

TARTU UNIVERSITY  
FACULTY OF SOCIAL SCIENCES

NARVA COLLEGE  
STUDY PROGRAM “LANGUAGES AND MULTILINGUALISM IN SCHOOL”

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ENGLISH LOANWORDS IN RUSSIAN COLLOQUIAL SPEECH: ANALYSIS OF  
THE ATTITUDE OF RUSSIAN-SPEAKING STUDENTS OF NARVA COLLEGE  
TO ENGLISH BORROWINGS IN SOCIAL MEDIA  
Bachelor's thesis

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NARVA 2022

## **Kinnitus**

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## **PREFACE**

Modern languages cannot exist without loanwords and the process of borrowing. The usage of these words enriches the vocabulary of any language and makes it vivid and unique. The Russian language is not unique, and there are so many words whose roots are not Russian or Slavonic. For example, such words as “телефон” (telephone), “автомобиль” (automobile), “ресторан” (restaurant), “лифт” (lift or elevator) are not originally Russian. However, they became deeply integrated into the Russian lexicon, so sometimes, it is difficult to find any Russian synonym.

The Internet has speeded up the process of borrowing (Bulycheva, Safokina 2016) more and more new words come from a mostly English-speaking environment. These words influence and change the Russian lexicon and become a part of it. At the same time, some linguistic alarmists are afraid of this tendency in language. According to Phillipson (1992), in the case of the English language it is relatively fair to talk not only about the domination of English in the world but even about language imperialism.

The aims of the current bachelor’s thesis can be formulated as an attempt to demonstrate the involvement of English loanwords into Russian (on the examples of some English borrowings from social media) and to detect how these borrowings can be used among young people. Also, there is a goal to learn the attitude of Russian-speaking students of Narva College to some English loanwords.

The structure of the present paper is the following: the Introduction, Chapter I, Chapter II, and the Conclusion. The Introduction presents the background overview of the history of English loanwords in the Russian language, the definition of terms, and an overview of aspects of borrowing. Chapter I “English loanwords in the Russian language: connections between culture and language, sociolect and slang” considers a profound observation of the main factors and reasons of the borrowing and the analysis of the usage of English loanwords. Chapter II “English loanwords in the colloquial speech and slang of Russian-speaking students of Narva College” represents an analysis of the results of the survey about English loanwords in Russian internet slang on the examples from TikTok, YouTube, and VK social networks. Finally, the Conclusion summarises the paper and the main points of the research and comments on the hypothesis.

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## INTRODUCTION

### **Loanword, borrowing, anglicism: how are these terms connected?**

Modern languages can be defined as a result of the historically long process of mixing and interpenetration. According to Thomason (2001), no language has been developed in total isolation without any language contacts in its history. The history of humankind reminds a map of migration of people and their contacts: from trading to wars. It reflects on the language and its' structure. For example, Roth (2010-2011) notes that the grammar of Medieval English was changed under the strong influence of the French language during the period of Norman conquest of England. For example, many affixes were adopted, “-ment” for abstract nouns and “-able” for adjectives (idib: 257). Moreover, she underlines that an important consequence of contact with French was a lexical expansion which can be seen in loanwords (idib).

Loanword, or borrowing, is a result of the process of borrowing. In other words, it is a word or expression which entered vocabulary of one language from another (Haspelmath and Tadmor 2009). In case of English borrowings, the term *anglicism* can be used by linguists on a par. According to Görlach (2003: 1), anglicism is a word or an expression which can be recognised as originally English in its form, but it becomes accepted as a new part of the receiving language lexicon or vocabulary.

Here it can be seen that English loanwords become an example of cultural influence. For example, Sapir (1921: 206) defines the borrowing process of words “as the most direct influence that one language may exert on another”.

Nowadays, loanwords or borrowings have become an essential part of the vocabulary of each language. They bring something unique that can be used as a new tool in exploring the world and enriching the mother tongue.

### **English loanwords in Russian: historical background of the phenomenon**

English loanwords became a part of the modern Russian language long time ago. According to Ginza, Gorbunova (2017: 2), the first penetration of English words into the Russian language began in the second half of the 17th century, when Peter the Great began the policy of reforms. However, Benson (1959) supposes that the origin of some

English loanwords in Russian cannot even be strictly determined since some of them came into Russian through other European languages.

The process of borrowing continued even during the Cold War, and it still exists and continues. Benson (1959: 249) concludes that “borrowings will naturally be concentrated in those spheres of activity where one nation’s prestige has been high.” However, it will not be correct to say that some loanwords had already been incorporated into the lexical structure of language. It is because it can be too early to think about it this way. Describing possible variants of transformation and replacing of English loanwords in the Russian lexicon, Benson (1959: 249) writes that “more completely integrated loanwords prevailing new ones.” It can relate to the problem of unclearness in using the new words. For example, the stress of such words and their position in the grammar of the language is still not formulated so that native speakers can prefer completely integrated synonymic loanwords instead of unclear new ones.

Nowadays, the English language becomes rather widespread among different nations (Crystal 2003: 26). There are some alarmists who are afraid of this. As Vorobjeva (2009: 178) reported, some of them state that nowadays, there are new hybrid languages that transform European languages into “local forms of English”. She is concerned that the same things can happen with the Russian language (ibid: 178).

At the same time, the number of English loanwords grows every decade. From 1990 to 2000, the fixed number of English loanwords in Russian dictionaries was 673, but in the first decade of the 21st Century, it already became about 1200-1500 words (ibid: 178). This tendency can raise some suggestions that such a massive “invasion” of English words and their integration can become a trigger of reformation of the morphological system and conversion to the analytical tendency in syntax.

Vorobjeva (2009: 184) denies that and concludes that “there is a mutual influence of languages on each other. It is impossible to determine that the increase in the number of anglicisms in the Russian language leads to the destruction of its grammatical structure.”

## **Synonymy and transfer of morphemes as a part of borrowing from English into Russian**

The process of borrowing includes different aspects. Some English loanwords transform and get a new meaning in the Russian language. According to Styblo Jr. (2007), there are several reasons for this process, but it is possible to emphasize the main idea: English loanwords and their counterparts are not perfect synonyms. The thing is that Russian speakers use loanwords instead of original Russian ones to demonstrate specific meaning. Styblo Jr. (ibid) analyses how English loanwords and their counterparts form word collocations with different adjectives. For instance, the word “киллер” (a killer) gets a new accurate meaning (ibid: 33-36). In Russian, it means assassin or someone whose job is to kill people. Lexical concretization allows English loanwords to be remained in the Russian lexicon. Styblo Jr. (ibid: 65) concludes:

“It can often be characterized more as a lexical addition than a lexical replacement. The more specialized the meaning acquired by a loanword, the easier it is for the Russian speaker population to adopt it. The higher are the chances of it surviving in the Russian language in the long term.” (Styblo Jr. 2007: 65)

However, the Russian language acquires and changes not only English words but sometimes its morphemes too. Despite Vorobjeva (2009: 184) conclusion in her research, Sologub (2002) reports that occasionally native Russian speakers can use some English morphemes to refer some word of action to its verb. Sologub brings this example: “А это наш ведущий специалист по лизингу и маркетингу” (ibid: 130). As it may be seen, there is “-инг-” (-ing-) part which originally is an English morpheme, but here the context integrates this morpheme in the Russian language to refer to verbs: “лизать”, “клеить марки”.

## **Extralinguistic aspects in the process of borrowing: the Internet and language purism**

The process of borrowing from English can be characterised as a selective process. Maximova (2007) states that “there is a certain distribution of foreign words between functional styles and speech genres; in other words, anglicisms are very relative to the text-type of discourse.” She attempts (ibid) to prove her opinion with the data from a recent investigation which shows that English loanwords are mostly distributed in mass-

media discourse (about 30%). Therefore, it may be concluded that the current fast borrowing process results primarily from sociolinguistic factors and widespread public support.

