beginning of the 20th, when it was still refused to implement any form of English loan into the German language.

First and foremost, direct lexical Anglicisms, meaning direct loans, were dismissed. This changed when Hitler forbade this rejection of English loans, mostly because he himself borrowed words for propaganda purposes. This resulted in more moderate views towards English loans after 1945 (Russ 1992: 104) and Anglicisms were therefore more disseminated again. However, throughout the years many different organizations were formed, with the aim of preserving and honoring the German language. One such group is the so-called “Verein deutsche Sprache”, a German language association that takes a stance for the preservation of German as the language of culture, business and science and wants to prevent German from being neglected. On their eponymous website, an index for Anglicisms can be found that claims to match an Anglicism with a German equivalent as early as possible and independent of its occurrence or frequency. The index aims to provide an aid for all those who do not understand German texts with English expressions or who reject them and also for those who want to avoid Anglicisms in their own texts (Verein deutsche Sprache). This clearly suggests some form of language nationalism, which Stukenbrock (2011: 4-5) defines as a nationalist conception of a

language in order to symbolize national identity and by which certain (national) meanings are continuously constituted. This shows that such groups within Germany, that want to emphasize the worth of the German language, bemoan the impact of English on German and hold negative attitudes towards Anglicisms.

Interestingly, attitudes towards arrivals of new words from foreign languages depend on the culture and, as Görlach (2001) suggests in his surveys, they even vary within cultures. Still, there seems to be a persistence of negative attitudes towards Anglicisms in Germany, for example, which is why Hoberg (2002: 172-173) conducted research and examined reasons for this. He documented four main arguments: First, participants claimed that Anglicisms, especially very recent and thus even more objectionable ones, are superfluous. Second, it is stated that the usage of foreign words in communication decreases the degree to which people can understand each other. Third, speakers actually using Anglicisms in their speech are perceived as braggers, who just want to show off with their linguistic skills. Fourth, participants believed that Germans are not proud enough of their own language and country, which is even intensified through the usage of Anglicisms.

The prevailing negativity towards Anglicisms in the German language can, however, also be the result of other factors than linguistic ones, according to Spitzmüller (2002: 247). He states that besides the obvious reasons for the negative attitudes, some of which were already mentioned above, nationality, otherness and identity play a major role in it as well. Through the implementation of foreign words in one's mother language, mentalities, values and attitudes of residents may be questioned or jeopardized, which results in uncertain feelings among humans.

English is the most studied foreign language in primary and secondary education, far ahead of other foreign languages. In the schoolyear 2004/05 approximately 77.7% of all German students learned English and only 17.7% studied French as L2. Furthermore, in higher education English has already become the instrument of instruction (Hilgendorf 2007: 135) – which again increased dramatically from 2004 until now. Due to the fact that English is the first foreign language in German, as well as in Austrian schools, particularly young people are very open to the implementation of English words into their speaking habits (Russ 1992: 114). The majority of youth perceive the transformation of the German language as a positive, modern and natural development. Their positive attitude is based on factors of versatility and liveliness of the language, it makes the language more international and blended in on contemporary trends. The dissemination of English in German everyday language use also makes the communication as well as understanding in foreign countries easier, which contributes to a positive attitude

especially among young people (Seresová 2020: 58). Through the advent of mass media, there has been a rise in the number of Anglicisms, which coins the language of different social groups and makes the usage of foreign words popular (Seresová 2020: 60). However, the constant exposure with English words in media can also result in an exclusion from discourse in certain domains, since many people simply do not have the language skills to understand every foreign word or expression used. This can consequently result in an unfounded objection to linguistic and/or cultural globalization (Busse 2005: 57). Thus, it can be seen that media has indeed a major impact on Anglicisms, which was intensified with the start of social media platforms. This will be discussed in the following chapter.

Crystal (2004: 44) is an advocate of developing “[...] creative strategies to foster their integration, in literature, school, and society at large” rather than attacking Anglicisms. This would lead to a tendency towards an acceptance of the imported words, rather than a constant negativity and consequently avoidance of those.

3.3. Anglicisms in the media

The media are and have been the main input source for encountering English terminology. Television, movies, music or the Internet in general have long been a major source for youth and young adults to come across the language (Hilgendorf 2007: 135). Then, over the years, social media platforms like Facebook, Twitter, LinkedIn, MySpace and recently Instagram, Snapchat and TikTok emerged. All these websites/apps have in common that they are online social networking platforms that are popular for their photo- and video-sharing services; meaning registered users are able to take and share pictures, videos, messages etc. publicly or privately with other registered users. Some of the mentioned media sites are older and not that well-known anymore, while others are still regularly used or have just become popular. These platforms have and had a major influence on languages and the way people communicate. Social media alters and influences language usage and how certain vocabulary are utilized, especially in regard to English words (Wilson 2014). Various studies have proven that English is omnipresent in the online world. Coats (2019: 255) investigated Anglicisms, with special focus on “[...] new, non-standard, and rare verbal” Anglicisms, on the social media platform Twitter. German written Tweets by users from Germany, Switzerland and Austria were taken and the occurrence of English terminology within these tweets was examined via a corpus analysis (Coats 2019: 264-265). The findings reveal that new verbal Anglicisms are to be found in many situations and that the Anglicisms used were in several cases indeed necessary, due to the lack of

appropriate German terminology (Coats 2019: 278). Furthermore, Luján García (2017: 280) conducted research in the fields of fashion, beauty and leisure in a Spanish internet forum and how present English borrowings there are. The results demonstrate that especially the use of pure Anglicisms increases, while adapted Anglicisms or even pseudo-Anglicisms are not that widespread (Luján García 2017: 282). However, the author claims that the sectors fashion, beauty and leisure are in general a bit more popular for English borrowings than other domains (Luján García 2017: 291).

On the other hand, the emergence of social media platforms also brought the arrival of new Anglicisms with it. As a result of those Anglicisms, neologisms emerge and help to fill lexical gaps. Such words may be *blog* or *blogger*, *chat*, *google*, and many more (Marx & Weidacher 2014: 97). The same process occurred within online chats, which resulted in new words like *Gif*, *Emoji*, *Vlog*. *Gif* is an acronym and stands for Graphics Interchange Format, which means an animated picture that can be sent or used in posts in practice. An *emoji* can also be used in chats and posts, and simply features a smiley with a certain emotion on its face. Lastly, a *vlog* can be compared to a usual blog with the difference that the information is not written, but spoken on a videotape. Those expressions are almost inevitable when talking about social media platforms and users, especially young people with an account on a popular platform are aware of their meaning (Marx & Weidacher 2014: 94).

To sum up, paying attention in one's daily use of social media, one will quickly notice that the platforms are flooded with English terms, expressions or English abbreviations. Nevertheless, there are comparatively few studies on Anglicisms in social media. In addition, barely any researchers have focused on how English language on platforms influences consumers' application of Anglicisms in everyday language. Due to the fact that little attention has been paid to the analysis of Anglicisms in social media and their impact on people's usage in communication so far this study will focus on it by dedicating a little part of the survey to the participant's personal social media usage.

4. Monolingualism and Bilingualism

So far, the most important theories and terms relevant for this thesis have been presented and discussed. Before introducing the methodology and carrying on with the study, two more important concepts need clarification in order to ensure preciseness throughout the research project. The survey conducted for this study aims at monolingual speakers of German, which

means, bilinguals are excluded from the evaluation. As a matter of fact, bilingualism, just like Anglicisms, is a result of language contact, and since cultures, nations and people have been in more and more contact, bilingualism has become widespread (Mahootian 2019: 2). This is also why over half of the world's population is considered to be bilingual or even multilingual (Altarriba & Heredia 2018: 4). Generally speaking, many sociolinguists use the concept of bilingualism to refer to all forms of multilingualism, no matter whether the person is trilingual, quadrilingual etc. (Trudgill 2022: 15). Having gained some insight into bilingualism now, it has to be elucidated how it can be defined and what definition is used for this research paper.

The common knowledge people have about bilingualism is the ability to speak two or more languages, and on the contrary, monolingual people are able to speak their mother tongue only. This is also what can be found in the Oxford Dictionary, namely that a bilingual is “a person who can speak two languages equally well” (Oxford Learner's dictionaries 2022). What is interesting in this description is the last part, more precisely that speakers need to have the same skills in both languages to be bilingual. It is clear that a monolingual situation is the one, in which only one language is involved, i.e. a person only being able to speak one's mother tongue is referred to as monolingual (Trudgill 2022: 89). However, in regard to bilingualism, different scholars hold different opinions about the exact definition, as Trudgill (2022: 15, 89) mentions in his sociolinguistics glossary as well. While some writers point out that people need to master the additional language on a native-like level in order to be counted as bilingual, others assign a bilingual status to all those speakers who have a reasonable command of skills in the supplementary language (Trudgill 2022: 15). Common definitions mirror the Oxford Dictionary definition and state that bilingualism includes the native-like mastery of the second language (=L2) in addition to the maternal variety (Bloomfield 1933: 56), the alternating use of two languages (Weinreich 1953: 1) or simply the usage of more languages or even dialects in one's daily life (Grosjean 2010: 4). Even though those definitions are relatively vague, due to the room for interpretation what exactly native-like etc. is, it already provides a basis of the concept. Later definitions, like the one Grosjean gives, tend to be more open in terms of who is regarded as bi- or monolingual. Taking the example of a person living abroad for some time and speaking a foreign language there (maybe with a limited degree of competence) and still speaking one's mother tongue, they would be bilingual, according to more recent definitions. This leads us to the fact that even those who know at least a few words in a foreign language, may be considered as bilingual (Edwards 2008: 7). Having one straightforward definition of bilingualism and its distinction from monolingualism is wishful thinking; instead, it should rather be seen as one continuum that depends on different impacts. One main influence is the degree of competence,

including questions regarding the extent of the ability to speak the L2; of where bilingualism starts and monolingualism ends; concerning the different skills (listening, speaking, reading and writing), etc. (Edwards 2008: 8). Henceforth, in order to draw the line in terms of bilingualism for the study, a question regarding their foreign language mastery has to be asked. Thus, in the present thesis bilingualism is handled as Bloomfield (1933) suggests, namely that those with a “native-like” (Bloomfield 1933: 56) command of English are excluded from the research analysis.

Consequently, in the study a distinction can be made between: 1) those growing up bilingual, i.e., with the additional language being English, 2) those who have a proficient command of English, i.e., having C2 according to the CEFR level and 3) those whose highest educational attainment are the A-levels, i.e. B1 or in the best case even C1. CEFR is the Common European Framework of Reference for Languages and proposes 6 levels of language command – ranging from A1 and A2 (basic user) to C1 and C2 (proficient user). In between we can find the levels B1 and B2 (independent user) (Council of Europe 2001: 23). The Figure shows the six levels from the most basic on the left-hand side to the most advanced on the right-hand side.

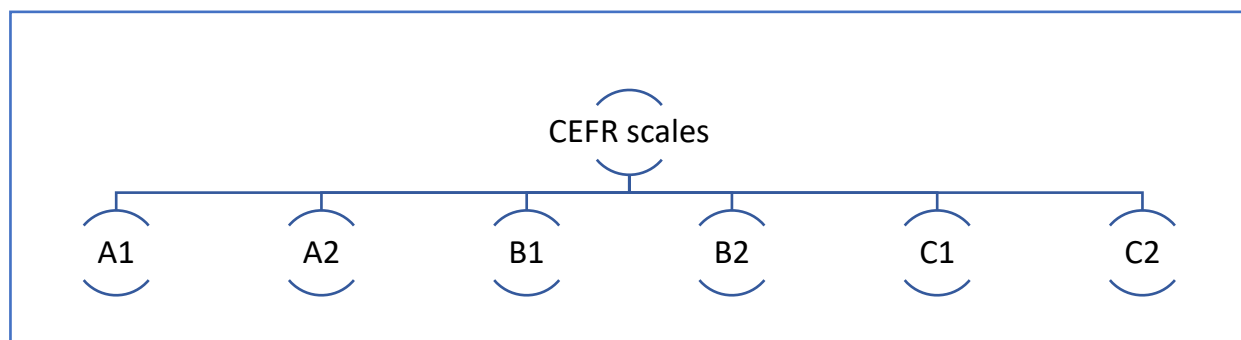


Figure 2 The Common European Framework of Reference for Languages (Council of Europe 2001: 23)

Learners with A2 are just about to start learning the language, while those with C2 are expected to understand almost everything they read or hear with ease. Moreover, regarding their speaking skills they are competent enough to express themselves fluently and precisely, as well as spontaneously. C2 languages users are able to read, listen to, communicate and understand tiny variations in meaning when finding themselves in a complex situation (Council of Europe 2001: 24). Although Bloomfield (1933) writes about native-like skills and even though C2 comes very close to a native-like mastery of a foreign language, “the ‘ideal native speaker’ as the ultimate model” is not the goal anymore (Council of Europe 2001: 5).

5. The Study

The empirical part of this paper focuses on a study on Anglicism usage and attitudes among L1 German speakers. In the study, questions regarding the exposure to the English language as well as participants' English language skills were asked. Respondents were also questioned about their social media usage and their belief in how far social media platforms influence their daily use of Anglicisms. The online questionnaire represents a considerable number of closed questions and one open question. Research questions and hypotheses, how proceeded, and findings are now presented on the upcoming pages.

The fact that the questions asked in the questionnaire are relatively precise, makes it possible to specify the research questions presented in the introduction, in more detail. In the process, connections between different parts of the survey can be drawn, which is why detailed questions help.

1. What are motivations and reasons for using Anglicisms in German everyday language?
 - Do the reasons correlate with age?
 - Are the reasons of using Anglicisms influenced by the educational level?
2. What attitudes do people have towards the use of Anglicisms in German?
 - Do the attitudes correlate with age? Can a generational gap be observed?
 - Has the level of education an impact on the attitudes towards using Anglicisms?
3. What kind of words do participants understand as Anglicisms?
 - Do people consider conventionalized or unconventionalized utterances as English words?
 - What are the most common Anglicisms used in daily life?
 - What categories can the mentioned Anglicisms be put in?
4. In how far does the usage of Anglicisms correlate with the speakers' English language proficiency?
 - Is there a correlation between attitudes and English proficiency?
5. Do social media platforms influence the actual usage of Anglicisms in everyday conversations?
 - Do social media users encounter English content on social media sites?
 - Do German speakers think that social media usage influences the application of English words and phrases in everyday language?
 - How much content on the platforms do participants consume in English, according to their judgement?

For each main research question an expectation was formulated:

H1: Motivations and reasons for using Anglicisms are primarily the feeling of being modern and up-to-date, to talk about specific sectors like sports or technic and out of habit.

H2: German-speaking people generally like English; nevertheless there is a negative attitude by the majority of participants towards the omnipresence of English in the German language.

H3: English words mentioned by respondents are those that are not yet conventionalized.

H4: People with a more advanced knowledge of English (i.e. B1-C2) use Anglicisms more often and for specific circumstances. In addition, those with more proficient skills (i.e. B1-C2) have more positive attitudes towards the influence of English on German and the usage of Anglicisms.

H5: It is expected that respondents' own opinion regarding the influence of social media on their English usage in German is that they indeed encounter a myriad of new English words and phrases and that they believe they are becoming part of their everyday language.

Ultimately, it is expected that a variety of age-specific outcomes are to be found. Thus, one hypothesis, more precisely a connection hypothesis, is that people aged above 45 are more likely to object the use of Anglicisms than participants below that age. In contrast, it is predicted that people under 45 are using Anglicisms more often and due to numerous reasons. In addition, regarding the words they consider as Anglicisms, there will be an age difference expected, namely that younger people mention more modern words, while older people mention already conventionalized words or no words at all.

5.1. Previous studies

The main part of the study concerns the usage of English words in German contexts. The other two parts were kept a bit shorter and deal with the demographic information including one's English proficiency as well as the social media usage behavior. As a model for the items of the present questionnaire, two studies were analyzed, reviewed and eventually taken and adapted for the purpose of this paper.

Perić and Škifić (2015: 97-98) worked on a small-scale study regarding the awareness and attitudes of English words and phrases in Croatian. Consequently, they asked their participants

22 questions, most of which target the attitudes towards Anglicisms, while three questions concern the reasons for using English words. People taking part in the study had to answer those questions with either *Yes* or *No*. The study also consists of a second part, which is a list of English words and phrases that are commonly used in Croatian. Participants had to indicate whether they knew the words given and thereupon decide on a Croatian translation. At the beginning of the questionnaire the Croats were also asked questions about their age, education level and number of years learning English in school (Perić & Škifić 2015: 84-85).

The scholars found out that people generally have an optimistic attitude towards the English language and are aware of the growing number of English words in Croatia, but consider the implementation of English words as youth language. The majority of the respondents does not believe their mother tongue is endangered in any way by English, but rather regard its influence as a chance and possibility to foster international understanding; even though they also think that English does not enrich their language per se. The presence of Anglicisms in Croatian was therefore not seen as careless or negligent towards the source language. However, there are differences in language competence and age regarding the attitudes towards the amount of English words in Croatian. Older people rather opt for the Croatian equivalent instead of the Anglicism, mainly due to their lack of English knowledge, while younger participants make use of Anglicisms on a regular basis in everyday conversations. Perić and Škifić (2015: 92) determined that media language poses an exception, since all interviewees were neutral towards English words in media. In addition, older participants are worried about the mixing of English and Croatian words, nevertheless, they were not drastically bothered with the English language use and learning. Interestingly, a predominant majority of the younger generation and those with a higher knowledge of English devalued their native language. One of the main reasons for using Anglicisms is that utterances can be expressed in a shorter and quicker way and that they are more compact and efficient. When it comes to the length of learning English, it is evident that those who studied it longer were more prone to use it in their everyday language. To sum up, the authors draw the conclusion that Croatian citizens actively choose to use Anglicisms in their communication, although it is in fact not necessary, as there is no lack of Croatian terminology (Perić & Škifić 2015: 92-93). These outcomes are the findings of the first part of the study, which is also relevant for the research of this thesis.

