

## ORIGINAL RESEARCH PAPER

# ATTITUDES TOWARDS ANGLICISMS AND THE ENGLISH LANGUAGE IN THE BOSNIAN/CROATIAN/SERBIAN LANGUAGE USED BY IT PROFESSIONALS AND STUDENTS IN BOSNIA AND HERZEGOVINA

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## ABSTRACT

Anglicisms, words borrowed from the English language, which do not have to be of English origin, are observed in the Bosnian/Croatian/Serbian language in Bosnia and Herzegovina. In addition, attitudes towards the English language by a certain group of native Bosnian/Croatian/Serbian speakers were observed. The research includes insights into the adaptation of anglicisms as an important point in borrowing into an inflective language. The research observes the attitudes towards the usage of anglicisms in the Bosnian/Croatian/Serbian language and each of them separately. Additionally, attitudes towards the English language, familiarity with anglicisms and proper use of the observed anglicisms has been included in the research. The familiarity with anglicisms is observed through the understanding of the meaning and their proper usage. The participants are random native speakers of the Bosnian/Croatian/Serbian language who belong to the Internet Technology (IT) field profession and are based in Bosnia and Herzegovina.

The results show that both the attitude towards anglicisms and the English language are vastly positive, although a total of 44% of the observed anglicisms are translated. The positive attitude towards anglicisms implies their frequent use, mainly adapted to the different systems of the Bosnian/Croatian/Serbian language. The usage is reflected in the two possibilities: English words used in their original form or adapted on different levels. In addition, as the need for it appeared along, the adaptation was also observed. The original or an adapted form and how far the adaptation goes in the system of Bosnian/Croatian/Serbian language (phonology and morphology)

The research also displays the advisability and growing need for anglicisms in this field and confirms the significance of those words in the Bosnian/Croatian/Serbian language. The findings imply that there is probably another parameter or parameter (variable(s)) influencing the attitude, which could easily be the trend and the global reputation of the English language.

**Keywords:** Anglicisms, English language, attitude, language borrowing, purism, adaptation

## HOW TO CITE THIS ARTICLE

Skopljak A. (2023). Attitudes towards anglicisms and the English language in the Bosnian/Croatian/Serbian language used by IT professionals and students in Bosnia and Herzegovina. MAP Education and Humanities, 3(1), 42-55.

doi: <https://doi.org/10.53880/2744-2373.2022.2.3.42>



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MAP EDUCATION  
AND HUMANITIES

Volume 3 / Issue 1

ISSN: 2744-2373 / © 2023 The Authors.  
Published by MAP - Multidisciplinary  
Academic Publishing.

Article Submitted: 15 December 2022  
Article Accepted: 21 February 2023  
Article Published: 25 February 2023



Publisher's Note: MAP stays neutral with regard to jurisdictional claims in published maps and institutional affiliations.

<https://doi.org/10.53880/2744-2373.2022.2.3.42>



## 1. Introduction

As a fast-growing global industry that has the imperative of welcoming and adopting numerous words from the English language, the Information Technology industry (in further text IT) has a pioneering role in receiving anglicisms in foreign languages to keep the language functional. However, anglicisms originate in English and are widely present in many (if not in all) languages with the most frequently borrowed lexis. Moreover, the IT industry is probably the fastest growing and is constantly exposed to the influence of the English language. However, Bosnia and Herzegovina rank low in ICT Network Readiness Index – 97 around the globe, according to the 2016 Global Information Technology Report released by the World Economic Forum and Harvard University. The overall global correspondence is mainly written in English (75%), and large vast of information on computers and similar devices is in English (80%) (Šehović, 2009). Moreover, the spread of anglicisms is scaffolded with spoken language that endorses borrowing numerous English words as a more prestigious option. Therefore, professionals, freshers, and students were included for a fuller picture of the subject.

Anglicisms are words borrowed from the English language and can mean an object, idea or notion as part of English civilisation. It does not have to be of English origin but must be adapted according to the English language system and integrated into English vocabulary (Filipović, 1990). Further, those words must undergo the process of adaptation according to the system of the language that receives them to be considered integrated (Filipović 1990; Pelidija & Memišević, 2006). Sometimes it is believed that adaptation is a mere simplification and adjustment, while some authors (Haugenu, 1950) explain that borrowing among languages transfers specific patterns from one to another. For example, Boranijašević (2018) explains that 'quasi-anglicisms' widespread in weekly and monthly magazines in Serbia present an issue of the language since they did not go under the complete adaptation. Nevertheless, borrowing is complex and requires phonological, morphological, and syntactic adjustment (Weinreich, 1953), although the importance of the semantic level must be included too.

There are three main reasons for borrowing: a) coining new terminology and concepts (accelerated technological change due to exposure to the Western European overall development), b) the tendency to emulate the dominant group, and c) the tendency to create a special jargon in closed

groups (the language of youth and professionals in different fields), d) direct communication (e.g. in tourism), e) mass media (the spread of popular/American culture worldwide), and f) the education system (Rosenhouse & Kowner, 2002).

It is believed that English words are pivotal in this field of work. The IT industry significantly contributes to globalising English as a lingua franca. In the IT industry, anglicisms used in Bosnia and Herzegovina in Bosnian/Croatian/Serbian (in further text B/C/S language) and other languages are essential and crucial for effective communication. Moreover, that is where anglicisms massively enter foreign languages since IT technology develops fast(est).

