

# The use of Anglicisms in L2 speakers of English and German

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**Kovačević, Martina**

**Undergraduate thesis / Završni rad**

**2023**

*Degree Grantor / Ustanova koja je dodijelila akademski / stručni stupanj:* **Josip Juraj Strossmayer University of Osijek, Faculty of Humanities and Social Sciences / Sveučilište Josipa Jurja Strossmayera u Osijeku, Filozofski fakultet**

*Permanent link / Trajna poveznica:* <https://urn.nsk.hr/urn:nbn:hr:142:981120>

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*Download date / Datum preuzimanja:* **2025-02-22**



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Sveučilište J.J. Strossmayera u Osijeku

Filozofski fakultet Osijek

Studij: Dvopredmetni sveučilišni preddiplomski studij engleskog jezika i  
književnosti i njemačkog jezika i književnosti

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Mentor: doc. dr. sc. Ana Werkmann Horvat

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U Osijeku 16. 7. 2023.



\_\_\_\_\_ Martina Kovačević, 0130330537 \_

ime i prezime studenta, JMBAG

## **Abstract**

Anglicisms are loanwords which come from English and can be found in a great number of languages in the world. This occurrence is owed to the status of the United States of America as a global power, but also to the status of the English language itself as a *lingua franca*. The influence of English became so strong, that even when it is learned as an L2 it does not only influence the L1 of the speakers, but also other languages learned as an L2. In this paper, participants who study English and German as an L2 and whose L1 is Croatian will be taken as a study group to assess the influence of English on the learning process of German. The aim of this paper is to investigate whether and to what extent students of English and German prefer to use Anglicisms in German as opposed to students who study only German. Twenty Anglicisms (such as *Job, Party, happy*) as well as their German counterparts (*Arbeit, Feier, glücklich*) will be taken and twenty sets of sentences will be constructed in German to explore which sentences, and therefore Anglicisms, will be chosen by the participants. The paper will also provide a base for further study of language contact and will also show to which extent other languages are influenced by English when they are an L2.

**Keywords:** Anglicism, language contact, loanwords

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## 1. Introduction

Today, Anglicisms have found their way into almost every aspect of human life: education, journalism, health care and even politics, no matter what one's L1 is. This influence is especially visible in German and because of this, German speakers hold English in high regard (Barbe, 2004, p. 26). The use of Anglicisms does not end with L1 speakers of German, but it further extends to speakers who are learning German as an L2. Nowadays, educational institutions offer their materials in international languages, which makes language contacts much more frequent, and therefore allows linguistic borrowings, especially Anglicisms, to be used in the field of education (Simon et al., 2021). The motivation for this study comes from the continuous usage of Anglicisms in German classes, both by the students and the professors. This showed a permanence of the influence of English on both ends of the educational process. It is important to note that the professors who tend to use Anglicisms when speaking German have themselves studied English at a University level, as well as German, when they were asked about their previous contact with English.

The current research lacks data on the influence English has on other languages which are learned as an L2, specifically in the area where Croatian is spoken as an L1. This study is significant because of the effect other influential languages have had on this geographical area, like Turkish and German, in the sense that every language left a permanent mark on the L1 of these speakers. This study will provide insight into the extent of the influence that English has even on the other L2 of these speakers by using specific Anglicisms from various categories of influence.

The aim of this paper is to investigate whether and to what extent the academic study of English influences the usage of Anglicisms in another L2, in this case German, as well as if the students who do not study English are inclined to use Anglicisms in German because of the overall status of English as a *lingua franca*. To explore these issues, two questionnaires will be used, where one will contain sentences with Anglicisms and their native German counterparts and see whether there is a difference in the results between the two different study groups, and the second questionnaire will contain questions where the speakers can assess to what extent is English present in their lives. In the literature review and background section, earlier and contemporary research will be compared to show continuous prevailing aspects of influence of English. The methods section will offer a detailed description of the data collection and the structure of the materials, as well as the limitations of the research. Two tables with visual representation of questionnaires will be introduced in the results

section, to offer a clear overview of the elements used in questionnaires, as well as two tables showing the results of both groups in percentages and the results of both groups will be compared to one another and explained. In the discussion section, the results will be further explored through various dealing with language contacts. The possibility of the similarity of the results of both groups will also be addressed.

