

Affect behind the use of anglicisms among adolescents in North Macedonia - causes and consequences

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Abstract

As the most effective means of communication, language is open to numerous changes to adapt to its users. English both influences other languages, and is influenced by them, most often the former than the latter, especially in the area of enriching their word stock. As things change in society, and in life, the users' needs change, too; new phenomena appear, resulting in new words entering a given language. This integration is interesting to study in more detail as it may provide an insight into the reasons and the consequences to the target language at hand. This paper looks at a small-scale study carried out among adolescents in N. Macedonia, with the aim to see how much anglicisms feature in their everyday speech, and why. Though the frequent use of anglicisms is nothing bad, awareness should be raised as it might result in the source language becoming less familiar to its native speakers, and eventually fading away.

Keywords: *anglicisms, adolescents, loanwords, language planning, language use, affect*

Introduction

Language, as a means of communication, is inevitably prone to a number of changes in the name of meeting the (communicative) needs of its users. As their needs change, languages change and adapt as well. These changes may be of various types, such as the appearance of new words into the lexicon to describe new phenomena that have become an integral part of a given society, or conversely, the disappearance of other words, which no longer figure in our modern world. In addition, the lexicon of a given language may be enriched by new words not because the target language does not have its own equivalent(s), but for other (extralinguistic) reasons, such as affective factors, which are, in fact, emotional factors that may also play a role.

In this context, we may note that adolescents, the focus of our study, are greatly influenced by their environment, and their peers in particular, which fosters a need to 'fit in'. As such, this would include speaking in a way and using words and expressions common among this age group, and due to the global lingua franca status that English enjoys, it is no surprise that anglicisms¹ are so prevalent.

New words may enter a given language in different ways - they may be newly coined, or may have been borrowed from another language, with certain adjustments made so as to meet the various morphological, phonological, and syntactic rules of the target language. This process of integration in the source language is interesting to analyze further, as it provides an overview of a number of changes that may result from both a linguistic and a cultural point of view. These changes are not necessarily negative in nature as they tend to lead to economy of expression, and to an overall simplification in terms of

¹ Anglicism is loosely defined as a word or construction borrowed from English by another language.

communication, yet awareness needs to be raised as they might ultimately result in the source language becoming less familiar to its native speakers.

The new words that become a part of the lexicon of a given language may do so in two ways - through borrowing, and being adapted into the target language, or through various word formation processes in the target language (Veleva 1997). Though borrowing words and adapting them to meet the rules of the target language is nothing new and is a phenomenon present in all modern languages, care should be taken as to how this is all carried out, especially in terms of the developmental aspirations of the target language, the actual need for this, as well as the expressive and communicative capacities of the language in question.

The impact of English on other languages worldwide is a global phenomenon, which Macedonian is not immune to, especially bearing in mind the fact that English has become a firmly fixed presence in Macedonian society and in communication among people, in general. As such, a number of developed countries have formed various institutions to counter the effects of English on their own language, mainly in order to protect them and to secure their future in the long run (Gruevska-Madzoska 1997).

It goes without saying that English has had a great impact on Macedonian in a number of linguistic areas, such as lexicology, syntax, and morphology, among others, which is one of the main reasons behind our decision to conduct a small-scale study concerning the use of anglicisms among the group most prone to this influence - adolescents².

It would be impossible to find a 'pure' language, that is, a language without any loanwords or traces of other languages, which is understandable since languages are shaped by their users, and people are connected in different ways. English itself is a mixture of a number of languages, containing loanwords from French, Italian, Greek, Latin, and so on. In that context, Macedonian is no different, consisting of words borrowed from Turkish primarily, but also from a number of other international languages, such as English. Thus, borrowing words from other languages and adapting them into the target language is common practice in enriching a language, and the point of this study is not to defend the importance of 'language purification', but rather to take a closer look into the use of anglicisms in Macedonian, and the reasons for it, especially if there is already an existing equivalent for that word.

