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Title: The Old and the New: The Use of Anglicisms as an Effective Way to Learning Czech

Abstract:

This poster focuses on examples of current usage of Anglicisms and English proper names, and their process of adaptation in view of learning Czech as a second language. Anglicisms have been entering Czech for centuries, and today they offer a wide range of practice in classroom. The older they are, the higher likelihood that they are fully adapted within the Czech morphological system and sound like any other Czech words. English proper nouns can be used from the very first class. For instance, short sentences, such as *Omaha je v Nebrasce. Matka je z Omahy a bydlí v Omaze a sestra je z Nebrasky z Lincolnu. Bratr bydlí v Praze, ale ted' je u matky a sestry v Nebrasce. Často jezdí z Prahy k matce a sestře do Nebrasky*, provide a simple context with a number of cognates in several cases, where morphologically *Omaha* relates to *Praha* and *Nebraska* to *matka* (and to some extent to *sestra*: $r > ř$, following the dative and locative principle of changes $k > c$). Familiar cognates enhance students' understanding of what inflection means, how it works and what its purpose is. Online sentences from zpravy.idnes.cz, supported by pictures or videos, can occasionally be decoded with a minimal knowledge of Czech. Examples abound, for instance: *Do Bostonu dorazila exhibice tweetů prezidenta USA Donalda Trumpa, Češi se baví happeningem, jak psát e-maily... v krizové dekádě mediánové mzdy relativně stagnovaly*, etc. The logical approach to learning is nothing new. In the 17th century it was emphasized by Comenius, and it remains applicable even today, only with an advanced “digital coat.”