Schlobinski and Siever (2018) conducted research and wrote about a survey carried out by a German polling institute about the communication in the digital world. The aim was to find out how often participants use different forms of communication, which forms of communication they use with different people and which habits they have in written digital communication

(Schlobinski & Siever 2018: 1). One of the parts relevant for this study focused on the preferred application of a variety of words, one German and one English. People had a list with English words and their corresponding German equivalent, such as *Update* – “Aktualisierung”, *Selfie* – “Selbstporträt”, *Shitstorm* – “Entrüstungssturm”, *posten* – “mitteilen”, *liken* – “positiv bewerten”, *Fake News* – “Falschmeldung”, *downloaden* – “runterladen” and lastly, *Social Media* – “Soziale Medien”, and had to choose which they are more likely to use. Participants were also given the option *both equally/none of both*, in case they could not decide between the two given words. For most of the terms, the informants would rather use the English version instead of the German terminology. One word combination that is almost balanced regarding their usage is *downloaden* (34%) and “herunterladen” (39%). Out of all the words provided in the questionnaire, the only English utterance that was used less often than the German equivalent was “Soziale Medien”, i.e. *Social Media*. The researchers eventually state that especially Germans below the age of 25 tend to use English vocabulary above average, especially those words given in their survey (Schlobinski & Siever 2018: 12).

Additionally, Schlobinski and Siever (2018: 13) studied attitudes towards Anglicisms in digital networks, as well as in the common parlance. Almost half of their German target audience asserted that they are bothered by Anglicisms, 11% feel really upset and 35% are worried by its usage. The other half is fine with the application of Anglicisms, however, most of these 50% are younger people; hence, people above the age of 45 are more worried about it. Reasons that were mentioned for this are the fear of decline of the German language along with the difficulty in understanding the English utterances. Another reason why they are against the utilization of Anglicisms is the mere fact that they live in Germany, that German is their mother tongue and that there are almost always appropriate German equivalents for the Anglicisms used. Besides, some more reasons why Anglicisms annoy people are because users want to be cool, make up words, overuse Anglicisms and blend languages (Schlobinski & Siever 2018).

5.2. The questionnaire and participants

After having studied the literature thoroughly, the questionnaire was designed online via the website Sosci Survey. Sosci Survey makes it possible for researchers with a platform to professionally design a survey, with all important statistical aspects included. Although this thesis is carried out in the course of the English studies, the questionnaire was composed in German. This was done because German L1 speakers are the target audience and not all German

speakers are on equal levels regarding their English. In doing so, the confounding variable of language barriers, which could have been occurred, was reduced by translating the items to German. Once designed and pre-tested with some experts in the field of statistics, the online link to the questionnaire was sent out and distributed over media platforms, mainly WhatsApp. The questionnaire consisted of three main parts. First, the demographics were surveyed, meaning gender, age, mother tongue, place of residence and the level of education. Within the first part, the command of English was tested. Perić and Škifić (2015: 97) asked one question about the English knowledge only, which was how long respondents have learned English. In order to draw more reliable conclusions at the end, the current study included more questions about the exposure to English. Thus, it was asked whether the participants speak and listen to English on a regular basis; especially the question where German speakers had to assess their own language skills according to the CEFR-scheme A1, A2, B1, B2, C1 and C2, or no English knowledge at all, was of great relevance. Since it is assumed that many Austrians and Germans are not aware of this classification of language competence, the CEFR levels were reworded in the questionnaire according to the “can-do”-statements of the CEFR transcript (Council of Europe 2001: 5). The CEFR outlines what learners should be able to in order to be regarded as basic (A1 and A2), independent (B1 and B2) or proficient (C1 and C2) speakers. For the questionnaire, these can-do statements were summarized, rephrased and offered as potential answers to the question how they would evaluate their English skills. As a seventh option *no skills at all* was provided.

The second part revolved around Anglicisms. Before starting with the actual section about Anglicisms, people were asked the mere question “How often do you use English words/phrases in a German conversation?”. With the help of this question, which in a similar form appears again later on, people already start to think about the topic, while they are not yet biased by the large amount of questions asked on the next page.

As mentioned before, the next questions were taken from Perić and Škifić (2015: 97-98). Due to the fact that the study seems representative with 534 participants of varying ages and its recency (Perić & Škifić 2015: 85), the same 22 questions were selected for this study. Item 13 and 20 were changed, as in both questions Perić and Škifić included a *we*, targeting for participants’ opinion about the whole country, while his study aimed at getting personal views and behaviors. This is why the *we* was changed to *I*. Additionally, since out of the 22 questions only three items used by the Croatian scholars (i.e. item 19, 20 and 21) represented reasons for using English words, five more questions regarding the motivations for using Anglicisms were

added. These additional items are based on the literature discussed in Chapter 2. Furthermore, as already stated above, the Croatians had to answer the questions with either *Yes* or *No* and since it is believed that this is not successful in terms of credibility and representativeness, it was changed to a Likert Scale. The Likert Scale “[...] is a measurement method used in research to evaluate attitudes, opinions and perceptions” (Qualtrics 2023). The format a Likert Scale takes on is providing more possible answer options to one question in the form of a measurement (Qualtrics 2023). For the present study a 5-point Likert Scale, ranging from *fully disagree* to *fully agree*, is utilized. The middle, i.e. mean score, was also labelled so respondents can orient themselves better. The German item seen in the following Figure says “I think that the use of the English language will grow even more in the future.” A 5-point Likert Scale is exemplified in Figure 3:

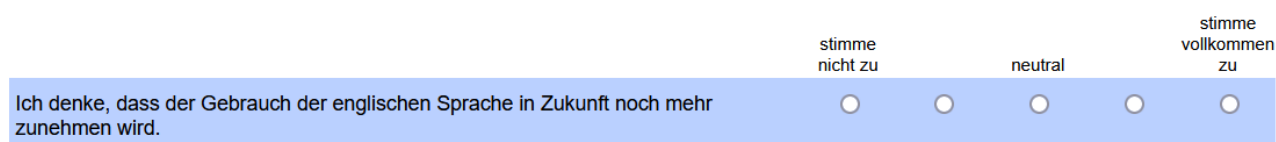


Figure 3 Demonstration of the 5-point Likert Scale with an item of the present study

Advantages of Likert Scales are that they do not force specific or anticipated responses, they are ideal for measuring attitudes and sentiments, they are appropriate for questionnaires that include items all with the same topic and they give participants some leeway in answering closed questions (Qualtrics 2023). Eventually, since the original scale by Perić and Škifić is in English, it had to be translated to German, as indicated before. In order to ensure objectivity, it was re-translated back to English by a proficient English speaker. This reduced the likelihood that translation would have produced errors that could change the meaning or purpose of a question. In summary this means, Perić and Škifić’s Anglicism scale was taken over with a few changes and a translation of it to German; their second part of the study was not chosen for the means of this research.

Afterwards, a study part of Schlobinski and Sievers (2018: 12) research was adopted, namely the part where respondents had to decide between the English word and its German equivalent. Details to this study were given before. The study investigated 2001 people in Germany aged from 14 to 60. Due to the incredible high number of people, the results are with a high possibility significantly representative. It is also interesting and helpful for this Master Thesis’ study that Schlobinski and Siever conducted their study in a German-speaking environment only. The icing on the cake was the up-to-dateness of the study, since it was carried out only

in 2018. Hence, it seemed as if this study format is the right supplement to the other part. The scholars chose eight word-combinations, however, for this purpose three of the eight were omitted, namely the words *downloaden*, *liken* and *posten*. This is because these are Denglish words, which are not part of this research project. Instead, one other word-combination was added, which is *soulmate* – “Seelenverwandte/r”. An important point that can lead to a confounding variable is that the English words always come first in the questions, while the German ones are ranked after. Sosci Survey has a tool that rearranges the items randomly each and every time someone opens the questionnaire. This tool was therefore utilized for this part, but also for the 27 items before, so no pattern regarding what the researcher wants to find out can be assumed or predicted.

As a third part of the category Anglicism, answers to an open question are required. Respondents are asked give Anglicisms, which they use on a regular basis in German conversations. Since they spent the last minutes with answering questions regarding the English language and its usage in German, people might have already thought about some Anglicisms. If they cannot think of even one English word, the questionnaire allows them to continue the survey without filling in anything.

Lastly, the participants were questioned about their social media usage. Media have a far-reaching influence on the lives of people and people are well aware of the large impact social media platforms can have. Despite this fact, there are few studies on the leverage the English language, which is ubiquitous on social media websites, can have on the command of English. Studies investigated the use of Anglicisms and their frequency on a wide variety of platforms, but never focused on the impact the mass of English content can have on people’s communication, oral or written. In order not to overload the questionnaire and therefore cause participants to quit before finished, only a small part could be dedicated to social media. Participants had to choose which social media platform they use, out of four pre-given ones (Facebook, Instagram, TikTok and Twitter), and eventually had to give a self-assessment regarding the impact of the English online contents on their daily conversations. They had to estimate the amount of English content they deal with in percentage, and state whether they believe they take over Anglicisms from social media to real life.

The questionnaire was first published on the 3rd of January 2023 via the social media app WhatsApp. It was sent to friends, who then circulated it to a wider audience. In the following days the questionnaire was released in various Facebook groups, like studying groups of the University of Vienna. The aim was to reach as many people of different ages and with varying

levels of English as possible, since everyone with German as their L1 or second L1 (i.e. besides another mother tongue) could participate. Those with English as their L1 or those who grew up bilingual with English as one of the languages will be the only respondents that are dismissed from the analysis. This is because the study aims at German speakers. In addition, it did not matter whether the participants were from Germany or Austria, since the only indicating factor is their mother tongue.

5.3. Research design

For the study in focus a mixed methods approach was utilized, which combines quantitative and qualitative techniques of data collection within the questionnaire. Even though only one open question was applied and the remaining part consisted of closed questions, two different types of data were collected and analyzed respectively. On the one hand, there was the open question regarding Anglicisms in actual usage, which was qualitatively analyzed.; on the other hand, the wide array of closed questions were interpreted quantitatively through Excel. The Sosci Survey website allows users to download collected data directly into the spreadsheet program Excel, which in turn edits the data set and then enables the researcher to analyze it. Although only a minimal percentage of the questions was open, the mixture of research methods has the advantage of overcoming the possible weaknesses of the other method (Dörnyei 2007: 45). The option for respondents to add more Anglicisms than actually pre-given in the questionnaire therefore adds some more depth to the present study.

6. Results: Data analysis and interpretation

Study participants were recruited via the circle of acquaintances and via posts on the social media network Facebook and were asked to complete the online questionnaire on SoSci Survey in January 2023. In order to avoid a response bias, the twenty-seven items in the questionnaire were shuffled with every new informant opening the link to the questionnaire. Therefore, items targeting either the reasons for using Anglicisms or attitudes towards Anglicisms do not appear consecutively and participants are consequently less biased for the questions to be followed. The questionnaire involved a total of 256 (N=256) participants.

6.1. General statistical information about participants

In terms of age of the interviewees, two participants submitted 0 as their age; these were obviously excluded. Thus, the average age ($n=254$) is 32 ($M=31,93$). More specifically, 67 participants were younger than 25 ($n=67$), the majority was between 26 and 35 years old ($n=126$) and lastly, 61 respondents were over 35 years ($n=61$). As can be seen in the following diagram Table 1, the youngest participant was 15, while the oldest person who filled in the questionnaire was 69.

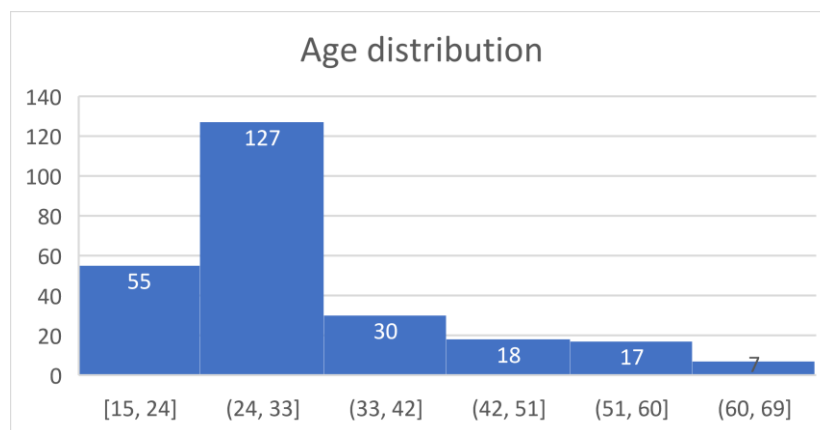


Table 1 Distribution of participant's age

As represented in Table 2, the total number of the sample gender ($n=254$) shows an uneven distribution between women and men, as 72% are female and 28% are male. Only one respondent identified themselves as diverse.

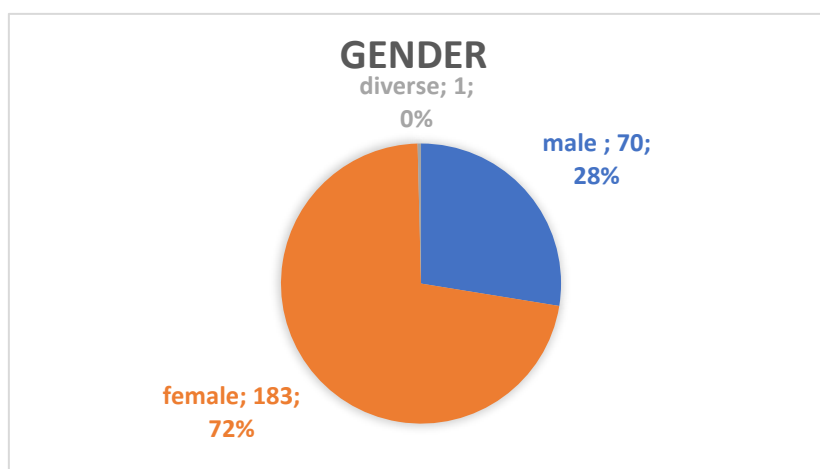


Table 2 Distribution of participant's gender

Regarding the respondents' education level ($n=254$), the majority completed their a-levels ($n=68$), a bachelor's degree ($n=57$) or a master's degree ($n=64$). The remaining educational

levels are the completion of a compulsory school (n=5), an apprenticeship (n=25), a vocational middle school (=27), a doctor's degree (n=1) or other educational programs (n=7). The results are presented in Table 3 and clearly represents the high numbers of the three educational sectors mentioned.

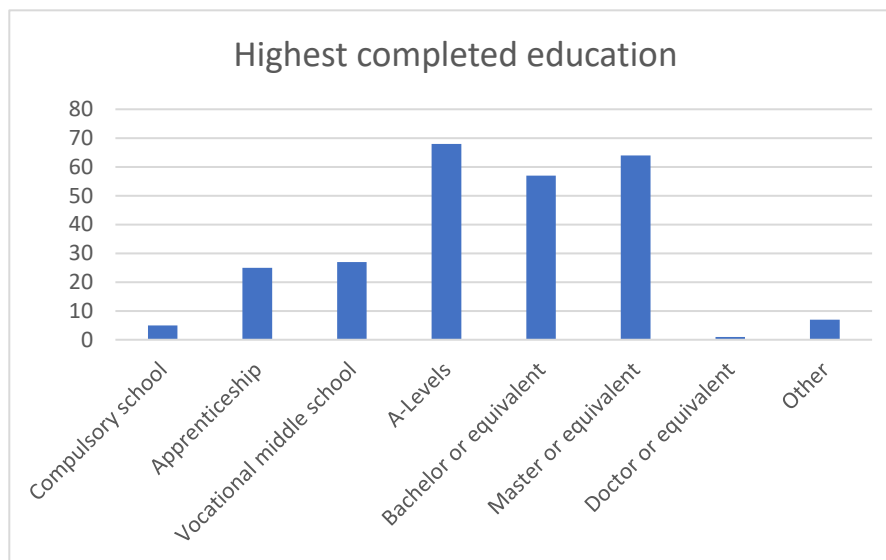


Table 3 Distribution of participant's highest completed education

These statistical evaluations serve as the basis for the upcoming analyses. The given tables reflect that fact that the questionnaire was mainly distributed through social media platforms (i.e. WhatsApp and Facebook, which is why predominantly younger people participated in the study. Furthermore, the highest educational levels are not surprising, since the link to the survey was also posted in study groups of students from the University of Vienna. This is why numerous participants completed either their a-levels, a bachelor or master (n=189). Nevertheless, the distribution of the gender seems to be interesting, since initially a balanced participation of women and men was expected. The reason for this can only be speculated and is rather opaque at the given time.

After having examined the general data of the participants, people's place of residence as well as their L1's were analyzed, since these two items give indications on further data preparation. In short, respondents, whose residence is currently not in Austria or Germany and/or whose mother tongue is not German or German with a L2 (i.e. bilingual) other than English are not the target group. This results from the fact that the present study aims at the utilization of Anglicisms among German L1 speakers only. Hence, the group of residents in Austria and Germany consists of 251 people (n=251), while the sample of respondents with the mother tongue German or German together with a L2 makes up 244 people (n=244). When designing

the questionnaire, it was expected that some respondents are L1 German speakers that live in countries other than Germany and Austria, however, in order to reduce one confounding variable, which could be the lack of German interaction due to another place of residence, those data sets were eliminated.

