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Computer-Related Anglicisms and Linguistic Ecology of Students

Abstract: The paper deals with students' attitude towards computer-related anglicisms; consequently, it considers their linguistic ecology awareness, i.e. their inclination to appreciate and value their own language. Namely, an analogy is made in the text between ecology, i.e. environmentalism and ecolinguistics, i.e. language or linguistic ecology, which is commonly related to the need to preserve small languages. It seems that, rather than translating or creating a new word or a coinage, a Serbian language speaker will always reach for a foreign word, not caring for the language he/she speaks every day. Such a development is the result of the need to name new objects, notions or phenomena a part of the Serbian language speakers get familiar with through the English language. It is beyond dispute that often English words are far more economic than the Serbian ones, but a question is imposed whether and when such borrowings are justified. The present paper investigates the attitude of young people towards anglicisms, i.e. how frequently they use them, even though there are other Serbian words available for them to denote the same or similar meanings. A small-scale study has been undertaken according to non-experimental observation. A questionnaire was designed for the purpose of the research administered to the sample of 200 students, future educators (i.e. preschool teachers and lower-grade primary school teachers), aiming at getting an insight into their attitude towards computer related anglicisms. The paper offers the results of the research showing that young people are actually more often than expected inclined to use Serbian words instead of anglicisms; using Serbian words, they have shown that it is be possible to overcome reckless, imprudent, unjustified, and, above all, excessive borrowing of anglicisms and behave in accordance to language ecology awareness and principles.
Key words: linguistic ecology, anglicisms, computer-related words, borrowing, students.

1. Introduction

Before all, we have to reflect on what has become our reality in today's world. Alarming news and images can be heard and seen every day and they range from extreme weather conditions to polluted soil and food and people dying of strange diseases. It is not difficult to conclude that nature is fighting back – once again. We are not sure on how many more warnings we can count on. Besides, the whole world is shaken by economic crisis: flashing news every winter in the last couple of years refer to people dying of cold

in the whole Europe – both highly developed and under developed countries. This is only a glimpse of how much we care about the nature and one another and what are the consequences we suffer. Profit and greed of few powerful men are ruling the scene on the expense of normal life of ordinary people. In the race for material things, a man is paralyzed at so many levels – we simply cannot at the same insane speed get to do all we should do and reach all the goals we set to ourselves. We have to admit that the picture in general is grey with a tendency to become black. So, we must start to wonder why it is so important if small languages are flooded by anglicisms and is there any sense in dealing with such seemingly trivial issue. And this is when a thought comes to my mind which holds me every time I separate organic garbage from paper and plastics in the country where systematic recycling will not be established for a long time and where there are few enthusiasts who compost by themselves what is a waste to be thrown away in their own back gardens and this is the thought which could bring us all back to the track of normal life: if everyone did a little he/she could for his/her immediate surrounding and another man living next doors and if each one of us in one's own domain took care of preservation of what is good in it, everything would be different – even the grey picture outlined in the beginning. *All that is necessary for the triumph of evil is that good men do nothing* (Edmund Burke): it is all too often these days that it becomes clear to us that Burk's quote is a universal truth. So, in the postmodern atmosphere of severely devastated and seriously endangered nature and perhaps final stages of dehumanisation, we shall turn to language we all understand and try to express our appreciation of it and reach those who should pay systematic attention to the precious means we all use to think and communicate with other people – our mother tongue.