This paper analysed what attitudes the use of anglicisms connotes and how deeply IT professionals understand both professional and popular anglicisms. So, it is to know that the import of English words in the IT field notes fast growth, and it is hard to keep up with proscribing grammar and translational rules.

Unlike the English language, which is Germanic, the B/C/S language is Slavic, therefore highly inflected, and has phonological orthography. Consequently, the adaptation goes on the orthographic, phonological, morphological, syntactic, and semantic levels. The usage and adaptation of anglicisms are regulated through grammatical rules. However, they are challenging to follow due to their fast development and frequency of penetration in the B/C/S language. The two standardised varieties of English in Bosnia and Herzegovina are British and American English (Dubravac et al., 2018; Brdarević-Čeljo & Dubravac, 2022).

The questionnaire used in the research includes both common frequent words and some professionalism. One of the main aims is to understand the attitudes towards the English language and anglicisms among IT professionals and students to better understand their widespread use in the B/C/S language. In addition, the research went more profound in the analysis of the anglicisms and how far they are adapted to B/C/S language for more accessible and more natural use. Additionally, the description of the attitudes is dichotomous: either positive or negative. Further, sometimes it is believed that a positive and open attitude threatens the mother tongue – language as national identity (Panocová, 2020).

The demographic variables gathered data on gender, age, occupation, and level of English.

In final, the attitude towards anglicisms was not significantly impacted by the demographic variables. In other words, regardless of their diversity, the whole group of people had a positive attitude towards anglicisms. However, the analysis has shown that 44% of the units observed are used in the translated form.

Further, one of the main independent variables observed is language familiarity in relation to attitudes towards the English language from one side and in relation to attitudes towards anglicisms on the other side. The attitude towards the English language proved to be positive and correlated with language familiarity. Furthermore, familiarity with the English language was correlated with exposure to the English language as an additional variable.

Additionally, in this research, the level of English of the participants, as an independent variable, showed a significant influence on the attitude towards the English language with a high effect size partial.

As expected, the following variables turn out to be correlated - age dictates the familiarity with anglicisms and the level of English. An additional independent variable affecting the attitude towards the English language is exposure to it.

In addition, different statistical methods were used in The Statistical Package for Social Science (SPSS IBM) version 24.0: firstly - four-way ANOVA and one-way ANOVA were performed to determine attitude towards usage of anglicisms in the B/C/S language, attitude towards the English language, and familiarity with anglicisms. Secondly, Bonferroni's post hoc test was applied to determine the correlation between familiarity with anglicisms and English language exposure. Lastly, Pearson's correlation test was used for initial analysis assumptions.

## 2. Literature review

Anglicisms are seen as words borrowed from the English language which still preserve some characteristics of the English language and are adjusted to the Croatian language (Frančić, Hudeček, Mihaljević, 2005). According to the theory of languages in contact (Weinreich (1953), Haugen (1950), Sapir (1921), all languages borrow from others, and there is no 'pure' language (Trudgill, 2000). Borrowing words from English is present in all languages, including 'political VIPs (e.g. in France, Japan, or the Netherlands)' (Rosenhouse, Kowner, 2008).

Filipović (1990) explains that linguistic borrowing occurs when there is a need for naming new objects, phenomena or ideas and when there is no adequate equivalent in the vocabulary of the receiving language (Filipović, 1990) - filling a semantic gap in vocabulary (Skopljak & Dubravac, 2019). However, nowadays, borrowing happens even when a language, in this case, the B/C/S language, has an adequate equivalent. The reasons for it are non-linguistic: economic development, prestige, ethnic and linguistic diversity, and frequency in the usage of the forms from foreign origin.

The newer research reveals that most of the anglicisms in the B/C/S language found their place through the Internet (Okičić, 2015), putting it as the top research priority.

In the B/C/S language, many anglicisms are found (Čedić, 2008), especially in computer technology - English manoeuvres Bosnian, and the participants expressed openness to its influence (Hanić at al., 2016). However, as per Brdarević-Čeljo at al. (2021), switching to English words is more common for those speakers of B/S/C language who lived abroad and grew up in a linguistically diverse environment. In the political discourse, mostly borrowed words from English are internationalism (Ajšić, 2014). Additionally, borrowing has been researched in business (Ribo & Dubravac, 2021) and advertising (Dubravac & Milak, 2016). The usage of anglicisms in Bosnia in the education were observed on students: Dubravac et al. (2018), Kovačević et al. (2018), Brdarević-Čeljo et al. (2018) and Brdarević-Čeljo & Asotić (2017).

The research went even further into styles to gain variability and consistency in language education in Bosnia and Herzegovina regarding the style (posh or casual) Brdarević-Čeljo and Dubravac (2022). Further, research proved that female high school students in Bosnia and Herzegovina borrow English words with friends. At the same time, males and those who are more educated tend to use English words for the purpose of work, although inconsistently (Dubravac, 2016). Music-related lexical items researched by Kajtažović (2012) proved borrowing to be a positive and ongoing process. Another field in which words borrowed from English can be found, even though used inaccurately, is the media, i.e., the press (Dubravac, 2016). A study showed that the use of anglicisms in Bosnian media disrupts comprehension and leads to misunderstanding (Opačić, 2006). Media has been the most researched in this regard (Dropić, 2009; Runjić, Stailova & Pandža, 2010; Šljivić, 2006). Vlajković (2010) shows that mixing language rules

affects young people who use Facebook: doubled letters, English letters that do not exist in B/S/C, and non-adapted English words in sentences. Further, Skopljak and Dubravac (2019) confirmed that English on social networking sites is strongly present, and the younger participants displayed more competencies in English.