Literature review and theoretical background

Upon closer study of how adolescents communicate amongst themselves, we will undoubtedly observe that anglicisms make a frequent appearance and that the Macedonian used in communication is heavily influenced by the interference of these linguistic elements. This is true not just in terms of speech, but also in terms of written expression. It is becoming increasingly common to hear English loanwords used with Macedonian affixes or other Macedonian stylistic and grammatical elements, thus adapting them to the target language of the communicative act.

This aligns with what renowned Macedonian linguist Blaže Koneski noted previously, that new words are accepted by users much more readily if they 'fit in' with the characteristics of the linguistic system of the target language (Koneski 1986). A great number of loanwords have entered the Macedonian language in this way, especially from Turkish, though we have yet to see whether the English loanwords will be able to assimilate fully, especially those that have competition from a Macedonian equivalent.

Here, we have further issues to study, such as the reasons why the (English) loanword would be used instead of the Macedonian equivalent, and what the potential consequences of this would be concerning the future of the language. Thus, if we take the word *hate* (v.), which has a perfectly acceptable Macedonian equivalent - *мрази*, we would need to see why the loanword *xejma* would be used instead. The same goes for the word *vibe* (v.), which may be translated as *вибрура; жува*, equivalents which

² Adolescent is defined by the World Health Organization as anyone between the ages of 10 and 19. For our purposes, we limited our respondents to the age group of 13 to 19.

admittedly do not fully convey the meaning of the original, and thus we now have *вајба* in use by adolescents. The situation is the same with the word *mute* (v.), nowadays frequently used as *мјутна* instead of the accepted (20) *исклучи микрофон(от)*, (20) *исклучи звук(от)*, translated as *turn(ed) off the mic*, *turn(ed) off the volume*, and so on.

Hence, it will be interesting to delve deeper and see why these anglicisms are used by adolescents instead of the perfectly acceptable Macedonian equivalents - is it because they would like to sound cooler, smarter, more educated, to fit in, to show their creativity, or is it something else instead. This is what this study will attempt to uncover - the reasons why adolescents would choose a word that has not yet made its way into the official Macedonian dictionary, an English loanword, over its Macedonian equivalent.

It is important to consider the possible consequences of the overuse of anglicisms in a given language, in our case, Macedonian. Canadian linguist Kramer, for example, sees the influx of English loanwords into Macedonian as a threat to the language, likening them to either 'vitamins or viruses'. On one hand, loanwords may certainly enrich the target language, but, on the other hand, should they enter in an uncontrolled fashion, they may serve to dampen its authenticity. Bearing in mind our starting premise, that language is prone to change and open to different influences, it goes without saying that this is a normal occurrence; however, care needs to be taken that the loanwords that come into a language do not cause chaos in it and that a certain balance is established and maintained.

The use of anglicisms in a given language is nothing new; it is a topic that has been greatly studied and written about. The influx of English loanwords in Macedonian is a hot issue amongst the linguists of the country, not just now, but going back several decades. Bearing in mind that there is no native-English speakers community in Macedonia, we may note that the influence exerted by English on Macedonian comes indirectly from social media, the movie and music industry, as well as computers and technology, among others, and is not the result of any natural linguistic and/or social interactions, a predicate also asserted by Kirova and Petkovska (2013, 242). Our exposure to English is constant and consistent, yet it is mainly passive and one-sided.

The mass media in Macedonia may help to alleviate this to a certain extent in that they may directly 'speak' to the younger generation through various interactive shows, magazines, and advertisements, where they will use and 'promote' Macedonian words rather than English loanwords.

Koneski (1987, 71-78), for example, notes that Macedonian does not lean toward linguistic purism, citing the number of international words that have become a part of it. Yet, he also cautions on the importance of moderation in accepting words from other languages and making sure that those that do make their way into Macedonian are in accordance with its needs, paying special attention to the capacities of expression that Macedonian offers before accepting loanwords at the expense of a perfectly acceptable existing Macedonian equivalent.

