

Croatian university students' opinions about using English loanwords and Croatian neologisms in everyday communication

Relić, Mirna

Master's thesis / Diplomski rad

2020

Degree Grantor / Ustanova koja je dodijelila akademski / stručni stupanj: **University of Zagreb, University of Zagreb, Faculty of Humanities and Social Sciences / Sveučilište u Zagrebu, Filozofski fakultet**

Permanent link / Trajna poveznica: <https://urn.nsk.hr/urn:nbn:hr:131:920149>

Rights / Prava: [In copyright](#) / [Zaštićeno autorskim pravom.](#)

Download date / Datum preuzimanja: **2024-07-29**



Sveučilište u Zagrebu
Filozofski fakultet
University of Zagreb
Faculty of Humanities
and Social Sciences

Repository / Repozitorij:

[ODRAZ - open repository of the University of Zagreb
Faculty of Humanities and Social Sciences](#)



UNIVERSITY OF ZAGREB
FACULTY OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF ENGLISH

**Croatian university students' opinions about using English
loanwords and Croatian neologisms in everyday
communication**

Master's Thesis

Mirna Relić

Supervisor: Nataša Pavlović, PhD

Zagreb, September 2020

SVEUČILIŠTE U ZAGREBU
FILOZOFSKI FAKULTET
ODSJEK ZA ANGLISTIKU

**Stavovi hrvatskih studenata o uporabi posuđenica iz
engleskog jezika i hrvatskih neologizama u svakodnevnoj
komunikaciji**

Diplomski rad

Mirna Relić

Mentorica: dr.sc. Nataša Pavlović

Zagreb, rujan 2020.

ABSTRACT

This research focuses on the use of English loanwords and Croatian neologisms in order to gain a better insight into the everyday communication of Croatian university students, to determine to what extent young educated adults in Croatia use English loanwords and Croatian neologisms, and to identify the factors that influence their choice when they communicate on a daily basis. This research also looks into the attitudes of Croatian university students concerning purism, the status of English loanwords and Croatian neologisms in Croatian, and the reasons for their use in general. It is based on the analysis of English loanwords and Croatian neologisms and on a survey conducted among Croatian university students. The results indicate that Croatian university students use English loanwords more often than Croatian neologisms and that their choice depends on the context of everyday communication and on whom they communicate with. The results also imply that Croatian university students have mixed opinions about purism in Croatian and its influence on the use of English loanwords and Croatian neologisms.

Keywords: *Croatian neologisms, English loanwords, purism, everyday communication*

SAŽETAK

U ovom se istraživanju proučava upotreba posuđenica iz engleskog jezika i hrvatskih neologizama da bi se dobio bolji uvid u svakodnevnu komunikaciju hrvatskih studenata, da bi se utvrdilo u kojoj mjeri mladi obrazovani ljudi u Republici Hrvatskoj upotrebljavaju posuđenice iz engleskog jezika i hrvatske neologizme te da bi se odredili čimbenici koji utječu na njihov odabir tijekom svakodnevne komunikacije. U ovom se istraživanju također ispituju stavovi hrvatskih studenata o jezičnom purizmu, statusu posuđenica iz engleskog jezika i hrvatskih neologizama u hrvatskom jeziku te stavovi o razlozima za upotrebu posuđenica i neologizama općenito. Istraživanje se temelji na analizi posuđenica iz engleskog jezika i hrvatskih neologizama te na anketi koja je provedena među hrvatskim studentima. Rezultati pokazuju da hrvatski studenti upotrebljavaju posuđenice iz engleskog jezika češće od hrvatskih neologizama te da njihov odabir ovisi o kontekstu svakodnevne komunikacije te o sugovorniku s kojim komuniciraju. Rezultati također pokazuju da hrvatski studenti imaju podijeljena mišljenja o purizmu u hrvatskom jeziku te o utjecaju purizma na upotrebu posuđenica iz engleskog jezika i hrvatskih neologizama.

Ključne riječi: *hrvatski neologizmi, posuđenice iz engleskog jezika, purizam, svakodnevna komunikacija*

TABLE OF CONTENTS

1. INTRODUCTION	1
2. CROATIAN TERMINOLOGICAL SYSTEM	2
2.1. Terminological standards and principles	2
2.2. Language contact and conflict	5
2.3. English loanwords in Croatian	6
2.4. Neologisms	9
3. PREVIOUS RESEARCH	13
4. RESEARCH AIMS, QUESTIONS, AND HYPOTHESES	15
5. RESEARCH METHODOLOGY	16
5.1. Term analysis	17
5.2. Survey	19
6. RESEARCH RESULTS	24
6.1. Demographic data	24
6.2. The use of terms in everyday communication	25
6.3. Participants' opinions	37
7. CONCLUSION	43
8. REFERENCES	45
APPENDIX 1 – everyday English terms	49
APPENDIX 2 – everyday English terms, loanwords, and corresponding Croatian terms with resource codes	50
APPENDIX 3 – resource codes and full references	64
APPENDIX 4 – survey	76
APPENDIX 5 – survey results	87

1. INTRODUCTION

It is widely known that English is the *lingua franca* of modern times. As such, it influences every sphere of every society, as well as all other languages, and Croatian is no exception. Globalization and the rapid development of technology affect the way people communicate and perceive their surroundings, and the world we live in thus needs a language that is global itself. After World War II and especially during the 1990s, when people started using the Internet extensively, English rapidly became a prestigious language of global and general communication, but also the language of political, scientific, public, and intellectual communities, and its influence also grew significantly and simultaneously with the transfer of American culture on the rest of the world.