As already stated, English words are present in numerous modern languages. Japanese, for example, took English loans that mainly named plants and animals (Morimoto, 1978). As Taiwan opened up to the US influence in 1949 and overall development, it was initiated that English became the second official language. Still, the cord between Taiwan and China exists due to the dominance of Mandarin (Chui & Lai, 2008). The occupation era in Japan (1945-1952) gave two pidgin versions of so-called 'Bamboo English'. The extraordinary economic development made English even more present in the post-occupation period. Loan words (*gairaigo*) were most present in radio and popular culture as prestigious, but nowadays, the idea of the importance of the national language and values arises. As a result, few Japanese speak English, but numerous semantically essential loan words enter the language (Kowner & Dalot-Bul, 2008).

In Hebrew, most borrowed words are nouns, numerous adjectives and adverbs (Kowner & Rosenhouse, 2008), and in Farsi, where technology-related vocabulary found its way (Shahvar, 2008). In India, borrowing is mainly related to (electrical) technology and development, and words are being translated into Indian script (Kurzon, 2008). The Indian language has a long history of contact with English, where it is considered a lingua franca (except for the Hindu fundamentalist groups) and ubiquitous use.

The attitude towards borrowing from the English language (lexis) varies in different languages. Some languages, such as Hebrew, are observed through a political prism (Rosenhouse & Fisherman, 2008). In many others, the attitude has to do with preserving own lexis over English. As a Slavic language, Russian previously resisted borrowing from foreign languages but embraced many English words along with the political and cultural changes. Borrowing from English in Russian is framed by derivation.

Similarly, as in the B/C/S language (that is, in the same language family), a new word undergoes phonetical and then morphological changes (declension and conjugation) (Yelenevskaya, 2008). Those that identify as puristically orientated

are, e.g., Finnish, Icelandic, and Revolutionised Turkish (Sapir & Zuckermann, 2008). Many European countries such as Germany, Sweden, Italy, Portugal, Luxembourg, Ireland and France constitutionally protect their official languages from the influence (Van der Burg, 1997).

By contrast, in Dutch, 'computer-related speech in the Netherlands is deluged with anglicisms' (De Vries Jr.: 2018, 72-73). Moreover, it is widespread in all aspects of life, including education, making about 90% of the population speak English (Van der Burg, 1997). Therefore, it is possible to talk about bilingualism in the Netherlands (Van der Burg, 1997).

As a Finno-Ugric language, Hungarian has very different language systems (agglutinative). Most languages borrow from English only lexis blended in with domestic words (e.g. Hungarian *software ipar* 'software industry'). Hungarian is the least affected by the English lexis compared to other European languages, probably due to its system and former borrowing from German and Russian. It is open to English influences, especially after 2004, when the country entered the EU (Gombos-Sziklain & Sturcz, 2008).

English has also highly influenced Arabic, especially in the Gulf, where it moved from the status of a foreign language to a second language with tendencies to become the first language. Some authors believe that giving more space to English or even replacing Arabic with English in daily use (Brdarević-Čeljo & Zolota, 2018) and education comes at the expense of the mother tongue (Al-Issa, 2006; Al-Issa & Dahan, 2011). The fear of the scenario from Moroccan Arabic, where the French took over (Ennaji, 2005), is present. English is used in different countries to different extents, and the most exposed is Arabic in the Gulf. The reasons have to do with the demographics (vast of the population are expatriates) or prestige (parents' preference for English in primary, middle and high schools in the UAE) (Al-Issa & Dahan, 2011) or the complexity of the Arabic language. The new movement is also noted in Oman and Qatar (Abdel-Jawad & Abu Radwan, 2011; Pessoa & Rajakumar, 2011).

French borrows lexis from English, but grammar remains resistant (Hagège, 1987, 2000). Initially divided upon Etienne's (1964) attitude towards borrowing from English in French ('franglais crisis'), French Anglophobia lost intensity in the 80s and 90s. Some French authors named the borrowing *Anglomania* (Voïrol, 1990). The rivalry in dominance between French and English on the world scene and

its outcomes probably best describe the attitudes towards foreign words in their language. However, English has a continuous history of borrowing from the French from the Middle Ages onwards. That signals that the French could also be open and accept the growing need for anglicism and avoid its fossilisation (Sancliment, 2018).

If we compare the B/C/S languages in terms of attitudes towards anglicisms, the situation shown is that Croatian displays the highest level of purism. Croatian normative endeavours to replace anglicisms with domestic words in all possible cases (Opašić & Turk, 2008) even though those are hard to understand and should be learned. Therefore, they published dictionaries of IT terminology with brand new words that replace English ones, the replacement words, apart from terms that have stayed unchanged (literal translation/a description without proper translation and original English forms). However, some of the brand-new words in the dictionaries are not widely accepted. Those dictionaries are Kiš et al. (1993), *Informatički rječnik*, Panian (2005) *Informatički enciklopedijski rječnik*, and *Megabajt Online informatički rječnik*.