## **2. Literature review**

Authors such as Barbe (2004) and Onysko (2004) state that the occurrence of Anglicisms in German is natural. Some areas are more prone to being affected by English borrowings because of the great influence the US has had in the overall development in advertisement, technology, and most importantly business (Barbe, 2004). Onysko (2004) states, like Barbe, that the fields that show the highest number of Anglicisms are also the fields in which the US pioneered after 1945, adding economics, politics and science to the list. The year 1945 is particularly important in both papers because it marks a great change from the notion of trying to purify German to the notion of accepting the borrowing from all languages, not just English. Haspelmath and Tadmor (2009) further argue that the act of lexical borrowing is universal, and state that “no language in the sample – and probably no language in the world – is entirely devoid of loanwords” (p. 55). A more recent approach can be seen in Simon et al. (2021) where the authors compare the usage of Anglicisms in the field of education in Romanian, German and French. This study is relevant for the current study because it further shows how prevailing Anglicisms are in the languages which are studied as an L2, especially when we take education into account.

The influence of the English language can be easily noticed because, according to Barbe (2004), there are five major categories of loans: “direct loans, loan blends, loan translations, secret Anglicisms and pseudo loans” (p. 27). Because these words go through various instances of integration, they may not always be obvious, because, as Onysko (2004) states, German people tend to adapt the language to themselves in order to pronounce the foreign words easier. This instance of implementing changes on words borrowed from different languages is completely natural and sometimes also necessary, and this occurrence is also justified by Haspelmath and Tadmor (2009) where they state, “in such situations of lack of fit (which are the rule rather than the exception), loanwords often undergo changes to make them fit better into the recipient language” (pp. 42). Furthermore, Haspelmath and Tadmor

(2009) argue that when we analyze the vast vocabulary of the German language, it becomes much easier to recognize and classify the words which have been borrowed from English, because “German traditionally makes a distinction between Fremdwörter ‘foreignisms’ and Lehnwörter ‘adapted/integrated/established loanwords’” (pp. 43). Barbe (2004) also states that it is impossible not to have loanwords present in German and how futile it is to resist them by using the arguments: “English is contemporary; in contrast to Latin and French, English has been taken up by the general population; English is a lingua franca” (p. 34). By using both integrated and unintegrated Anglicisms in the process of collecting data, this study will show whether there is a difference in perceiving these two kinds of Anglicisms.

Wildgen et al. (1991) state:

Der bilinguale Sprecher ist der eigentliche Ort der Auswirkung des Sprachkontaktes. In seiner Person vollziehen sich Einschätzungen, Bewertungen von Varianten, hier werden Entscheidungen zur Sprachwahl getroffen, und in seiner inneren Sprachorganisation treten Einflüsse der Kontaktvarianten auf die erste Sprache und auf andere Lernersprachen ein.

[The bilingual speaker is the actual place of the impact of a language contact. In him, assessments [and] evaluations of variants are carried out, decisions on language selection are made here, and in his inner language organization, influence of contact variants on the first language or on other languages that a person is learning occurs.]

In other words, the usage of certain language phenomena, like Anglicisms, is highly dependent on the actual speaker and on his knowledge of other languages. The instance of using Anglicisms can be attributed to language contacts and normally occurs in all natural languages. Onysko (2004) further states that the process of integrating Anglicisms is not only a matter of linguistics and further proposes a six-part model of motivations for the use of borrowings: “semantic motivation, stylistic motivation, euphemistic, emotive, social and conveniently short” (p. 62). If we analyze the terms used, we can notice that borrowings also owe their acceptance to the cognitive aspects of language usage.

Haspelmath and Tadmor (2009) further show the extent of lexical borrowing by adopting a typological approach. They state how this approach to explaining loanwords and assessing the possibility of them being borrowed is not direct and introduce two main types of factors responsible for this, specifically “social and attitudinal factors (prestige of the donor language, puristic attitudes)” and “grammatical

factors (e.g., the claim that verbs are more difficult to borrow than nouns because they need more grammatical adaptation than nouns)” (p. 35). This approach and factors, which are quite similar to the approach Onysko (2004) has, have been taken into consideration in the Discussion section of this paper, as some of the results can be explained only if attitudinal factors are taken into account in the decision process.