Since English is an omnipresent language, there have been many discussions about whether its influence on Croatian should be considered desirable or potentially dangerous. Purists believe that Croatian should not tolerate the constant penetration of foreign words, while liberal contextualists have a more open approach, according to which English terms are inevitable in Croatian (Nikolić-Hoyt, 2005, p. 180, in Barbarić, 2011, p. 100). Since the vocabulary of a certain language is not a closed system, new words appear on a daily basis and expand the possibilities for communication. These words are either borrowed from other languages, or they are coined from native language material, and their purpose is to name new concepts that appear due to the social and technological development on a global level. When a lexical void occurs in the process of communication, the speaker has two main options – either to use a foreign word or to create a new word (Muhvić-Dimanovski and Skelin Horvat, 2008, p. 2). Belaj and Tanacković Faletar (2007, p. 17) state that new words can be created with elements of the mother tongue, and Muhvić-Dimanovski and Skelin Horvat (2006, p. 204) mention another option, the creation of a new word by using foreign language elements, which leads to the creation of a loan translation. Linguistic borrowing and the creation of new words occur in all languages, whether they are open to foreign influences and the integration of foreign words into the mother tongue language system, or whether the system itself is more purist and gives advantage to the creation of new terms by using linguistic resources directly from the native language.

The purpose of this research is to gain a closer insight into the everyday communication of Croatian university students, their opinions about English loanwords and Croatian neologisms, and their preferences in personal use while communicating on a daily basis. The purpose is also to determine what Croatian university students think about purism in Croatian and how purist tendencies affect the use of English loanwords and Croatian neologisms. This was achieved through an analysis of English loanwords and Croatian neologisms that were found in various resources and through a survey that was conducted among Croatian university students. The paper is organized as follows: Section 2 and its subsections deal with the Croatian terminological system, its standards and principles, with concepts of language contact and conflict between English and Croatian, and with the position of loanwords and neologisms within the Croatian language, with particular regard to the domain of everyday communication. Section 3 offers an insight into previously conducted research on the topic, Section 4 deals with research aims, questions, and hypotheses, and Section 5 explains the methodology chosen for this research that was used for term analysis and for conducting the survey. Section 6 offers the results of the survey, while Section 7 offers a general conclusion.

2. CROATIAN TERMINOLOGICAL SYSTEM

2.1. Terminological standards and principles

“Terminology is a system of terms that are used in a certain scientific, technical or artistic field” (Mihaljević, 1998, p. 7, in Drljača, 2006, p. 66). Terminology of a certain profession is part of the standard language and it encompasses the process of term standardization within the terminological system (Stojaković and Malčić, 2006, p. 263). Drljača (2006, p. 69) points out that “the standard linguistic norm includes two principles – the principle of stability that enables linguistic continuity and tradition, and the principle of dynamism that supports the development of linguistic needs”. These principles may be applied to general communication as well because general language and standard language constantly influence one another.

New terms are added to a particular language and its terminological system either through borrowing or through the creation of new words. Belaj and Tanacković Faletar (2007, p. 17) point out that there are three ways to fill out a lexical void within a linguistic system.

The first one is lexical borrowing, and the authors (2007, p. 17) state that this is the easiest and the most common way. The second is the creation of a new word either by using native language material (Belaj and Tanacković Faletar, 2007, p. 17) or by using elements of a foreign language, which results in the creation of a loan translation (Muhvić-Dimanovski and Skelin Horvat, 2006, p. 204). The third way is the addition of a new meaning to an already existing word. The second procedure, the creation of a new word, is “more difficult for implementation than the other two because a successful creation of new words demands a thorough knowledge of intralinguistic relationships within the system, its lexical inventory, ways of linguistic creation, and linguistic practice” (Belaj and Tanacković Faletar, 2007, p. 17). Furthermore, “the addition of a new meaning to an existing word affects the relationships within the system and temporarily distorts its stability more intensely than the incorporation of a new word with a single meaning” (Belaj and Tanacković Faletar, 2007, p. 17), so authors (2007, p. 17) perceive lexical borrowing as the most efficient method for the enrichment of a certain language and its vocabulary.

However, Turk and Opašić (2008, p. 80) point out that the process of lexical borrowing may be characterized by two contrary tendencies – the first refers to the need for naming a new concept, and the second refers to the resistance towards foreign words and their entrance into the recipient language. This resistance is known as linguistic purism, an ideology that is directed against external and foreign influence and based on the idea that national language is a symbol of “self-identification with the national culture” (Thomas, 1991, p. 43, in Turk and Opašić, 2008, p. 80). Purism has a long history and tradition in Croatian (Turk and Opašić, 2008, p. 82), and it is aimed at defending the standard language from any type of foreign influence (Turk and Opašić, 2008, p. 80). Purism is usually considered to be a negative phenomenon because it is based on “exclusivity and intolerance” (Turk and Opašić, 2008, p. 80), but it is a constitutive part of every linguistic culture. The difference is in the degree of intensity of purist tendencies that are present in a particular language, and these tendencies also may “differ from one period to another” (Turk and Opašić, 2008, p. 80).

There are several terminological principles within the Croatian terminological system that should be adhered to when choosing terms and translating terminology into Croatian (Mihaljević, 2007, pp. 65-70; Halonja and Mihaljević, 2012, pp. 87-88):

1. Croatian terms should be prioritized over foreign terms.
2. Terms of Greek and Latin origin should be prioritized over terms of other origin (for example, English, German, or French).
3. Foreign terms that can be adapted into the Croatian linguistic system phonetically may be accepted, otherwise, they should be replaced.
4. Terms that are widely used should be prioritized over those that are not.
5. Terms that are more acceptable to experts from a particular field should be prioritized over those that are not.
6. Terms need to comply with the standard Croatian language on all levels.
7. Shorter terms should be prioritized over longer terms.
8. Terms that have a better potential to derive new words should be prioritized over terms without derivational possibilities.
9. One term should not have multiple meanings within the same terminological system.
10. A term should be prioritized if it fits a certain concept that it is associated with, and if it reflects its position within the terminological system, i.e. if it complies with the principle of systematicity.
11. Terms should not be altered without a valid reason.