Minova-Gjurkova (2003), another prominent Macedonian linguist, shares Koneski's view concerning moderation in accepting loanwords into Macedonian and notes the general recommendation of using Macedonian words instead of loanwords whenever possible, as well as coming up with Macedonian equivalents, in this way enriching the domestic vocabulary for a more natural way of communication and expression. As regards the changes taking place in standard, literary Macedonian, she places special emphasis on the lexical changes involved, as well as on the importance of language planning, concluding that Macedonian is adapting to the influences of English and is essentially becoming shaped by it (2008).

Macedonian linguist Venovska-Antevska (Jovanoski 2011), on the other hand, feels that there is no need for strict rules concerning loanwords, nor for their exclusion from the target language, noting that they should adapt and adjust to the forms of the existing lexemes and within the general framework of the Macedonian linguistic system. In any case, special care should be taken to ensure that the loanwords help in enriching the target language and do not 'corrupt' it.

Carrying out a study to determine the frequency of anglicisms in mass media, specifically in journalism, Chilean linguists concluded that it is a widespread phenomenon, and that readers attached such great significance to these loanwords that they went on to incorporate them in their own linguistic repertoire (Gerding, Fuentes, Gómez and Kotz 2014).

Rosenhouse and Kowner (2008) carried out a study on English loanwords in 12 different languages, concluding that the three most frequent reasons why they were 'borrowed' were: 1. the need for the introduction of new terminology and new concepts; 2. the tendency to emulate the dominant group; and 3. the tendency to create special jargon to be used amongst 'closed' groups. They also noted the different means of communication through which the English loanwords enter the language, such as direct communication, mass media, as well as the education system. As for the factors that allow for the acceptance of these loanwords into the language, they mentioned modernization and economic development, ethnic and linguistic diversity, prestige, nationalism, culturological threat, national identity and the existence of various language institutions and establishments. We shall return to these conclusions when we analyze the reasons provided by our respondents when justifying their use of anglicisms.

Direct borrowing of words is but one way a language can expand its lexicon with international vocabulary. Another way is when expressions are accepted into the target language by being more or less literally translated from the source language, also known as calques. Andersen (2020) notes that a significant segment of linguistic borrowing does not simply happen at the lexeme level, but rather on a more complex level in discourse, such as in longer phrases and expressions, idioms, and so on. Examples of this in Macedonian, noted by Smirnova (2016) as well, are the English expressions *black Friday* and *happy end(ing)*, where the former has been translated word-for-word as *црн петок*, whereas the latter, besides the word-for-word translation *среќен крај* - can also be found as *хепи енд*, that is, it is simply transcribed into the Cyrillic alphabet. There are numerous other examples that can testify to this phenomenon.

It is evident that a number of linguists are interested in further researching this occurrence, and the reasons and potential consequences of anglicisms entering their standard language. Furiassi, Pulcini and Gonzalez (2012), the editors of *Anglicization of European Lexis*, include a variety of studies concerning the impact of English on a lexical level on different languages, such as German, Norwegian, Serbian, and Armenian (Callies, Onysko and Ogiermann 2012, Graedler 2012, Andersen 2012, Prčić 2012, Galstyan 2012). In fact, these studies helped us to define the theoretical framework of our research, as well as to determine which approach to take in carrying it out in our attempt to uncover the reasons for the use of anglicisms by adolescents in North Macedonia, and the impact of this on Macedonian.

In addition, other studies were consulted concerning the impact of English at the lexeme and phrase level on various other European languages, such as Danish, French, Spanish, Polish, and Italian (Gottlieb 2012, Solano 2012, Oncins-Martínez 2012, Fiedler 2012, Rozumko 2012, Gaudio 2012, Fusari 2012), which contributed to the development of our research and provided us with potential future directions this study could take.

Golakov (2011) notes that the English loanwords that have made their way into Macedonian have resulted in a number of changes in its lexis, as well as in Macedonian culture, in general. He also notes that there are changes in terms of music-related words, which is an area we incorporated in our research to determine if this is true among the Macedonian adolescents.

Zdanavičiūtė (2017), on the other hand, notes that a significant part of the English loanwords that have made their way into French are from the field of technology. We feel that the situation in Macedonian is similar, and as such, we also decided to incorporate the category of technology in our research, combining it with video games, to see whether our conclusions will align.