In the context of orthography, one fundamental unifying orthography law demands that all words of the B/C/S language should be written phonetically - the way they are pronounced. Nevertheless, that also reflects on the words of foreign origin.

The IT sector is the main base through which anglicisms enter the B/C/S language. Therefore, it is crucial for vocabulary enrichment. Sometimes, words can get broader or narrower meanings than the English definition. That depends on the level of adaptation. For example, if a word accepts affixes, its meaning gets broader (e.g. *influencerica*). On the other hand, misunderstanding occurs when neologisms are used. There is no coverage for it in the mentioned language levels, or the translation is literal (Ridanović, 2007), especially in polysemantic words.

In the B/C/S language, the alphabets used are both Latin and Cyrillic. It is known that anglicisms cannot be written with Cyrillic letters because some graphemes already bear a different sound from the English sound (e.g., *X/eks/* is read as *H/h/*). Furthermore, in English, one grapheme stands for more than one phoneme, while, as per the orthography in B/C/S, one grapheme stands for only one phoneme (with possible allophones) (Nikolić-Hoyt, 2005). That can generate issues with consistency and issues in orthographic and phonological ad-

aptation - considered a *primary adaptation*. It is believed that adaptation should be according to the rules of the B/C/S language.

Additionally, some authors (Boranijašević, 2018) reasonably use the term *quasi-anglicisms* for the borrowed English words which are not adapted orthographically. Fast and frequent embracement of those words is to blame for such a lack of adaptation. Furthermore, in Serbian orthography, writing with Latin letters is against the norm and transcription is needed, except for cases such as symbols in chemistry (Pešikan et al., 2013; Prčić, 2005; Šipka, 2009).

Nevertheless, as we can see from the above, the situation in Bosnia and Herzegovina is different - anglicisms are accepted with more openness and in many areas, mainly in the following wide areas: education, media, IT sector.

## The research questions:

RQ 1 - Is there a significant main effect of gender, age, occupation, and level of English on attitudes towards anglicisms?

RQ 2 - Is there a significant main effect of gender, age, occupation, and level of English on attitudes towards the English language?

RQ 3 - Is there a significant main effect of gender, age, occupation, and level of English on familiarity with anglicisms?

RQ 4 - Is there a significant main effect of exposure on the attitude towards the English language?

RQ 5 - Is there a significant effect of familiarity on the attitude towards the English language?

## 3. Methodology

### 3.1 Participants

This research included 156 randomly selected participants who study or work in the IT field in Bosnia and Herzegovina and are native speakers of the Bosnian/Croatian/Serbian language, with a convenience sample method employed. This population, by their examples, serve as a guide for others because the first contact between the English words and the B/C/S language happens through them (most of the time), as 'strongly connected

to the borrowability of words' (Czech-Rogoyska & Krawiec, 2018: 53). Furthermore, the formal name of the language used in Bosnia and Herzegovina is Bosnian/Croatian/Serbian language (also spoken in Croatia, Serbia and Montenegro).

We had 76 women (48.717 %) and 80 men (51.28 %). Most of the participants were employees (94 or 60.25%), and the rest were students (62 or 39.74 %). The participants described their level of English as excellent (30 – 19.23 %), above average (94 – 60.25 %), average (24 – 15.38 %), below average (8 – 5.12 %), and very poor (0). The age interval of the participants is 18 to 49; the youngest group, 18-30, make 46.153 % (72), the middle group, 31-35, make 30,77 % (48 people), and the older group, 36-49, make 23,077% (36 people). Therefore, the assumption of a minimum of 10 participants per group (McMillan et al., 2012) was fulfilled. (Table 1).

**Table 1.**  
Descriptive analysis of the research sample.

		N	%
<b>Gender</b>	Female	76	48.717
	Male	80	51.28
<b>Age</b>	18-30	72	46.153
	31-35	48	30.77
	36-49	36	23.077
<b>Occupation</b>	Student	62	39.74
	Professional	94	60.25
<b>Level of English</b>	Excellent	30	19.23
	Above average	94	60.25
	Average	24	15.38
	Below average	8	5.12
	Very poor	0	0

### 3.2 Instruments and Procedures

The research instrument used for the current study was developed by Brdarević-Čeljo and Sulić (2023), with content validity proven by a group of three experts in the field of linguistics. After learning about the study's respondents and objectives, these experts evaluated the questionnaire. They carefully checked the questionnaire and evaluated its appropriateness, suggesting that some items

should be removed due to inconsistency. The same group of experts approved the questionnaire after the second revision (the improved version). The group approved all the items and stated that all the items represented the content. Thus, 71 questions were included in the questionnaire. The original questionnaire contains 80 questions, and the one used here was modified in the way that some common anglicisms were removed and others were replaced with words more related to the IT profession (*backend, router, gateway, encoding*).

The questionnaire contains six parts. The first part collects demographic information: gender, age, occupation, and level of English. The second part collects responses on exposure and ways of learning English: Level of English, how and where it was learnt, and exposure to the language through media and education (TV, music). The third part consists of questions related to the current use of the English language (mobile phone language, social media, and different occasions when English is used). The fourth section contains questions about likes/dislikes - attitude to the usage of anglicisms and towards the English language and reasons for that. Further, the fifth group of questions contains motives and reasons for using anglicisms and their abbreviations. And finally, the sixth group of questions is about the translation/adaptation of anglicisms and their abbreviations (common frequent words and some from professional vocabulary) - filling in gaps and translating English abbreviations in a range of three to seven possibilities.