Furthermore, due to missing answers to the specific questions regarding Anglicisms, further selection had to be made, resulting in a total number 223 people. Thereof, N=223 remains for further data interpretation.

6.2. English language proficiency

In order to examine respondents' English language skills, study participants were asked about their years of English learning as well as their self-assessment of English proficiency. Additionally, people were questioned about their English engagement in the form of speaking and listening to English. All these items help evaluate people's command of English, which can in the course of this work be linked to their usage and attitudes towards Anglicisms. As demonstrated in Table 4, the Gaussian distribution curve shows that the majority of interviewees learned English for nine to ten years (n=67). Apart from that, a great number learned English for eleven to fifteen years (n=47) and only a slightly lower number even for more than fifteen years.

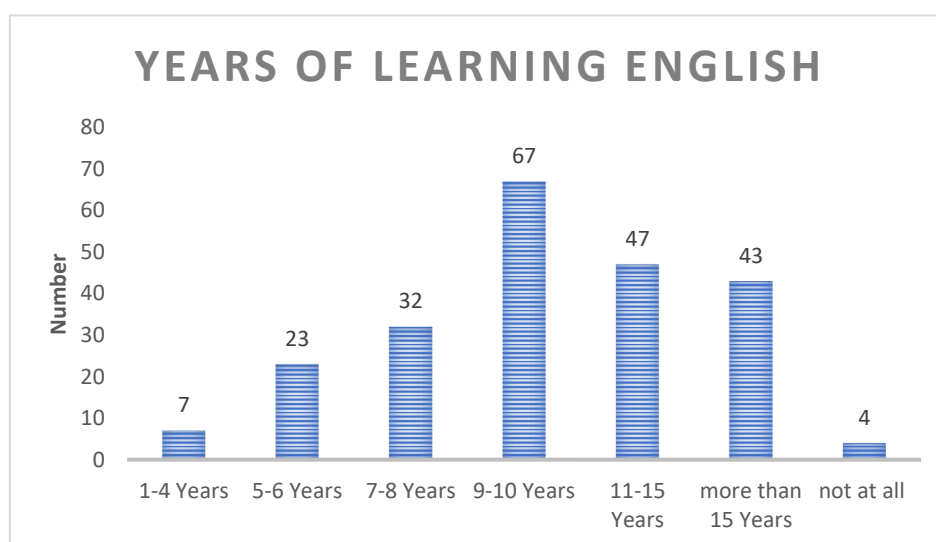


Table 4 Distribution of participant's duration of learning English

The years of learning poses an interesting distribution, as it is clear that many respondents have a long-lasting experience with learning English, which can also be seen in the self-assessment of their own language skills. As described in chapter 4, the CEFR levels determine the

command of English. Even though in the questionnaire the levels were of descriptive character and not merely the levels as such, a huge number considered themselves as relatively proficient English users. C1, which was described as having very good skills, which means being able to understand most and even difficult conversations/texts as well as having the ability to express oneself successfully, was chosen by most respondents (n=60). Besides, the levels B1 (Average command of English; n=55), B2 (good command of English; n=51) and C2 (excellent command of English; n=35) were strongly represented. No informant had no English skills (n=0). This descriptive analysis of the research sample is shown in Table 5. One more indication that the average skill is relatively high (M=4,11; i.e. B2).

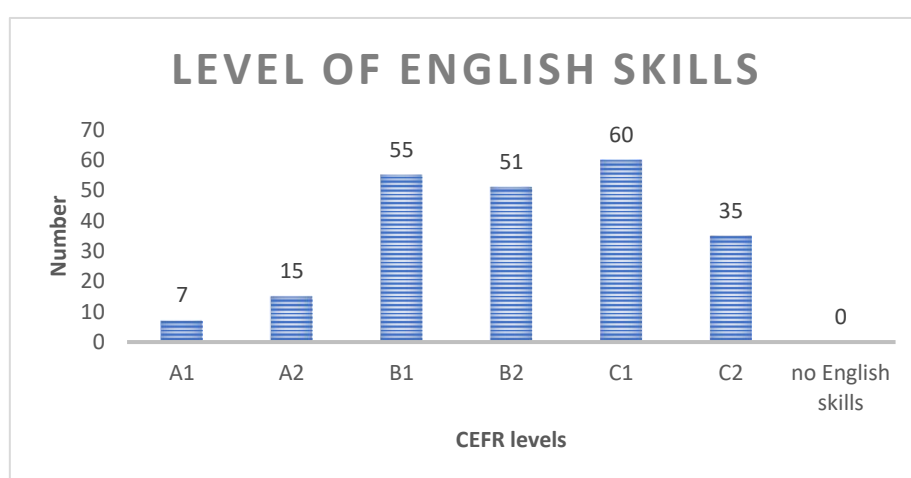


Table 5 Distribution of self-assessed English skills according to CEFR levels

To conclude the category English language proficiency, it was looked at informants' regular time spent with English communication and listening. Table 6 shows that exposure to English in communication is more or less the same as English listening in almost all categories. This is surprising, since it was expected that people listen more to English due to TV series, movies and influencers, and communicate (i.e. speak and write) less in English. This, however, is only the case when talking about auditory engagement on a daily basis (n=64) or for people who do not exposed to spoken English (n=85). Regardless of the individual differences, it is unambiguous that the majority of the sample regularly engages with English, whether in actual communicative form or only in auditory form. This ranges from daily or almost daily (n=112), once a week (n=61), a few times a month (n=66) to once a month (n=43), while a bit more than half of the other part (n=164) does not communicate or listen to English on a regular basis. This division nevertheless represents an interesting group distribution, since in the course of further analysis it was possible to successfully draw conclusions regarding correlations between usage and attitude of Anglicisms and the regularity of English engagement.



Table 6 Distribution of the regularity of English communication and listening

6.3. Use of Anglicisms

The introduction to the next topic area was the question of how often they think they use English words/phrases/expressions in German. In the questionnaire, the concept Anglicisms was deliberately avoided, and the expression 'English words' was used instead. As expected, and illustrated in the bar chart (Table 7), the center took the highest number. This means that most people (n=83) of the survey think that they sometimes use Anglicisms. The two bars next to the center, i.e. often (n=49) and rarely (n=46) are balanced with a difference of only 3 people. Nevertheless, there is no doubt that many respondents (n=38) also use Anglicisms very often.

This question was also regarded as some sort of test question, since a similar question was later asked in the questionnaire as well, with the statement *"I often use English words in everyday speech."* (statement 16). In research surveys some items have the same content, but are formulated differently, in order to test for interviewees' response bias and ultimately credibility. It is therefore of interest whether informants chose similar answers, which is why the two test questions (see Table 7 and statement 16 from Table 9) were compared. Consequently, *fully agree* equals *very often*, *agree* equals *often*, *neutral* equals *sometimes*, *disagree* equals *rarely* and *fully disagree* equals *never*. Comparing the two questions, the following can be observed: Regarding a very frequent usage there is a very similar response rate (very often n=38; fully agree n=37); regarding a frequent usage there is some deviation (often n=49; agree n=69);

regarding the average usage there is a major difference between the two questions (sometimes n=83; neutral n=43); regarding the seldom usage numbers are very similar again (rarely n=46; disagree n=41); regarding the lack of usage number differ more again (never n=7; fully disagree n=33). To conclude, it must be mentioned that credibility seems to be provided among the respondents, because findings of the questions with the similar content overlap in most cases. Yet, there is a great discrepancy in number regarding the possible answer rarely/neutral and this may be because of the so-called center tendency. This means that people tend to be more likely to choose an average answer, when there is the option for a neutral answer in the Likert scale.

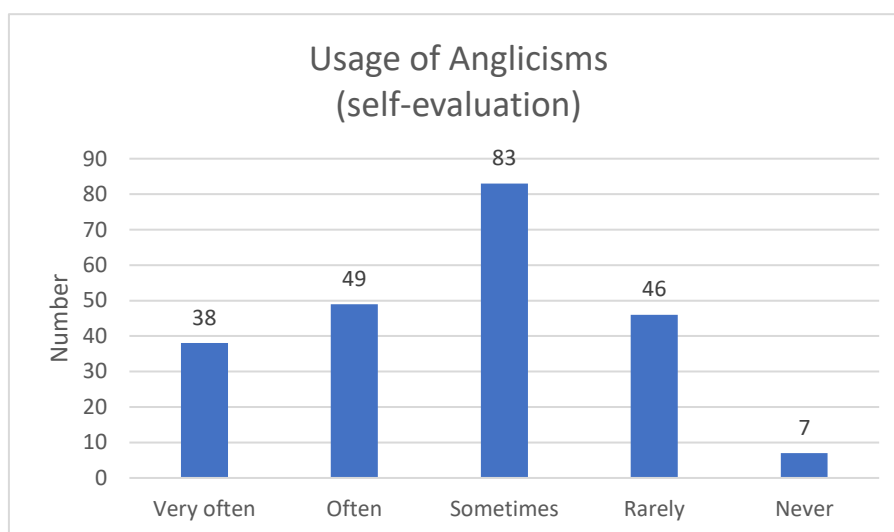


Table 7 Distribution of respondents' perception of the amount of using Anglicisms

This forms a good basis for the following interpretation of the 27 items regarding Anglicisms' usage and attitudes, since there is a high frequency of usage, which represents experience with English within the German language throughout the respondents.

6.4. Motivations and Reasons

Eight items of the questionnaire deal with motivations for using English words in German. Interviewees responses to each of those statements are highlighted in the Table 9, with different colors representing varying levels of agreement (i.e. from fully disagree to fully agree).

Statement 19, *"I think that some English expressions sound better than German equivalents."* represents the largest number of agreement (i.e. fully agree n=58; agree n=83). Thus, many people considered German expressions better than English ones. The correlation coefficient ($=r$) is a measure for the linear relationship between two sample groups. For the present

statement, a correlation with age was tested, which showed a weak correlation ($r=0.28$). Although there is a linear correlation, it is relatively small, which means that no trend is observable. Therefore, it can be said that the answers to statement 19 are very slightly related to age. However, it cannot be stated that a specific age group is particularly correlated with the results.

Statement 20, *“I think that I use English words and phrases more often because they can express something quicker and shorter.”*, is, perhaps surprisingly, not among the main reasons for using Anglicisms. A large part neither agreed nor disagreed with the statement ($n=51$), while the majority disagreed or fully disagreed with it ($n=94$). This result is interesting, because the original study in Croatia found exactly the opposite, as Croations strongly agreed on this item. Perić and Škifić (2015: 88), however, found that those participants who had never learned English, who were older than 45 and who had a bachelor's degree agreed the least. In the present study, there are no people who had never learned English, but a large number of the participants have a bachelor's degree (or another university degree) and some participants are over 45. Therefore, the results may be attributed to this. If one takes a closer look at the results though, there is no correlation between statement 20 and the highest completed education ($r=0.09$). When analyzing the sample group with the 47 respondents with a bachelor's degree, no such trend can be observed, since there is a very balanced distribution of Bachelor graduates and the possible answers. Thus, ten people each fully disagreed ($n=10$), were neutral ($n=10$) and agreed ($n=10$) with statement 20; eight graduates disagreed and nine fully agreed. Even though there are only 29 people over the age of 45, statistical analysis shows the same results as Perić and Škifić (2015: 88) found out, namely that people aged 45 and older opted for fully disagree with this statement.

To continue, the next statement will now be looked at, namely statement 21: *“Even when I know a German word, I sometimes consciously use an English one, because I like it better.”*. From the bar chart (Table 9) it can be seen that the majority of participants does not actively choose to use Anglicisms in their everyday language ($n=114$). Nevertheless, 61 respondents conceded to consciously using Anglicisms even though they knew the German equivalent for it. They do so because they prefer the English translation over the German version. Even though an evaluation of this data suggests that this may be dependent on the years of learning English, no clear correlation can be detected ($r=0.1$).

Statement number 23 *“I use English words because the appropriate word does often not exist in the German language and I can express myself better that way.”* illustrates a high number of

consents again, as there are more agreements (n=108) than disagreements (n=83). This is possibly because of novel concepts and expressions (i.e. *Black lives matter*) that enable German speakers to refer to those expressions more easily with the corresponding Anglicism. When evaluating the age distribution of statement 23, it can be seen that the mean score of the oldest age group (M=36.7) fully disagreed with using English words due to reasons of expressing oneself better, while younger people (M=29.9) on the contrary use Anglicisms more. This age gap of seven years points out that older age groups still try to use and prefer German words, while younger ones switch to English utterances more easily. Apart from that, these results also indicate that some English words simply represent a better, more applicable and “on-point” concept for some German words, which is why many people choose to apply an Anglicism. This is supported by an answer in the open question. One participant added one reason for the Anglicism mentioned, which can be linked to this statement. The respondent argued that they only use the word *confidence*, because there is no exact appropriate word in German for the message that wanted to be transmitted. This is an important observation, since they are probably isolated, specific words that simply work better in English than in German and can therefore not be led back to a certain class of Anglicisms, be it older or newer, conventionalized or unconventionalized, foreign words.

According to the results of statement number 24, “*I use English words because they make me feel modern and up-to-date.*”, the modernity does not play a role in people’s motive to use Anglicisms, as depicted in Table 9. In that sense, a total of 60% (n=134) disagrees or fully disagrees with this statement, while only about 20% agree or fully agree. The remaining percentages are neutral towards this item. Especially new, unconventionalized Anglicisms are regarded as being part of youth language, which draws a certain picture of coolness; thus, the age distribution among this statement seems to be an alluring factor. The oldest average age (M=35) agrees with statement 24 and the youngest average age (M=27.3) strongly agrees with this statement. This is an interesting observation, since there is an age gap of 8 years between full agreement and slight agreement. This can be interpreted as an indication that older people want to feel modern and up-to-date; yet, the youngest mean value of age even agrees more.

To carry on with the analysis, statement number 25 “*I use English words because they make me feel more educated.*” leads to an interesting observation, which is the predominant frequency of strong disagreements (n=134). Since 43 participants disagreed with this item, this makes a total of almost 80% reluctance towards this reason. Looking at the affirmative votes, an overall of three respondents strongly agree (n=3) and 16 agree (n=16) that they use Anglicisms to appear more educated. It can be argued that, due to the fact that university

graduates are strongly represented in this study, the answers to this item are strongly leaning towards disagreement. When evaluating the educational levels, specifically those with a representative number of participants (i.e. Vocational middle school, A-levels, Bachelor, Master), this assumption is proven right and a tendency can be observed. Hence, among those with a Master, 63% (n=36) strongly disagree with this statement. This is almost equal with the participants with a Bachelor, since 65% (n=31) strongly disagree. This is followed by a little decrease in percentage, since among the ones who completed the a-levels, only 57% (n=35) strongly disagreed. Lastly, the smallest group are the vocational middle schoolers, as merely 38% (n=10) strongly disagreed with using Anglicisms to feel more educated. In a nutshell, this could mean that the higher the educational level, the less they utilize Anglicisms for reason of seeming educated. This trend can be discovered in the following bar chart, Table 8, more precisely in the labelled part.

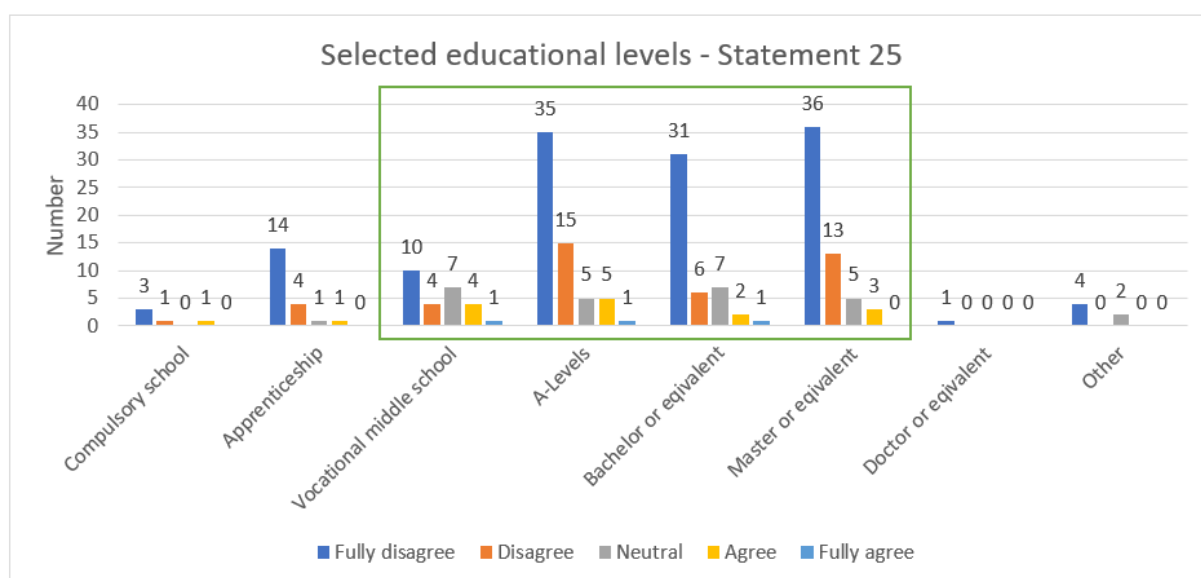


Table 8 Distribution of highest completed education in regard to statement 25

Finally, statement 26 “*I often use English words when I talk about subjects (technology, computer science, job, travel, sports, etc.) or with my peers.*” and statement 27 “*I use English words because I have become accustomed to it through the media or my peers.*”, represent a relatively balanced opinion. Both statements, together with statement 19, show a strong approval rating, as can be seen in Table 9 (i.e. the light blue and yellow part, which is strong agreement and agreement, of all three bars account for the largest part).