2. Linguistic ecology

Eco-linguistics or linguistic ecology links the study of language with ecology in two ways: in the first place, ecology is used metaphorically for a study of dynamic processes which can be observed in language contact situations on both social and individual level; in the second place, it analyses environmental discourse from critical point of view. In both stands of ecolinguistics, the term "ecological" is understood to mean *focusing on interrelations and diversity.* Thus, an analogy is made in the paper between ecology, i.e. environmentalism and ecolinguistics, i.e. language or linguistic ecology, which is commonly related to the need to preserve small languages. On the one hand, it seems that the care for language could be classified within ecology in general, having in mind that

language, like nature, is what surrounds a man. In other words, what is common to the relatively young linguistic discipline and ecology in the narrower sense is that its field of interest refers to the relation between a man and his environment. On the other hand, the principles of ecology in broader sense have been applied within linguistic ecology. According to Predrag Piper (Piper 1998), linguistic ecology, as one of social ecologies, deals with the relation between a certain aspect of human community and its environment, while the specific feature of the subject of linguistic ecology obviously is the interrelation between *a language* and the environment in which it exists and functions. What falls within the environment are, before all various other languages and certain social institutions. The same author also holds that just like ecology in the narrower sense, focusing on the extent the relation between a man and nature is harmonious, linguistic ecology has its true ecological grounding to the extent it, revealing, describing and explaining the facts in the scope of its subject, does not hypostasize the functional moment on the expense on evaluation of social and language processes from the standpoint of their contribution to the creation or destruction of certain cultural and spiritual contents and from the standpoint of evaluation of the level of harmony of their coexistence. At the same time, one of the main problems of linguistic ecology is the relation between *small* and *big* languages. Even though linguistic ecology may not have been firmly established to a satisfying degree, it should point out to the ways of preserving languages – in this case a small language – Serbian (although there are neither generally accepted definitions nor unambiguously determined criteria according to which languages should be described as small or big). At the same time it seems that its destiny does not differ from those languages which do not have to be considered small. Thus we have witnessed the creation of a new urban sociolect in almost all European countries, in the best way reflecting the level of influence and a share of English language in other languages. This is illustrated by hybrid names like *franglais*, *svengelsk*, *Denglisch*, *Spanglish*, *evroangleščina*, and now in the Serbian language – *anglosrpski* (Vasić, Prćić, Nejgebauer 2001). Excessive borrowing from the English language is also called *language anglocholism* (Prćić 2005: 183), which can be described as *intoxication by uncontrolled borrowing of a whole range of elements and phenomena from English into Serbian language…*

Without the intention of making an impression of language puritans, the authors will try to emphasize and remind us that the relation between the so called small and big languages is far from being optimal and harmonic. Namely, it seems that, rather than translating or creating a new word or a coinage, a Serbian language speaker will always

reach for an English word, not caring for the language he/she speaks every day. Such a development is the result of the need to name new objects, notions or phenomena a part of the Serbian language speakers get familiar with through the English language.

It is beyond dispute that often English words are far more economic than the Serbian ones, but a question is imposed here whether and when such borrowings are justified. As it has been pointed out by a renowned Serbian linguist, the main, and the only rational, scientifically and civilizationally justified message in regard to the flood of anglicisms would be: to be today against the influence of English language on the world languages, as well as on Serbian, is – in vain and meaningless, but to let the current go uncontrolled and let to chance – is dangerous and uncultured (Radovanovic 2007: 243). So it seems that we need a systematic approach to anglicisms, differentiating between borrowing which is necessary and justified and the one which is fashionable and unjustified.

3. Anglicisms

The term 'anglicism' is understood in the text as a lexeme or bound morpheme from English which is used in Serbian, with varying degrees of integration into its system (Prćić 2005). In other words, anglicism is any word borrowed from the English language denoting a thing or a notion which is a component of English civilization. The word does not have to be of English origin, but it has to be adjusted to the structure of English language and integrated into English vocabulary. At the same time, once borrowed into Serbian language, an anglicism becomes gradually adapted to its system and behaves like a native word (Filipović, 1990:17). The last phase of the complex and gradual system of adaptation, i.e. integration of a word from the source, i.e. giving language (English) into the system of receiving language (Serbian) is a phase of replica, when a borrowing becomes completely adapted anglicism. We have all witnessed that not only English words, but also English constructions are becoming part of our everyday vocabulary. Having in mind the extent computer use permeates the life of a modern man it is not surprising that IT language seems to be a domain most affected by the trend.