Methodology

The following section provides more details concerning how the study was carried out, our starting research question and hypotheses, the methods and techniques applied, as well as information concerning the survey that the respondents were asked to fill out.

The survey was conducted online as it was carried out during a period of Covid-imposed restrictions, when physical contact was limited. This may undoubtedly have had an impact on the results, and these issues are looked at in greater detail in the Discussion section where the research limitations are discussed. However, one advantage we may mention in regards to conducting the survey online is that it facilitated our access to respondents and it allowed us to reach a greater number than if the survey had been carried out in-person. In that context, we may here note that we received 156 responses, which were analyzed in our research.

The survey was sent across primary and secondary schools across the whole territory of the country. The target group was adolescents who study English as a foreign language in school as a core subject, starting from the age of 9-10 until the end of their secondary education, which is at the age of 18-19. The main criterion was that the respondents have had contact with the English language since the categories of anglicisms were chosen to reflect their everyday life and to test vocabulary that may not necessarily be a part of the school curriculum, such as the categories technology/video games and social media. Since the respondents' proficiency and grammatical competence were not the focus of our study, the criterion of additional exposure to English through private classes, English clubs, or the like was not applied.

Though the World Health Organization sub-classifies adolescence into three categories - early, middle and late adolescence, we decided to put all the respondents together, from 13 to 19 years of age, to get a general insight into the issue. Thus, everyone received the same survey, with the same instructions, which, we hoped, would allow us to see, among other things, whether the difference in age plays a role in terms of the speakers' use of anglicisms in their everyday communication.

Besides the question concerning their age, the survey also contained a question concerning the respondents' gender, as well as where they were from, which was intended to help us determine whether the gender and/or region played a role in terms of the general frequency of use of anglicisms, or even more specifically, in terms of the categories the anglicisms belonged to. Our aim was to see what similarities and differences would surface, and what, if any, conclusions we would reach since some factors which affect language and influence language variation are age, gender, and culture, among others.

In the actual creation of the survey we followed the principles set by Dörnyei and Taguchi (2010), although we did make various adjustments and modifications to the said principles due to the fact that our survey was disseminated via Google Forms, and not in hard copy.

We followed their 'guidelines' in terms of the length and duration of the survey - they note that a survey should not exceed four to six pages, and the time spent on it should not exceed more than 30 minutes (Dörnyei and Taguchi 2010, 12-13), and our survey, though longer than four pages, still falls within the acceptable limit set by the authors. In addition, the duration of our survey is also within what is deemed acceptable as our estimated time to complete it is approximately 20 minutes.

We also followed the principles in terms of the actual construction of questions, including both open-ended and closed-ended ones, making sure that they are worded in a similar fashion, that they are of similar length, and so on. Concerning the type of questions used, open- and closed-ended, we analyzed the possible advantages and drawbacks, as well as the various factors that play a role in their use, in that open-ended questions offer the respondents the freedom to formulate their own answers, which may then open up new perspectives and shed light on new ways of dealing with the issue, whereas the

closed-ended questions are better at standardizing the answers (Dimitrov, Mitreva and Serafimova 2017).

The survey itself consisted of 30 pairs of anglicisms and their Macedonian equivalents, and the respondents needed to choose which of the two options they would use in their everyday communication. The words were set in a sentence so as to provide a more authentic discourse context as opposed to simply having them as pairs of words standing on their own. In addition, each pair of sentences, one containing an anglicism and the other its corresponding Macedonian equivalent, asked the respondents to explain their choice, either by choosing one of the options provided or by providing their own explanation. Among the options provided were the following: it sounds more natural; I hear/use it more often; this is how my friends talk, and so on. The words that were selected came from different categories, such as music, sport, video games, social life, i.e. areas close to the interests of adolescents.

As to the results analysis techniques, once the survey was completed by the respondents, the results were coded and analyzed. The coding of the results allowed us to retain the respondents' anonymity, and the analysis offered us a percentile look in terms of the use of anglicisms by the adolescents, categorized by city/town, as well as the most frequently offered reasons for its use. Thus, we had a more concrete answer concerning our research question, as well as confirmation, or dismissal, of our hypotheses.