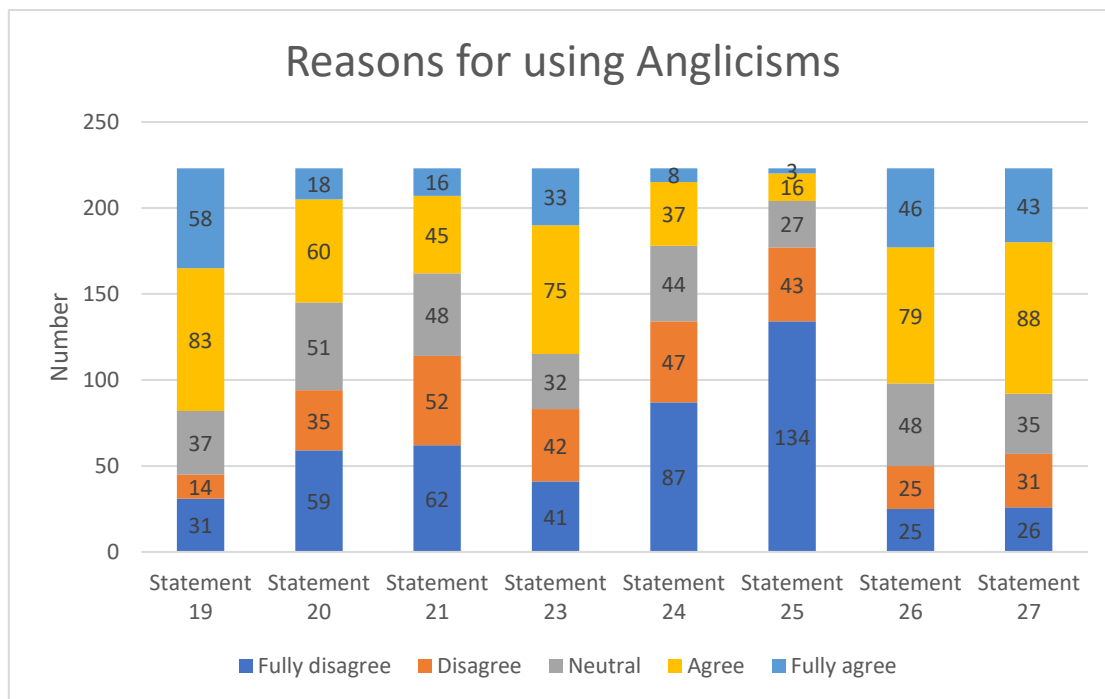


Table 9 Distribution of reasons for using Anglicisms

In summary, it is clear which the main reasons for using Anglicisms in the German language are. First, Germans and Austrians prefer using English expressions because they sound better than German equivalents. Second, Anglicisms are utilized by German-speaking people to communicate about specific areas of life, such as sports, science, technology, jobs, travels etc. In addition, people also claim to use English terms when they are in contact with peers. Third, another reason for using Anglicisms is out of habit due to the presence of English words in the media or in youth language. As a consequence, H1 “*Motivations and reasons for using Anglicisms are primarily the feeling of being modern and up-to-date, to talk about specific sectors like sports or technic and out of habit.*” can only be partially confirmed. While the second and third motivation in the hypothesis coincide with the actual results, the first one has to be dismissed. Quite the contrary is true, since modernity and up-to-datedness (i.e. statement 24) is not a popular reason at all. This was replaced with the reason that Anglicisms sound better, as already described before.

6.5. Attitudes

Nineteen items of the questionnaire aim at finding out the attitudes towards Anglicisms in German. Using the same approach as in the chapter before, Table 12 exemplifies the outcomes of statements that are concerned with attitudinal language opinions. Each question assertion

was examined and is interpreted in the following and the graphical illustrations can be found at the end of chapter 6.5. (Table 12).

The introductory statement 1 *“I like the English language.”* complements Table 7, which already gives an overall impression of how of participants feel about the English language, but also about the use of English in German. It is already prominent that many respondents themselves use Anglicisms and additionally, they assert that they like the English language. A total of three-quarter (n=168) is positive towards English. Similarly, statement number 2 *“I think that the use of the English language will grow even more in the future.”*, represents opinions that are very similar. People are convinced that this is not the end of the English influence into German, but that English will become even more important in the future and will therefore be used more often. Only a minor number of participants (n=15) do not believe so, while almost the same number (n=16) is rather neutral about this. However, it is undisputed that Germans and Austrians realize that English continues to be omnipresent. As opposed to this awareness, German-speaking people do not believe that there is any chance German gets taken over by English, as the third statement clearly shows *“I think there is a possibility that English will replace German completely in the future.”*. Only a minor part (n=19) strongly agrees or agrees that German might get replaced. Be that as it may, this does not yet determine the attitude towards the prevalence of English words/phrases/expression within the German language, which is why the remaining statements have to be analyzed more precisely.

Informants' responses to statement number 4 *“I think there are too many English words in German.”* tend to be quite positive, in the sense that many interviewees disagree (=115). Many people are neutral regarding the number of English words in German (n=58), which can be interpreted as this circumstance not being important to them. It seems as if this one quarter of participants, who opted for neutral, does not really care about whether there are English words widespread in German or not. Consequently, the majority of people is confident with the number of English utterances in German. Those who feel that there are too many (n=50) are around 41 years old (M=40.9). Even the ones how slightly agree are on average 37 years old (M=36.9). Thus, the conclusion can be drawn that even though not many people agreed with this statement, the ones who did are older than those who disagreed (M=29.2) and strongly disagreed (M=30.6). It can be argued that older people consider Anglicisms as being too omnipresent in Austria or Germany.

The findings of the fifth statement *“I think that young people are mostly the ones who use English words in everyday speech.”* manifests very strong and representative opinions. 88% of

the interviewees (n=197) strongly and firmly agree that Anglicisms are most prominent among youth. As with Perić and Škifić's (2015: 86) study "[t]here were almost no differences according to age, education level, or the number of years learning English with regard to this statement". This indicates that people believe that English words are mainly modern words, as for example words from youth contests (e.g. *cringe*), rather than long conventionalized words e.g. *Job* or *Update*). This is why further questions, comparing English and German words, were asked. Here, conventionalized words and new English concepts with the German translation were provided as possible answers. In addition, both equal/neither could be chosen as an answer. When looking at conventionalized foreign words (i.e. *Update*, *Social media*, *Job*) quite varying outcomes can be observed. While people prefer using the word *Update* (n=175) instead of the German equivalent, they still opt for the German word for *Job* more often (i.e. "Arbeit") (n=133). When it comes to the word *Social Media*, findings are very balanced, which means as much as all participant use both, the German and English version. When looking at rather new concepts (i.e. *Selfie*, *Shitstorm*, *Fake news*, *Soulmate*) mostly the English words are favored. Hence, most people nowadays say *Selfie* (n=203), *Shitstorm* (n=158) and *Fake News* (n=158) instead of the respective German translation. *Soulmate* is barely used by the German speakers of the present study (n=18). These results are exemplified in Table 10.

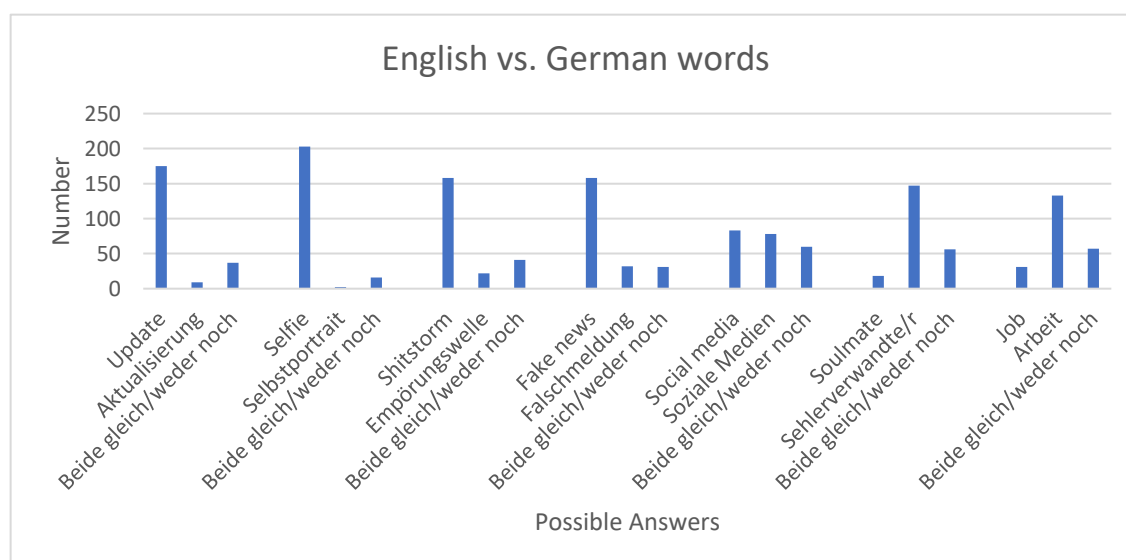


Table 10 Findings of the choice between English and German words

The reason why *soulmate* is not popular is quite obvious. While all the other given words are already conventionalized (some longer, some shorter), the word *soulmate* is a novel word that probably finds itself still in the conventionalizing process. Thus, the conventionalized words are to be found in German dictionaries, especially the *DWDS* (=Digital dictionary of the

German language) (Berlin-Brandenburgischen Akademie der Wissenschaften 2023), while those which are not conventionalized are not found. Attention is drawn to the following image, which illustrates the development of the word *Fake News*. As can be seen in image 4, the concept reached its peak in 2020. This was probably due to the Covid pandemic and the presidential election in the US, as both events fostered the usage of *Fake News*. Consequently, more and more German-speaking people became aware of the concept and even though an appropriate and suitable German expression consists, people took it over to their lexicon. Especially for the concept Fake News, it is interesting that there has been a drop after the turn of the decade. This graph in Figure 4 may explain why *soulmate* was not very popular amongst respondents, as it is not ubiquitous in the German language (yet). After all, the frequency of English words may also depend on what happens in the world at a particular point in time, which is strongly mirrored in the popularity of different media platforms at different times.

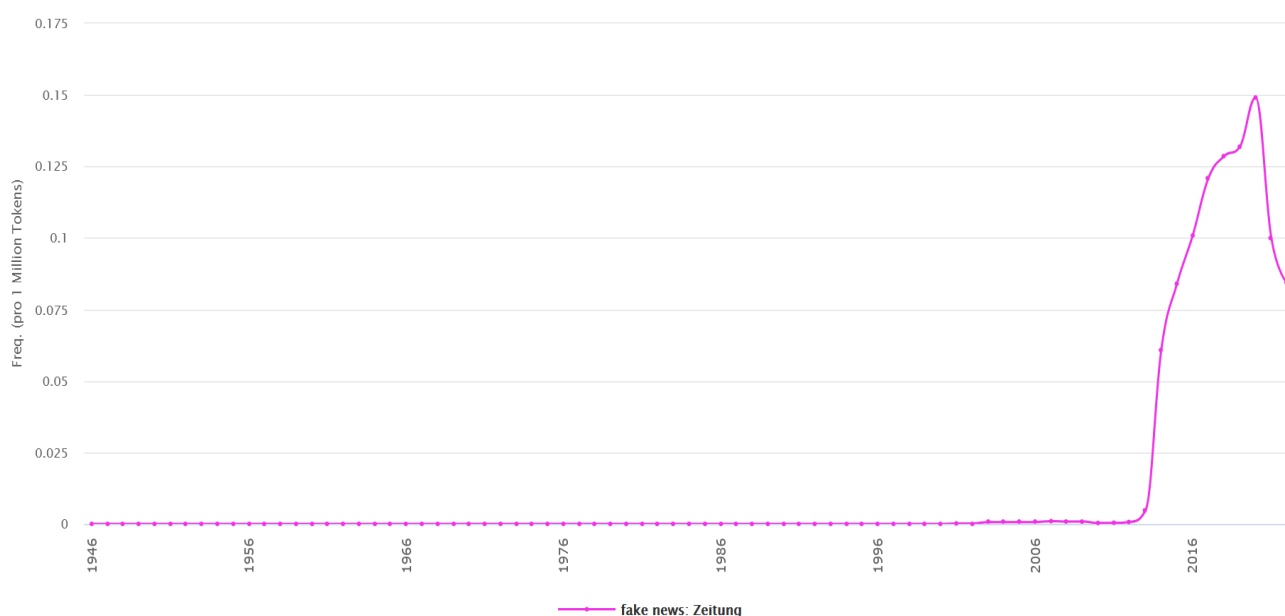


Figure 4 Illustration of the frequency of the word *Fake News* in the German language (Berlin-Brandenburgischen Akademie der Wissenschaften 2023)

Continuing with statement number 6 “*I think that English words are mostly used in the media.*”, most participants view Anglicisms as being connected to media (n=96). For this statement a relatively high number of people (n=68) neither disagreed nor agreed with it, i.e. probably think that Anglicisms are found in media as well as other areas of life. This is interesting, since same results could be found in Perić and Škifić’s (2015: 86) case study. This goes hand in hand with statement 22, which is the following: “*I often do not understand some English words used in*

the media.”. Since this is not the case for almost 70% of the participants, the following assumptions can be made: Many people might not apprehend Anglicisms in media due to two reasons, which could be 1) the frequency of occurrence and 2) the understanding of the definition of Anglicisms. 1) Since there is a wide range of English words/phrases/expressions represented in different sorts of media, it is highly likely that people do not consciously notice them anymore, since they got used to it (see statement 27). 2) As discussed in Chapter 2, the public has very different perceptions and understandings of what English words actually are. Consequently, it may be that both statements were strongly biased by participants experience and knowledge.

Statement 7 *“I think that the increased amount of English words in German signifies carelessness towards the mother tongue.”*, 9 *“I think that the presence of English words in German threatens the identity of the German language”* and 11 *“The mixing of English words into German bothers me.”* illustrate very similar data. As can be seen in Table 9, the majority ranging from 72-78 people heavily disagrees and ranging from 56-60 people disagrees with each statement. Thus, it can be assumed that more than the half of Germans and Austrians do not feel that English endangers the German language and are not disturbed by the implementation of Anglicisms into German. Approximately 40 people indicated in each of the three statements, that they do not particularly care about the influence of English, as they are neutral about it. Regardless of this rather large number, there are still participants (statement 7 n=44; statement 9 n=50; statement 11 n=53) who (fully) agree using English is careless towards German, threatens the identity of the German language and is bothering to them. When contrasting all three statements, the orange bars show the average age of people choosing one of the five possible answers for each of the three statements. A fascinating effect can be detected, since the age to each answer choice of statement 7, 9 and 11 is almost identical. Therefore, the results confirm reliability.

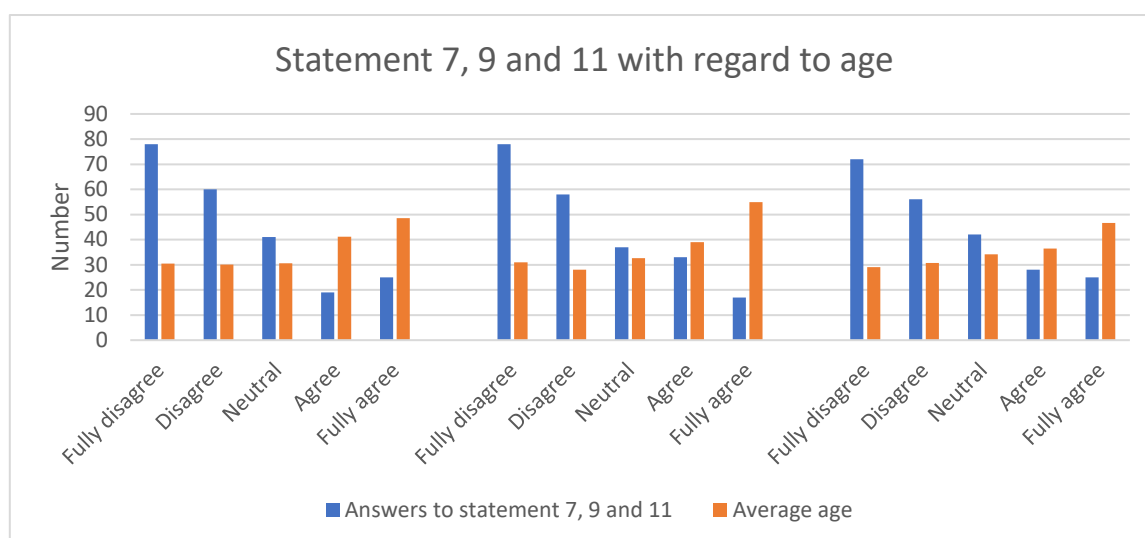


Table 11 Average age distribution of the seventh, ninth and eleventh statement

Statement 10 addresses the same idea as the data of Table 11, except that the statement is reversed. Thus, it is not speaking from a negative point of view (i.e. that English is a problem for the German language), but from a positive one (i.e. that English is an enrichment for German and that the native language is thus advancing). This statement reads as follows *“In my opinion, the increase of English words in German represents enrichment of the language with some new English words. In that way language is improving.”*. Since it targets the same topic, it should serve the same outcomes, only the other way round. Thus, more agreements should be found here. Statement 10, however, represents less agreements (n=69) than initially expected. Answers for this assertion are rather balanced, since 78 people disagree (n=78) and believe that English is not enriching German. Firstly, this provides evidence for the imbalance of the German-speaking population, since 31% agree, 35% disagree and the remaining 34% are neutral towards the positive influence of English. Secondly, comparing all these results, it can be assumed that while interviewees believe that English is not harmful for their mother tongue, about half of those who think so also believe that it is not necessary and beneficial for German. Further on, it is looked at statement 8 *“I think that the presence of English words in German indicates the undeveloped state of German and its indigence.”* Since this statement has a very strong and controversial message, it was expected that almost all participants would disagree with the assertion. Indeed, this was the case, as 172 people out of 223 disagreed, which makes 77%. Nevertheless, there were still 23% who opted for a balanced opinion or who agreed with the message. These 23% consist of people of different ages. While the average age of those believing that the presence of English somehow indicates an underdevelopment (i.e. neutral) is

34 (M=34.3) the age of those agreeing and disagreeing is younger (around 30 years). Perić and Škifić (2015: 86) assessed strong disagreement for this question and they claimed that those people, that have learned English for less than four years, were the ones that regarded it as true. The scholars imply that this is because they do not know English very well and thus regard Anglicisms as a necessity because of the indigence of the mother tongue. When looking at the distribution of the years of learning English in the present study, this cannot be affirmed. The average years of learning English who disagreed or strongly disagreed with this statement is 8-9 years. This can be explained by the fact that the average years of learning English of the participants is very high in general. In addition, 9-10 years is the answer most respondents have chosen. Eventually, it can be argued that, because of the length of informants' English studies, 9-10 years is still among the rather shorter periods of time. However, Perić and Škifić (2015: 86) cannot be fully reproduced.