According to a research dealing with diachronic lexical variation in computer-related terminology in Serbian, as well as the frequency of anglicisms and patterns of borrowing from English into Serbian it has been found that borrowing without any form of adaptation, i.e. introducing raw anglicisms, is slowly becoming less popular (Kavgić & Panić-Kavgić 2011: 211). Such a finding can be interpreted either as an effort on the part

of the journalists to translate new terms or find corresponding Serbian terms, or, simply, as an indicator that most computer-related terminology has already been integrated into Serbian in the form of now predominant obvious anglicisms. The fact that the frequency of translated terms decreased from 6.74% in 1986 to 4.21% in 2010 seems to point to a conclusion that word-formation processes are seen as the last resort by Serbian computer journalists. The analysis of the corpus compiled according to a magazine *Svet Kompjutera* (literally translated into English as *Computer World*) within diachronic and quantitative framework has shown that in terms of translation procedures used in the forming of hidden anglicisms and translated terms, the predominant procedure is that of direct translation (e.g. *miš* : *mouse*) and the second most frequent is functional approximation (e.g. *sabirnica* : *frontside bus*), whereas structural translation (calquing) (e.g. *štampač* : *printer*) completely vanished from use in 2010 as a means of introducing new terms, although the terms already introduced in that way continue to be used. According to the same authors (Kavgić & Panić-Kavgić 2011: 211), this is rather unfortunate, since the analysis of the frequency of two pairs of competing lexemes in the corpus, where one lexeme in each pair is a calque (*računar* and *štampač*) and the other either an obvious anglicism (*kompjuter*) or a raw anglicism (*printer*), clearly shows that it is always the calque which ultimately becomes the predominant form (probably because its meaning is more transparent than that of an anglicism). It should be emphasized here that a calque or a translation is, of course, always a better choice over a raw anglicism.

4. Reasons behind excessive borrowing

As it has already been pointed out, Serbian language is not alone in facing excessive borrowing. It may seem needless to emphasize that perhaps all languages in the world share the same destiny. English language is the main source language nowadays, as a global mediator in all kinds of communication: in science, as a part of professional terminologies, media, mass culture, on the internet, everyday work place language in international companies and elsewhere; its influence reflected in anglicisms becoming internationalisms is overwhelming. Furthermore, it is the second, i.e. foreign language of majority of world population contributing to mutual understanding among peoples in the whole world. In other words, there are many reasons for this apparently unstoppable global spread and they refer to historical, economic, political and cultural influences. However, there are also linguistic factors behind the phenomenon: those stemming from language system itself and those stemming from the use of that system (Prćić 2009: 110).

Namely, according to the stated author, the system of English is characterized by three defining structural properties which, taken together, make it uniquely stand apart from most other languages: lexical brevity, functional versatility and grammatical simplicity. Lexical brevity refers the availability of a large number of short words – of one, two and three syllables, which are sufficient for fulfilling a wade range of communicative needs. In other words, short words constitute the majority of the 3000+ most frequent words in English and this is why it is characterised by high degree of language economy and lexical concision. As a consequence, they are easy to learn and recall. Functional versatility concerns the availability of productive and efficient mechanisms for lexical innovation, both formal and semantic: expression of new meanings with new forms, for naming new products and concepts, by word formation (prefixation, suffixation, composition, back formation and blending); expression of existing meanings with shorter forms, by word-formation processes (clipping, acronymy and ellipsis) and expression of new meanings with existing forms, by sense-formation processes (metaphor, metonymy) and word formation processes (conversion). All these are easy-to-learn-and-apply mechanisms for the production of new forms and/or meanings and for their comprehension. Grammatical simplicity concerns the availability of simple, straightforward and flexible morphological and syntactic rule for combining words into phrases and sentences (Prćić 2009: 111-12).

With both non-linguistic and linguistic factors being on its side, English language has imposed itself as the so-called lingua franca in today's word and there is nothing we could and should do about it, especially having in mind that there are numerous positive effects arising out of the current role of English: it is a necessary means for opening up possibilities of intercultural exchange and provides an excellent frame for promoting cultural sensitivity of modern individuals. What is under dispute is the extent to which it pervades small languages so that they themselves start sounding as English.