Moreover, other linguists underline that the Internet as an essential part of mass media became a central channel for borrowing. It can also influence the process of borrowing. According to Bulycheva, Sofokina (2016), the starting point for developing the Internet in Russia was 1990, and from this date, English words became more visible in the Russian language. They suppose (ibid) that this tendency will continue, and English loanwords will become more frequent in the Russian lexicon. Nevertheless, it was concluded that anglicisms have a different level of assimilation in Russian: one of them became a part of the common language, and another part still exists only in slang or colloquial speech (ibid: 7).

Nevertheless, it does not mean that it will grow endlessly. It can transform someday. The proof of this idea can be seen in the analogy how Lotman (1996) describes the borrowing process of foreign texts. For example, at the beginning, foreign texts retain their appearance as “strangers” which connects it with high elite culture and progress positively. However, it changes soon, and this attitude becomes replaced with ideas of the natural development of language. Lotman (ibid: 198-200) highlights that “there is a desire to separate a certain higher content of the assimilated world outlook from that particular national culture from the texts of which it was imported.”

Here, we can face with the linguistic purism. This term means “a language planning ideology involving resistance to foreign elements” (Brustad 2003: 52). According to Bandov (2017), the idea of linguistic purism has a long history in the Russian language, and it was mostly connected with the primary campaign for the “purification” of Russian cultural and political life. However, after the collapse of the USSR, anglicisms or English loanwords started to be actively used by the Russian people. The main factor of this was the development of the Internet and computer technology. The current language situation has changed, and the tendency of linguistic purism can be seen now (Bandov: 24-27). In his research, Bandov (ibid) tries to explain why the current tendency is a part of the political context. So, it may be even defined as an extralinguistic factor of the transformation of the modern Russian language.

The process of borrowing in the Russian language will continue, and Russian people will acquire more and more new anglicisms and loanwords from other languages. However, it does not mean that all the loanwords will be incorporated into the Russian lexicon. Many new loanwords will undergo the process of grammatical adaptation, and some of them will not pass or will not be able to pass this sort of “entrance examination”.

Another vital thing is people who use these English loanwords. In this research the author’s attention is focused on the interaction between Russian-speaking young people and English loanwords. According to Rossihina (2018: 278), foreign loanwords is a part of youth sociolect in the Russian language. The term sociolect means a variety of language which is related to “its speakers' social background rather than geographical background” (Trudgill 2003).

The author of this paper tries to prove his hypothesis that some English loanwords acquire an element of belongingness to youth sociolect in the case of Russian slang and colloquial speech.

## CHAPTER I ENGLISH LOANWORDS IN THE RUSSIAN LANGUAGE: FROM REASONS AND FACTORS TO USAGE

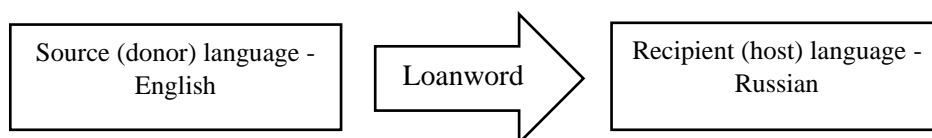
### 1.1. Two sides of the process of borrowing: source (donor) and recipient (host) language

It can be noted that any study or research requires the author of it to define the basic concepts or terminology. The term loanword was already considered by the author in the introduction to this bachelor's thesis. At the same time, the study of the borrowing process includes interaction with two linguistic categories: source (donor) language and recipient (host) language.

According to Haspelmath, Tadmor (2009: 37), the recipient (host) language is a language that obtains a loanword. Concurrently, the source (donor) language can be defined as the source of the loanword. In the context of the current bachelor's paper, it can be defined that the Russian language is a host language, and English is a donor language.

The definition of these two concepts allows us to understand this process as a sort of a motion and conditionally to represent the process of borrowing graphically (see Scheme 1).

*Scheme 1. The process of borrowing from English to Russian*



Source: completed by author

### 1.2. Factors and reasons of the process of borrowing English loanwords into the lexicon of the modern Russian language

As mentioned earlier in the introduction to this study, the number of borrowings from English into Russian is steadily increasing, and the influence of foreign-language (English or American) culture is increasingly visible in the speech of modern Russians. However, the interaction between donor (English) and host (Russian) language does not happen for no reason.

According to Szabolcs (2010), these are factors contributing to the influx of anglicisms in Russian:

**1. Language of media.** Getting the latest news from foreign agencies is very important, but it can be hard to find the exact same information in the recipient language during translation. Journalists often can leave the foreign origin element out of their text. (ibid: 46)

**2. Language of advertainment.** Western marketing brings new terminology and techniques of advertisement. Borrowings are also fashionable because of their novelty and unusualness. (ibid: 46)

**3. Slang.** According to Cambridge Dictionary (2022, para 1), the word “slang” means “very informal language that is usually spoken rather than written, used especially by particular groups of people”. In Russia, slang has traditionally been heavily influenced by loanwords. It can be characterized as a main source for Russian slang (Kubayeva 2021: 205). This is also due to the rise of the internet and satellite television, which allow the youth to follow the latest computer, music, fashion trends.

Also, Szabolcs (2010) highlights the reasons why borrowed vocabulary is allowed in Russian. He identifies the following reasons:

**1. The lack of an equivalent.** In language contact, it is a natural phenomenon that people cannot find an equivalent in their own language to refer to a new concept or object that they have just learned about. Usually, this occurs when the recipient language cannot fulfil the task in its own way (ibid: 47).

**2. Differentiation of meanings.** One of the main reasons why people borrow is to make a distinct differentiation between their words and those of their Russian equivalents. Loanwords can also express special shades of meaning that distinguish them from their Russian equivalents. The recipient language typically has a semantic specialization. For instance, the Russian equivalent of a phrase with a general meaning such as murderer or tape recorder can be joined by a new element such as hitman, which suggests that the concept or object has already become popular (ibid: 47).

**3. Economy of expression.** One-word expressions are commonly preferred in the Russian language. Anglicisms are also commonly used to serve this economy of expression. For instance, when referring to arm-wrestling (“борьба на руках”), the long name was replaced with the English (ibid: 47).

**4. Terminological features.** A variety of one-word expressions in each profession or field's lexicon can result in the formation of accurate and transparent terminological subsystems. This tendency is also reflected in the language of sports, computer science and politics which usually has many words of English origin (ibid: 47-48).

**5. Psycholinguistic and sociolinguistic factors.** Anglicisms do not always represent new concepts or objects, as English has become the language of novelty and up-to-dateness in the modern world. Also, the use of foreign elements allows professionals to prove their competence and insider status (ibid: 48).

**6. The desire to be innovative.** The goal of a language is to maintain its communicative function by continuously renewing its lexicon. New words that are foreign origin can increase the expressivity of the language by their novelty, but they also tend to fade as their usage gets frequent. Therefore, the speakers of a language often refresh it (ibid: 48).

### **1.3. The usage of English borrowings: types of interaction and semantic substitution**

Any loanwords are forced to encounter things that are perhaps new and unfamiliar to the grammatical structure of the original language. Russian language is not an analytical language, so English loanwords are compelled to be changed not only phonetically, but also morphologically. It may be seen, on the example of slang.

According to Vorobyova (2009: 183), borrowed slang is characterized by its ability to form new words. It relates to the progress of grammatical adaptation. For example, “апгрейт” (upgrade) – “апгрейтить” (to upgrade), “пейджер” (pager) – “запейджерить” (to send a message to a pager).

It may seem that there are no peculiarities here, but morphologically these words are built into the system. They acquire a grammatical class. Here, they become verbs. The signal for this in Russian is the suffix “-mb”. Now these "new" verbs can be modified if Russian language speakers will interact with them.