When analyzing statement number 12 *"I think that German equivalents are good enough and the use of English words in German is unnecessary."*, the positive attitude towards Anglicisms is highlighted. Almost half of the participants (n=94) argue that the implementation of English words is not unnecessary and that German equivalents are not always good enough. Many (n=71) are not bothered by it and considered this statement neutral. This outcome is rather surprising, since it was expected that many participants are satisfied with the German equivalents and view Anglicisms as redundant. Those who disagreed learned English for nine to ten years in average. This is a relatively long time bearing in mind that those participants know both, the German as well as English language, very well; but still, they believe that English is in some way necessary for German. These findings can even be underscored by the thirteenth statement, *"I think that I do not even need to look for German equivalents for English words and phrases that we use often."*, as more people agreed (n=83) than disagreed (n=63) with this. Thus, many people value Anglicisms in German. After all, the remaining third was indecisive regarding their need to look for German equivalents.

Some of the most dominant items are 14 *"I think that the use of English words in today's society is inevitable."* and 17 *"I think that the use of English words and phrases fosters international understanding."*, as can be seen in the bar chart. Both have high numbers in the light blue and yellow part, which represents a strong agreement. Around 70% of the people are aware of the situation that English belongs to today's society and today's way of living. This is also visible in some of the previous analyses. Hence, the inevitability of the influence of English is accepted and found to be good. It is worth pointing out that those disagreeing with both the statements (statement 14 n=34; statement 17 n=25) are predominantly older (M=36.7; M=37.5) than those

who agree, who are in average 30 years of age. This suggests that older people generally have more negative attitudes towards the omnipresence than younger people. Given the fact that the participants' average age is relatively young, an age gap of seven to eight years is significant in terms of negative versus positive attitudes. When further looking into the years of learning English no such significant output could be observed.

Lastly, statement number 15 *"It bothers me when I hear English words on a German television program."* and statement number 18 *"It bothers me when people in my company unnecessarily use English words inside German sentences."* are analyzed. Both items deal with the perceived annoyance of the candidates. When drawing one's attention to the two bars, that are being talked about in Table 9, the results are not too similar. Since both statements deal with English words bothering society, very identical answers were expected. This was not fully the case. While the degree of annoyance by English in the media was not high (n=32 agreed), the annoyance of English words used in the job was considered more problematic (n=75 agreed). This is rather surprising observation and may be due to the fact that people are used to the high number of Anglicisms in TV and therefore accepted it already, while in direct communication (such as with workmates) it is not as welcomed. Moreover, other reasons for this negative attitude towards English words in the workplace could be the formality of the situation. As already evaluated, many respondents view Anglicisms as being primarily used by young people and are thus regarded as youth language. Participants might therefore find it inappropriate to use Anglicisms within German sentences in the workplace, due to the lack of etiquette.

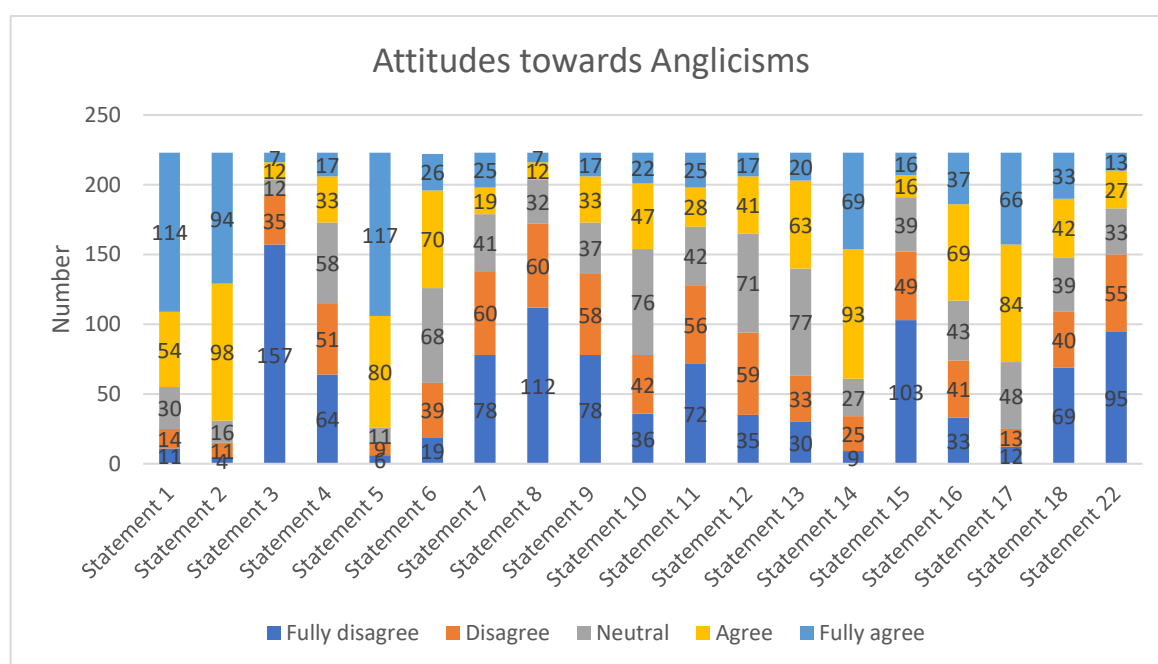


Table 12 Distribution of attitudes towards Anglicisms

Summing up the results of Table 12, people are generally positive about the spread of English and the presence of English words, as can be seen in the results of statement 1 and 2. There are almost no negative attitudes that German might suffer under the English influence or even regress in its progress (statement 8), and there is hardly any fear that German might be fully replaced by English one day (statement 3). German speakers think that Anglicisms are increasingly used by young people, as the clear distribution of answers on the bar for statement 5 shows. Participants are aware that the use of English words is unavoidable in today's society (statement 14). A majority of the participants, as illustrated in Table 9 statement 17, have positive attitudes when it comes to the importance of the English impact in their mother tongue, primarily because it fosters international communication and understanding. Eventually, participants are not bothered by the usage of Anglicisms in German TV, as clearly demonstrated in statement 15, but they are more concerned with the usage of English words in communications at the workplace (statement 18). Lastly, most respondents of the present study have no difficulties understanding Anglicisms used in the media, nevertheless, as illustrated in the bar of statement 22, the number of those who have a problem with understanding should not be underestimated.

Consequently, H2 “It is assumed that German-speaking people generally like the English, but that there is a negative attitude by the majority of participants towards the omnipresence of English in the German language.” can be partially confirmed. It is confirmed that Germans and Austrians have a positive attitude towards English, but the expected negative opinions are not as strong. These findings may be due to the fact that 1) the average age is relatively young and on average few old people participated and 2) that the distribution of educational qualifications is rather one-sided.

6.6. Examples of Anglicisms

Participants were asked which English words they use in their daily interaction with others. Out of the N=223, 100 respondents did not enter anything, while 123 people wrote down a great variety of English words (see Appendix 5). For approximately normally distributed data, as is the case with the present survey, about 68% of all data falls within one standard deviation (=SD) from the mean. For this study, this means that the deviation (SD=10.53) ranks between the mean (M=30.2) from 20 to 40. Hence, the average age of people actually mentioning Anglicisms they use in their daily usage is relatively young. This is therefore influencing for the study results, since especially entries by older participants would have been interesting.

The grid 13 shows the breakdown of the Anglicisms mentioned. Following Mayring's qualitative content analysis (Mayring 2004), categories of the sample were created. On the one hand, some Anglicisms were mentioned that were treated as non-included in my working definition. These are the pseudo-Anglicisms and Denglish expressions. On the other hand, a variety of foreign words was put forward. These are differentiated in four sub-groups, unconventionalized Anglicisms, conventionalized Anglicisms, new Anglicisms for specific concepts and Anglicisms for particular areas of life. A summary is given in the following visualization.

Adapted Anglicisms	Non-adapted Anglicisms			
Pseudo-Anglicisms and Denglish	Unconventionalized Anglicisms	Conventionalized Anglicisms	New Anglicisms for certain concepts	Anglicisms for specific areas of life
Handy	(bull)shit/ (what the) fuck	nice	Lockdown	Workout, Squats, Deadlift
chatten	cute	cringe	Black Lives Matter	Happy birthday, Merry Christmas
streamen	sorry	Hobby	Car-Sharing	Shieldbreak, Goal, Goat, Kill, Assist
managen	See you	Darling	Me-time	Recruiting, Onboarding, Harddisc, Candidate, Call, Experience, Leadership, Boxplot, Meeting, Shortcut, workflow
downloaden	safe	cool	Smart Watch/ Smart Home	Lay-up, Rebound, Alley oop, steal (basketball)
dissen	weird	Spam	Online banking	Playlist

posten	sick	Upgrade	Blackout	
relaxen	strange	up-to-date	Podcast	
snacken	same	Buddy	Homeoffice	
checken	Into it	crazy	mansplaining	
switchen	toxic	hyped	Bodyshaming	
chillen	fancy	Party	Coffee to go	
spoilern	by the way (btw)	Outfit	Binge watching	
canceln	for your information (fyi)	Team	Foodbaby	
supporten	whatever	Jeans	Mindset	
	just saying	Baby		
	random	Trend		
	literally	fair		
	lost	Design		
		Gender		
		Show		

Table 13 Categories of Anglicisms given by the participants

Many Denglish words (see column 1) are regarded as English words, of which many different as well as overlapping ones were mentioned. *Chatten* and *chillen* were, for example, mentioned three times. This clarifies that normal population does not differentiate between English words that got adapted to German grammar and non-adapted foreign words. This, however, is totally understandable, since their origin of each word is English and therefore, they are immediately categorized as English words. One pseudo-Anglicism, namely “Handy”, was mentioned.

Moreover, numerous unconventionalized and conventionalized Anglicisms were mentioned in this open question, as illustrated in column 2 and 3 (only a selection of words was put into Table 13). Both categories were strongly represented. The unconventionalized utterances were not to be found in the *DWDS* (Berlin-Brandenburgischen Akademie der Wissenschaften 2023), while the conventionalized already made it into the dictionary, thus into the German language.

First of all, consider the words in column 2. The words in the list are either very novel and modern (e.g. strange/weird, toxic and for your information) or long-existent, but still not gone through the whole conventionalizing process (e.g. swear words like shit and fuck or sorry). Among those not yet conventionalized words, the swear words *shit* (n=10) and *fuck* (n=15) are

mentioned the most often (and sorry had been mentioned five times). It is quite surprising that these two words have not yet made it officially into the German language, since they have been used by German speakers for a long time already. Another German dictionary, i.e. the Langenscheidt (Langenscheidt 2023), has not included them either. As for the other words of this column, many of them are brand new and the possibility is given that they may be dismissed from the conventionalizing process sooner or later and never indeed make it into the German language. Nevertheless, some of the words were brought up several times, such as *random* (n=5), *weird* (n=4), *lost* (n=2), *by the way* (n=3), *weird* (n=4), *fancy* (n=4) and so on.

Secondly, data of column 3 was evaluated. All these Anglicisms are conventionalized. Within this category a further division can be made, namely those words which have long made it into German (e.g. Party, Baby, Jeans, Design, Team, Show, Gender, Hobby, Darling, Spam, Trend, Outfit, fair, cool and Upgrade) and those which are relatively new in the receptor language (e.g. hyped, crazy, up-to-date, nice, cringe). The second sub-sample are mostly marked as “especially youth word” in the German dictionary. Among all the word with the most references is by far *nice*, with a total of 27 people entering it. This is followed by the word *cringe*, with a number of 15.

After that, from the category conventionalized words, *cool* was mentioned often as well (n=14). This is an interesting outcome, considering that two of the three words mentioned most often are new to the German language. Many of the long-conventionalized words were only brought up once. This may be due to the fact that German and Austrian inhabitants got so used to Anglicisms that have been used for centuries, that they do not pop up immediately when questioned about English words and expressions.

Furthermore, with every year more and more English concepts are brought into the German-speaking area or concepts are created with English words as their basis. Many of such Anglicisms can be found in column 4. Most of them are very recent and only made it in people’s linguistic range the past few years (e.g. *Lockdown*, *Black Lives Matter*, *Home office*, *mansplaining*, *bodyshaming*, *Smart Home* etc.). Nevertheless, there is a great chance that these will also remain there.

Ultimately, many Anglicisms for special circumstances were brought up by the interviewees, as can be seen in column 5. Domains like sports, jobs, computer games, special occasions (e.g. *Christmas*, *Birthdays*) and music were addressed. In addition, some did not write down English words per se, but only mentioned that they use a variety of Anglicisms in their workplace. Thus,

it can be summarized that special sectors in life require English, which is also proven by some of the participants.

In conclusion, H3 “*English words expected to be mentioned by respondents are those that are not yet conventionalized.*” cannot be confirmed. As the interpretation shows, the number of conventionalized and unconventionalized words is relatively balanced. However, it is evident that the majority of references were conventionalized, direct, foreign loans.

6.7. Language proficiency in regard to reasons and attitudes

Next, language proficiency was correlated with the three main reasons for using Anglicisms. The average language skills range between 3 (=B1) and 4 (=B2). However, minor differences can be detected, namely the better their command of English, the more they chose the “agree” option. When taking a closer look at the average language skill level of statement 19, it can be seen that the highest mean is $M=4.4$, thus very close to a five, which stands for C1. Same findings could be observed with statement 26, since those who fully agreed represent a language level of C1 ($M=4.7$). Even though the results of statement 27 were not as clear, the highest mean score could still be evaluated for the answer “fully agree” (together with disagree) ($M=4.3$). To sum up, German speakers with more proficient English skills use Anglicisms more to talk about particular branches of life (e.g. sports, job, technology etc.), out of habit and generally, they also believe that some Anglicisms sound better than German equivalents.

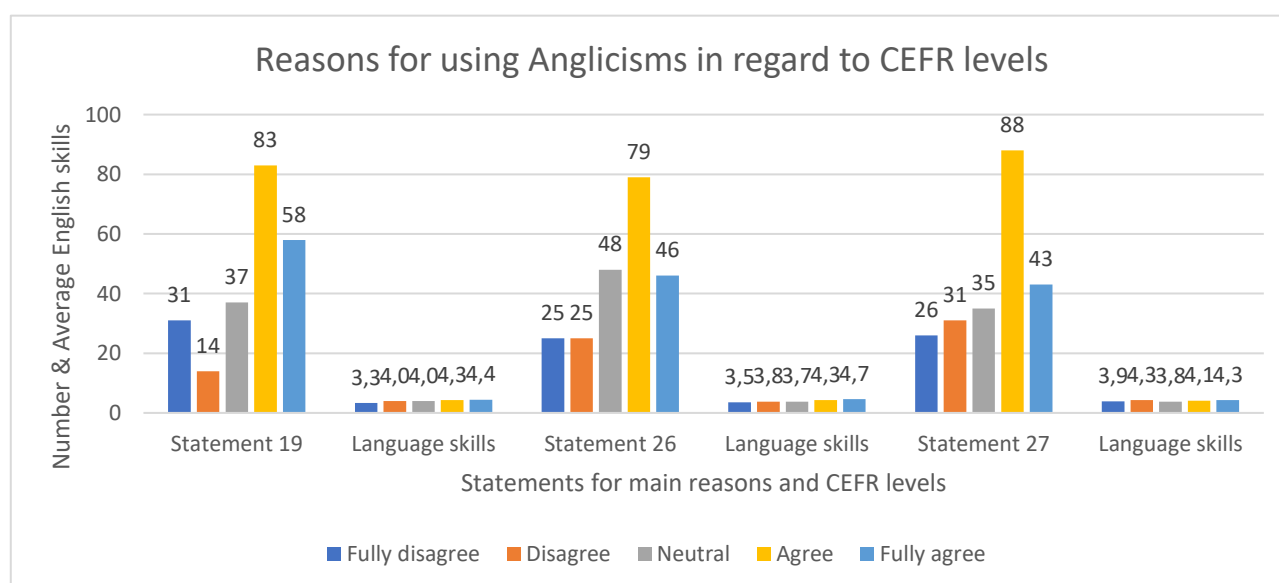


Table 14 Comparison of the distribution of the three main reasons and the language levels

Furthermore, language proficiency was compared with certain attitudes towards English and Anglicisms in Table 15. First, statements 1, 2, 8 and 3 were evaluated in more detail. Participants who expressed a positive attitudes towards the English language have the highest language proficiency ever measured in this study. Hence, those who fully agree on statement 1 classify themselves as C1 users of English ($M=4.7$), while in comparison, those who disagree have an average CEFR level of B1 ($M=3.5$ for fully disagree; $M=2.8$ for disagree). This observation highlights the fact that more proficient speakers of English are more keen on using the English language, most likely because they know the receptor language and its significance internationally better. Statement 2 emphasizes the growth of English in the future; in this case, however, the average language skills in almost all answers options is B2. Only those who fully disagree with it are found on language level beneath, at B1 ($M=3.3$). Regarding the negligence of the German due to Anglicisms (statement 8), no major differences regarding CEFR levels could be discerned. Equally balanced are the language skills for the answers to statement 3. Even though both statements are relatively unanimous regarding their answers, i.e. strong disagreements, all CEFR levels lie at B2.