5. Research

5.1. Methodology and sample

The present paper investigates the attitude of young people towards anglicisms, i.e. how frequently they use them, even though there are other Serbian words available for them to denote the same or similar meanings. A small-scale study has been undertaken according to non-experimental observation. A questionnaire was designed for the purpose of the

research administered to the sample of 200 students, future educators (i.e. preschool teachers and lower-grade primary school teachers), aiming at getting an insight into their attitude towards computer related anglicisms. The choice of the sample consisting of future educators seems to be appropriate, since they are those who will be involved in upbringing and education of future generations and their influence as role models is crucial. In other words, it is not insignificant how much one's teacher uses foreign words in his/her everyday language and what is his/her attitude towards excessive usage of anglicisms. Very often people use anglicisms only to sound fashionable or in and we wanted to find out if this is the case with our students.

As it has already been mentioned, the sample consisted of 200 students enrolled at first and second year of studies at Preschool Teacher Training College in Vrsac (N=80) and Teacher Training Faculty – Belgrade University, Teaching Department in Vrsac (N=120). The questionnaire was designed for the purpose of the research and, apart from investigating students' attitudes towards anglicisms in their everyday communication, it was supposed to establish several details about their background: the level of their knowledge of English language, whether they are members of social networks and how frequently they use computers. So, the students were asked to opt for a choice between an anglicism and an available alternative Serbian word denoting the same or similar meaning related to the computer language. It was emphasized that they should use an utterance they would use in informal spoken or written (SMS, e-mail, social network exchange…) communication with their colleagues and friends. Furthermore, if none of the offered utterances sounds natural, they could offer their own version which would convey the same or similar meaning. Fifteen pairs of words were investigated.

Research results and interpretation

According to the obtained data, majority of students (72,5%) have learned English language systematically, throughout their schooling, including their present studies within higher education. There are 26,5% of students who have learnt English language in some periods, i.e. only in primary or only in secondary school or within a course. Only 1% (2 students) has never learnt English. The mentioned data refer to a sample as a whole. When viewed individually, there are significantly more Teacher Training Faculty students (87,5%) than Preschool Teacher Training Faculty students (50%) who learnt English systematically. As a consequence, there are more future preschool teachers (47,5%) than future primary school teachers (12,5%) who learnt English only during

some period of schooling. The two students who have never learnt English are also enrolled at Preschool Teacher Training College. It remains to see whether this variable significantly correlates with their attitude towards anglicisms.

The results regarding the frequency the students use computers are pretty similar with both subgroups of the research sample – in the case of students studying at the college, 77,5% use computer every day, i.e. on daily basis, 17,5% often and 5% sometimes; as for the students enrolled at Teacher Training Faculty 67,5% use computers every day, 20% of them uses it often, i.e. frequently and 12,5% of students expressed that they use computers only sometimes, i.e. occasionally. On the whole, 71,5% of the sample use computer every day, 19% of them often, but not on daily basis, and 9,5% use their computers sometimes. Even if something similar can be suspected, it does seem surprising for the authors of the present paper that even 93% of the sample are members of a social network (*Facebook, Twitter*...) and only 7% are not. In the case of college students the percentages are 90% of students who are some social network members and 10% who are not, while 95% of faculty students belong and 5% do not belong to any such virtual association.