These principles were developed to ensure that new terms that enter Croatian adapt to the standard Croatian language and the terminological system (Miličević, 2019, p. 8). Since English is nowadays commonly referred to as the *lingua franca*, its status greatly depends on its influence on other languages, i.e. its contact with other languages. These contacts “inevitably cause certain linguistic changes, they mostly include linguistic borrowing, and they may result in the appearance of completely new languages or the extinction of the existing ones” (Sočanac et al., 2005, p. 9, in Barbarić, 2011, p. 97). The concepts of language contact and language conflict will be explained in the following subsection, since they are

necessary for the understanding of linguistic borrowing and the entrance of novelties into Croatian.

2.2. Language contact and conflict

The theory of language contact was developed by Filipović (Barbarić, 2011, p. 97) and it “regulates linguistic borrowing that occurs as the result of language contact” (Filipović, 1990, p. 10, in Barbarić, 2011, p. 97), i.e. it is a set of principles used for the adaptation of foreign words from the donor language into the recipient language (Filipović, 1990, p. 9; Pelidija and Memišević, 2006, p. 554, in Barbarić, 2011, p. 97). Pelidija and Memišević (2006, p. 554, in Barbarić, 2011, p. 97) point out that the reasons for borrowing may be linguistic (when there is a certain need for a new word that names a new concept) or extra-linguistic (factors such as prestige). Words that Croatian nowadays mostly borrows are Anglicisms (Drljača, 2006, p. 67). An Anglicism is defined as “a word that is taken from English, not necessarily of English origin, but adapted according to the English language system, and integrated into the vocabulary of English” (Filipović, 1990, p. 16, in Barbarić, 2011, p. 98). Anglicisms are thus considered to be words that mark certain ideas and objects that are an integral part of the British and/or American culture (Filipović, 1990, p. 17, in Runjić-Stoilova and Pandža, 2010, p. 230).

Drljača Margić (2011, pp. 58-63) writes about several possible reasons for linguistic borrowing. Words are primarily borrowed to fill out a lexical void in the recipient language when an appropriate term for a concept does not exist in it (Drljača Margić, 2011, p. 58). The second reason is the omnipresence of English and the fact that people are constantly exposed to it, which leads to an extensive use of loanwords (Drljača Margić, 2011, p. 59). Anglicisms are also used because of their practical nature. Some of them are shorter and simpler than their corresponding Croatian terms, so Croatian speakers are more likely to say *summit*, rather than *sastanak na vrhu* (Drljača Margić, 2011, p. 59). One of the reasons for their borrowing is also the fact that Anglicisms are perceived as more creative and flexible than Croatian terms (Drljača Margić, 2011, p. 60). Other reasons include the prestigious status of English worldwide, its neutrality, precision, collocational potential, and the international status of Anglicisms that are used as means for wordplay (Drljača Margić, 2011, pp. 61-62).

Anglicisms are also used to satisfy both the social and the symbolic function of a language. This means that speakers express their identity, attitudes and beliefs, as well as ideologies, through a particular lexical choice (Drljača Margić, 2011, p. 62). If this lexical choice includes foreign words, language contact that occurs during the process of communication may lead to language conflict. Škifić and Mustapić (2012, p. 812) point out that language conflict is a concept that occurs primarily between speakers and language communities, not between the languages themselves. It is a conflict through which linguistic differences are observed on a social level, and it is usually analyzed in relation to certain attitudes towards particular languages and its speakers (McRae, 1989, in Škifić and Mustapić, 2012, p. 812). This is what purism as an ideology tries to prevent – the occurrence of language conflict between English and Croatian that results from an extensive use of, primarily, Anglicisms. Even though purism generally tends to reject foreign words, it also rejects Croatian terms that do not comply with the accepted norms of the standard Croatian language (Škifić and Mustapić, 2012, p. 813). This is the reason why Croatian neologisms sometimes do not work in practice, even if they are coined as domestic substitutions that should replace Anglicisms. Sočanac (1994, p. 227) emphasizes that only a completely isolated linguistic community would be able to achieve absolute purity of their language, which is nowadays almost impossible and impractical. Linguistic borrowing is one of the ways for vocabulary and language enrichment, it is a process that occurs in every language of every community, and it is the result of many social and cultural contacts (Sočanac, 1994, p. 227). The following subsection deals with the very process of borrowing and the status of English loanwords in Croatian.

2.3. English loanwords in Croatian

The entrance of a new word into a particular language is described in three stages. The first stage is the very entrance, the second stage encompasses the practical use of the word, and in the third stage, the word becomes outdated. One word may go through all three stages numerous times, while another may not go through the second and the third stage (Kryžan-Stanojević, 2011, p. 10, in Grgić, 2014, p. 66). The process of linguistic borrowing starts when a word from the donor language is transferred to the recipient language. After that, the word goes through the process of adaptation on a phonological, orthographical, morphological, and semantic level (Barbarić, 2011, pp. 97-98). If at least one characteristic of

that word on at least one level does not fit into the recipient language, the word is then defined and used as a foreign word (Barbarić, 2011, p. 99). In the opposite case, the word is used as a loanword that is either partially or fully adapted into the recipient language (Kostanjevac, 2009, p. 42). Most Anglicisms nowadays enter into Croatian directly (Sočanac, 1994, p. 226), while during the second stage of adaptation they may transform into Pseudoanglicisms – words comprised of English elements, but that are not actually borrowed from English because they do not exist in it in a particular form – for example, words such as *golman* and *boks* (Sočanac, 1994, p. 227) or *celebovi* (Brdar, 2010, p. 219) in Croatian.