The purpose of this study is to investigate the usage of Anglicisms based on the amount of contact each of the study groups has with English. The connection between English and German is already strong because they belong to the same branch of Germanic languages, but what greatly influenced the borrowing of English words in German is the globalization and international recognition of English as a *lingua franca*. It is important to show how languages cannot be completely separated from one another and that language contacts and borrowings are a natural occurrence. This study will further prove that even in a language such as Croatian, which belongs to the Slavic language branch, there appears to be a strong influence of English, on not only Croatian, but also on German, or in this case the other L2 of my focus group.

## **2.1. Current Study**

The aim of this study is to investigate whether and to what extent students of English and German prefer to use Anglicisms in German as opposed to students who study only German.

My hypotheses and possible outcomes are as follows:

If the students of English and German use Anglicisms in German more frequently than the students studying only German, then the research question will be proven to be true.

If, however, the students studying only German use Anglicisms more frequently, then the influence of English on L2 speakers of German will be proven to be stronger than anticipated.

## **3. Methods**

The study was conducted at the Josip Juraj Strossmayer University, at the Faculty of Humanities and Social Sciences, specifically English and German language department. The group of participants consisted of 12 second year students, 6 of whom study only German language and literature and the

other 6 who study both English and German language and literature. The students are between 20 and 25 years of age and speak Croatian as an L1. All students have former knowledge of English at a high school level.

The data was collected via two online questionnaires. The first questionnaire was given to both study groups, and it consisted of 20 tasks, each of which contained a set of sentences written in German, which themselves differed in only one word, which was an Anglicism in the form of a noun, adjective or verb. The sentences were constructed with the help of EXMARaLDA Demo Corpus and Datenbank für Gesprochenes Deutsch (DGD), and the words were carefully selected from Carstensen (1963), Glück (2004), Onysko (2004) and Schaefer (2021) to establish a continuous presence of Anglicisms in German. The Anglicisms selected for the research were near synonyms of their German counterpart e.g., *Job* for German *Arbeit*, *einloggen* for the German *eingeben*, *Party* for the German *Feier*. It is important to note that most of the Anglicisms are already incorporated into the German language and have gone through grammatical and orthographic changes, in the sense that they cannot be easily recognized. The second questionnaire was given only to the German study group, and it consisted of 5 questions about the contact they have with English on a daily basis. By doing so, the knowledge of English and familiarity to the English language of the individuals within the German study group was established which gave a firm standing point for the interpretation of the results of this study group.

The small number of participants has been addressed in the discussion section of the paper, as well as the lack of funding for the research, seeing as only 12 participants in total were interested in doing the research. The results have been accordingly analyzed.

ANGLICISM	GERMAN COUNTERPART	TRANSLATION
<b>Job</b>	<b>Arbeit</b>	<b>job, work</b>
<b>einloggen</b>	<b>eingeben</b>	<b>to log in</b>
<b>soft</b>	<b>sanft</b>	<b>soft</b>
<b>Party</b>	<b>Feier</b>	<b>party</b>
<b>downloaden</b>	<b>herunterladen</b>	<b>to download</b>
<b>happy</b>	<b>glücklich</b>	<b>happy</b>

<b>Action</b>	<b>Handlung</b>	<b>action</b>
<b>gechattet</b>	<b>geplaudert</b>	<b>to chat</b>
<b>light</b>	<b>leicht</b>	<b>light</b>
<b>News</b>	<b>Nachrichten</b>	<b>news</b>
<b>mailen</b>	<b>senden</b>	<b>to mail</b>
<b>free</b>	<b>umsonst</b>	<b>free</b>
<b>Smartphone</b>	<b>Handy</b>	<b>smartphone</b>
<b>Blazer</b>	<b>Klubjacke</b>	<b>blazer</b>
<b>chillen</b>	<b>faulenzen</b>	<b>to chill</b>
<b>Topfilm</b>	<b>Spitzenfilm</b>	<b>top film</b>
<b>Hobby</b>	<b>Liebhabelei</b>	<b>hobby</b>
<b>Interview</b>	<b>Gespräch</b>	<b>interview</b>
<b>Fast Food</b>	<b>Schnellimbiss</b>	<b>fast food</b>
<b>Logo</b>	<b>Signet</b>	<b>logo</b>

Table 1. List of Anglicisms used in sentences, along with their German counterparts and translation

	<b>STATEMENTS</b>
1	I often watch television in English.
2	I often watch English, or American shows or movies without translation.
3	I often listen to English or American songs.
4	I often watch social media content in English.
5	I understand signs and labels on products written in English.
6	I can communicate with foreigners in English with no difficulties.