According to Alyunina, Nagel (2020), the process of interaction between loanwords and the host language is divided into several types:

- The first type of interaction is the adaptation of loanwords to the recipient culture and language. This process transforms loanwords into meaningful sentences. For example, notebook in English means a book for notes, but in Russian “ноутбук” is a laptop (ibid: 183-185).
- The second interaction type is used to connect loanwords that indicate the recipient culture's ideas and objects with the host language (ibid: 185-186). For example, “супермаркет” (supermarket) is not just a shop, it was a new idea of shopping and marketing for Russian culture (Shmuner 2009: 140).
- The third type of interaction is for loanwords that do not introduce new semantic components into the language but still retain the existing lexical ways of expressing meaning (ibid: 186).

Loanwords with semantic substitution became included in last type of interaction. Semantic substitution means that “borrowed lexical units substitute already existing words in the host language” (Alyunina, Nagel 2020: 187). As it can be seen, the process of substitution implies not only the integration of new vocabulary and ideas, but it can be characterized as a replacement of native words. For example, coffee break and “перерыв” are synonymous, but there is a tendency for this English loanword to be favored in certain contexts (ibid: 187).

Some linguists can notice some threat to the Russian culture in this context. For instance, Pometelina (2018: 58) writes about the word “гламур” (glamour) as a concept in the Russian language. She concludes:

“This is probably the most striking and saddest example of the fact that we are not currently creating social and cultural relations, but rather, we are borrowing them along with the corresponding words.” (Pometelina 2018: 58)

#### **1.4. Subculture, sociolect, slang: important components in the context of English loanwords**

Even though the term “culture” does not have an ideal definition in social sciences (Apte 1994: 2001), scientists rather give a clear definition for the concept of “subculture”. For example, Smolík (2013: 67) defines this term as a something that “refers to any culture that is part of the broader institution of a culture. Subculture has some shared and some divergent elements with dominant culture.”

However, this definition seems controversial. According to Dowd J., Dowd L. (2003: 23), defining the idea of subculture is difficult for several reasons. One of the main reasons why the term “subculture” is so difficult to define is due to the relativity of the concept of distinctive groups. To define a distinct group, another group, which is formally dominant, must be included in the comparison.

The divergent element of the subculture becomes sociolect. The definition of this term was given in the introduction of the current paper. The subculture of young people can be characterized as something which implies using loanwords in slang and colloquial speech. According to Rodríguez González (1994), young people are most likely to use slang and non-traditional language. He underlies that it shows “great social dynamism among young people. They are receptive to changes in different spheres: in fashion, style, as well as in speech.” (ibid: 201)

The indicated higher tendency of young people to use slang and non-traditional language allows this social group to identify itself with the youth subculture and its group. According to Kopytina (2011), the language (in this case sociolect) becomes an element of belongingness for young people as well as other external things: accessories, hairstyle, clothes.

The social aspect of slang was already given in the definition of this term. Slang as a part of sociolect is not only a linguistic phenomenon. It has a social inner component.

According to Zhou, Fan (2013), differentiation of social and professional groups reflects on slang. They write:

“Slang is considered as the symbol for dividing different groups in society. If somebody uses the words and expressions within a certain social group or professional group, he or she will blend with the group members from mentality.” (Ibid: 2212)

To sum up, it is possible to conclude that some English loanwords enter via the slang or colloquial speech of Russian speaking young people. It allows them to identify themselves with the subculture of young people. At the same time, English loanwords become a part of youth sociolect.

## **CHAPTER II ENGLISH LOANWORDS IN THE COLLOQUIAL SPEECH AND SLANG OF RUSSIAN-SPEAKING STUDENTS OF NARVA COLLEGE**

### **2.1 Description of the survey**

The main aim of the empirical part of the bachelor's thesis is to find out how some modern English loanwords have been incorporated into the Russian language. For this purpose, the author conducted a survey which focuses on the interaction of Russian-speaking students of Narva College with borrowed slang phrases and words from 3 social networks: TikTok, YouTube, and VK. These social networks were chosen by author's will and their popularity in Russia (RBK 2021). The interaction includes understanding of these words, usage of them, and attitude to them.

Also, the author would like to prove his hypothesis that new English loanwords acquire an element of belongingness to youth sociolect in case of Russian internet slang and colloquial speech. At the same time, the author will attempt to learn the attitude of Russian-speaking students of Narva College to some English loanwords. The research questions can be represented as follows: Are English loanwords involved in the Russian language in case of youth sociolect? Does belonging to a youth play a role in the understanding and usage of English loanwords in slang or colloquial speech? How Do Russian-speaking students of Narva College perceive these words?

The target group (respondents) of this survey is Russian-speaking students at Narva College. Therefore, the questionnaire was written in Russian, which is either the native language of the respondents or their second language. It is important to notice that all the respondents took the questionnaire anonymously. The total number of the respondents is 26 students.

The survey was based on the questionnaire which was created by the author via using Google Forms platform. The online form allows collecting data from different places. At the same time, it gives an opportunity to involve as many people as possible to get good material for analysis. Moreover, the online form is available only for those people who can use computer and the Internet. It helps to exclude from the survey non-users of the Internet and poetically non-users of social networks.

The current questionnaire consists of 16 questions of different types: questions with 2 options, questions with several (more than two) options, and open-ended questions. The variety of possible answer modalities allows the respondent to clarify the reason for an answer in some questions, and it helps to avoid polarities and obtain a more accurate vision.

The questionnaire can be reflected in the following plan:

1. **Introductory questions.** These questions (from 1 to 3) imply verification of the respondent which means that they are supposed to be used to clarify: “Is the research participant a native speaker of Russian?”, “Does he/she use English slang words in his/her speech?”, and “is he/she a user of social networks?”.
2. **Questions related to understanding of the comment from the VK social network.** To start answering questions from 4 to 6, the respondent is asked to read a short comment from a Russian-speaking user on the social network VK. This material was chosen by the author. The text of this comment contains some borrowings from the English language. Then the respondent should answer the questions related to the understanding of the borrowed words, to the setting of factor that can influence on the process of understanding of the text.
3. **Questions related to comprehension of colloquial speech on YouTube.** Before answering questions from 7 to 9, the respondent is asked to watch a short part of video from YouTube. This video was chosen by the author. The speech of the speaker in the video contains loanwords from the English language. After watching the video, the respondent should answer questions related to the attractivity of the colloquial speech in the video, to the understanding of borrowings, and to the age factor in the comprehension of these borrowings.
4. **Questions related to understanding the word from the TikTok social network.** If respondents proceed to questions from 10 to 12, the respondent is asked to watch a short video clip from the TikTok social network. This clip was chosen by the author. The text in the video contains one word that comes into Russian from the English language. After watching the video, the respondent is asked to answer the questions related to their understanding of the word, followed by an open-ended specifying question.