The analyses of the results are both qualitative and quantitative, helping us to achieve our aim to gain greater insight into the use of English loanwords in the everyday communication of adolescents in North Macedonia, to see how common they are in various areas of life, as well as the reasons behind their use.

Concerning our research questions and hypotheses, the starting question of our research was *Why are anglicisms used by adolescents in North Macedonia?* The hypotheses we set out from were that anglicisms are used instead of Macedonian words as a result of the speakers' constant exposure to English, whether from social media, movies, books, series, video games, and so on, as well as due to the notable absence of Macedonian words from the said areas. Another possible reason that may play a role is the speakers' insufficient knowledge and mastery of their mother tongue, creating the belief that they can express themselves better and more clearly in English, since Macedonian, as they see it, does not contain the words they need. Lastly, we may also note the adolescents' need to fit in with their peers, leading to the affect behind the use of anglicisms, and eventually determining potential benefits or consequences, positive or negative, imposed by it. We shall see the answers to our research question and our hypotheses in the section that follows.

Results and discussion

From the results received, we may note that the respondents tend to choose the sentence with the anglicism as opposed to the sentence containing a Macedonian equivalent, with the most common explanation, among 52% of the respondents, being that they have either heard it more often or used it more often. They also mention that the sentence containing the anglicism would be how their friends talk (15%), as well as because it sounds more natural to them (over 30%). It is interesting to mention that in 11 cases they explain their choice of the sentence containing an anglicism as they do not understand the other sentence, that is, the sentence with the Macedonian equivalent.

By looking at these results, we see that the surrounding environment and the increasing presence of English in every sphere of life do affect adolescents' language use, up to the point that certain anglicisms do not sound foreign to them at all. It is also noticeable that peers or friend groups, in particular, affect language use and word choice among adolescents, undoubtedly due to their need to fit in and be accepted, something that is of great importance in this stage of their life.

Due to the quantity of analyzed results, only several examples with particular importance will be discussed in this section. Out of the 30 pairs of sentences, eight pairs stood out due to the fact that the

number of respondents' choices leaned heavily toward one sentence - either the sentence with the anglicism or with the Macedonian equivalent.

When the four pairs of sentences, where the sentence containing the Macedonian equivalent was predominantly chosen, are taken into consideration, it becomes clear that the respondents do not accept all anglicisms without selection. Based on their answers, it is evident that they do not accept certain anglicisms if they perceive a slight difference in meaning when contrasted with the Macedonian equivalent, or if the sentence does not sound natural to them.

On the other hand, some anglicisms have become so accepted that they feel more natural to the respondents than the Macedonian equivalent. This can be seen from the four pairs of sentences where the predominant choice was the sentence, which contained the anglicism. Though some of the respondents chose the particular sentence because that is how their friends talk, the majority of them stated that the reason for their choice is that the sentence sounds more natural to them. These examples illustrate that the respondents feel very comfortable with certain anglicisms, not even registering them as foreign.

From the analysis of the results, we may establish that our adolescents prefer to use a sentence containing an anglicism even when they have the option to convey the same meaning with a Macedonian equivalent. The most notable difference can be seen in the technology/video games category, where out of ten examples; the adolescents opt for an anglicism in seven. The popularity of anglicisms is quite significant in this category and that can be seen from the respondents' answers in the pairs of sentences where the choice of an anglicism prevails, especially in one case, with the word *level*, where 79.5% of the adolescents opt for the anglicism option over its Macedonian equivalent.

Thus, *level* (n.) is simply transcribed by the respondents as *левел* and it is used instead of the Macedonian equivalent *ниво*, as contrasted in the survey in the pair of sentences *Кoj ти е најтежок левел на Супер Марио?* and *Кое ти е најтешко ниво на Супер Марио?*, translated as *Which level in Super Mario is the most difficult for you?*

In terms of parts of speech, it seems that anglicism verbs are favored over their Macedonian counterparts. In this category in particular, from the five verbs provided, the respondents predominantly chose the anglicisms *mute*, *ban*, *game* and *report*, modified and adjusted to the Macedonian grammatical rules as *мјутни се*, *банира*, *гејмаме* and *рипортна*, respectively, instead of their respective Macedonian equivalents *исклучи го микрофонот*, *ми забрани да играм*, *играме видеоигри* and *пријави*.