Traditional categories of words in the domain of linguistic borrowing that have been used in Croatian for many years include the following (Muhvić-Dimanovski and Skelin Horvat, 2006, pp. 206-207):

1. Foreign words as *strane/tuđe riječi* that are used as such and that are not adapted at all (e.g. *must-have*).

2. Loanwords as *posuđenice* that may be divided according to the degree of the adaptation (Barić et al., 1999, pp. 104-112, in Muhvić-Dimanovski and Skelin Horvat, 2006, p. 206):

a) *tuđice* – words that have at least one characteristic on at least one level that does not fit into Croatian (e.g. *fajl* or *šou*)

b) *usvojenice* – words that are adapted to that level that their foreign origin cannot be recognized, such as *račun*, *škola*, *boja*

c) *prilagođenice* – words that are fully adapted to Croatian, according to the norms and restrictions of the standard language, such as *opera*, *planet*, *automobil* (Barić et al., 1999, pp. 104-105, in Muhvić-Dimanovski and Skelin Horvat, 2006, p. 206).

3. Loan translations or calques that are literally translated by using native language material, but based on the foreign language model, such as *neboder* for skyscraper (Muhvić-Dimanovski and Skelin Horvat, 2006, p. 206; Drljača, 2006, p. 72).

One additional category of loanwords includes internationalisms. These are words of Greek or Latin origin that may be found in the majority of European languages (Muhvić-Dimanovski and Skelin Horvat, 2006, p. 211). Many words of English origin nowadays have the status of internationalisms because of the influence of English on other languages of the world. For

example, internationalisms such as *business* or *manager* are used in Croatian in the similar form and with the same meaning as they are used in English (Drljača, 2006, p. 68), and Turk (1996, p. 77, in Drljača, 2006, p. 68) points out that English internationalisms and corresponding Croatian terms should not suppress each other because they enable a more precise communication and the functional and stylistic layering of the standard language. This may be applied to the domain of everyday language and communication because many everyday words may eventually become part of the standard language. Furthermore, when internationalisms enter a particular language, they “become part of its lexical inventory” (Ivir, 1996, p. 248, in Drljača, 2006, p. 68).

However, it is not possible to predict how a particular English loanword will behave when and after it enters Croatian. Some loanwords are translated right away, some are replaced after a certain period of time, for some the corresponding Croatian term has not been proposed or it is not used in practice, while some are adopted slowly and with caution (Drljača, 2006, pp. 71-72). For example, *fourth market* and *cash flow* were immediately translated as *četvrto tržište* and *novčani tok* when they entered Croatian, while it was more difficult to accept *proračun* for *budget* because the speakers primarily used the loanword *budžet*. Words such as *tržišтво* and *zakupništvo* are rarely used because of the widely known loanwords *marketing* and *leasing*, while words such as *vodstvo* for *management* the public and experts adopt slowly simply because the loanword *menadžment* is commonly used in practice (Drljača, 2006, pp. 71-72). For some words, such as *must-have*, *binge-watching*, or *ghosting* that are often used in everyday communication, the corresponding Croatian term has simply not been proposed yet, or Croatian speakers are not familiar with it.

These examples nicely show that some loanwords are used because of the need to name new concepts when an appropriate corresponding Croatian term does not exist (e.g. *must-have*), while others are used due to their international status and prestige, even though corresponding Croatian terms exist. For example, *leasing* sounds more prestigious than *zakupništvo*, and it also has a better derivational potential than the Croatian term, so it is more practical to say *leasing partner* than *zakupnički partner* or *partner za zakup*. Those loanwords that are used for functional reasons (naming new concepts) are defined as denotative loanwords, while those that are used simply because they sound more classy or prestigious are defined as connotative loanwords (Muhvić-Dimanovski, 2005, p. 7, in Belaj

and Tanacković Faletar, 2007, p. 16). While purists generally resist the influence of all foreign words and their entrance into Croatian, Belaj and Tanacković Faletar (2007, p. 17) point out that the primary focus when determining the status and the necessity of loanwords in Croatian should be on connotative loanwords and the prevention of their entrance into Croatian because corresponding terms already exist and function within the Croatian linguistic system.

2.4. Neologisms

A neologism is a “newly coined word that has not been fully accepted in a particular language; an existing word that has a new meaning; a word or an expression that entered a particular language recently” (Simeon, 1969, pp. 904-905, in Muhvić-Dimanovski, 2005, p. 3). Frleta and Frleta (2019, p. 42) propose a similar definition, stating that a neologism is a newly coined lexical unit that is invented and constructed to name a new concept, idea, or an object belonging to a new reality. Newmark (1988, p. 140) defines a neologism as a word that acquires a new meaning, even though it already exists as a lexical unit within a language. Shamne and Rets (2015, p. 73) propose an interesting definition, stating that neologisms are words having an innovative form or meaning in a particular moment in time that carry new cultural and social references. Neologisms can be divided into two broad categories: denominative and stylistic. The former includes neologisms that are coined to name new concepts and objects, while the latter includes neologisms that are coined by a particular author for the purpose of their work (Muhvić-Dimanovski, 2005, pp. 6-7), for example, neologisms coined by J.K. Rowling in the *Harry Potter* novels.

Languages that have stronger purist tendencies, like Croatian, are stricter about novelties that enter their vocabularies. Lexical standards directly depend on the level of purism present in a particular language, and on the rules that govern word formation, which means that forms that do not comply with these rules should not be accepted (Muhvić-Dimanovski, 2005, p. 27). This is particularly important during the creation of new terms that become part of the terminology of a particular scientific field, but it applies to neologisms coined within the domain of everyday communication and jargon, because new words that are part of jargon may enter the general vocabulary and even the standard language and thus become terms as well.