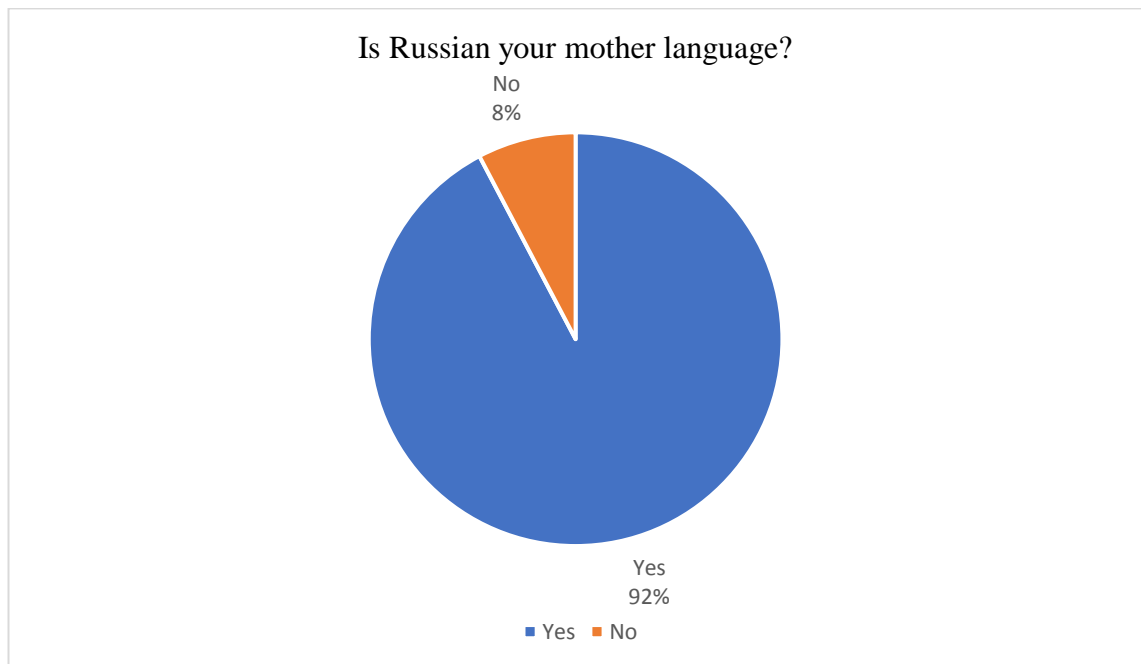
5. **Final questions.** The last four questions refer not to a specific video or text, but to the entire study. In particular, the respondent is asked: “Are new English loanwords learned through social networks?”, “Are English borrowings an element of subculture?”, “Are these loanwords a threat for the Russian language?” If the answer to the last question was positive, it should be explained in the last open-ended question.

## 2.2 Analysis of the results of the survey

### 2.2.1. Introductory questions

It was mentioned earlier, the first three questions in the questionnaire assume a verification of the respondent. This allows the author of the survey to understand that the person taking the survey is a speaker of Russian, a social media user. At the same time, we are supposed to learn about the usage of English slang borrowings from respondents.

*Chart 1. Results of Question 1.*



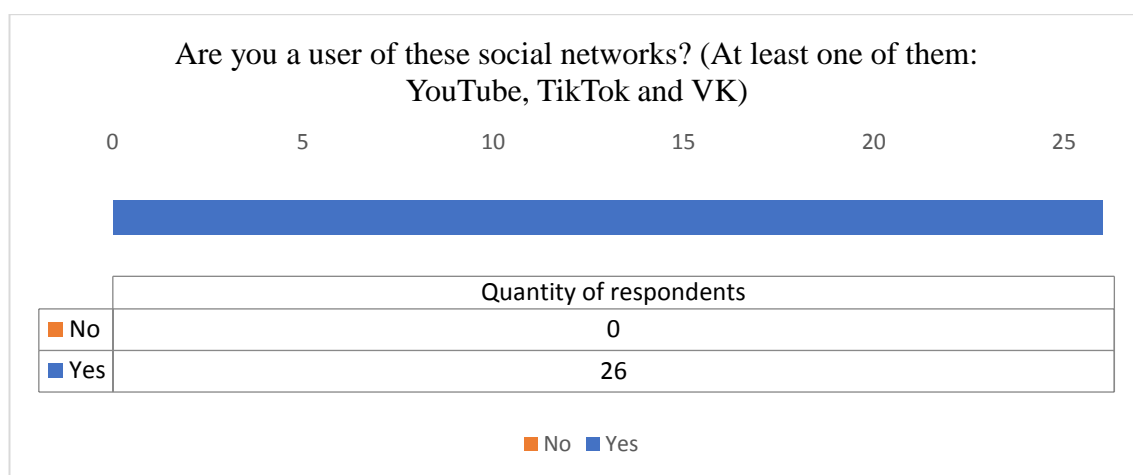
Source: completed by the author

As it can be seen from the Chart 1, the majority of the respondents are people, whose mother tongue is Russian. However, some people are not. It would be fair to suggest that the Russian language is the second language for these people. The author of the current

paper is sure of that because some participants informed him about it personally. However, this cannot be an issue for the aim of the study, because the target group is Russian-speaking students that includes non-native speakers as well.

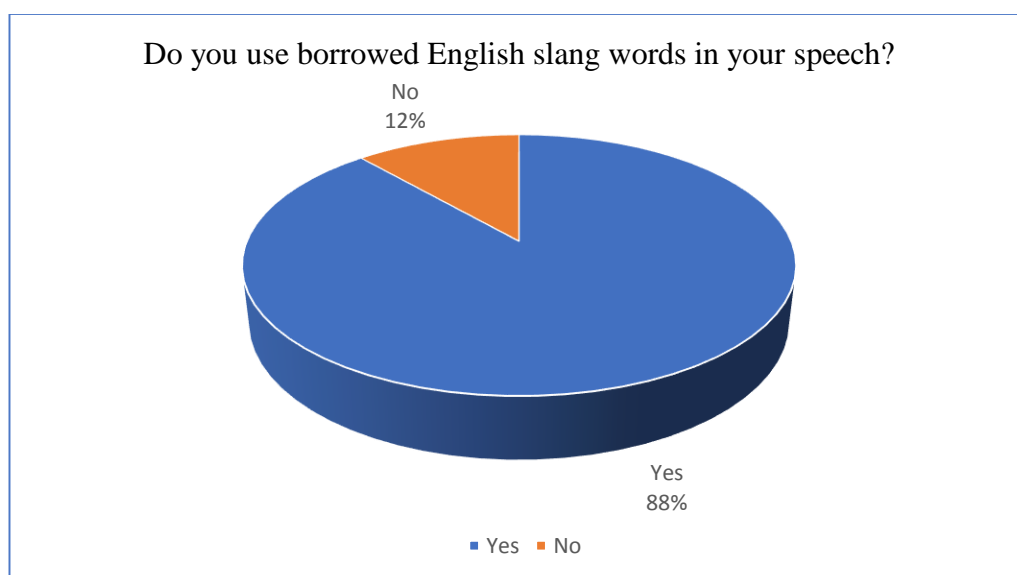
The idea of Question 2 is to detect that respondents are users of social networks (at least one of mentioned). The results show that all the participants of the current survey use VK, YouTube and/or TikTok.

**Chart 2. Results of Question 1**



Source: completed by the author

**Chart 3. Results of Question 3**



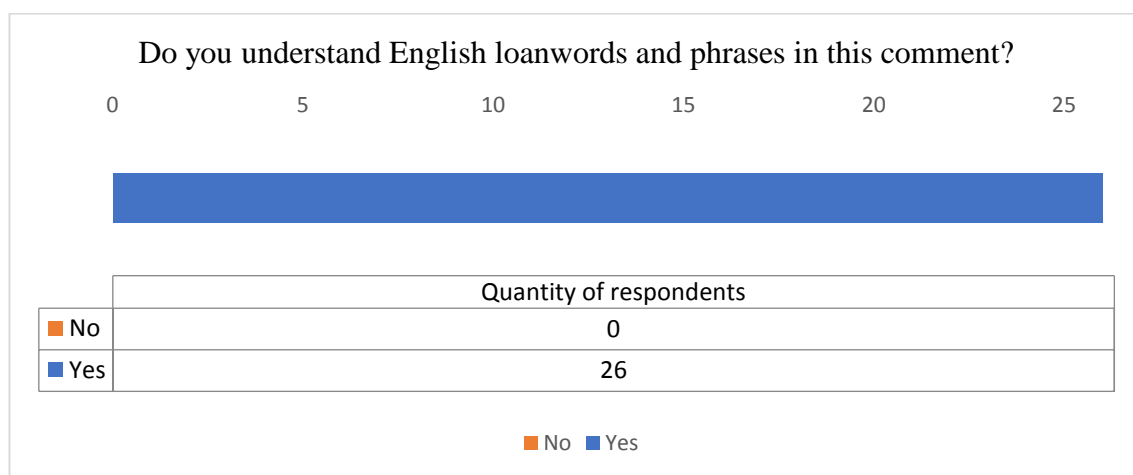
Source: completed by the author

As it can be seen in the Chart 3, the majority of the respondents use borrowed English slang words in their speech. It proves that young people (in this case students) are most likely to use slang. It is noticeable that Question 3 is focused only on the borrowed English slang and not on the whole Russian slang at all.