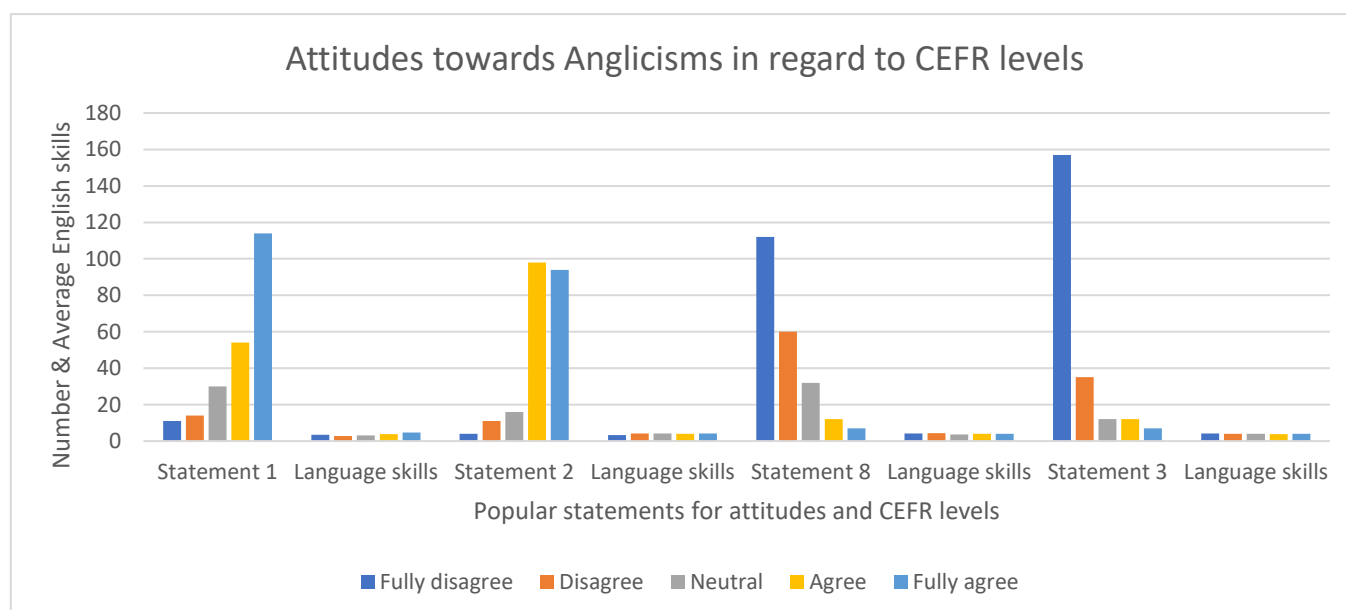


Table 15 Comparison of the distribution of the attitudes and the language levels I

Continuing with Table 16, four statements (5, 14, 17 and 18) regarding the major attitudes are analyzed in relation to the CEFR levels. Although not many correlations between the attitudes towards Anglicisms and participants' CEFR levels could be determined, there is still one that stands out. The better respondents are in English, the more positive they are about English as the language itself as well as about the spreading of English, especially in Austria and Germany.

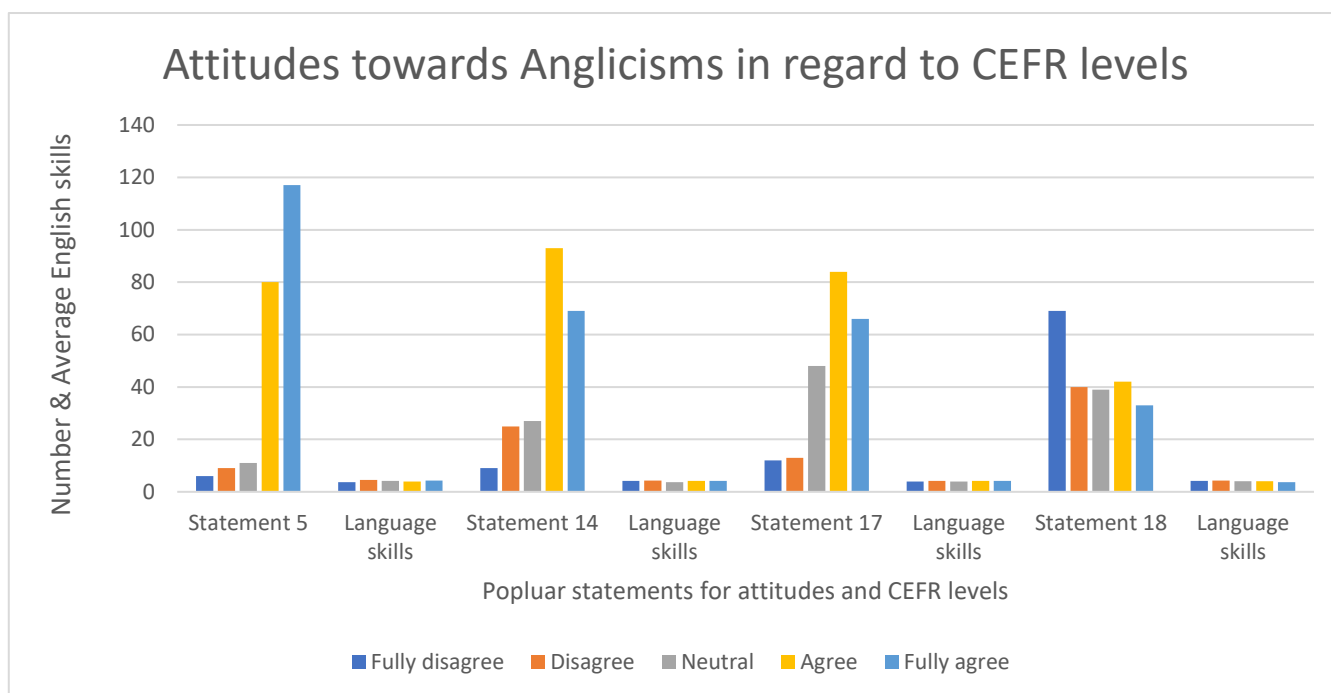


Table 16 Comparison of the distribution of the attitudes and the language levels II

Last but not least, H4 “*People with a more advanced knowledge of English (i.e. B1-C2) use Anglicisms more often and for specific circumstances. In addition, those with more proficient skills (i.e. B1-C2) have more positive attitudes towards the influence of English on German and the usage of Anglicisms.*” can be partially verified. As research data shows, the first part is valid, while the second sentence regarding attitudes is not true, since attitudes and language proficiency show barely any correlation, and therefore, CEFR levels are stable among most items.

6.8. Social media

The items regarding social media had only been completed by N=221. The question how much percent of the content they consume social media platforms is in English, was only answered by N=218.

Table 14 demonstrates informants’ social media behavior, and it can be clearly identified which platforms are predominantly used. So, it is Instagram (n=170) on the one hand, and on the other Facebook (n=179). 78% claim that they consume English content on these social media platforms, besides German content. Of all the content they consume on all social media sites, on average 39% (M=38.6) is in English. Considering this number, it can be said that far more

than a third of all the content the consume online is in English. Again 171 participants indicated that they encounter new English terms, phrases and expression on social media websites. The most interesting observation is detected in the last two bars of Table 17, which deals with the issue of using newly encountered English words and expressions in their daily German linguistic range. The outcome to this item is relatively balanced, with 46% (n=101) claiming they do not use the words they meet online and 54% (120) arguing that they bring English words into their real life. However, with the participants that chose *No* as an answer, it has to be considered that half of this group (n=50) stressed that they do not even encounter new words. When these are subtracted about two third of the respondents indeed take over Anglicisms from the internet to their daily conversations. H5 *“It is expected that respondents’ own opinion regarding the influence of social media on their English usage in German is that they indeed encounter a myriad of new English words and phrases and that they believe they are becoming part of their everyday language.”* can therefore be verified. As a consequence, it is predicted that many Anglicisms, especially the unconventionalized Anglicisms presented in Chapter 6.6., are encountered on social media initially by certain trends as well as influencers and are then brought into some German speakers’ linguistic range.

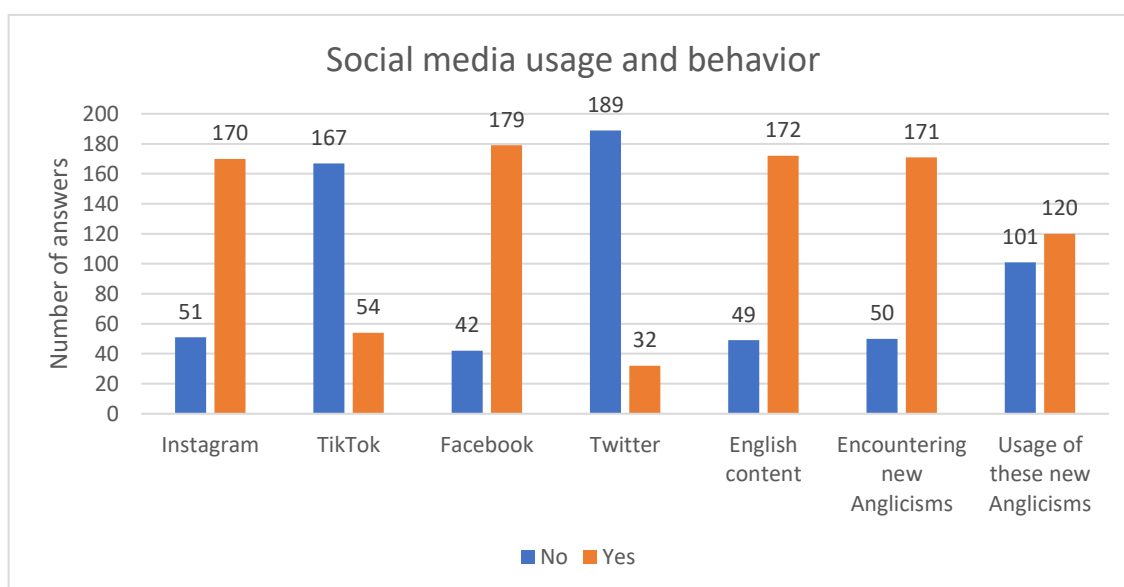


Table 17 Distribution of social media usage

7. Discussion and Conclusion

The purpose of this study was to explore the current situation regarding the usage of and attitudes towards Anglicisms among German-speaking people. Thus, this thesis reviewed the notions of language influences and loaning processes, finding that Anglicisms are a widely debated topic, with many different perceptions held by numerous scholars. Not only does it have to be distinguished between Denglish and Anglicisms, but also within the concept of Anglicisms further distinctions have to be made. While loan words and foreign words, i.e. adapted and non-adapted Anglicisms, build the overall organization of the construct, many more sub-divisions between processes such as loan coinage, loan formation, loan meaning, loan translation, loan creation and not last loan rendition have to be made. After having evaluated the classifications proposed, it was managed to arrive at a working definition for the current study. This definition includes direct loan influences, which are slightly assimilated words and foreign words. In addition, attention was paid to pure English words, not the translation of English concepts though. Ultimately, all Anglicisms are considered as continuum of the conventionalizing process. Eventually, taking over Anglicisms started quite early already and reasons for its usage changed over time. When examining reasons for the utilization of English expressions, the treatment of the Deficit and Dominance Hypothesis was not to be overlooked. However, among the most popular reasons according to literature is the motivation to create English surroundings, to talk about specific sectors of life or to establish a group identity. Eventually, attitudes towards English and Anglicisms have changed throughout the history of language influences, ranging from purism to a substantial presence of English nowadays.

Summarizing the results of the study, it can be said that people across the board like the English language and appreciate the influence of English on German, especially because it fosters international relations. Even though the attitudes towards Anglicisms were in general quite positive, with some exceptions, almost everyone believes that Anglicisms are by far more used by youth than by older people. A selection of participants is not bothered when English terms appear on media, especially German TV programs, however they are more concerned when peers, at the workplace for example, utilize Anglicisms in communication. Yet, this opinion is not generally shared. German speakers first and foremost apply Anglicisms when talking about certain areas of life (e.g. sports, games, job etc.), out of habit as they got used to it due to the high frequency of Anglicisms around them, when conversing with peers and eventually, just because some Anglicisms sound better than German translations. When it comes to language proficiency, no major findings could be reported. Generally, there is a slight tendency for more

proficient speakers to be more open and welcoming to English as a whole. Although social media behavior could only be dealt with briefly, interesting results emerged. Participants indicated that almost half of their media consumption is in English and that they indeed implement English words and expressions encountered on a social media platform in their real life conversations.

The findings provide German speakers with reasons why so many of them implement Anglicisms in their German wordings. Furthermore, the attitudes reveal a lot about what especially annoys some Austrians and Germans. The impact this outcome has is more awareness towards individuals' choice of words. Especially for the author, who teaches pupils aged between 14 and 19 in a commercial school, this consciousness can be beneficial. On the one hand, as Psychology and Philosophy teacher it is interesting to know such facts about youths' daily speech, which in turn fosters understanding of their choice of words. On the other hand, as an English teacher, findings such as the better their English the more acceptance they have towards English as a whole, are definitely worth to know. Especially because one spends so much time with teenagers and young adults, it is valuable to learn that the long hours spent on social media can have a very positive impact on the English language.

At the end of the day, the study conducted for this paper has to be treated with some caution, as there are some limitations to the outcomes. Unfortunately, to the detriment of the study results, the sample was not highly randomized, which resulted in comparatively many young people participating. Thus, information from people over the age of 45 was underrepresented. In addition, the distribution of educational levels happened to be not broad, meaning that many with A-levels, bachelor's or master's degrees, as well as above-average English skills participated. When analyzing the data, it was realized that the questionnaire focused too much on attitudes towards English itself and too little on the attitudes towards Anglicisms. This should be considered in further studies with the same items. Ultimately, the part of the questionnaire where social media is treated is held very short, and even though interesting findings were assessed, this needs more in-depth research in the future to be able to draw significant conclusions.

Next time, whenever you think it is inappropriate and *cringe* to use Anglicisms in conversations, remember that there may be certain reasons why you do so and that others, though depending on your speech partner, do not automatically think too negatively about your choice to use an English word within your German sentence. And last, language influences have always been

and will always be part of our communicative behavior, which essentially characterizes our entire life.

“The limits of my language mean the limits of my world.”

(Wittgenstein 1922)

8. Bibliography

- Allport, Gordon. 1935. "Attitudes". In: Murchison, Carl (ed.). *A Handbook of Social Psychology*. Worcester, MA: Clark University Press, 798-844.
- Altarriba, Jeanette; Heredia, Roberto. 2018. *An introduction to bilingualism principles and processes* (2nd ed.). New York: Routledge.
- Inspiring Quotes. 2022. "Johann Wolfgang von Goethe quotes about language". <https://www.inspiringquotes.us/author/5643-johann-wolfgang-von-goethe/about-abundance> (10 Aug. 2022).
- Barbe, Katharina. 2004. "The role of anglicisms in the German language". *Die Unterrichtspraxis/Teaching German* 37(1), 26-38.
- Betz, Werner. 1959. "Lehnwörter und Lehnprägungen im Vor- und Frühdeutschen". In Maurer, Friedrich; Stroh, Friedrich (eds.). *Deutsche Wortgeschichte*. Berlin, New York: De Gruyter, 127-147.
- Bernstein, Richard. 2004. "Germans find 'Denglish' easy on the tongue: English words creeping into their Language". *National Post (Toronto)*, 1-4.
- Bloomfield, Leonard. 1933. *Language*. New York: Holt.
- Burns, Sarah; Matthews, Patrick; Nolan-Conroy, Evelyn. 2001. "Language attitudes". *The sociolinguistics of sign languages*, 181-216.
- Busse, Ulrich. 2005. "The Impact of Lexical Borrowing from English on German: Facts, Figures, and Attitudes". In: Gnutzmann, Claus; Intemann, Frauke (eds.). *The Globalisation of English and the English Language Classroom*. Tübingen: Narr Verlag, 57-70.
- Busse, Ulrich. 2011. "Anglizismen in Europa in Vergangenheit und Gegenwart". In: Busch-Lauer, Ines-Andrea; Fiedler, Sabine (eds.). *Sprachraum Europa – Alles Englisch oder ...?* Berlin: Frank & Timme, 15-36.
- Carstensen, Broder. 1983. "English elements in the German language: their treatment and compilation in a dictionary of Anglicisms". *Proceedings of the Symposium on Lexicography*, 13-34.
- Carstensen, Broder; Busse, Ulrich; Schmude, Regina. 1993. *Anglizismen Wörterbuch: Der Einfluß des Englischen auf den deutschen Wortschatz nach 1945*. Berlin, New York: Mouton de Gruyter.
- Carstensen, Broder. 2017. "Anglicisms in German: The description of the loan-process". In Meder, Gregor; Dörner, Andreas (eds.). *Worte, Wörter, Wörterbücher: Lexikographische Beiträge zum Essener Linguistischen Kolloquium*. Berlin, Boston: Max Niemeyer Verlag, 87-104.