Further, translation had two categories (translation or no translation) and five subcategories (partial translation (e.g., BFF - *najbolji friend*); incorrect translation (e.g., *babysitter* translated as *midwife*; no translation and with phonological transcription, (e.g., *šer*), no translation and with morphological transcription (e.g. *u attachment*), and without translation and with phonological and morphological transcription (e.g. *u atačmentu*).

The participants were provided with detailed instructions on the purpose of the research and that the data gained from it will be anonymous, voluntary, and confident. The Cronbach's alpha reliability analysis of the instrument displayed an acceptable level of reliability  $\alpha = .839$  for overall participants' attitude towards the English Language, attitude towards usage of anglicisms in the B/C/S language and overall use of the above. Cronbach's alpha for questions related to exposure to the English language is  $\alpha = .686$ ; for questions related to the translation of abbreviations is  $\alpha = .699$ , and for translation of single words,  $\alpha = .714$ .

### 3.3 Data Analysis

The Statistical Package for Social Science (SPSS IBM) version 24.0 was employed for the examination, and different statistical methods were used. For RQ1, the four-way analysis of variance (factorial ANOVA) was used to investigate participants' attitudes towards using anglicisms in the B/C/S language in the relation between the independent variances. Further, in RQ2, the four-way analysis of variance (factorial ANOVA) was performed to investigate participants' attitudes towards the English language based on gender, age, occupation, and level of English. Then, for RQ3, four-way ANOVA was used to display how gender, age, occupation, and level of English impact the overall familiarity with anglicisms in the English language observed within the questionnaire. Finally, one-way ANOVA was applied in RQ4 for the dependent variable to detect a statistically significant difference in the attitude towards the English language based on exposure.

In short, a four-way ANOVA was performed to determine attitude towards the usage of anglicisms in the B/C/S language, attitude towards the English language, and familiarity with anglicisms (translation and understanding of the analysed words and abbreviations). Second, Bonferroni's post hoc test was applied to determine the correlation between familiarity with anglicisms and English language exposure. Finally, Pearson's correlation test was applied for initial analysis assumptions.

## 4. Results

### 4.1 Initial analysis

In this research, the attitude towards the English language and anglicisms, as the main focus, turned out to be positive. In some cases, the participants prefer to translate anglicisms rather than adapting them to their mother tongue or using them in the English form. Furthermore, it has been found that demographic differentiation does not play a role in forming attitudes. Rather, the familiarity with the anglicisms and the language had to do with the attitude towards the English language. In addition, familiarity was observed through the prism of exposure and the knowledge gained later. However, an insignificant correlation was detected between familiarity with anglicisms and attitude towards the usage of anglicisms in B/C/S.

Further, familiarity proved to be related to exposure to the English language, as expected. The demographic variety also proved not to be influential on the attitude towards anglicisms. In other

words, all the participants, regardless of their gender, age, occupation, or level of English, had a positive attitude. Overall, the group of participants do not resist either the English language or anglicisms - they tend to use it naturally, so it would not detract from B/C/S.

### 4.2 Attitude towards anglicisms in the B/C/S language based on gender, age, occupation, and level of English

RQ 1. The four-way analysis of variance (factorial ANOVA) was performed to investigate participants' attitudes towards using anglicisms in the B/C/S language in the relation between the independent variances. The analysis indicates a significant interaction effect between independent variances: gender, age, occupation, level of English and attitude towards anglicisms in the B/C/S language, as the dependent variable does not exist. (Table 2). Therefore, we can conclude that the diversity of the participants - gender, age, occupation, and level of English does not impact the overall attitude. In other words, all those people share the same or similar attitude towards anglicisms. The analysis showed that the participants have an open and positive attitude towards anglicisms. The Cronbach's alpha reliability analysis of the instrument displayed an acceptable level of reliability  $\alpha = .839$ . It also might be that some other independent variances have significant interaction with attitudes towards anglicisms. For that reason, the analysis was undertaken further with exposure to the English language as an independent variable in RQ4 to check if that matters in this context.

**Table 2.**  
*Attitude towards anglicisms in the B/C/S language based on gender, age, occupation, and level of English.*

Tests of Between-Subject Effects						
Dependent variable: Attitude towards use of anglicisms						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial E Squared
Corrected Model	29.276 <sup>a</sup>	100	.293	.936	.619	.630
Intercept	198.477	1	198.477	634.384	<.001	.920
Gender	.042	1	.042	.135	.715	.002
Age	9.278	30	.309	.988	.502	.350
Occupation	.095	1	.095	.305	.583	.006
Level of English	.706	3	.235	.752	.526	.039
Gender*Age	2.680	12	.223	.714	.732	.135
Gender*Occupation	.083	1	.083	.266	.608	.005
Gender*Level of English	.340	2	.170	.543	.584	.019
Age*Occupation	.693	7	.099	.316	.944	.039
Age*Level of English	9.730	21	.463	1.481	.123	.361
Occupation*Level of English	.039	1	.039	.125	.725	.002
Gender*Age*Occupation	.630	1	.630	2.014	.161	.053
Gender*Age*Level of English	.000	0	.	.	.	.000
Gender*Occupation*Level of English	.000	0	.	.	.	.000
Age*Occupation*Level of English	.000	0	.	.	.	.000
Gender*Age*Occupation*Level of English	.000	0	.	.	.	.000
Error	17.208	55	.313			
Total	559.875	156				
Corrected Total	46.484	155				

a. R Squared= .630 (Adjusted R Squared= -.043)