Table 2. Statement to assess the amount of contact with English, which was given to speakers who study only German

#### 4. Results

There were 20 tasks in total containing 40 sentences, where one contained an Anglicism and the other contained its German counterpart. The list of the Anglicisms can be seen above in Table 1 in the

Methods section. The list follows the same order in which the sentences have been presented in the tasks.

The following table illustrates the result of both groups:

	Anglicism	German Counterpart	Divided
EngGer Group	45%	45%	10%
Ger Group	55%	30%	15%

Table 3. Results of both groups shown in percentages

It is important to note that the participants who only study German solved the questionnaire about their contact with English, where on the 5-point-Likert scale from ‘Strongly disagree’ to ‘Strongly agree’, the showed the following:

	Statements	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
<b>1</b>	I often watch television in English.	0%	0%	0%	33%	67%
<b>2</b>	I often watch English, or American shows or movies without translation.	0%	0%	0%	50%	50%
<b>3</b>	I often listen to English or American songs.	0%	0%	0%	17%	83%

<b>4</b>	I often watch social media content in English.	0%	0%	0%	17%	83%
<b>5</b>	I understand signs and labels on products written in English.	0%	0%	0%	17%	83%
<b>6</b>	I can communicate with foreigners in English with no difficulties.	0%	0%	0%	67%	33%

Table 4. Results of the questionnaire about the knowledge of English (only German study group)

## 5. Discussion

The results of the study will be analyzed in the order of the sentences, as they are presented in Table 1 in the Methods section. Each of the groups will be taken into consideration, as well as the number of people within the group if this piece of data is relevant to the findings. The lack of participants will also be taken into consideration during the analysis. The group studying English and German will be referred to as the EngGer Group from now on, and the group studying only German will be referred to as the Ger Group.

In the first set of sentences, the Anglicism *Job* was used in one sentence and the German counterpart *Arbeit* was used in the other. In EngGer Group, 67% of the people chose the German counterpart, whereas in Ger Group, all participants chose the Anglicism. This is a surprising finding in view of the EngGer Group seeing as *Job* is considered to be a widely known Anglicism, used even in names of



online journals as in ‘Online Focus JOBS – beruf und karriere’ as in Barbe (2004). The presence of the Anglicism in the field of business and economy is the likely reason why all participants in Ger Group decided to choose the sentence containing it, whereas the EngGer group was likely more careful making this choice, as they are more aware of the language contact.

In the second set of sentences, the Anglicism *einloggen* was used in one sentence and the German counterpart *eingeben* was used in the other sentence. The structure of the sentence was also adjusted, as *einloggen* is a reflexive verb in German. Here, 83% of the participants from EngGer Group chose the Anglicism, as well as 50% of the participants from Ger Group. Seeing as the Anglicism comes from the technology sector and is used in everyday life, it is normal that most of the participants chose it. For this verb, as well as others in the music-scene and technology sector, Glück (2008) says that anyone who reads any kind of material concerning those topics, can expect to see these verbs frequently (p. 149).

In the third set of sentences, the Anglicism *soft* was used in one sentence and the German counterpart *sanft* in the other. 67% of the participants from EngGer Group chose the German counterpart, as well as all participants from Ger Group. As *soft* is mostly used in advertising clothing items, as presented by Glück (2008), it is plausible that most participants chose the German counterpart, as it seems more natural when used in a context that describes a human feature, such as someone’s voice, like in the sentence in question. Another factor which makes a difference in choosing the German counterpart is the fact that the Anglicism *soft* is mostly used as a prefix in German advertising and sales.

In the fourth set of sentences, the Anglicism *Party* was used in one sentence and the German counterpart *Feier* in the other sentence. 83% of the participants from EngGer Group chose the German counterpart, but 83% of the participants from Ger Group chose the Anglicism. This is an interesting finding, especially in view of EngGer Group, seeing as *Party* serves as an established Anglicism in the German language according to Schaefer (2021), which she also established in her own study. The intrinsic motivation to use more German words in their daily vocabulary also serves as one of the reasons why most participants from EngGer Group chose the German counterpart. This intrinsic motivation varies from speaker to speaker, and according to studies mentioned in this paper, like Haspelmath and Tadmor (2009), the more contact a certain speaker has with the language the higher are the chances that the speaker will choose the word he feels more connected or familiar with.