Muhvić-Dimanovski (2005, pp. 97-108) proposes several methods for the creation of neologisms. One of the ways is the use of native language prefixes and suffixes, or the use of nominal and adjectival elements of compounds. For example, *biciklijada*, *lažnjak*, *tražilica*, *megazvijezda* (Muhvić-Dimanovski, 2005, pp. 97-99). Words such as *nogotenis*, *bankomat*, or *radoholičar* are created by contraction, i.e. by contracting one word, the other, or both, and by blending them together (Muhvić-Dimanovski, 2005, pp. 99-102). Neologisms are also created by adding new meanings to an already existing word. These words are categorized as semantic loanwords; native language words or loanwords that have been part of a certain language for a long time and that are influenced by a foreign word that gives them a new meaning (Muhvić-Dimanovski, 2005, p. 102). In Croatian, for example, semantic loanwords are words such as *miš* (both an animal and a pointing device for computers) and *krtica* (both a secret agent and an animal). Muhvić-Dimanovski (2005, pp. 104-108) also mentions other methods for creating neologisms, including the creation by using metonymy (*plavi okovratnici*, *Pantovčak*), creation by using metaphor (*miš*, *virus*, *petlja*), free creation (*japanke*, *švedski stol*, *francuska salata*, *party breaker*), and the creation for the purpose of establishing an antonym (*first/last minute putovanja*, *odljev/priljev mozgova*, *fiksni/mobilni telefon*).

Neologisms can be divided into several categories. The first category refers to loanwords (nowadays mostly Anglicisms) that make up most of the neological inventory of Croatian, particularly because they are not always translated right away when they enter the language (Muhvić-Dimanovski, 2005, p. 39). Another subcategory of loanwords that act as neologisms within Croatian includes exoticisms, words that “mark the specificities of a certain nation” (Barić et al., 1999, p. 298, in Muhvić-Dimanovski, 2005, p. 45), and that eventually become completely adapted to the Croatian linguistic system (for example, words such as *kauboj*, *kakao*, *votka*, *joga*, *karate*). The second category includes pseudoloans, especially Pseudoanglicisms, words comprised of English elements that are considered to be neologisms because they do not exist as such in English; they are formed within Croatian by using English elements - for example, *traperice*, *inženjering*, *trenirka*, *tenisice* (Muhvić-Dimanovski, 2005, pp. 47-48). The third category encompasses native language words that serve as replacements for loanwords (Muhvić-Dimanovski, 2005, p. 49), for example, *vrijeme sniženih cijena* for *happy hour* or *internetska krađa identiteta* for *phishing*. Finally, Muhvić-

Dimanovski (2005, p. 51) mentions the category of words that already exist within Croatian, but suddenly and unexpectedly become widespread among the speakers, and are therefore considered to be neologisms. For example, words such as *globalizacija*, *tranzicija*, *internetski*, *informatički*, *ekološki* already exist in Croatian, but the rapid development of information and communications technology, computer science, and various trends on a global level has led to these words being considered new due to their frequent use, even though they are not neologisms in the proper sense.

Muhvić-Dimanovski (2005, p. 61) also mentions that, when it comes to determining what should be considered a neologism and what not, the time that passed from the entrance of a loanword into the language or the creation of a new word within the language is an important factor. It is not always easy to determine which words are new to that point that they can be considered neologisms because one word can be considered a neologism for one generation, while another generation may already be familiarized with it and use it for some time. This particularly refers to neologisms that appear within the domain of jargon because the vocabulary of jargon changes constantly (Muhvić-Dimanovski, 2005, p. 61). Furthermore, one word may have a very long history of use in one language, while it may be considered a neologism when it enters another language as a loanword because it has not been used in it until that point. Some neologisms are created by using elements that already exist in a language, which means that they present a combination of already known words that form a neologism based on the word formation rules of that language. Also, many new words become frequently used in a particular period of time, and they simply become outdated afterwards because trends constantly change, and so do languages.

Considering the purist tendencies that have a long history in Croatian (Turk and Opašić, 2008, p. 82), it is inevitable that loanwords, especially those coming from English, will be either accepted or replaced with neologisms. New Croatian words are usually accepted either when they are approved by linguists, experts dealing with terminological issues, and experts from a certain scientific field, or when they become widely used after individuals or general public suggested them as substitutions for loanwords (Muhvić-Dimanovski and Skelin Horvat, 2008, p. 3). These kinds of suggestions in Croatian became popular after linguistic institutions, in collaboration with linguistic journals, started organizing contests and nominations for new words. These contests are either interested in new words in general

(loanwords as well), or in new Croatian words that would replace loanwords (Muhvić-Dimanovski and Skelin Horvat, 2008, p. 3). Since 1993, the Croatian journal *Jezik* organizes contests for best new Croatian words. The contests themselves have several purposes. For example, to encourage the readers' creativity, to make new words more popular, to replace loanwords, to evoke the feeling of preserving Croatian from foreign influence, to develop language cultivation, and so on (Babić, 1993, pp. 29-31, in Muhvić-Dimanovski and Skelin Horvat, 2008, p. 10). The two primary criteria for winning the contest are the following (Muhvić-Dimanovski and Skelin Horvat, 2008, p. 12):

1. The word must not be incorporated in any dictionary.
2. The word must be completely new.

After registering all propositions, the jury of experts then decides which three words are the best candidates for winning. Some of these words later on enter Croatian dictionaries, but some are more complex than the loanword itself, some are stylistically marked while the loanword is neutral, and others simply exist in Croatian in a different form, but they have the same meaning (Muhvić-Dimanovski and Skelin Horvat, 2008, pp. 21-23). This is the reason why neologisms usually go through a stage where they exist in Croatian, but they are not completely accepted at that point to be incorporated into dictionaries. Furthermore, dictionaries have two opposing functions; the function of preserving the linguistic standard, i.e. the traditional function, and the function of registering new words, i.e. the contemporary function (Muhvić-Dimanovski, 2005, p. 77). The first function rejects the entrance of loanwords into Croatian, while the other simultaneously encourages their incorporation (Muhvić-Dimanovski, 2005, p. 77). This is the reason why different types of dictionaries treat neologisms and loanwords differently – monolingual dictionaries are usually more normative than dictionaries of new words, so lexicologist and lexicographers apply various rules and criteria for the incorporation of both loanwords and neologisms into dictionaries that ultimately determine their status within the language (Muhvić-Dimanovski, 2005, pp. 77-78).