### 4.3 Attitude towards the English language based on gender, age, occupation, and level of English

### 4.4 Familiarity with anglicisms based on gender, age, occupation, and level of English

RQ2. The four-way analysis of variance (factorial ANOVA) was performed to investigate participants' attitudes towards the English language based on gender, age, occupation, and level of English. The analysis indicates that the level of English significantly influences attitude towards the English language -  $M = 3.171$ ,  $F(3,55) = 6.465$ ,  $p = .001$ , with high effect size partial  $\eta^2 = .261$ . Additionally, Bonferroni's and LSD post hoc tests proved that the participants with the highest levels, excellent to average, in English have the most significant impact on the attitude towards the English language, as expected, with a p-value  $p = <.001$ , which means a high level of significance.

RQ 3. The single words used in our questionnaire can be divided into words used for the IT profession and common anglicisms: words and phrases, some of which are popular acronyms or, better say, abbreviations. Those words have different levels of adaptivity. Therefore, in the analysis, they were organised into two categories and five subcategories: untranslated words and translated words; untranslated with phonological adaption, untranslated with morphological adaption and untranslated with phonological and morphological adaptation. Further, translated words had more categories - partly and wrongly translated.

Other interaction effects on participants' attitudes towards the English language were insignificant. A significant main effect was not found when the constant variables were compared. (Table 3). The Cronbach's alpha reliability is acceptable ( $\alpha = .839$ ).

Four-way ANOVA was performed to display how gender, age, occupation, and level of English impact the overall familiarity with anglicisms in the English language observed within the questionnaire: translation of single words, fill-in gap questions with translation, usage, and translation of English abbreviations. An acceptable level of reliability was found - Cronbach's alpha reliability ( $\alpha = .839$ ).

**Table 3.**

*Attitude towards the English language based on gender, age, occupation, and level of English.*

Tests of Between-Subject Effects						
Dependent variable: Attitude towards the English language						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	70.817 <sup>a</sup>	100	.708	1.444	.068	.724
Intercept	105.713	1	105.713	215.499	<.001	.797
Gender	.251	1	.251	.511	.478	.009
Age	15.228	30	.508	1.035	.445	.361
Occupation	.607	1	.607	1.237	.271	.022
Level of English	9.514	3	3.171	6.465	<.001	.261
Gender*Age	5.023	12	.419	.853	.597	.157
Gender*Occupation	.333	1	.333	.680	.413	.012
Gender*Level of English	.215	2	.107	.219	.804	.008
Age*Occupation	1.682	7	.240	.490	.838	.059
Age*Level of English	13.132	21	.625	1.275	.233	.327
Occupation*Level of English	.916	1	.916	1.868	.177	.033
Gender*Age*Occupation	.750	1	.750	1.529	.222	.027
Gender*Age*Level of English	.000	0	.	.	.	.000
Gender*Occupation*Level of English	.000	0	.	.	.	.000
Age*Occupation*Level of English	.000	0	.	.	.	.000
Gender*Age*Occupation*Level of English	.000	0	.	.	.	.000
Error	26.980	55	.491			
Total	326.778	156				
Corrected Total	97.797	155				

a. R. Squared= .724 (Adjusted R Squared= .223)

As we can see from Table 4, there is a significant interaction effect between age and familiarity with anglicisms -  $M = .058$ ,  $F(30,55) = 2.032$ ,  $p = .011$ , partial  $\eta^2 = .526$ , and between familiarity with anglicisms and combination of the level of English and age -  $M = .073$ ,  $F(21,55) = 2.575$ , partial  $\eta^2 = .496$ . As expected, younger participants with a higher level of English were more familiar with anglicisms - they used them correctly and with an understanding of the meaning. In addition, within the level of English, gender was irrelevant since both genders got value in pairwise comparison  $p = .029$ . (Table 4).

### 4.5 Attitude towards the English language based on exposure

RQ 4. One-way ANOVA was deployed for the dependent variable to detect a statistically significant difference in the attitude towards the English language based on exposure. The analysis revealed significance in the relation between the exposure and attitude towards the English language:  $M = 2.003$ ,  $F(14,144) = 4.050$ ,  $p = <.001$ , partial  $\eta^2 = .287$ . Those who were more exposed to the English language had a more positive attitude. Other variables, such as familiarity with anglicisms, had no significance. (Table 5). Cronbach's alpha for questions related to exposure to the English language is  $\alpha = .686$ .