### 2.2.2. Questions related to understanding of the comment from the VK

Before answering the questions in this part, the respondent should read the text of a comment by a user on the social network VK. Even though this text contains anglicisms (see Appendix 1), it is possible to say that the text is understandable to the readers. We can see this in the results of Question 4 (see Chart 4.) However, what is the reason for this? The author tries to detect it from the respondents by asking additional question.

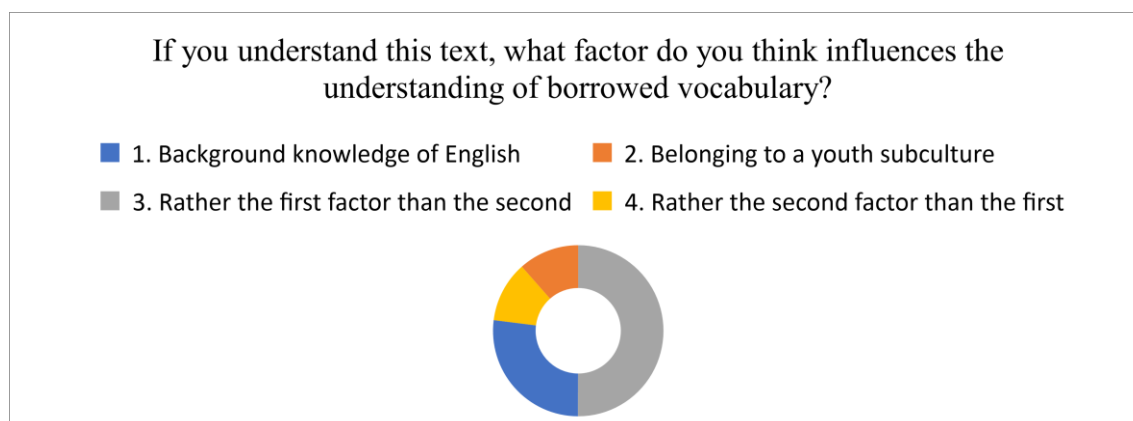
**Chart 4. Results of Question 4**



Source: completed by the author

Question 5 has four variants of explanation of the reason for understanding the text which was discovered in answers to the previous question.

**Chart 5. Results of Question 5**



According to the result of Question 5, it may be said that 50% of the respondents suppose that the first factor which is background knowledge of English prevails the second one. At the same time, the factor of background knowledge of English was chosen by 27% of the respondents. In total, the sum of the percentage of these two answers prevails the factor of belonging to youth subculture. The result may relate to the wrong choice of target group as many students of Narva College have English language as the major in their programs of study. The study in this college implies courses of English and some subjects in English. This close connection to the English language may have an impact on the group of respondents.

The other possible reason for this is unclearness of the term “subculture”. As it was mentioned before, unclearness of terminology in social sciences causes problems in research.

Question 6 is directed to those who have problems with understanding of the text. One can conclude that almost everyone understood everything in the comment. However, there were some answers from people who failed to understand. They wrote that these words were: “зайчарил” (to hire), “флексить” (to flex), “бести” (bestie).

One of the possible reasons can be that these words are not yet well-known for everyone, and they are not yet spread among all Russian-speaking youth. The other possible explanation is that these new loanwords did not acquire an exact definition in the host language. Moreover, some loanwords may disappear from the Russian language with the change of times.

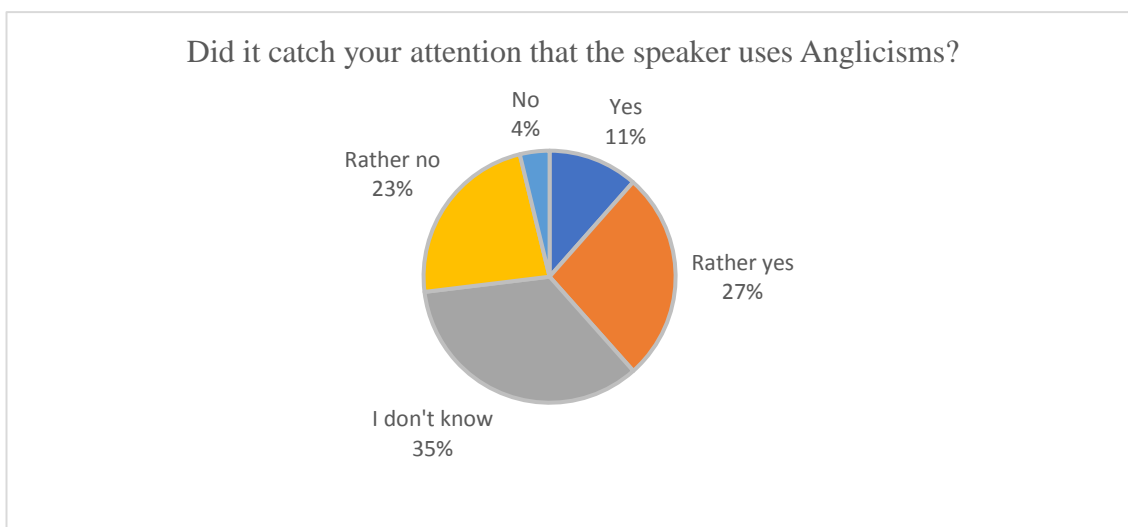
### 2.2.3. Questions related to comprehension of colloquial speech on YouTube.

This part of the questionnaire relates to the understanding of an example of colloquial speech which consists of some English loanwords. As it was written in the theoretical part of the paper, young people tend to use new loanwords due to changes in different spheres like fashion, style, and speech. It can show that they follow current trends.

As mentioned earlier, respondents are asked to watch a short part of the video from YouTube. It is an interview of *Chuma Vecherinka* for television channel *Dozhd*, also

known as *TV Rain*. She is one of the famous persons in Russian-social media and known as a professional fashion historian.

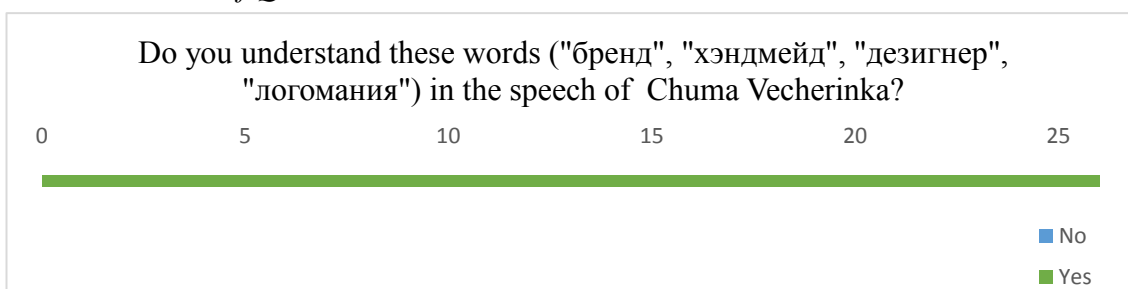
**Chart 6. Results of Question 7**



Source: completed by the author

Results of Question 7 shows us that more than one third of the respondents do not know how to answer for this question. It may be explained by the fact that the used English borrowings in the speech of *Chuma Vecherinka* are already well-integrated in the lexicon of the Russian language. However, about 38% of the respondents think that the used anglicisms catch their attention. It seems that these English loanwords became a part of the slang or youth sociolect.