3. PREVIOUS RESEARCH

Runjić-Stoilova and Pandža (2010) conducted a study on the level of adaptation of Anglicisms on three Croatian TV broadcasters – *HTV*, Croatian *RTL*, and *Nova TV*. The results showed that *RTL* has the most unadapted Anglicisms in its programs (50%), while their percentage is 28% in the programs of *Nova TV*, and 22% on *HTV* (Runjić-Stoilova and Pandža, 2010, p. 232). The results also showed that 63% of journalists on *HTV*, 68.62% on *RTL* and 55.17% on *Nova TV* use Anglicisms, and that Anglicisms can be found in 31.81% of Croatian subtitles on *HTV*, while their percentage is 3.91% on *RTL* and 6.89% on *Nova TV*. However, the percentage of television presenters who use Anglicisms is lower than the percentage of journalists who do the same on all three TV broadcasters. On *HTV*, only 4.54% of presenters use Anglicisms, 27.45% do that on *RTL*, and 37.93% on *Nova TV* (Runjić-Stoilova and Pandža, 2010, p. 232). The authors concluded that unadapted Anglicisms may be found in the programs of all three Croatian TV broadcasters and that even though *HTV* is a national television that, according to the authors' opinion, is the guardian of the standard language, it still cannot resist the influence and the appearance of English loanwords in its programs (Runjić-Stoilova and Pandža, 2010, p. 238).

Škifić and Mustapić (2012) conducted a study among 192 school children in several primary schools in Zadar county to gain a closer insight into their choices and preferences concerning both adapted and unadapted Anglicisms and Croatian terms from the domain of IT terminology. The authors explained that they chose this population because school children are exposed to information and communications technology from an early age and because English as a school subject is a constitutive part of primary education in Croatia (Škifić and Mustapić, 2012, p. 817). The results showed that school children who participated in the study prefer using Croatian terms when they consist of the same number of words as do Anglicisms, while they prefer using Anglicisms (both adapted and unadapted) that consist of a single word if Croatian terms consists of two or more words (Škifić and Mustapić, 2012, p. 821). They mostly use Anglicisms when describing specific objects (e.g. *kompjuter*, *čip*, *procesor*, *printer*, *hardver*), while they opt for Croatian terms when describing actions, for example, *preuzeti* instead of *downloadati*, *prosljediti* instead of *forvardati*, *spremiti* instead of *sejvati* (Škifić and Mustapić, 2012, p. 823). The authors' interpretation is that the participants perceive Anglicisms that describe actions, whether adapted or not, as more foreign and less

acceptable because of the unusual, “less Croatian” structure of the verb itself, while they perceive Anglicisms that describe objects as less foreign since words such as *kompjuter* and *printer* have adjusted to the Croatian linguistic system successfully and completely (Škifić and Mustapić, 2012, pp. 823-824).

Penjak and Karninčić (2017) investigated the use of Anglicisms within the domain of sports terminology among 100 undergraduate students of the Faculty of Kinesiology in Split. The majority of the participants (78%) stated that they generally prefer using English sports terms, while 22% of them use Croatian terms. In other questions, 44% of the participants stated that they use English sports terms when communicating on a daily basis, while 22% of the participants stated that they use Croatian sports terms in sports contexts. Less than 50% of the participants were familiar with Croatian sports terminology, and more than 50% stated that they generally prefer using English terms (Penjak and Karninčić, pp. 48-49).

Kaucki (2014) conducted a study among 50 students, with an even distribution of male and female students, attending the University of Zagreb. The data was collected through a questionnaire that consisted of 58 English words, and the participants were asked to mark for each word how often they use it in everyday communication and informal contexts when talking to their peers. The categories were “never”, “rarely”, “sometimes”, and “often” (Kaucki, 2014, p. 15). The results showed that female participants use English loanwords more often than male participants, i.e. 44% of female participants are regular users, and 56% are occasional users, while 24% of male participants use English loanwords regularly, 48% occasionally, and 38% rarely when communicating with their peers on a daily basis. There were no words marked with “never” by both male and female participants (Kaucki, 2014, p. 17). The participants stated that they mostly use English loanwords out of habit and because they believe they can express themselves better in English. They also believe that English loanwords are shorter and simpler and that social media greatly influence their choice (Kaucki, 2014, p. 17). When expressing their opinions about English loanwords and their use in Croatian, some participants stated that English loanwords are unnecessary and that there is no need for using them, especially in formal contexts, because their excessive use has a negative impact on the development of Croatian, while others support the use of English loanwords and think that they simplify the communication among young people (Kaucki, 2014, pp. 19-20).