Now we shall turn to the main part of the questionnaire, screening to what extent students are open to new computer related words borrowed from the English language. The first offered choice was between the words *prilog* and *atačment* (eng. attachment). It is a file sent by e-mail and attached to the message. Serbian equivalents of *atačment* are *prilog* or *dodatak*. The anglicism *atačment* can be found in both consulted dictionaries (Vasić, Prćić & Nejgebauer 2001: 32; Klajn & Šipka 2006: 157). As for the level of its integration, according to its form it is adapted to the Serbian language, since it has suffixes of case and gender (e.g. *atačment, a > atačmenta*). On the other hand, there is a usual Serbian equivalent, so its use in Serbian is not justified. According to the obtained data, 72% of students chose the Serbian word and 23% of them opted for the anglicism. There are 5% of students who actually offered their own versions of the offered utterances, and in all of them the examined word (*prilog* or *atačment*) were omitted. They seem to consider it redundant in the utterance: *I am sending you the photos from our holiday in the attachment* and they offered a shortened version: *I am sending you the photos from our holiday.* instead. They seem to think that there is no need to emphasize that the photos are in the attachment, since as soon as he/she opens the message, the person will see the attachment: a feature of economic communication typical for our sms generation of young people.

Opposite to the previous finding, the students have shown emphasized inclination to use the anglicism *lajkovati* instead of the Serbian word *sviđati se*. Even though it is not a true computer-related anglicism, it was included in the questionnaire since it was borrowed into Serbian language through a virtual social network, *Facebook*, which is accessed through the Internet, i.e. computer. Neither of the consulted dictionaries has such an entry. On the other hand, it can be often heard and this is another reason why it is investigated in the present study. Furthermore, if it is googled in the first (*lajkujem*) and second person singular (*lajkuješ*), 3.150,000 entries are found for the former and 2.630,000 for the letter searched form. The truth is that it does not mean that all of those refer to use within the Serbian language, since there are other Slovene languages which must have also borrowed it and in which the stated forms are completely the same, but the numbers seem to indicate rather disseminated usage of the anglicism in this part of the world. This assumption was confirmed by the data: it turned out that 82,5% of the subjects used the anglicism *lajkovati* instead of the Serbian word *sviđati se* (17,5%). We must admit this is a high percentage and such a finding could be interpreted by economic reasons. On the one hand, the Serbian verb is reflexive and it only denotes that you are fond of something, i.e. that you like it. On the other hand, the borrowed word has one more distinctive feature: when you use *lajkovati*, it does not only mean that you like something, but you also express that by clicking on the icon and thus share your fondness with the rest of social network members. It does not need to be mentioned here that even though it is adapted to Serbian language, its use is not justified, since there are, of course, other numerous versatile ways to express the same meaning in Serbian.

When faced with the choice between *četovati* and *ćaskati*, once again the students reached for the borrowed word: 74% of them chose *četovati* and 26% *ćaskati.* Even though it notes the noun *čet* and the noun *četovanje* (which is derived from the verb *četovati*), *Veliki rečnih stranih reči i izraza* [*The Great Dictionary of Foreign Words and Phrases*] does not have an entry for the verb *četovati* (Klajn & Šipka 2006: 1454). On the other hand, *Rečnik novijih anglicizama* [*The Dictionary of Recent Anglicisms*] records two alternative forms *četovati* and *čatovati* (Vasić, Prćić & Nejgebauer 2001: 59). It is completely integrated in the Serbian language and it has undergone the phase of secondary adaptation, since it is a verb derived from the noun *čet.* Although there are Serbian equivalents which may convey the same meaning, i.e. *ćaskati* or *dopisivati se,* it seems that the use of the anglicism is not completely unjustified, since the Serbian words might actually not have the same specific meaning. Unlike the mentioned Serbian words,

which express rather neutral meaning of participating in a (casual) conversation either written or oral, the anglicism in question has an additional distinguished feature referring to virtually talking to people via computer.