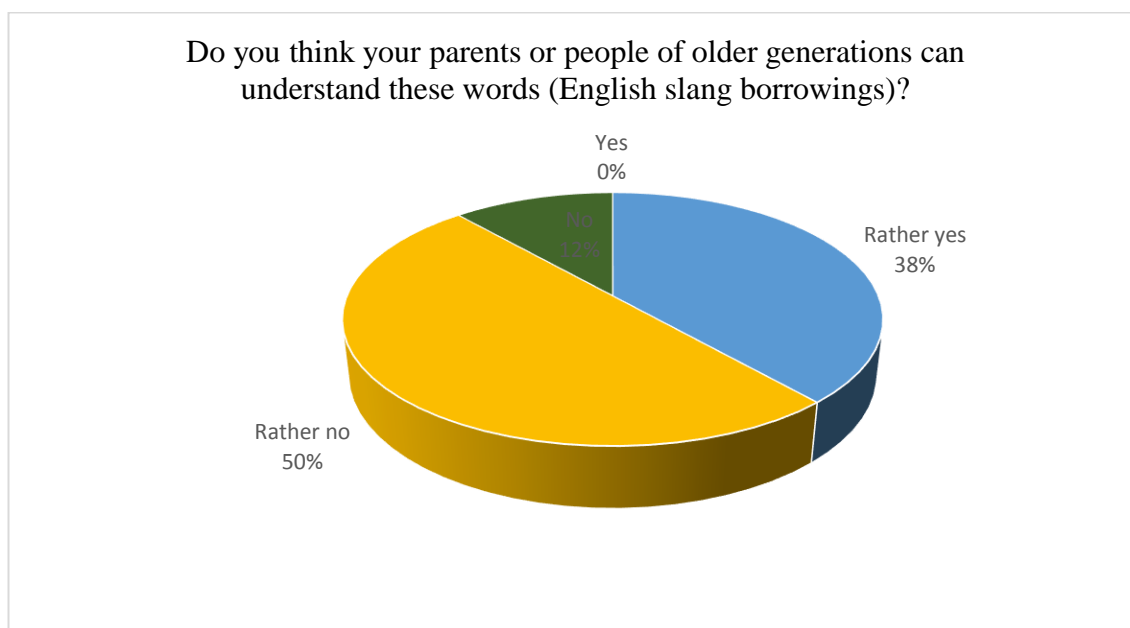
**Chart 7. Results of Question 8**



Source: completed by author

As it can be seen in Chart 7, results of Question 8 are similar to the results of Question 4. It demonstrates that all the respondents understand English loanwords not only in written form, but the colloquial speech too. It is important to notice that English borrowings can be used not only on the Internet but also in vibrant communication.

**Chart 8. Results of Question 9**



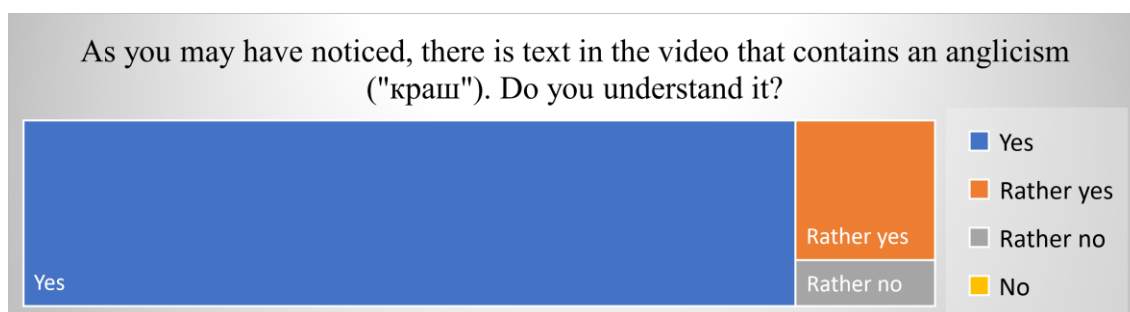
Source: completed by author

According to the results of Question 9, the assumption seems true that new English loanwords have an element of belonging to a youth sociolect. As can be seen, the majority of the respondents do not believe that people of older generation could understand these words. Certainly, it would not be correct to conclude that these people are out of understanding of these new English borrowed slang. They were not included in the target group of respondents, so there is no data for analysis. Thus, it is possible to see a connection in the way how young people, in this case, students of Narva College, correlate the ability to understand these lexicon with generations.

#### 2.2.4. Questions related to understanding the word from TikTok

In this part of the questionnaire, there was a task to watch a short video from TikTok. Then respondent can start to answer questions from 10 to 12.

**Chart 9. Results of Question 10**



Source: completed by author

As it can be seen from Chart 9, 85% did not have any trouble with understanding English loanword “краш”. Here it is important to notice that “краш” is the only loanword in the video. It helps to detect the possible role of the context of loanwords and understanding. According to the results, it is possible to state that the context which is full of English loanwords does not influence understanding of any specific loanword.

Question 11 was formed as open-ended. The respondents were asked to define the word “краш”. All the answers were collected and analysed for similarity by the author and then 3 main definitions were put in the following table for comparison.

**Table 1.** Analysis of Results on Question 11

Definition 1.	Definition 2.	Definition 3.
«Краш» (crush) is a person you secretly fall in love with.	«Краш» (crush) is a person you fall in love with.	«Краш» (crush) is person you like.

Source: completed by author

The results of this question demonstrate that some borrowed slang words are still in the process of implementation into the Russian language. Even though almost all the respondents understood this word, they understood it in their own way. Formally this is not a big issue for communication, but it can be defined as a signal of a temporary aspect. Maybe this word will not stay in the Russian language in the long run.

After the open-ended question about definition of the word, the respondents were asked to answer Question 12. It was following: “Why do you think we use the Russian equivalent of the word “краш” in some cases, and why do you think we use this loanword in others?”

All the answers were collected and formed into main groups of most frequent answers. The result of analysis was represented in Table 2.

**Table 2.** Analysis of the Result of Question 12.

Possible reasons of usage the word «краш» in speech	
Age	The other participant of communication is a user of such slang
Humor	The lack of an equivalent
Style of the speech	Bilingualism
Economy of expression	Differentiation in meaning

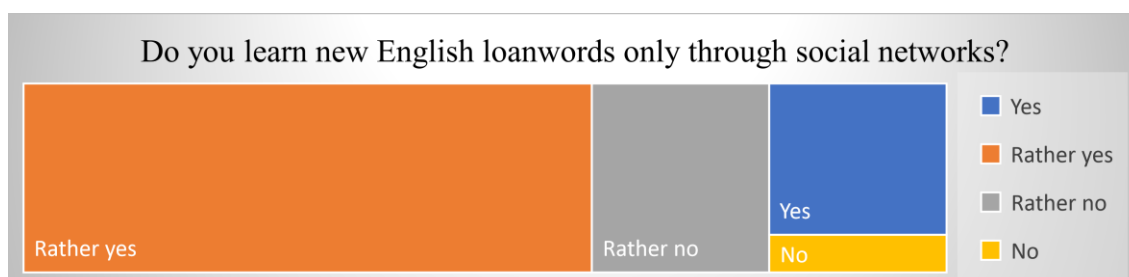
Source: completed by author

As it can be seen from the current table, some detected reasons seem similar or even the same with those which were represented in the article of Szabolcs. However, it is possible to find new reasons like age or humour which can mean that these words acquire not only meaning, but function as well.

#### 2.2.5. Final questions

The final questions in this survey, as already indicated in the plan, do not involve any work with text or video, but rather relate to the topic of the survey. The results of questions from 13 to 15 can be presented in the form of charts, the last question is a refinement. The analysis of its results will be presented in the text format.