In the fifth set of the sentences, the Anglicism *downloaden* was used in one sentence and the German counterpart *herunteraden* in the second sentence. Here, the participants in EngGer Group were divided, and 67% of the participants in the Ger Group chose the Anglicism. The verb *downloaden* is also one of the verbs which Glück (2008) mentions when he talks about the Anglicisms in the technology sector, where this Anglicism can be found in magazines with the topic of computer technology. Although in the second set an Anglicism in the same field as *downloaden* was chosen by more participants, here this is not the case. This could be due to the fact when seen online, the Anglicism *downloaden* is often missing the infinitive suffix “-en” and is instead used in the same form as in English.

In the sixth set of the sentences, the Anglicism *happy* was used in one sentence, and the German counterpart *glücklich* in the other sentence. Here, all of the participants chose the German counterpart. This is not considered an anomaly, seeing as when talking about emotions, which was the case with the sentence constructed for this study, the German counterpart can be seen in almost every case, whereas the Anglicism *happy* can mostly be seen in compound nouns when it comes to advertising, as in Glück (2008): “Happy mit Handy” (p. 149).

In the seventh set of the sentences, the Anglicism *Action* was used in one sentence and the German counterpart *Handlung* in the other sentence. Here, all participants in EngGer Group chose the Anglicism, as well as 83% of the participants in Ger Group. One of the reasons why most of the participants chose the Anglicism is due to the fact that it is very present in the field of entertainment, especially when it comes to movies and TV shows. This Anglicism can also be seen in compounds, such as *action-packed*.

In the eighth set of the sentences, the Anglicism *gechattet* was used in one sentence, and the German counterpart *geplaudert* in the other sentence. Here, a past form of the verb *chatten* was used to construct a sentence. 83% of the participants in EngGer Group chose the sentence with the Anglicism and the participants in Ger Group were divided. The fact that *chatten* is constantly used in everyday life and in classes, especially during the period of Covid-19 pandemic, could be one of the reasons why most of the participants chose the sentence containing it.

In the ninth set of sentences, the Anglicism *light* was used in one sentence, and the German counterpart *leicht* in the other sentence. Here 67% of the participants from EngGer Group chose the sentence with the Anglicism, as well as 83% of the participants in Ger Group. As the Anglicism was used as a prefix,

and not as a standalone adjective, the participants probably chose it, because it was used according to its assimilated role in the German language.

In the tenth set of sentences, the Anglicism *News* was used in one sentence, and the German counterpart *Nachrichten* in the other sentence. 67% of the participants from EngGer Group chose the German counterpart, as well as all participants in Ger Group. This occurred due to the fact that there are many Anglicisms already used in news reports, and the German counterpart is much more present in public, than the Anglicism. An interesting piece of information is that in German news reports on TV, the German counterpart is mostly used to introduce the news and the Anglicism was mostly in compound nouns used idiomatically.

In the eleventh set of the sentences, the Anglicism *mailen* was used in one sentence and its German counterpart *senden* in the other sentence. The verb *mailen* as well as two other verbs in this questionnaire, *downloaden* and *einloggen*, is also in the group of verbs commonly seen in the technology sector. 83% participants from EngGer Group chose the German counterpart and the participants in Ger Group were divided. This unexpected result from both groups could have happened due to the similarities of the both verbs to other verbs found in the English language, such as ‘to mail’ and ‘to send’. The results could also be explained with the fact that the German counterpart *senden*, when one looks at its root and suffix, looks and sounds like an Anglicism as well. Therefore, interference could have happened in the minds of the participants, and they could no longer differentiate between the two verbs.

In the twelfth set of sentences, the Anglicism *free* was used in one sentence and its German counterpart *umsonst* in the other sentence. Here, participants from EngGer Group were divided in their opinion, whereas 67% of the participants from Ger Group chose the German counterpart. While *free* is an Anglicism which is very present in the German language, it is mostly not used in the position of the sole adjective in the sentence, which was the case in this questionnaire, but rather as a prefix in a compound noun, such as *Free-WiFi* or *Free-TV*. This difference in the usage of this Anglicism is probably one of the reasons why the participants remained divided in their opinion.