- Clyne, Michael. 2003. *Dynamics of Language Contact: English and Immigrant Languages*. Cambridge: Cambridge University Press.
- Coats, Steven. 2019. "Lexicon *geupdated*: New German anglicisms in a social media corpus". *European Journal of Applied Linguistics* 7(2), 255-280.
- Cooper, Robert L.; Fishman, Joshua A. 1974 "The study of language attitudes". *International Journal of the Sociology of Language* 3, 5–20.
- Council of Europe. 2001. *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press.
- Crystal, David. 2004. "The Past, Present and Future of World English". In Gardt, Andreas; Hüppauf, Bernd (eds). *Globalization and the Future of German*. Berlin, New York: Mouton de Gruyter, 27-45.
- Dörnyei, Zoltán. 2007. *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. Oxford: Oxford University Press.
- Berlin-Brandenburgischen Akademie der Wissenschaften. 2023. „Digitales Wörterbuch der deutschen Sprache (DWDS): Das Wortauskunftssystem zur deutschen Sprache in Geschichte und Gegenwart“. <https://www.dwds.de/> (03 Feb. 2023).
- Edwards, John. 2008. "Foundations of Bilingualism". In: Bhatia, Tej; Ritchie, William (eds.). *The handbook of bilingualism*. Hoboken: Wiley-Blackwell, 7-31.
- Görlach, Manfred. 1994. "Continental pun-dits". *English Today* 10(1), 50–52.
- Görlach, Manfred. 2001. *A dictionary of European anglicisms*. Oxford: Oxford University Press.
- Grosjean, Francois. 2010. *Bilingual life and reality*. Cambridge: Harvard University Press.
- Harper, Douglas. 2021-2022. "Online Etymology Dictionary". <https://www.etymonline.com/> (10 Dec. 2022).
- Higa, Masanori. 1979. "Sociolinguistic aspects of word borrowing". In Mackey, William & Ornstein, Jacob (eds.). *Sociolinguistic studies in language contact*. The Hague: Mouton, 277-294.
- Hilgendorf, Suzanne K. 2007. "English in Germany: contact, spread and attitudes". *World Englishes* 26(2), 131-148.
- Hoberg, Rudolf. 2002. „English rules the world: Was wird aus Deutsch?“. In Hoberg, Rudolf (ed.). *Deutsch – Englisch – Europäisch: Impulse für eine neue Sprachpolitik*. Mannheim: Dudenverlag, 171-183.
- Kachru, Braj. 1994. "Englishization and contact linguistics". *World Englishes* 13, 135-151.
- Kirkness, Alan. 1984. "Alien, denizens, hybrids and natives: foreign influence on the etymological structure of German vocabulary". *Foreign Influences on German*, 1-26.
- Kovács, Éva. 2008. "On the integration of Anglicisms into present-day German". *Eger Journal of English Studies* 8, 75-92.
- Langenscheidt. 2023. "Wörterbuch". <https://de.langenscheidt.com/> (07 Feb. 2023).

- Luján García, C. 2017. "Analysis of the presence of Anglicisms in a Spanish internet forum: some terms from the fields of fashion, beauty and leisure". *Alicante Journal of English Studies*, 277-300.
- Mahootian, Shahrzad. 2019. *Bilingualism*. New York: Taylor and Francis.
- McArthur, Tom; Lam-McArthur, Jacqueline; Fontaine, Lise. 2018. *Oxford Companion to the English Language*. Oxford: Oxford University Press.
- Marx, Konstanze; Weidacher, Georg. 2014. *Internetlinguistik: Ein Lehr- und Arbeitsbuch*. Tübingen: Narr Francke Attempto Verlag.
- Mayring, Philipp. 2004. "Qualitative content analysis". In Flick, Uwe; von Kardorff, Ernst; Steinke, Ines (eds.). *A companion to qualitative research*. London: SAGE Publications, 159-176.
- Moser, Hugo. 1985. „Die Entwicklung der deutschen Sprache seit 1945“. In Besch, Werner; Betten, Anne; Reichmann, Oskar; Sonderegger, Stefan. *Sprachgeschichte. Ein Handbuch zur Geschichte der deutschen Sprache und ihrer Erforschung*. Berlin, New York: Walter de Gruyter, 1678–1707.
- Oebel, Guido. 2011. "Denglisch (= Deutsch + Englisch): Wenn Sprachen miteinander „kollidieren“. *Journal of the Faculty of Culture and Education* 16(1), 143-148.
- Onysko, Alexander. 2004. "Anglicisms in German: From iniquitous to ubiquitous?". *English Today* 20(1), 59-64.
- Onysko, Alexander. 2007. *Anglicisms in German: Borrowing, lexical productivity, and written codeswitching*. Berlin, New York: Walter De Gruyter.
- Otto, Kristin. 2009. *Eurodeutsch – Untersuchungen zu Europäismen und Internationalismen im deutschen Wortschatz*. Berlin: Logos Verlag.
- Oxford Learner's dictionaries. 2022. *Dictionaries*. Oxford: Oxford University Press.
- Perić, Marija; Škifić, Sanja. 2015. "English words and phrases in Croatian: A small-scale study of language awareness and attitudes". *ELOPE: English Language Overseas Perspectives and Enquiries* 12(2), 79-98.
- Poplack, Shana. 2015. "Code Switching: Linguistic". In Wright, James (ed.). *International Encyclopedia of the Social & Behavioral Sciences* 2nd edition. Orlando: Elsevier Ltd, 918–25.
- Qualtrics. 2023. "Likert scales: definition, benefits & how to use them". <https://www.qualtrics.com/uk/experience-management/research/likert-scales/?rid=ip&prevsite=de&newsite=uk&geo=AT&geomatch=uk> (4 Jan. 2023).
- Riehl, Claudia M. 2014. *Sprachkontaktforschung: Eine Einführung* (3rd edition). Tübingen: Narr Verlag.
- Russ, Charles. 1992. "English in contact with other languages: English loans in German after 1945". *York Papers in Linguistics* 16, 101-119.

- Schlobinski, Peter; Siever, Torsten. 2018. *Sprachliche Kommunikation in der digitalen Welt*. Berlin, Wiesbaden, Hannover: forsa, GfS, mediensprache.
- Seresová, Katarína. 2020. *Jobben oder arbeiten? Anglizismen ein bisschen anders*. Hamburg: Dr. Kovač Verlag.
- Spitzmüller, Jürgen. 2002. "Selbstfindung durch Ausgrenzung: Eine kritische Analyse des gegenwärtigen Diskurses zu angloamerikanischen Entlehnungen". In Hoberg, Rudolf (ed.). *Deutsch – Englisch – Europäisch*. Mannheim: Dudenverlag, 247-265.
- Stiven, Agnes Bain. 1936. "Englands Einfluß auf den deutschen Wortschatz". Doctoral dissertation, Marburg, Sporn.
- Stukenbrock, Anja. 2011. *Sprachnationalismus*. Berlin/Boston: De Gruyter.
- Thomas, George. 1991. *Linguistic purism*. London & New York: Longman.
- Thomason, Sarah; Kaufman, Terrence. 2001. *Language contact*. Edinburgh: Edinburgh University Press.
- Thurstone, Louis Leon. 1931 "The Measurement of Social Attitudes". *Journal of Abnormal and Social Psychology* 26(3), 249–69.
- Trudgill, Peter. 2022. *A Glossary of Sociolinguistics*. Edinburgh: Edinburgh University Press.
- Verein deutsche Sprache. (n.d.). „AG Anglizismenindex“. <https://vds-ev.de/verein/> (11 Aug. 2022).
- Viereck, Wolfgang. 1982. "The Influence of the English Language on German". *Amerikastudien* 27, 203-215.
- Viereck, Wolfgang. 1986. "The influence of English on German in the past and in the Federal Republic of Germany". In Viereck, Wolfgang; Bald, Wolf-Dietrich (eds.). *English in Contact with other languages*. Budapest: Akademiai Kiado. 107-128.
- Weinrich, Harald. 1984. Die Zukunft der deutschen Sprache. *Die deutsche Sprache der Gegenwart*, 83–108.
- Weinreich, Uriel. 1953. *Languages in contact, findings and problems*. New York: Linguistic Circle of New York.
- Wilson, Kate. 2014. "How social media is changing language". <https://linguagreca.com/blog/2014/08/how-social-media-is-changing-language/> (12 Aug. 2022).
- Witgenstein, Ludwig. 1922. *Tractatus logico-philosophicus*. London: Kegan Paul.

Appendices

Appendix 1: Abstract (English)

Anglicisms, i.e. English expressions in another language, are widespread in the German language and language influences are increasing. The aim of this Master Thesis is to derive at a working definition of Anglicism by investigating language influences and loaning processes. Furthermore, attitudes towards Anglicisms are looked at in more detail. Eventually, correlations between Anglicisms and social media usage as well as English proficiency are drawn. For this purpose, a questionnaire with 254 participants was conducted, which examined motivations and attitudes towards anglicisms. The thesis also addressed the question of whether it was possible to establish a connection between one's English skills and the participants' use of social media. The conclusions show that the main reasons for use are when talking about specific areas, because they have become accustomed to them through their peers and media and because some find that English expressions sound better than German ones. Evaluated attitudes towards the usage of Anglicisms are in general very positive and German speakers are aware about and confident with the spread of English within the German language. Regarding the level of English command, a slight tendency could be observed, which is the more proficient people are in English, the more positive they are towards English. Lastly, the research shows that social media platforms provide a lot of English content, which in turn impacts the amount of Anglicisms in peoples' daily usage. It is hoped to show through the results that Anglicisms can be valuable for the German language and that attitudes are very positive, especially among average young people with a relatively advanced English proficiency and comparatively high educational level.

Appendix 2: Abstract (German)

Anglizismen, d.h. englische Ausdrücke in einer anderen Sprache, sind in der deutschen Sprache weit verbreitet und die sprachlichen Einflüsse nehmen zu. Ziel dieser Masterarbeit ist es, durch die Untersuchung von Spracheinflüssen und Entlehnungsprozessen eine Arbeitsdefinition von Anglizismen abzuleiten. Außerdem werden die Einstellungen zu Anglizismen näher betrachtet. Schließlich werden Korrelationen zwischen Anglizismen und der Nutzung sozialer Medien sowie Englischkenntnissen hergestellt. Zu diesem Zweck wurde eine Fragebogenaktion mit 254 Teilnehmern durchgeführt, in der Motivationen und Einstellungen zu Anglizismen untersucht wurden. Es wurde auch versucht, einen Zusammenhang zu den Englischkenntnissen und der Nutzung von sozialen Medien der Teilnehmer herzustellen. Die Schlussfolgerungen zeigen, dass die Hauptgründe für die Verwendung von Anglizismen darin bestehen, dass sie über bestimmte Bereiche sprechen, weil sie sich durch Gleichaltrige und Medien an sie gewöhnt haben und weil einige finden, dass englische Ausdrücke besser klingen als deutsche. Die Einstellung zum Gebrauch von Anglizismen ist im Allgemeinen sehr positiv, und die Deutschsprachigen sind sich der Verbreitung des Englischen in der deutschen Sprache bewusst und stehen ihr zuversichtlich gegenüber. Hinsichtlich des Niveaus der Englischkenntnisse konnte eine leichte Tendenz beobachtet werden: Je besser die Englischkenntnisse sind, desto positiver sind sie gegenüber der englischen Sprache gestimmt. Schließlich zeigt die Untersuchung, dass soziale Medienplattformen viele englische Inhalte bereitstellen, was sich wiederum auf die Anzahl der Anglizismen im täglichen Gebrauch der Menschen auswirkt. Die Autorin hofft, durch die Ergebnisse zeigen zu können, dass Anglizismen für die deutsche Sprache wertvoll sein können und dass die Einstellung sehr positiv ist, insbesondere bei durchschnittlichen jungen Menschen mit relativ fortgeschrittenen Englischkenntnissen und einem vergleichsweise hohen Bildungsniveau.

Appendix 3: Questionnaire (original version in German)



0% ausgefüllt

Liebe:r Studienteilnehmer:in,

vielen Dank, dass Sie sich bereit erklären, an meiner Studie teilzunehmen. Alle erhobenen Daten werden ausschließlich zu Forschungszwecken verwendet. Die Umfrage ist daher völlig anonym und alle Antworten werden streng vertraulich behandelt. Die erhobenen Daten enthalten keine Informationen, die zu Ihrer Identifizierung führen könnten.

In der vorliegenden Studie geht es um die Verwendung englischer Wörter durch Personen mit deutscher Erstsprache. Die Durchführung der Studie nimmt in etwa 10 Minuten in Anspruch. Es hängt jedoch auch davon ab, wie viel Zeit Sie für die einzelnen Punkte aufwenden. Bitte füllen Sie daher die Fragen möglichst spontan und intuitiv aus.

Bei auftretenden Fragen oder Interesse am Studienergebnis können Sie mich gerne unter der folgenden E-Mail-Adresse kontaktieren:

a01546798@unet.univie.ac.at

Vielen Dank für Ihre Unterstützung,

Cornelia Lenz

Weiter

Cornelia Lenz, BEd MA Universität Wien – 2022

1. Bitte geben Sie Ihr Geschlecht an.

[Bitte auswählen] v

2. Wie alt sind Sie?

Bitte geben Sie Ihr Alter in Zahlen an.

3. Was ist/sind Ihre Erstsprache/n?

Wählen Sie eine der gegebenen Optionen aus.

[Bitte auswählen] v

4. In welchem Land haben Sie die letzten 10 Jahre die meiste Zeit verbracht?

Wählen Sie eine der gegebenen Optionen aus.

[Bitte auswählen] v

5. Was ist Ihre höchste abgeschlossene Ausbildung?

☐ Pflichtschule

☐ Lehre

☐ Berufsbildende mittlere Schule

☐ Matura

☐ Bachelor oder äquivalent

☐ Master oder äquivalent

☐ Doktor oder äquivalent

☐ anderer Abschluss

6. Haben Sie für mehr als ein Monat im englischsprachigen Ausland bzw. in einem anderen Land, in dem Sie hauptsächlich Englisch gesprochen haben, gelebt?

[Bitte auswählen] v

1. Wie lange haben Sie insgesamt (falls Unterbrechungen) im Ausland gelebt?

[Bitte auswählen] ▼

2. Wieviele Jahre haben Sie bis zum jetzigen Zeitpunkt aktiv (Schule, Kurs, Selbststudium, wohnen im Ausland, Studium in englischer Sprache etc.) Englisch gelernt?

[Bitte auswählen] ▼

3. Sprechen oder schreiben Sie regelmäßig mit jemandem in Englisch?

☐ Ja, täglich oder fast täglich

☐ Ja, ca. 1x in der Woche

☐ Ja, ca. 1x im Monat

☐ Ja, alle paar Monate einmal

☐ Nein

4. Schauen Sie regelmäßig englische Filme/Serien/Dokumentationen?

☐ Ja, täglich oder fast täglich

☐ Ja, ca. 1x in der Woche

☐ Ja, ca. 1x im Monat

☐ Ja, alle paar Monate einmal

☐ Nein

5. Wie schätzen Sie Ihre Englischkenntnisse ein?

- | | | | | | | |
|--|---|--|--|--|---|--|
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| keine
Englischkenntnisse
vorhanden | Sehr schlecht
(Ich kann ganz
einfache Sätze
verstehen und
mich bezüglich
einfacher Themen
und Bedürfnisse
äußern). | Schlecht (Ich
kann häufig
gebrauchte Sätze
verstehen und
mich zu Themen
von persönlicher
Wichtigkeit
verständigen). | Mittelmäßig (Ich
kann
Texte/Gespräche
zu einfachen und
vertrauten
Themen, sowie
Bereichen
meines
Interesses,
verstehen/führen). | Gut (Ich verstehe
die Hauptpunkte
eines
Textes/Gesprächs
und kann mich
fließend mit einem
Gegenüber
unterhalten). | Sehr gut (Ich
kann die meisten,
teilweise auch
schwierigen,
Gespräche/Texte
etc. verstehen
und mich in
Englisch
erfolgreich
ausdrücken). | Ausgezeichnet
(Ich kann
Gespräche/Texte
etc. ohne
Probleme
verstehen und
mich auch in
komplexen
Situationen gut
und flüssig
ausdrücken). |

6. Wie oft benutzen Sie englische Wörter/Phrasen/Ausdrücke in einer deutschen Konversation?

☐ sehr oft

☐ oft

☐ manchmal

☐ selten

☐ nie

Note: Question 1 on this page “Wie lange haben sie insgesamt (falls Unterbrechungen) im Ausland gelebt?“ is a so-called filter question, which means it is only asked when the previous item regarding their time abroad for over a month is answered with Yes.