The verb *mute*, for example, appeared in the pair of sentences *Исклучи го микрофонот, многу врева има* and *Мјутни се, многу врева има*, which can be translated as *Turn off your microphone, there is a lot of noise* and *Mute yourself, there is a lot of noise respectively*; while the verb *game* appeared in the sentences *Ќе гејмаме по часови?* and *Ќе играме видеоигри по часови?*, which can be translated as *Are we going to play videogames after class?*

Considering the answers received in terms of the reasons regarding their choice, it becomes clear that adolescents are heavily influenced by English, opting for anglicisms because they are more familiar to them and they hear them more often than their Macedonian counterparts. The reason for this may be that English is more dominant due to its global omnipresence in all areas of life, and, as such, it would be impossible for it to be excluded from any scientific, economic or political spheres (Gjurkova 2002).

Consequently, it is evident that the usage of anglicisms among adolescents can be expected and accepted to a certain extent since modern society strives to shape language in order to meet the needs of modern-day life, and adolescents need to be well-equipped to acquire (scientific) knowledge and develop certain criteria which will affect their relationship with the world surrounding them (Aleksova 1993). However, some moderation is, nevertheless, required regarding the usage of anglicisms, especially when a comprehensive, all-encompassing equivalent already exists in the mother tongue.

Our research also contained an open-ended question asking the respondents to note the effect they felt the use of anglicisms had on Macedonian, with a follow-up question asking them to elaborate on their answer. Almost 35% of the survey participants felt that the usage of anglicisms had a positive effect on Macedonian, with some elaborating that anglicisms made it easier to express oneself, as well as that using them improved the actual expression by making it sound better, more interesting, or even more polite. In addition, some ascribed the positive effect to the fact that they felt the anglicisms helped to enrich Macedonian, as there were cases where Macedonian lacked a suitable equivalent.

When we analyze the reasons provided by our respondents, we see that they align with the conclusions reached by Rosenhouse and Kowner regarding the reasons for English loanwords in a given language - the respondents mention that they use anglicisms because no such words exist in Macedonian, or because their friend group uses them. Those respondents who stated that the use of anglicisms has a negative effect on Macedonian believe that this will, over time, lead us to forget Macedonian words, thus putting our language in jeopardy of eventually dying out. Some even go as far as to state that as a result of the constant use of anglicisms they have already forgotten some Macedonian words, and they feel that a foreign language, in this case, English, has been given precedence over the mother tongue, which is wrong.

We may close this section by summarizing the conclusion we reached as regards our research question and hypotheses. As noted previously, our research question was *Why are anglicisms used by adolescents in North Macedonia?* From the results received, we can ascertain that the main reason for this is the respondents' constant exposure to them, making them sound more natural than their Macedonian equivalents. In addition, they noted that this is how their friends speak, as well as that the English loanwords are shorter, and, as such, easier to utter.

Thus, our hypotheses were confirmed - anglicisms are used instead of their Macedonian counterparts due to the speakers' constant exposure to the English language, whether from social media, movies, books, series, video games, and so on, as well as due to the notable lack of Macedonian words from the said areas. In fact, the respondents themselves admit that their preference to use anglicisms is the result of modernization and technological advances, which have caused changes in how they speak, and, in particular, in their choice of lexis. As such, it is easier for them to express themselves and to understand each other by using these loanwords rather than their Macedonian equivalents. In addition, the need to fit in with peers is evident and understandable; if they are surrounded by friends who use anglicisms, it goes without saying that they, too, will use anglicisms.

In terms of potential implications, it is obvious that our, sometimes, blind acceptance of anglicisms into Macedonian without considering the long-term consequences may eventually result in neglecting and rendering obsolete certain words with Slavic roots and origins (Smailovikj 2017). This is supported by the fact that some of the respondents noted this very phenomenon - that they tend to use anglicisms due to the fact that they have forgotten their Macedonian equivalents as a result of their infrequent use.