In the thirteenth set of the sentences, the Anglicism *Smartphone* was used in one sentence and its German counterpart *Handy* in the other sentence. 67% of the participants in Ger Group chose the German counterpart and 67% of the participants from Ger Group chose the Anglicism. This finding is completely justified, seeing as *Handy* is considered to be a pseudo-Anglicism. Here, Onysko (2007)

states that “a pseudo anglicism is not the result of lexical transfer (...) but is the product of a language inherent creation that is based on a novel combination and use of English lexical material in the RL” (p. 54). The fact that *Handy* is considered to be one of the most frequently used pseudo Anglicisms justifies the results.

In the fourteenth set of sentences, the Anglicism *Blazer* was used in one sentence and its German counterpart *Klubjacke* in the other sentence. Here, all participants in EngGer Group, chose the sentence with the Anglicism, as well as 83% of the participants in Ger Group. The noun *Blazer* can be seen very often in everyday life in Germany, especially in advertising, or in online stores, such as About You. Because *Blazer* is more noticeable and also maintains the same form it has in English, it is not surprising that most of the participants chose it.

In the fifteenth set of sentences, the Anglicism *chillen* was used in one sentence and its German counterpart *faulenzen* in the other sentence. 67% of the participants from EngGer Group chose the sentence with the German counterpart, as well as 67% of the participants in Ger Group. The Anglicism *chillen* exists in English as a verb and an adjective in the form without the infinitive suffix “-en”, therefore the German counterpart *faulenzen* looks more natural in this case. The context of the sentence where the people are described as being lazy and not laid back, also made the German verb a more appropriate choice.

In the sixteenth set of sentences, the Anglicism *Topfilm* was used in one sentence, and its German counterpart *Spitzenfilm* in the other sentence. 67% of the participants from EngGer Group chose the German counterpart, as well as all of the participants in Ger Group. Although *Topfilm* was used appropriately, with the Anglicism being the prefix of a compound noun, the participants still mostly chose the German counterpart. This suggests that the German counterpart has a stronger role and structure in German, therefore, it is used more frequently even by L2 speakers of German.

In the remaining sets of sentences all the participants in both groups chose Anglicisms. In the seventeenth set the pairing was *Hobby* and *Liebhabelei*. Here Carstensen (1963) also states that *Hobby* is very present in the German language that there even exists a magazine with this name (p. 36). Due to the widespread American trend of having a hobby to keep you happy outside of your place of work, or in your free time, it is a natural occurrence for the participants to choose the word they are used to seeing every day. In the eighteenth set, *Interview* was used as an Anglicism and *Gespräch* as the German counterpart. As Simon et al. (2021) have established in their study, *Interview* can already be

found in a German dictionary. Because the incorporation of a borrowed word in a dictionary signifies the final step of its acceptance into the recipient language, it justifies the fact that it was chosen by all participants in this study. In the nineteenth set of sentences, *Fast Food* was used as an Anglicism and *Schnellimbiss* as its German counterpart. Because The United States of America serve as the leading Nation in many areas such as technology and economy, but also in the food industry with restaurants like McDonald's or Burger King, unsurprisingly, the participants also chose a word that has achieved global success and is familiar to them. In the twentieth set of sentences the Anglicism used was *Logo* with *Signet* as its German counterpart. *Logo* is also one of the Anglicisms found by Simon et al. (2021) in a German dictionary, as was *Interview*, therefore it also signifies an Anglicism which has completely been incorporated into the German language. The fact that it is used frequently, especially in the technology sector, due to globalization, also helped the participants in the process of deciding which sentence to choose.

As Barbe (2004) and Onysko (2004) have concluded in their studies, Anglicisms are a natural occurrence in German, due to the overwhelming influence of English. Because the Anglicisms chosen for this study come from fields where influence of English is highly visible, the results of this study follow the findings of Barbe (2004) and Onysko (2004). Furthermore, by taking the examples which are used in everyday life, such as *Interview* and *Logo*, and which are already incorporated into a German dictionary, the findings of Simon et al. (2021), that the influence of English is not only seen in the L1 language, but also in other L2 languages of the speakers, have also been confirmed. As Wildgen et al. (1991) state, the bilingual speaker is the main factor when it comes to language contacts. Each person is different, therefore, they experience languages differently. All the cases where the majority decision could not be determined were a result of the inner workings of every speaker. Although all participants have a significant amount of contact with English and use it even in their everyday lives, the intrinsic motivation and thoughts also influenced their decisions greatly. This fact has also been shown and taken into account by Haspelmath and Tadmor (2009) where they took into account the various attitudinal factors which influence the process of adaptation of loanwords into the recipient language.