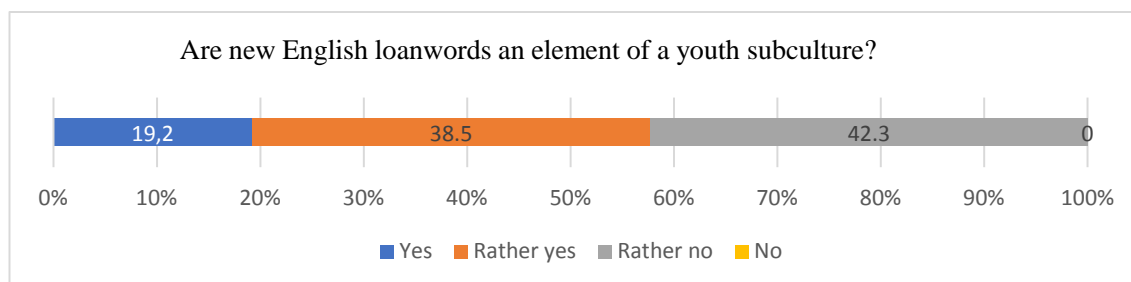
**Chart 10.** Results of Question 13



Source: completed by author

It was already mentioned that the Internet and social networks play important role in the process of borrowing. The results of Question 13 confirm that social networks are the main channel of transferring English loanwords. According to the data from Chart 10, about 77% of respondents answer “yes” or “rather yes” which is 3,5 times more than percentage of people who disagree or rather disagree.

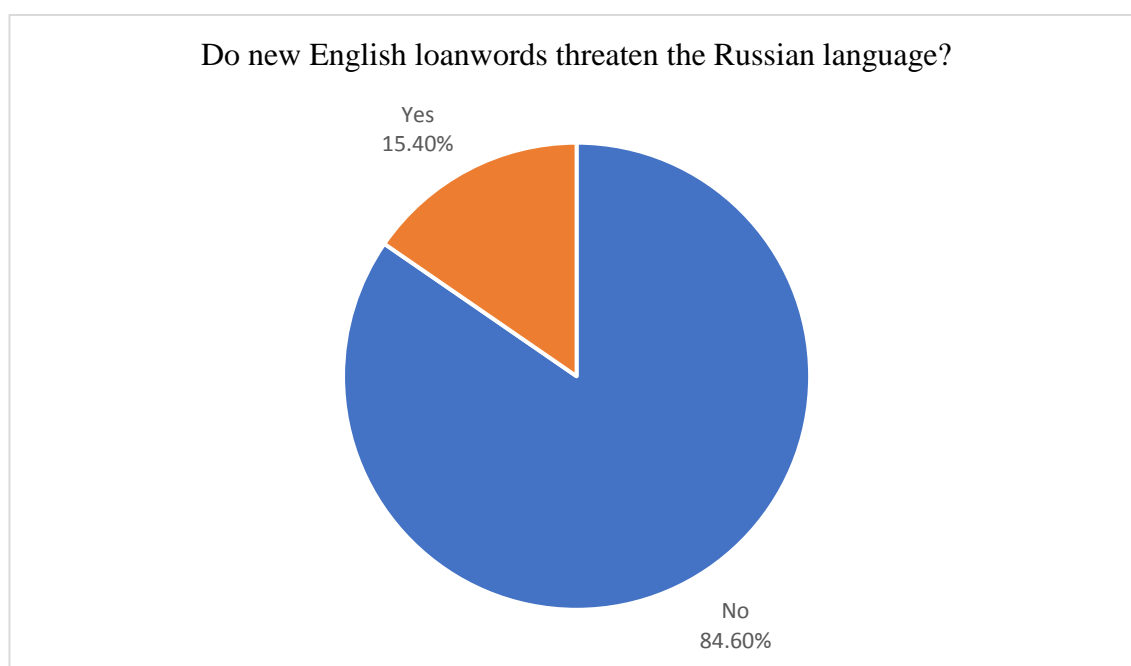
**Chart 11. Results of Question 14**



Source: completed by author

From Chart 11 it is evident that the majority of respondents (about 60%) connects or rather connects some English loanwords with youth subculture. It may show that new borrowed lexicon participates not only in the process of lexical derivation, but at the same time it implies connection to the certain subculture. Here, there is obvious connection between youth subculture and some English loanwords.

**Chart 12. Results of Question 15**



Source: completed by author

As it can be seen from Chart 12, most of the respondents (about 85%) do not think that some English loanwords is a threat to the Russian language. Certainly, it is just an opinion of regular people which does not represent an opinion of experts in this sphere. However, about 15% of the respondents are not optimistic. They were asked to explain their opinion in the next question.

There are two explanations of the pessimistic attitude to the situation with English borrowing in the Russian language. The first one is that these words pollute our language and make it poor. The second one shows a tendency to lose the beauty of the language in exchange for following the fashion.

Despite the fact, that here there were represented opinions of regular people, it is possible to find some similarities with expert opinions of some linguists.

As it can be seen from the results of the survey, the hypothesis of the current bachelor's paper confirms that new English loanwords acquire a signal of connection with youth subculture in case of Russian slang and colloquial speech. For instance, more than 50% of respondents gave a positive answer to the question: "Are new English loanwords an element of a youth subculture?" However, it is important to underline that the answers to the question show only their attitude.

At the same time, the hypothesis can be proved from another perspective. It can be seen in the results of Question 9. The respondents suppose that people of older generations are not able to understand the meaning of new English loanwords, which can signalize that these words have a detectable connection with young people and their sociolect.

Nevertheless, the results of Question 5 demonstrate an opposite thing. As it may be seen, 77% of the respondents suppose that the main factor of understanding is the background knowledge of English. It may look controversial, but the possible explanation of this result is the target group that knows English. Another possible reason is the incorrect formulation of the question.

The results of Question 15 show that about 85% of the respondents do not agree with the idea that new English loanwords threaten the Russian language. This result can

demonstrate an attitude of Narva College students who are speakers of the Russian language.

## CONCLUSION

To sum up, English loanwords become not only a part of Russian vocabulary, but sometimes they become a part of youth sociolect. In this case, one can assume that language become a mirror of social and cultural changes in society. This conclusion one can find in ideas of great philosophers. For example, Martin Heidegger once wrote: “Language is the house of being” (Heidegger 1978: 217)

The first part of the thesis provides an overview of different printed and online sources related to the theme of the research. These sources are not only in English but in Russian as well. This diversity allows to see how the theme of English loanwords is studied among Russian philologists and linguists. As it may be seen in the first part, there are established factors and reasons for the process of borrowing from English into Russian, types of interaction with the new borrowed lexicon, and the connection between subculture, sociolect, and slang in the context of usage of borrowed English slang words and expressions.

The practical part of the thesis consists of a survey in the form of the questionnaire and the analysis of the obtained results. This part of the paper focuses on achieving the following aims of the research: to show how modern English is involved into the Russian language (on the example of Russian internet slang), to detect how these words can be used among young people and to learn the attitude of the students of Narva College to new English loanwords. All the aims were achieved during the research.

However, it can be stated that more research and more data are needed to get a detailed picture of the current situation with English loanwords in the Russian language. In the context of the practical part, it may be concluded that the chosen group of respondents is suitable because many of them have English as the major in their study programs. It allows them to understand the questions in the survey.

All in all, the hypothesis of the thesis was confirmed. It was established that the majority of the respondents connect some English loanwords with a youth subculture in the case of Russian slang and colloquial speech. At the same time, most respondents do not perceive these words as a threat to the Russian language. It demonstrates their attitude to these words.

## SUMMARY IN ESTONIAN

Kaasaegsed keeled ei saa eksisteerida ilma laensõnade ja laenamisprotsessita. Nende sõnade kasutamine rikastab mis tahes keele sõnavara ning muudab selle elavaks ja ainulaadseks. Vene keel ei ole erand. Selles keeles on võimalik leida nii palju sõnu, mille juured pole vene ega slaavi. Näiteks sellised sõnad nagu „телефон“, „автомобиль“, „ресторан“, „лифт“ ei ole algselt venekeelsed. Kuid need lõimused sügavalt vene leksikoni, nii et mõnikord on raske leida ühtegi venekeelset sünonüümi.