Muhvić-Dimanovski and Skelin Horvat (2008) investigated the public opinion regarding the contest for best new Croatian words that has been organized by the Croatian linguistic journal *Jezik* since 1993 (Muhvić-Dimanovski and Skelin Horvat, 2008, p. 10). The results showed that the general public is not very satisfied with Croatian neologisms that are nominated for best new words and proposed as substitutions for English loanwords. More precisely, 80% of the participants stated that they would never use the proposed neologisms, while 20% said that they would use the proposed solutions (Muhvić-Dimanovski and Skelin Horvat, 2008, p. 14). The majority of the participants stated that *Jezik* promotes purist attitudes, that many newly coined words are too long, and that they do not comply with the Croatian word formation rules. Furthermore, participants mostly agreed that new words cannot be adapted to Croatian very quickly and that it takes time before they become widespread among Croatian speakers (Muhvić-Dimanovski and Skelin Horvat, 2008, pp. 20-21). The authors point out that many newly coined words find their way of being included in the dictionaries through an extensive use in the media, but that some newly coined words are simply unnecessary because they either describe ideas, objects and people that are already lexicalized, or they are unlikely to replace the frequently used loanwords. Furthermore, some neologisms that are proposed as substitutions for loanwords are not precise enough and have a very restricted scope of use, which means that they are unlikely to be accepted by speakers and incorporated into dictionaries (Muhvić-Dimanovski and Skelin Horvat, 2008, pp. 22-23). As a conclusion, the authors mention significant criteria that may be used for predicting whether neologisms will be successfully incorporated into the Croatian vocabulary and terminology: *the frequency of their use, unobtrusiveness, diversity of situations and users, the generation of new meanings and forms, and the endurance of the concept itself* (Metcalf, 2002, p. 152, in Muhvić-Dimanovski and Skelin Horvat, 2008, p. 24).

4. RESEARCH AIMS, QUESTIONS, AND HYPOTHESES

The main aim of this research is to determine whether Croatian university students use English loanwords more often than Croatian neologisms and to identify the factors that influence their choice. Another aim is to see what their opinions are when it comes to English loanwords, Croatian neologisms, and purism in Croatian in general to gain a better insight into the everyday communication of young educated adults in Croatia, i.e. to determine how

they communicate and which everyday terms they use in different contexts on a daily basis. Alongside these aims, the main questions this research investigates are:

1. Do Croatian university students prefer using English loanwords or Croatian neologisms when communicating on a daily basis by using everyday terms?
2. What are the factors that influence their choice of everyday terms they would personally use?
3. What is their opinion about the reasons why Croatian people in general use English loanwords?
4. What is their opinion about purism in Croatian in general?

The hypotheses are formulated as follows:

H1 – Croatian university students use everyday English loanwords more often than Croatian neologisms when communicating on a daily basis.

H2 – Croatian university students' choice of everyday terms depends on the context in which the communication occurs.

H3 – Croatian university students' choice of everyday terms depends on whom they communicate with.

H4 – Croatian university students believe that many English loanwords do not have corresponding Croatian terms or corresponding terms are difficult to find.

H5 – Croatian university students believe that the use of English loanwords does not distort the standard Croatian language.

5. RESEARCH METHODOLOGY

This research is divided into two parts. The first part consists of the analysis of English loanwords that were selected from various resources in order to create a list of everyday English terms and find corresponding Croatian terms that would be used in the survey. The second part encompasses a survey conducted among Croatian university students, which aims

to provide answers to the previously mentioned research questions and to test the hypotheses listed above.

5.1. Term analysis

The first step in the process of preparing a list of everyday English terms and corresponding Croatian terms, i.e. neologisms, that would be used in the survey was to determine the criterion by which the terms would first be selected, and then to determine how many terms would be analyzed and how many would comprise the final list. The criterion that was set for the term selection was the period when a particular term entered English having that particular meaning, and since the information and communications technology developed rapidly during the 1990s, the period from 1990s onwards was selected as the criterion because many new words entered English during that time. Then it was determined that a total of 50 terms would be analyzed and that 25 of them would be used in the survey based on the criterion of the frequency of use, i.e. based on their popularity on Google (the number of Google hits). Terms were then selected from a broad range of both printed and online dictionaries, lexicons, glossaries, scientific articles, papers, and databases, and the etymology of each term was identified in etymological dictionaries (the full list of references is provided in Section 8). For some terms, it was possible to determine the exact year when they entered English having that particular meaning, while for others only the approximate period was listed. The list then narrowed down, since not all terms that were initially selected met the criterion. For example, the term “happy hour” was selected and then discarded because it entered English around 1960. Furthermore, some terms entered English recently, so corresponding Croatian terms have not been proposed yet, and these terms were discarded as well. The final list of 50 terms to be analyzed was organized in a table. The first column contains the English term, the second column contains the number of Google hits for the term, and the third column contains either the year or the period when the term entered English. Of these 50 terms, 25 that entered English during or after the 1990s and that had the most Google hits were chosen to be used in the survey and were marked with “*” in the table (see Appendix 1). All of the 50 terms provided in the table were analyzed and corresponding Croatian terms were found for each of them.

Corresponding Croatian terms were found in various sources of varying degrees of authoritativeness, from both printed and online dictionaries, scientific articles, papers, glossaries, databases, and linguistic portals to translation tools such as Google Translate and Glosbe which make use of parallel English-Croatian corpora. These were used to expand the list of corresponding Croatian terms and to gather as many terms as possible for a particular English term that would be offered for the participants to choose from in the survey. All sources were given code names, and the full list is provided in Appendix 3. English terms and the corresponding Croatian terms were then organized in a table. The first column contains the English term and other columns contain loanwords (adapted and unadapted) and other corresponding Croatian terms, i.e. neologisms, as well as the code names of the sources where each term was found (see Appendix 2). As it was previously mentioned, the sources were used to gather as many loanwords and corresponding Croatian terms as possible, but not all of them were included in the survey itself because participants were given the opportunity to enter their own solutions and write additional comments if they wanted to clarify their answers. This was done to gain a better insight into their everyday communication and the terms they would personally use while communicating on a daily basis with different people and in different contexts.