1. Bitte geben Sie für folgende Fragen den Grad Ihrer Zustimmung an.

	stimme nicht zu		neutral		stimme vollkommen zu
Ich mag die englische Sprache.	☐	☐	☐	☐	☐
Ich denke, dass der Gebrauch der englischen Sprache in Zukunft noch mehr zunehmen wird.	☐	☐	☐	☐	☐
Ich denke, es besteht die Möglichkeit, dass Englisch in Zukunft die deutsche Sprache vollständig ersetzen wird.	☐	☐	☐	☐	☐
Ich denke, es gibt zu viele englische Wörter im Deutschen.	☐	☐	☐	☐	☐
Ich denke, dass vor allem junge Leute englische Wörter im täglichen Sprachgebrauch verwenden.	☐	☐	☐	☐	☐
Ich denke, dass englische Wörter vor allem in den Medien verwendet werden.	☐	☐	☐	☐	☐
Ich denke, dass die zunehmende Anzahl englischer Wörter im Deutschen ein Zeichen für die Nachlässigkeit gegenüber der Muttersprache ist.	☐	☐	☐	☐	☐
Ich denke, dass das Vorhandensein englischer Wörter im Deutschen auf den unterentwickelten Zustand und die Bedürftigkeit der deutschen Sprache hinweist.	☐	☐	☐	☐	☐
Ich denke, dass das Vorhandensein von englischen Wörtern im Deutschen die Identität der deutschen Sprache bedroht.	☐	☐	☐	☐	☐
Meiner Meinung nach stellt die Zunahme der englischen Wörter im Deutschen eine Bereicherung der Sprache dar. Auf diese Weise verbessert sich die Sprache.	☐	☐	☐	☐	☐
Die Verwendung von englischen Wörtern im Deutschen stört mich.	☐	☐	☐	☐	☐
Ich denke, dass die deutschen Entsprechungen englischer Wörter gut genug sind und die Verwendung englischer Wörter im Deutschen unnötig/überflüssig ist.	☐	☐	☐	☐	☐
Ich denke, es ist nicht notwendig nach deutschen Übersetzungen für die englischen Wörter, die ich verwende, zu suchen.	☐	☐	☐	☐	☐
Ich denke, dass der Gebrauch von englischen Wörtern in der heutigen Gesellschaft unvermeidlich ist.	☐	☐	☐	☐	☐
Es stört mich, wenn ich englische Wörter in einem deutschen Fernsehprogramm höre.	☐	☐	☐	☐	☐
Ich benutze oft englische Wörter im täglichen Sprachgebrauch.	☐	☐	☐	☐	☐
Ich denke, dass die Verwendung von englischen Wörtern und Redewendungen die internationale Kommunikation und Verständigung fördert.	☐	☐	☐	☐	☐
Es stört mich, wenn Leute in meiner Arbeit unnötigerweise englische Wörter in deutschen Sätzen verwenden.	☐	☐	☐	☐	☐
Ich finde, dass einige englische Ausdrücke besser klingen als die deutschen Entsprechungen.	☐	☐	☐	☐	☐
Ich denke, dass ich englische Wörter und Sätze häufiger benutze, weil man sich dadurch schneller und kürzer ausdrücken kann.	☐	☐	☐	☐	☐
Auch wenn ich ein deutsches Wort kenne, benutze ich manchmal bewusst Englisch, weil sie mir besser gefällt.	☐	☐	☐	☐	☐
Ich verstehe oft einige englische Wörter nicht, die in den Medien verwendet werden.	☐	☐	☐	☐	☐
Ich verwende englische Wörter, weil das passende Wort in der deutschen Sprache nicht existiert und ich mich dadurch besser ausdrücken kann.	☐	☐	☐	☐	☐
Ich verwende englische Wörter, weil ich mich dadurch modern und zeitgemäß fühle.	☐	☐	☐	☐	☐
Ich verwende englische Wörter, weil ich mich dadurch gebildeter fühle.	☐	☐	☐	☐	☐
Ich verwende englische Wörter oft, wenn ich über Fachgebiete (Technik, Computerwissenschaft, Job, Reisen, Sport etc.) oder mit Gleichaltrigen spreche.	☐	☐	☐	☐	☐
Ich verwende englische Wörter, weil ich es mir durch Medien oder meine Mitmenschen „angewöhnt“ habe.	☐	☐	☐	☐	☐

1. Welches der beiden Wörter verwenden Sie häufiger?

Wählen Sie pro Reihe eine Antwortmöglichkeit.

☐ beide gleich/weder noch	☐ Aktualisierung	☐ Update
☐ Selbstportrait	☐ Selfie	☐ beide gleich/weder noch
☐ Shitstorm	☐ Empörungswelle	☐ beide gleich/weder noch
☐ posten	☐ mitteilen	☐ beide gleich/weder noch
☐ Falschmeldung	☐ Fake News	☐ beide gleich/weder noch
☐ Social Media	☐ beide gleich/weder noch	☐ Soziale Medien
☐ liken	☐ beide gleich/weder noch	☐ positiv bewerten
☐ Seelenverwandte/r	☐ Soulmate	☐ beide gleich/weder noch
☐ Arbeit	☐ Job	☐ beide gleich/weder noch

2. An welche englischen Wörter/Phrasen/Ausdrücke haben Sie während des Ausfüllens des Fragebogens gedacht?

Fügen Sie weitere englische Wörter hinzu, die Sie verwenden, wenn Sie mit jemandem in der deutschen Sprache sprechen/schreiben.

1. Füllen Sie folgende Fragen bezüglich der Nutzung von sozialen Medien aus.

Falls Sie keine der genannten sozialen Medien verwenden, klicken Sie bei allen Fragen „Nein“ an.

	Nein	Ja
Verwenden Sie Instagram?	☐	☐
Verwenden Sie TikTok?	☐	☐
Verwenden Sie Facebook?	☐	☐
Verwenden Sie Twitter?	☐	☐
Konsumieren Sie, neben deutschen Inhalten, auch englische Inhalte auf den genannten sozialen Medien?	☐	☐
Lernen Sie neue englische Wörter oder Phrasen auf den genannten sozialen Medien kennen?	☐	☐
Übernehmen Sie englische Wörter, Phrasen oder Aussagen von den sozialen Medien in Ihren täglichen Wortschatz?	☐	☐

2. Wieviel % der Inhalte auf Instagram, TikTok, Facebook oder Twitter konsumieren Sie ungefähr auf Englisch?

Geben Sie eine Prozentanzahl ohne Nachkommastellen an.

	%
----------------------	---



Vielen Dank für Ihre Teilnahme!

Ich möchte mich ganz herzlich für Ihre Mithilfe bedanken.

Ihre Antworten wurden gespeichert, Sie können das Browser-Fenster nun schließen.

Appendix 4: Questionnaire (English translation)

Dear study participant,

Thank you for agreeing to participate in my study. All data collected will be used for research purposes only. The survey is therefore completely anonymous and all responses will be kept strictly confidential. The data collected will not contain any information that could lead to your identification.

This study is about the use of English words by people with German as their first language. The study takes about 10 minutes to complete. However, it also depends on how much time you spend on each item. Therefore, please fill in the questions as spontaneously and intuitively as possible.

If you have any questions or are interested in the study results, please feel free to contact me at the following e-mail address: a01546798@unet.univie.ac.at

Thank you very much for your support,

Cornelia Lenz

Socio-demographic Factors:

1. Please indicate your gender.
2. How old are you?
3. What is/are your first language(s)?
4. In which country have you spent the most time in the last 10 years?
5. What is your highest completed education?
6. Have you lived for more than one month in an English-speaking foreign country or in another country where you spoke primarily English?

-
1. How long have you lived abroad in total (if interruptions)?
 2. How many years have you been actively (school, course, self-study, living abroad, studying in English, etc.) learning English up to the present time?
 3. Do you regularly speak or write to anyone in English?
 4. Do you regularly watch English movies/series/documentaries?
 5. How would you rate your English proficiency?
 - No English skills available
 - Very poor (I can understand very simple sentences and express myself regarding simple topics and needs).

- Poor (I can understand frequently used phrases and communicate on topics of personal importance).
- Average (I can understand/converse on simple and familiar topics, as well as areas of my interest).
- Good (I understand the main points of a text/conversation and can converse fluently with a counterpart).
- Very Good (I can understand most, sometimes difficult, conversations/texts etc. and express myself successfully in English).
- Excellent (I can understand conversations/texts etc. without difficulty and express myself well and fluently even in complex situations).

6. How often do you use English words/phrases/expressions in a German conversation?

Note: Question 1 “How long have you lived abroad in total (if interruptions)?“ is a so-called filter question, which means it is only asked when the previous item regarding their time abroad for over a month is answered with Yes.

Anglicisms: Please indicate your level of agreement for the following questions. Select 'fully disagree' to 'fully agree'.

1. I like the English language.
2. I think that the use of the English language will grow even more in the future.
3. I think there is a possibility that English will replace German completely in the future.
4. I think there are too many English words in German.
5. I think that young people are mostly the ones who use English words in everyday speech.
6. I think that English words are mostly used in the media.
7. I think that the increased amount of English words in German signifies carelessness towards the mother tongue.
8. I think that the presence of English words in German indicates the undeveloped state of German and its indigence.
9. I think that the presence of English words in German threatens the identity of the German language.
10. In my opinion, the increase of English words in German represents enrichment of the language with some new English words. In that way language is improving.
11. The mixing of English words into German bothers me.
12. I think that German equivalents are good enough and the use of English words in German is unnecessary.
13. I think that I do not even need to look for German equivalents for English words and phrases that we use often.

14. I think that the use of English words in today's society is inevitable.
15. It bothers me when I hear English words on a German television program.
16. I often use English words in everyday speech.
17. I think that the use of English words and phrases fosters international understanding.
18. It bothers me when people in my company unnecessarily use English words inside German sentences.
19. I think that some English expressions sound better than German equivalents.
20. I think that I use English words and phrases more often because they can express something quicker and shorter.
21. Even when I know a German word, sometimes I use consciously English because I like it better.
22. I often do not understand some English words used in the media.
23. I use English words because the appropriate word does often not exist in the German language and I can express myself better that way.
24. I use English words because they make me feel modern and up-to-date.
25. I use English words because they make me feel more educated.
26. I use English words often when I talk about subjects (technology, computer science, job, travel, sports, etc.) or with my peers.
27. I use English words because I have become accustomed to it through the media or my peers.

Anglicisms: Which of the two words do you use more often? Choose one answer choice per row.

1.
☐ Update
☐ Aktualisierung
☐ beide gleich/weder noch

2.
☐ Selfie
☐ Selbstportrait
☐ beide gleich/weder noch

3.
☐ Shitstorm
☐ Empörungswelle
☐ beide gleich/
weder noch

4.
☐ posten
☐ mitteilen
☐ beide gleich/weder noch

5.
☐ Fake News
☐ Falschmeldung
☐ beide gleich/weder noch

6.
☐ Social Media
☐ Soziale Medien
☐ beide gleich/
weder noch

7.

- ☐ liken
- ☐ positiv bewerten
- ☐ beide gleich/weder noch

8.

- ☐ Job
- ☐ Arbeit
- ☐ beide gleich/weder noch

9.

- ☐ soulmate
- ☐ Seelenverwandter
- ☐ beide gleich/
weder noch

Anglicisms: What English words/phrases/expressions did you think of while filling out the questionnaire?

Add any other English words you use when speaking/writing to someone in German.

Social Media: Complete the following questions regarding social media use. Answer with 'Yes' or 'No'. If you do not use any of the social media mentioned, click 'No' for all questions.

1. Do you use Instagram?
2. Do you use TikTok?
3. Do you use Facebook?
4. Do you use Twitter?
5. In addition to German content, do you also consume English content on the aforementioned social media?
6. Lernen Sie neue englische Wörter oder Phrasen auf den genannten sozialen Medien kennen?
7. Übernehmen Sie englische Wörter, Phrasen oder Aussagen von den sozialen Medien in Ihren täglichen Wortschatz?

Approximately what % of content on Instagram, TikTok, Facebook or Twitter do you consume in English? Give a percentage without decimal places.

Thank you very much for your participation!

I would like to thank you very much for your cooperation.

Appendix 5: Word list of Anglicisms (Responses from questionnaire)

Lockdown
nice, cringe,
Attitude
cute
Shitstorm
nice
sorry, yes,
Love you; See you; I like; same
Fuck, noway, like it, instant
Vor allem Schimpfwörter: shit, fuck usw.
cool, crazy, friends
cringe, sus, ...
woke
safe, nice, Bezeichnungen für Übungen aus dem Fitnessbereich (Squats, Deadlift etc.)
nice
cringe, weird, crazy, cool, yes, no, because
Hobby
Photography, nice, ship, Delicious, hello
darkness my old friend, darling, thx,
thanks, thank you very much, the dark side of the moon, sad, sick, cry, Black Lives Matter, crazy, fantastic
taking minutes, ASAP, gate, ...
Car-Sharing, WC
nice
cute, beautiful, happy birthday
Yes, sure, no way, oh my god
Incentive, cool, playlist, setlist, bullshit
Cracked, shieldbreak, Assist, Kill, Goal, Goat,
weird, crazy, fuck, appreciate, no offense, strange, guilty pleasure, workout, pancakes, drink
Grinch, Fuck
Cool, nice,
nice, cool
war hin und hergerissen zwischen Wörter im täglichen Gebrauch (Lockdown, Smartphone, App, canceln) und unnötig eingebauten Wörtern für die es ein einfaches Äquivalent gäbe
"Yes,
Okay
No prob (lem)

Handy
Chat, chatten
Streamen
Foodbaby"
Cringe, like for real, damn, crazy
relaxen, chillen, shopping,
nice, sick, cool, same, fair enough ..
amazing, nice, Selfie
crazy, spooky, fuck
Call und Anruf
selfie, wtf, lol, cringe, sorry
cringe, oh my god, lol
Spam, upgrade, download
Creepy
into it, happy
fancy, nice, oh no, shit, fuck, i love you
useless
confident, self confidence, body shaming,
cringe, toxic, buddy, fuck, shit, picture,
cool, flow, crazy, crush
Upload, Download, Meeting, Call,
Shortcut,..
strange
Managen, Smartphone, Coffee to go
nice, office
Fancy, me-Time, cool, online banking,
Smart Watch, Smart Home,
cringe
True, accurate, cute, hyped
Vor allem im Gaming Bereich setzen sich viele englische Wörter durch, dies betrifft sehr stark die Jugend, Beispiele hierfür:
noob, random, scope, hit, Away from keyboard uvm.
Party, sorry, okay, outfit, weekend,
cringe, community, nice, lost, fancy, shit, cheers
Oh no,
Timeline, Quackguide, Download, Upload...
Hi, mindset
Shit
shit...computer.....harddisk
"chatten
pic
Oh nooo"

Cool, nice, Sleepover
 Wörter in meinem Arbeitsumfeld:
 Recruiting, Onboarding, candidate
 Experience
 bro, move, safe, fancy, crazy, ...
 Cool,nice,byebye
 Cool,
 Hypocrit, ausdrücke aus basketball (lay up,
 rebound, alley oop, steal,...), workflow,
 crazy, go for it, do it, you do you, playlist,
 binge watching, kitty,
 App, Notebook, Tablet,
 Laptop, News, Container, happy,
 downloaden, Team
 Love it, sweet, very good, nice, on, off,
 break
 maybe, love, like, join, no
 share, by the way, see you, hello und good
 job.
 Blackout (verwende ich nicht, aber hört
 man so oft. Bei mir ist und bleibt es ein
 Stromausfall), Workout, Podcast
 cringe, FOMO (fear of missing out), ready
 Homeoffice, Jeans, Baby, Peeling, Trend,
 fair, Design
 Spoilern
 dissen, gender, mansplaining,
 same, strange, weird, crazy, why, cringe,
 well,
 chill, relax, smooth, fuck(ing), whatever
 Posten, Viral, Show
 random, excited, happy,
 Fucking
 nice, shit, what happened?
 Ich verwende verschiedene Wörter, ich
 arbeite in einem englischsprachigen
 Unternehmen
 I recommend, lost, cringe, crazy, just
 saying, satisfying,
 Party
 Happy birthday, merry Christmas
 "like (als Füllwort), you know (Füllwort)

difficult (anstelle von schwierig),
 challenging, nice, cool, same, (I'm) sorry,
 lame"
 Mindset, Powerful, Manager,
 Friends
 Cool, fuck (generell Schimpfwörter)
 relaxen, snacken, make a break, fitness,...
 nice, outdoors, whatever, by the way, like,
 nice to have
 gendern, random, lol, shit
 Ok
 jump, push, checken
 Cat friendly Clinic
 awkward
 to spill the tea, easy, cringe
 Leadership, Boxplot,
 Wörter im Berufsleben, die von einer
 Software so vorgegeben werden.
 Ok, like, mind, up-to-date
 Smooth, nice, right, do it!,
 random, weird,
 Cool, BBQ
 legit, though, safe, sure, damn, bro, bruh, I
 guess, tutorial, sehr viele Akronyme wie
 etwa: idk, idrk, hbu, btw, omw
 same, strange, I don't know, etwas
 "switchen"
 nice
 Random
 Casting, Smartphone
 fuck
 Chatten, okay, canceln, supporten,
 Blackout, Queen, Party
 Cringe, nice, sick, lit, What the fuck
 Convenient, nice
 commitment, committed, safe
 nice, obviously
 Chillen, nice, online
 confused, excited, literally, cringe, chillen,
 same, nice
 Sorry, holy shit, never, oh no, Wtf