As for the anglicisms *daunloudovati* and *aploudovati,* the former appears in both consulted dictionaries (Vasić, Prćić & Nejgebauer 2001: 62; Klajn & Šipka 2006: 317) and the latter in neither of them. They are both completely integrated into the Serbian language, since they have undergone the phase of secondary adaptation. On the other hand, there are usual Serbian usual equivalents to express the same meanings and thus they are completely unnecessary and their use is unjustified. The results show that students are mostly aware of that. Majority of them (80%) made up their minds for the utterance: *Često skidam muziku i filmove s interneta* [*I often download music and films from the Internet*] rather than *Često daunloudujem muziku i filmove s interneta* (20%). In the case of *aploudovati* even higher percentage of students choosing the Serbian equivalent is expected, since the anglicism has not yet been acknowledged by contemporary formal sources (the two above mentioned dictionaries), but it is not so: 63,5% of the subjects opted for the offered Serbian equivalent *nakačiti*, 25% of them chose the anglicism *uploudovati* and 11,5% offered their own choice. It seems that the problem was with the offered Serbian word, since it is rather informal. The authors of the present paper believed that as such it will attract more students. But it was not so. Namely, 11,5% of students offered neutral verbs like *staviti*, *postaviti* or *okačiti* which also shows that they are not inclined to use fashionable words, either Serbian or of foreign origin. Another reason for this might be that the generally accepted sense of the offered verb *nakačiti* has a negative connotation, describing behaviour of a person who imposes him/herself on us, i.e. insists on sharing our company even though we are not willing to spend time with him/her. Anyway, overall impression is that majority of students would rather use a Serbian word (75%) instead of an anglicism (25%).

Students are divided between *pasvord* and the Serbian equivalent *lozinka*. The anglicism can be found in both consulted dictionaries (Vasić, Prćić & Nejgebauer 2001: 62; Klajn & Šipka 2006: 900). As for the level of its integration, in view of its form it is adapted to the Serbian language, since it has suffixes of case and gender (e.g. *pasvord, a > pasvorda*). On the other hand, there is a usual Serbian equivalent, so its use in Serbian is not justified. According to the obtained data, 48,5% of students chose the Serbian word and 47% of them opted for the anglicism. There are 4,5% of students who offered the alternative Serbian equivalent of foreign origin, i.e. *šifra.*

According to the results, the anglicism *houmpejdž* is not at all popular with the students. It is recognized by recently published dictionaries (Vasić, Prćić & Nejgebauer 2001:117; Klajn & Šipka 2006: 1423) and adapted to Serbian language, but its usage is not justified, since there is a corresponding Serbian term most students (90%) actually chose: *početna strana.* In other words, only 10% of students are ready to use it. This is not the case with another anglicism borrowed into Serbian through the virtual social network *Facebook*: *tagovati.* Once again, neither *Veliki rečnih stranih reči i izraza* [*The Great Dictionary of Foreign Words and Phrases*] (Klajn & Šipka 2006) nor *Rečnik novijih anglicizama* [*The Dictionary of Recent Anglicisms*] (Vasić, Prćić & Nejgebauer 2001: 59) recognizes it as a recent anglicism or a foreign word. Anyway, when faced with the choice between *tagovaću* and *označiću te na ovoj slici* [*I will tag you on the photo*], majority of students chose the anglicism (77%) instead of the Serbian equivalent (33%).

In regard to the choice between *aprejdovan* and *unapređen* the results are in favour of the Serbian equivalent. The noun *apgrejd* exists as an entry in *Veliki rečnih stranih reči i izraza* [*The Great Dictionary of Foreign Words and Phrases*] (Klajn & Šipka 2006: 132), but neither the verb *apgrejdovati* nor the adjective *apgrejdovan* does. *Rečnik novijih anglicizama* [*The Dictionary of Recent Anglicisms*] (Vasić, Prćić & Nejgebauer 2001: 30) recognizes the verb and offers an example with the adjective *aprejdovan.* It is a completely integrated anglicism, since it has undergone the phase of secondary adaptation. On the other hand, there is a usual Serbian equivalent to express the same meaning and thus its not justified. The results show that students are mostly aware of that, having in mind that almost 80% chose a Serbian word, either the offered one (*unapređen* – 78%) or those they proposed themselves (*bolji* or *noviji* – 1,5%). The choice of the rest of the students was an anglicism (*apgrejdovan* – 20,5%). The alternative Serbian words offered by the students simply mean *better* or *newer*. Even though the utterance referred a technical term, i.e. upgraded version of a program, the students showed that even in this case they use a Serbian word more frequently.