**Table 4.**  
*Familiarity with anglicisms based on gender, age, occupation, and level of English.*

Tests of Between-Subject Effects						
Dependent variable: Familiarity with anglicisms						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	4.790 <sup>a</sup>	100	.048	1.685	.018	.754
Intercept	160.178	1	160.178	5634.944	<.001	.990
Gender	5.771E-6	1	5.771 E-6	.000	.989	.000
Age	1.732	30	.058	2.032	.011	.526
Occupation	.066	1	.066	2.320	.133	.040
Level of English	.130	3	.043	1.521	.219	.077
Gender*Age	.376	12	.031	1.101	.378	.194
Gender*Occupation	.054	1	.054	1.897	.174	.033
Gender*Level of English	.072	2	.036	1.263	.291	.044
Age*Occupation	.310	7	.044	1.558	.167	.166
Age*Level of English	1.537	21	.073	2.575	.003	.496
Occupation*Level of English	.001	1	.001	.024	.877	.000
Gender*Age*Occupation	.026	1	.026	.918	.342	.016
Gender*Age*Level of English	.000	0	.	.	.	.000
Gender*Occupation*Level of English	.000	0	.	.	.	.000
Age*Occupation*Level of English	.000	0	.	.	.	.000
Gender*Age*Occupation*Level of English	.000	0	.	.	.	.000
Error	1.563	55	.028			
Total	414.075	156				
Corrected Total	6.354	155				

a. R. Squared= .754 (Adjusted R Squared= .307)

**Table 5.**  
*Attitude towards the English language based on exposure.*

Tests of Between-Subject Effects						
Dependent variable: Attitude towards the English language						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	28.046 <sup>a</sup>	14	2.003	4.050	<.001	.287
Intercept	89.242	1	89.242	180.399	<.001	.561
Exposure	28.046	14	2.003	4.050	<.001	.287
Error	69.751	141	.495			
Total	326.778	156				
Corrected Total	97.797	155				

a. R Squared= .287 (Adjusted R Squared= .216)

### 4.6 Attitude towards the English language based on familiarity

RQ 5. From analysing the bivariate correlation between attitude towards the English language and language familiarity with anglicisms measured within the analysis, the conclusion is that they are positively correlated and strong, as states Pearson Correlation = .232. In other words, the degree of relationship between those variables is high. (Table 6). The more knowledgeable the participants are, the more positive their attitude towards the English language. An acceptable level of reliability was found - Cronbach's alpha reliability ( $\alpha = .839$ ).

**Table 6.**  
*Attitude towards the English language based on familiarity.*

Correlations			
		Attitude towards the English language	Familiarity with anglicisms
Attitude towards the English language	Pearson Correlation	1	.232 <sup>**</sup>
	Sig. (2-tailed)		.004
Familiarity with anglicisms	Pearson Correlation	.232 <sup>**</sup>	1
	Sig. (2-tailed)	.004	
	N	156	156

\*\*Correlation is significant at the 0.01 level (2-tailed)

## 5. Discussion

As a fast-growing field worldwide, the IT industry endorsed many anglicisms into many languages, including the B/C/S language (Okčić, 2015). This industry supported the widespread of English as a lingua franca. The main reason for borrowing English words in this field is the booming need - for semantic gaps. Moreover, it would be unimaginable to run the IT industry without anglicisms. Non-linguistic reasons also exist (e.g., prestige, showing off). However, their impact is weaker, unlike in Gulf Arabic (Al-Issa, 2006; Al-Issa & Dahan, 2011; Abdel-Jawad & Abu Radwan, 2011; Pessoa & Rajakumar, 2011). It is believed that language borrowing enriches the vocabulary of other languages, including the B/C/S language (Šehović, 2009). On the contrary, others endure not allowing anglicisms and try to find a proper translation for every English word. Such puristic tendencies are noted mainly in the Croatian language (Vlašić, 2012) and some in Serbian (Vasić et al., 2018; Prčić, 2005). English words must be adapted according to the system of the B/C/S language - phonological, morphological and syntactic to get their place and functionality in B/C/S (Filipović, 1990; Pelidija & Memišević, 2006).

It is good news that the measured attitude in B/C/S is not puristic as in languages that Sapir and Zuckermann (2008) observed - Finnish, Icelandic, and Revolutionised Turkish, nor as in Germany, Sweden, Italy, Portugal, Luxembourg, Ireland and France listed by Van der Burg (1997). From another perspective, the B/C/S language is less open than Hungarian after 2004 (Gombos-Sziklain & Sturcz, 2008) or Dutch (De Vries Jr, 2018). To conclude, the B/C/S language borrows what is needed, translates when possible and adapts anglicisms actively.

## 5.1 Attitude towards anglicisms in the B/C/S language based on gender, age, occupation, and level of English

As the four-way ANOVA detected, the variables had no significant interaction. It has been shown that regardless of the observed independent variables, people who speak B/C/S have a positive attitude towards accepting anglicisms in their language. That is to link to the need for such words. They bear the exact meaning, enabling efficient communication between friends and colleagues. Another question is how different anglicisms should be treated in B/C/S dictionaries (Sočanac, 1994). B/C/S linguists suggest that an open and positive attitude towards endorsing and quick spread of anglicisms should be questioned since it negatively affects those languages (e.g., lack of adaptation). The negative attitude is best reflected in purism in the Croatian language (Opašić & Turk, 2008; Vlašić, 2012).

Furthermore, this research goes in line with Skopljak & Dubravac (2019), where it has found that there are 44% of translated items of overall borrowed words. The rest make the untranslated words with different levels of adaptivity (56%). In conclusion, translated and untranslated English words in the B/C/S language in this sample have almost an equable ratio, unlike, for example, in the IT sphere in the Serbian language (Ivetić, 2014). The percentage of the words at different levels of adaptation makes 38%, and it could be expected that 18% of non-translated items follow this path. The results on translated items support the existing puristic tendencies in the B/C/S language.