Käesoleva bakalaureusetöö teema on „INGLISE LAENUSÕNAD VENE KEELES: NARVA KOLLEDŽI VENEKEELSETE ÕPILASTE SUHTUMISTE INGLISE KEELSE LAENUSÕNADESSE SOTSIAALMEEDIAS ANALÜÜS“. Peamiseks uurimisobjektiks on inglise laensõnad praeguses vene keeles. Töö eesmärk on hüpoteesi kinnitada, et mõned ingliskeelsed laensõnad omandavad vene slängi ja kõnekeele puhul noortesotsiolekti kuuluvuse elemendi. Samal ajal selle töö autor püüab vastata järgmistele uuringu küsimustele uurida: Kas noortesotsiolekti puhul on vene keelega seotud ingliskeelsed laensõnad? Kas nooruse hulka kuulumine mängib rolli ingliskeelsete laensõnade mõistmisel ja kasutamisel slängis või kõnekeeles? Kuidas Narva kolledži venekeelsed üliõpilased neid sõnu tajuvad?

Bakalaureusetöö koosneb sissejuhatusest, kahest peatükist ja kokkuvõttest. Sissejuhatuses antakse ülevaade inglise keele venekeelsete laensõnade ajaloost, laenuprotsessi aspektidest. Esimene peatükk tutvustab laenusprotsessi põhjuseid ja tegureid, interaktsiooni liike laenatud leksikoniga. Ka selles peatükis avatakse kultuuri ja keele, sotsiolekti ja slängi mõisted. Nende vahel luuakse ühendus. Teine peatükk on pühendatud empiirilise uuringu käigu kirjeldamisele ning sisaldab ka saadud tulemuste analüüsi. Kokkuvõttes esitatakse uuringu tulemused ja kommentaarid uuringu eesmärkide ja hüpoteesi kohta.

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## APPENDICES

### Appendix 1. Questionnaire

24.04.2022, 20:14

Опрос для исследования "Субкультурное влияние английских заимствований на русский язык: анализ речи русскогов...

#### Опрос для исследования "Субкультурное влияние английских заимствований на русский язык: анализ речи русскоговорящих студентов НК в социальных сетях (на примере фраз из YouTube, TikTok и VK)"

Мы проводим этот опрос среди русскоязычных студентов, чтобы узнать какой фактор является доминирующим в понимании современной иноязычной лексики в русском языке: возраст и принадлежность к молодёжной субкультуре или же знание английского языка.

Данный опрос является частью исследовательской работы, результаты которой будут собраны и проанализированы. Данный опрос анонимный.

Заранее благодарим Вас за ответы!

 [btw120398@gmail.com](mailto:btw120398@gmail.com) (без совместного доступа) [Сменить аккаунт](#)



\* Обязательно

1. Русский язык - это ваш родной язык? \*

- Да
- Нет

2. Вы являетесь пользователем данных социальных сетей (хотя бы одной из них): YouTube, TikTok и VK

- Да
- Нет



[https://docs.google.com/forms/d/e/1FAIpQLSffbVBpNQpylh0uorheSr\\_NTnHEyPly2dlWOXABW\\_Qgvg88Dw/viewform](https://docs.google.com/forms/d/e/1FAIpQLSffbVBpNQpylh0uorheSr_NTnHEyPly2dlWOXABW_Qgvg88Dw/viewform)


1/6

3. Используете ли вы в своей речи английские сленговые заимствования? \*

- Да
- Нет

Прочитайте один из комментариев пользователя VK и ответьте на вопросы.  
Если Вы плохо видите текст, то воспользуйтесь ссылкой на картинку:

<https://disk.yandex.ru/i/t4-NUaqXMr1pXQ>

 Сокоббет Маньяк

Пришел военком и заЭйчарил Юзать сапоги, это был тот еще Челендж.  
Сейчас Чиллюсь на тумбочке в наряде, дежурный прапор постоянно меня Чекает, мы всей ротой его Хейтим между собой, попытался заФорсить на развод, но поймал такой Хайп, в коптерке пришлось Флексить, это был Факап и Рофл.  
Что ни день, то Пранк от прапора... он не понял: Ок, бумер(((  
Турник стал криповый, вис на нем полный кринж.  
Моя Краш меня не дождалась, это Зашквар на районе. Теперь меня будут Шеймить.  
Жизнь в Армии сплошай осенний Вайб, а когда то я был Зумер, а сейчас мой Басти - Буллинг.  
Я открыл здесь Баттхерт и внутри меня Агриться  
Вот такой Хайп - Армия.

Свободное сочинение. Я правильно выставил слова-значения?  
13 фев в 0:49 · [Комментировать](#)

1

4. Понятны ли Вам иноязычные слова и фразы в тексте данного пользователя? \*

- Да
- Нет

5. Если Вы понимаете данный текст, то какой на Ваш взгляд фактор влияет на понимание иноязычной лексики? \*

- Фоновое знание английского языка

24.04.2022, 20:14

Опрос для исследования "Субкультурное влияние английских заимствований на русский язык: анализ речи русскогов..."

- Принадлежность к молодёжной субкультуре
- Скорее первый фактор, чем второй
- Скорее второй, чем первый

6. Оказалось ли что-то в тексте для вас непонятным в языковом плане. Если да, то что? Почему? \*

Мой ответ

Чума Вечеринка - известный историк моды и популярная личность в российском медиа. Посмотрите краткий отрывок (9.45 - 12.00) из её интервью в передаче "Женщины сверху" на телеканале Дождь.

Чума Вечеринка о новых т...



7. Привлекло ли ваше внимание то, что гостя использует англицизмы? \*

- Да
- Скорее да
- Не заметил ничего необычного
- Скорее нет
- Нет



8. Понятны ли для вас данные слова: "бренд", "хендмейд", "дезигнер", "погомания" \*

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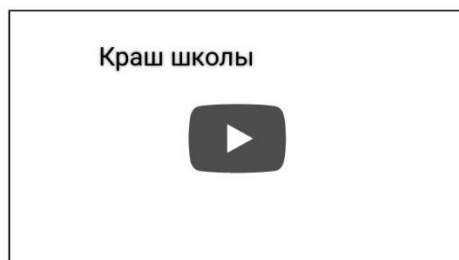
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- Да
- Нет

9. Как вы думаете, могут ли ваши родители или люди старшего поколения понять данные слова (заимствованные английские сленговые выражения)? \*

- Да
- Скорее да
- Скорее нет
- Нет

ТikТок становится одной из площадок, на которой возникает близкий языковой контакт. Пожалуйста, посмотрите видео одного из пользователей данной социальной сети.



10. Как вы могли заметить, в ролике есть текст, содержащий в себе англицизм. Он понятен вам? \*

- Да
- Скорее да
- Скорее нет
- Нет

11. Предположите, как можно объяснить слово "краш", человеку который не знает его \*

Мой ответ

12. Как вы думаете, почему в одних случаях мы применим русский аналог слова "краш", а почему в других мы используем данное заимствование? \*

Мой ответ

13. Узнаёте ли вы новые заимствованные слова только благодаря соц. сетям? \*

- Да
- Скорее да
- Скорее нет
- Нет

14. Как вы думаете: новые англицизмы в русском языке - это элемент субкультуры? \*

- Да
- Скорее да
- Скорее нет
- Нет



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15. Как вы думаете: угрожают ли новые англицизмы русскому языку? \*

Да

Нет

16. Если вы ответили "да", то почему?

Мой ответ

Спасибо за участие в опросе! Ваш вклад в написание академической работы автора бесценен!

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*Stanislav Aiupov*  
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