Deciding between the anglicism *apdejtovati* and its Serbian equivalent *ažurirati,* once again more students made up their mind for the Serbian word. The entry exists in both dictionaries, with the meaning *inovirati, ažurirati, instalirati apdejt* (Vasić, Prćić & Nejgebauer 2001: 30; Klajn & Šipka 2006: 132). Having undergone secondary adaptation, the verb was derived from the noun (*apdejt*). As a consequence, it is a fully integrated anglicism, but its use is not justified, since there is a Serbian word expressing

the same meaning. The acquired data show that 61,5% of students chose the Serbian word *ažurirati*, 34% of them opted for the anglicism *apdejtovati* and 4,5% of students offered their own alternatives: *dopunjavati* [*supplement*]*, menjati* [*change*]*, postavljati nove sadržaje* [*post new contents*]*, preuređivati* [*rearrange*]. The results are similar in the case of the anglicism *ulogovati se* and the Serbian word *prijaviti se*, but in favour of the borrowed word. In its imperfective aspect form (*logovati*), the verb exists in one of the consulted dictionaries (Vasić, Prćić & Nejgebauer 2001: 150). However, in its pefective form – *ulogovati se* the verb does not appear in either of them. Like majority of other examined anglicisms, it is adapted to Serbian language, but the standpoint is that it should not be used, since there are other verbs available to express the same meaning. Even though, 62,5% of students would reach for the anglicism (*ulogovati se*) in informal communication with their peers and 36% of them would use the Serbian word (*prijaviti se*). The rest of them, 2,5% would use their own version, i.e. the verb *ući* (*enter, get in*).

Even though they appear in both consulted dictionaries, the anglicisms *brauzer* (Vasić, Prćić & Nejgebauer 2001: 49; Klajn & Šipka 2006: 228) and *bekap* (Vasić, Prćić & Nejgebauer 2001: 38; Klajn & Šipka 2006: 197) are not the usual choice of the students included in the present study. When they were supposed to choose between *brauzer* and *pretraživač,* majority of students (90,5%) opted for *pretraživač.* In other words, the anglicism *brauzer* was chosen only by 9,5% of the subjects. As for the anglicism *bekap,* it seems to be more popular, but nevertless used by less than a half of the sample as a whole: 42,5% of students would use *bekap* rather than the offered Serbian equivalent *rezervna kopija.* The anglicism *bekap* is adapted to Serbian according to its form, but it has undergone only primary adaptation. Even though it seems that its use might be justified, having in mind that, on the one hand, it is more economical and, on the other, the possible Serbian equivalent conveys slightly different meaning than the borrowed word, 57,5% of the students made up their mind for the Serbian word – *rezervna kopija.*

Another anglicism was borrowed through *Facebook* – *šerovati.* Its original sense refers to sharing the posted contents with other virtual social network members. The offered Serbian equivalent is actually a translation of the English verb *announce* – *objaviti.* Like the other two investigated anglicisims that came into Serbian language through *Facebook* (*lajkovati, tagovati*), it is not recognized by either of the consulted dictionaries. Unlike these two, *šerovati* does not seem to be so widely accepted by the students. Namely, only 24,5% of students would choose it, while majority of them (75,5%) would stick to the Serbian word *objaviti.*

The ultimate winner in favour of the Serbian language certainly is the verb *odštampati.* Offered to chose between it and the anglicism *printati,* i.e. *isprintati,* 96,5% of the subjects opted for the Serbian word and only 3,5% of students made up their minds for the anglicism. Such a finding confirms the above mentioned results of the diachronic research on computer-related anglicisms according to which between a raw anglicism (*printer*) and a calque (*štampač*), it is always the calque which ultimately becomes the predominant form in the process of borrowing.

We shall now turn to the corpus as a whole. Graph 1 shows all 15 pairs investigated in the study, highlighting higher frequency of use Serbian words instead of anglicisms by the students included in the research.