As already stated, the analysis indicates a significant interaction effect between independent variances: gender, age, occupation, level of English and attitude towards anglicisms in the B/C/S language, as the dependent variable does not exist. The whole group expressed a positive attitude, unlike the young participants observed by Delić and Dedović-Atilla (2022), who had an excessively positive attitude towards anglicisms based on their level of English.

## 5.2 Attitude towards the English language based on gender, age, occupation, and level of English

Completed analysis pointed out that only the level of English, as an independent variable, significantly influences attitude towards the English language, with high effect. Other independent variables were insignificant. Attitude towards the English lan-

guage is positive, and the participants with higher levels of English have the most significant impact on the results. The attitude is based on participants' belief in the importance and prestige of the English language. Although the analysis proved that age is not a significant factor in this research question, nor are gender and occupation. An interesting question for later research is whether the attitude changes over time as the participants become more senior.

As expected, the current analysis indicates that the level of English significantly influences attitude towards the English language. The overall attitude proved to be positive, which goes hand in hand with Mašić and Bećirović (2021), where the importance of a positive attitude is stressed as pivotal in learning English as a foreign language.

## 5.3 Overall familiarity with anglicisms based on gender, age, occupation, and level of English

It is known from the previous research question that the level of English has an impact on attitude towards the English language, and therefore was expected that it impacts the observed familiarity with anglicisms in it. The familiarity with anglicisms included translating words and abbreviations. Most of the participants did their best to give proper translation where possible (due to non-existing equivalences in B/C/S), while some gave it up. The reason lies in the complexity of translation (Weinreich, 1953), which is not an easy task for non-professionals. It also has to do with the level of adaptivity for each word and abbreviation.

The analysis proved a significant interaction effect between age and familiarity with anglicisms on one side and between familiarity with anglicisms and the combination of the level of English and age on another side. Younger participants were more familiar with anglicisms – they used and understood them better. Additionally, within the level of English, gender was irrelevant as both genders got the same value in pairwise comparison.

Likewise, in Skopljak and Dubravac (2019) research, younger participants showed more understanding of the observed anglicisms in the current study.

## 5.4 Attitude towards the English language based on exposure

The exposure was tested as another potentially crucial factor for attitude towards the English language. The age range of 18-49 could be a vital datum – those people probably had diverse expo-

sure to the English language. One-way ANOVA was deployed for this RQ, where a significant relation was detected. Those participants who were more/longer exposed to the English language expressed a more positive attitude. For comparison, the findings by Delić (2020) do not match the current research findings. He finds that the attitude towards the English language in high school students in Bosnia and Herzegovina is generally negative due to school policies, the learning environment and difficulty in learning the English language per se.

### 5.5 Attitude towards the English language based on familiarity

Logically, we wanted to explore further and tried to set familiarity with anglicisms in relation to attitude towards the English language. The bivariate correlation proved to be positively correlated and strong, as stated by Pearson Correlation = .232, which is a high degree of relationship. In other words, the more knowledgeable and competence the more knowledgeable the participants are, the more positive results in a positive attitude towards the English language. In the context of the previously mentioned study (Delić, 2020), gaining knowledge in English (in our case – familiarity) has been influenced negatively by some factors, and the mismatching with the current study is justified and expected.

## 6. Conclusion

As words or phrases borrowed from the English language into a foreign language, Anglicisms are an exciting topic in the dynamic contemporary globalisation process. We were to discover how and why those words are borrowed and what attitudes they elicit in Bosnian/Croatian/Serbian native speakers in Bosnia and Herzegovina who study and work in IT. The main items observed here were attitude towards anglicisms and attitude towards the English language.

The crucial reveal is that the participants displayed a positive attitude towards the English language and anglicisms. The participants have very similar or the same attitude towards anglicisms, regardless of the numerous differences (gender, age, occupation (professional or IT student), level of English). The participants use anglicisms gladly in formal and informal communication. The reason for it probably lies in the awareness of the importance and essentiality of anglicisms in the IT field. Furthermore, most observed anglicisms concerning B/C/S phonology, morphology, and semantics were correctly used. That means that the adaptation pro-

cess is ongoing dynamically, despite the short time given and the lack of professional support and help (that cannot keep up with the fast-growing needs for anglicisms). However, the participants sometimes prefer to use the translated option – in 44% of cases.

The research gave an in-depth understanding of the attitude towards the English language. It has been revealed that attitude towards the English language is significantly influenced by the participants' English level, especially those with a high level of English. This attitude was also analysed concerning overall exposure to the English language. Furthermore, a significant relation between those two was noted. Again, the overall exposure to the English language proved to correlate with overall familiarity with anglicisms observed positively.

Another important and expected confirmation is that a significant interaction effect exists between age and familiarity with anglicisms – younger participants and those who are more knowledgeable have a more positive attitude. In this context, it did not matter if those people were female or male, students or professionals.

Based on the overall analysis, we believe that The English language or anglicisms in the B/C/S language cannot be a threat within the IT field nor to the B/C/S language. To sum up, the B/C/S language borrows what it needs, translates when possible and adapts anglicisms actively.

The use of anglicisms in the field is advisable and indispensable as a part of global tendencies.

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