Specifically, when talking about the results of the two groups of participants in this study, as can be seen in Table 3, the group studying both English and German chose the sentence with the Anglicism in nine pairs of sentences, the sentence with the German counterpart in another nine sets and were

divided in two sets of sentences. The general results of the EngGer Group suggest that the individuals who study both English and German are inclined to use Anglicisms in some of the sentences, but that they also try to use the German counterparts, as if to show that they are able to separate these two languages, and that they are able to distinguish between different contexts in which these words were used. The group studying only German chose the sentence with the Anglicism in eleven sets of sentences, the sentence with the German counterpart in six sets of sentences and were divided in three sets of sentences. The general results of the Ger Group show that they are more inclined to use Anglicisms, than already existing German words. This finding may seem surprising at first, as this group does not study English together with German, but it just shows that the influence of English on the German language is stronger than anticipated. When the results of the questionnaire with the Likert scale (Table 2, Table 4) are also analyzed, the fact that all participants chose either 'Agree' or 'Strongly Agree' in all of the questions shows that English is very present in their everyday lives, not only in their free time, but also when they learn and speak their L1. These findings also show that the Ger Group showed a greater tendency not to differentiate between the two languages like the EngGer Group did, but rather show their knowledge of German together with the Anglicisms which may occur in it. What can be inferred from these findings, is that some of the choices that the participants made can be justified by taking the status of English as a *lingua franca* into account, as explained by Barbe (2004). In the instances where the participants chose the German counterparts, even though the Anglicisms in these examples have already been adapted and implemented into the German language, it is possible that attitudinal factors and intrinsic motivation explained by Onysko (2004) and Haspelmath and Tadmor (2009) have also had a strong influence on the decision process. These findings have also refuted my initial hypothesis that the participants within the EngGer Group will be the ones who will chose Anglicism more often than the participants in the Ger Group.

Due to the low number of participants in this study and due to the fact that the study was only conducted on the second-year students, the results should be taken as preliminary. Despite this, the differences between the two groups were still visible. If the study included a greater number of participants from all years of study, it might be predicted that a greater difference between the two groups would emerge.

The findings from this study are important because they show that not only does English influence the L1 of speakers, but it also influences the other L2 languages that the speakers use. This means that

the speakers who study other languages as L2, do not only learn the parts of the language which are native to it, but rather accept and study it as a whole, along with the influence any other language has had on it. This study serves as the base for the amount of influence of a Germanic language, namely English, on individuals who study another Germanic language like German, but whose L1 is a Slavic language, in this case Croatian.

## **6. Conclusion**

In conclusion, the findings of this study, although limited in the number of participants, have shown that the students who only study German have chosen more Anglicisms than the students who study English and German. As the aim of this study was to investigate whether and to what extent students of English and German prefer to use Anglicisms in German as opposed to students who study only German, the findings have refuted my hypothesis that the students of English and German use Anglicisms in German more frequently than the students studying only German. This shows the significant amount of influence of English on the German. In addition to this fact, the students studying both English and German are also more decisive when it comes to the German counterparts of the Anglicisms and have enough experience and intrinsic motivation to decide which form makes more sense to use in specific situations. Overall findings show that Anglicisms are recognized and used by the participants from both groups, but that both of the groups also recognized the instances where the Anglicism could not replace the German counterpart used in the other sentence in the set. Sometimes loanwords cannot express the sentiments of people in a recipient language in the same way they are able to in the source language. The lack of literature which studies the influence of English on other L2 languages of the speakers has been addressed, and the results of this research have been analyzed with a great deal of speculation and thinking. These findings can now be a foundation for a study with a broader area of influence and with access to a greater number of participants. A different approach to the study would be a construction of two different pieces of text, one of which will contain Anglicisms and the other which will contain more native German expressions to achieve a more natural feeling to the difference in the vocabulary of each language. A blatant comparison which was used in this study may be too coercive in some examples which have been presented here, such as *Fast Food*, *happy* or *Interview*, because each word brings its own semantic and syntactic properties, which need to be appropriately addressed. Finally, the broad

influence of English on other L2 languages that a person studies is not only limited to the vocabulary that the person has, but also on the ideas and concepts that the English language has within itself. Without the intrinsic motivation and the desire to incorporate a broader number of words in one's vocabulary, most of the findings would not be of great significance.



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