Graph 1 *Computer-related anglicisms versus Serbian alternative: students' responses*
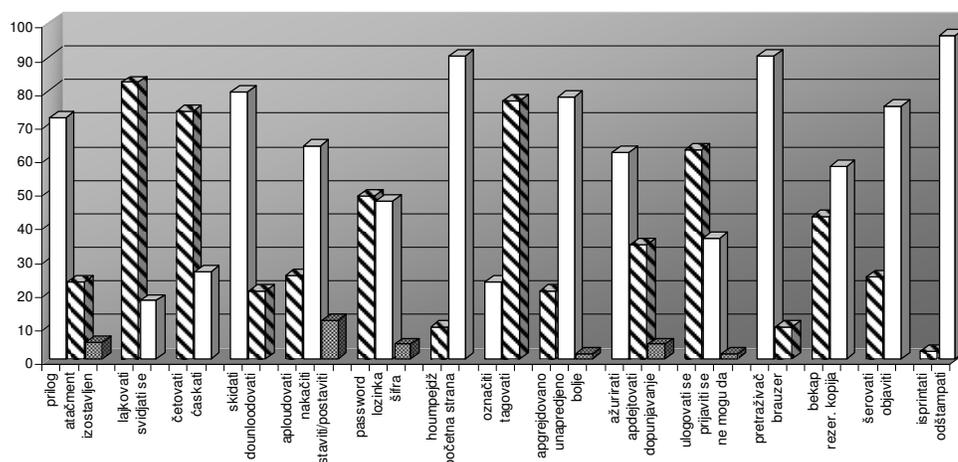
Once again, it is worth mentioning that there are corresponding Serbian words for all the offered anglicisms and therefore their use is beyond dispute unjustified. It can be seen that, unlike the verbs *lajkovati, četovati, tagovati, ulogovati se* which are fully adapted anglicisms majority of students prefer to Serbian alternatives, in all other cases the offered corresponding Serbian word significantly prevails in the choice of students. Once again, two of the most popular anglicisms (*lajkovati, tagovati*) have been borrowed from the world of *Facebook* indicating how popular virtual network is and once again confirming what we have already known – how young people spend their free time. However, it does not mean that *Facebook* is always the source of raw anglicisms, since the research findings have shown that the anglicism *šerovati*, also coming from the

mentioned social network, was significantly outnumbered by its Serbian equivalent *objaviti.* Actually, the word offered as an alternative (i.e. *objaviti*) means *announce, publish*, rather than *share*, but its senses certainly convey the meaning of sharing pieces of information with others. Furthermore, apart from the results regarding the pair *pasvord – lozinka/šifra,* showing that the students are virtually divided between the two, in all other cases (10 pairs) students have shown marked inclination to use Serbian words instead of anglicisms.

6. Concluding remarks

The results obtained according to the outlined small-scale survey show that the attitude of students involved in the research towards anglicisms is rather promising, especially having in mind their future professions. It seems that the students have shown high linguistic-ecological awareness, in spite of the lack of systematic care for Serbian language at the level of the state. Having in mind that it turned out that the sample is rather harmonious, there are no significant correlations in regard to their choice of studies, how often they use computers, whether they are members of a virtual social network or in regard to the level of their English language competence. On the other hand, it seems that there are individual differences between students, having in mind that there is between seven and eight percent of students whose questionnaire sheets are permeated by anglicisms. In other words, there are some students who are inclined to excessive use of borrowings, but their number is rather low. Generally speaking, put in a position to choose, students prefer Serbian words, even though they sometimes use anglicisms, as well. As a consequence, a recommendation regarding the introduction of new terms originating from English into Serbian vocabulary could be offered: first of all, an anglicism should not be adopted without being previously adapted to Serbian language; but, what is even more important, if a Serbian or a naturalised term for a concept already exists, there is no need to introduce a new term (an anglicism), no matter how fashionable it may seem. This is something which should be born in mind both in everyday lives, in our professions, but what is even most important, in markedly influential media.

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