Bearing in mind that the best way to safeguard the culture of a nation is to protect its language (Kasapovska 2008), it is of vital importance to think about the consequences that this constant use of anglicisms is bound to have on the Macedonian language, and, as such, on the Macedonian culture. Language policy and effective language planning are crucial in protecting a country's national identity, as this is what the survival of a language depends on (Nikolovska 2012, 2020). Taking this into account, it would be wise to devise and implement stricter measures aimed at protecting the Macedonian language and its use in the country, and in this way maintain it, and the Macedonian culture, in the long run.

Certain pedagogical implications emerge from the research conducted, and a number of conclusions may be reached from the results. Having been made aware of the fact that adolescents tend to use anglicisms instead of their Macedonian equivalents, as well as having noted their reasons for doing so, we may suggest that one way to deal with this would be to have teachers raise awareness of this tendency, as well as of the consequences that will inevitably follow. This may be eventually followed up

by taking the time to come up with suitable Macedonian equivalents, which will allow the students to see that there are options available to them and that they just need to take a moment to think of the word they need.

Finally, addressing the limitations of the study and the various potential directions for further research, we are aware that like all research, this study, too, has its own set of limitations and areas that may be improved on. One such limitation here is the fact that the study was carried out in written format and not done orally, which may pose an issue in terms of the authenticity and spontaneity that speech offers. By asking the respondents to write out their responses, they had the chance to think about the options, and reflect on them in greater detail, while in speech, they would answer reflexively.

In addition, since the survey was carried out online, the respondents may not have taken it very seriously, since they did it under no (adult) supervision. This might have made some of them feel a bit too free in answering the questions, which was reflected in the sometimes silly responses received.

The survey was conducted in standard Macedonian, which may also be seen as an issue, in that it may have inadvertently directed some of the respondents to use a more formal register and, as such, to use a Macedonian equivalent instead of an anglicism, which they would use, in all probability, in everyday speech. This limitation ties in what was mentioned previously, concerning authenticity and spontaneity.

Bearing these points above, it would be beneficial for future research to be carried out using an interview format as well, so as to retain the authenticity and spontaneity factors that only speech can offer. Furthermore, there might be more detailed research carried out concerning various grammatical, phonological, transcription, and other changes that anglicisms undergo when they enter Macedonian. However, as this was a preliminary, small-scale study, we are certain that these points will be addressed in due time.

Conclusion

Our survey looks at the use of anglicisms in the everyday speech of adolescents in North Macedonia, as well as the reasons for this phenomenon. As noted earlier, the term 'anglicism' refers to a word, or any other form or construction, borrowed from English into another language, in our case, into Macedonian, and we included only those words that had still not officially entered the digital Macedonian dictionary. Our respondents were adolescents in the 13 to 19 years of age group, the age group where the influence of English is the most evident.

Our research consisted of an online survey consisting of both open-ended and closed-ended questions, upon the analysis of which we were able to reach certain conclusions. Our research question was answered in that we confirmed that the reason why the respondents used anglicisms instead of the Macedonian equivalents was due to the fact that they were more frequently heard, as noted in one of our hypotheses.

The results received from the survey are significant in determining the future steps and measures that need to be taken so as to protect and further develop and expand the use of Macedonian. Effective language planning is essential in securing the future of Macedonian, as "the lexicon of the standard language should be enriched with words from different dialects throughout the country, new words should be created through the use of various derivational processes, and words should be borrowed from other languages only on an as-needed basis" (Koneski 1982, 56-57).

We may conclude that though change in language is natural and normal, the influence that English exerts over Macedonian may justifiably be a cause of concern. For this reason it is of vital importance that the mother tongue is preserved as much as possible, as the great influx of foreign words, especially English ones, may inevitably result in a reduction and even a loss of its expressive potential. However, linguistic purism can only go so far, and the complete rejection of any foreign words is a narrow-minded and conservative approach, especially in this time of globalization.

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