A total number of 50 everyday English terms that were found in various resources and met the criterion of entering English during or after the 1990s were analyzed. As previously mentioned, these 50 terms were organized in a table and 288 loanwords and corresponding Croatian terms, i.e. neologisms, were found. The average number of corresponding terms that were found per each everyday English term was 5.76, and English terms that had the most corresponding Croatian terms were *cyberbullying*, *emoji*, *freelancer*, *hot spot*, *spam*, *streaming*, *taskbar*, and *touch screen*. It is interesting that, even though the terms *cyberbullying*, *hot spot*, and *taskbar* had more corresponding terms than some other English terms that were used in the survey, they did not have a sufficient number of Google hits to be incorporated into the final list. The terms that had the least corresponding Croatian terms were *freemium*, *hater*, *podcast*, *smartphone*, *to google*, *to like*, and *twerking*. Of these seven terms, four terms were incorporated into the final list (*podcast*, *smartphone*, *to like*, *to google*), while the other three were not.

Some of the loanwords and corresponding Croatian terms that were selected for this research are used both as part of everyday communication and as part of the terminology of certain scientific fields and professions, while others were proposed and may have been used by particular users since different authors mentioned them in their work, but they simply did not manage to replace English loanwords and Croatian terms that adjusted to the Croatian linguistic system based on the standards and norms described in Section 2. For example, the Croatian neologism *skočni prozor* is used more frequently and Croatian speakers are more familiar with it than with its synonym *iskočnik* that was found in one source only. Some corresponding Croatian terms contained English elements, for example, *bot za chat*, *podcast sadržaj*, *pop-up prozor*, *pop-up prozorčić*, *neželjena e-mail poruka*, *web-objava*. Some were translated from English literally (for example, chat room - *soba za čavrljanje*, clickbait - *klikolovka*, cloud computing - *računarstvo u oblaku*, hot spot - *vruća točka*, screen saver - *čuvar zaslona*, screenshot - *snimka zaslona*), and some were longer than the original English terms (blog - *internetski dnevnik*, glamping - *kampiranje u luksuznim uvjetima*, hot spot - *mjesto slobodnog pristupa*, phishing - *internetska krađa podataka*, spam - *neželjena poruka elektroničke pošte*, webcast - *emitiranje sadržaja putem interneta*).

Halonja and Hudeček (2014, p. 26) mentioned that *selfie* was the word of the year in 2013, and they listed 51 corresponding Croatian terms that were proposed by students attending Vern University in Zagreb. Again, some of these solutions were familiar to the general public, while other solutions were considered inappropriate because they were too long, they contained English elements, they did not comply with the norms of the terminological system, their semantic equivalent already existed in Croatian, and so on (Halonja and Hudeček, 2014, pp. 26-27). This example nicely shows that many factors need to be taken into consideration in the process of creating new words, and that neologisms need to be analyzed thoroughly and accepted by Croatian speakers to potentially replace English loanwords, as Muhvić-Dimanovski and Skelin Horvat (2008) also pointed out in their study.

5.2. Survey

The survey was conducted among Croatian university students. This population was selected because many students use different social media through which the survey was distributed and can thus be contacted easily. Croatian university students were also chosen to

ensure a sample of participants coming from different cities and regions, and attending various universities and faculties on different levels of study, and since students communicate with their peers, other students, colleagues at work, professors, and family, their answers can provide more precise results due to the variety of other speakers they communicate with and the variety of situations and contexts in which that communication occurs.

The first step was to create a survey. The platform that was chosen was the online survey tool LimeSurvey¹ because it offers many options for setting up the survey, as well as precise statistics, filtering and export options, and a review of all the answers, irregularities, and data. After the survey was created and activated, the direct link to the survey was sent to students via e-mail and the Messenger application, and shared in many student groups on Facebook. The survey was completely anonymous: no names, e-mail, or IP addresses were collected. The participants were asked to provide some demographic data, as is usual in such surveys, but none that could identify them, and all the data were processed and presented on group level. The submission date was recorded by the system, which served to differentiate between the participants who completed the survey in its entirety and those who decided to stop before doing so. The first page of the survey contained all the relevant information that participants should know before starting, such as the title of the survey, the purposes for which the results will be used, the LimeSurvey privacy notice, the expected time for filling out the survey, as well as the e-mail address the participants could use to contact the researcher if they had any questions or wanted to see the results on demand. They were also given the opportunity to quit the survey at any moment.

The survey (shown in Appendix 4) consisted of three groups of questions, and each group of questions had a few introductory sentences so that the participants would know what is expected:

1. The first group consisted of 25 questions in which participants had to choose which everyday terms they would personally use while communicating on a daily basis. In each question, the English term was offered, and either an English loanword or one of the

¹ LimeSurvey is a free platform that has a Croatian version and can be accessed with an AAI@EduHr account that all students, teachers, and researchers at Croatian academic institutions have. Available at: <https://limesurvey.srce.hr/>

corresponding Croatian terms could be selected. The participants could also suggest additional terms, as well as enter a comment or an explanation that would clarify their choice.

2. In the second part of the survey, the participants were asked to express their opinions and attitudes about purism and the use of English loanwords and Croatian neologisms in everyday communication. In the first question, they were asked to indicate case or cases in which they prefer using a Croatian term instead of an English loanword. In the second question, they were asked to choose from among the possible reasons that in their opinion explained why Croatian people in general use English loanwords instead of Croatian neologisms. In both questions they were given the opportunity to provide additional answers and suggestions that were not listed to explain their choice(s). The third and final question of the second part consisted of eight statements about English loanwords, Croatian neologisms, language purism in Croatian, and the status of both English loanwords and Croatian neologisms in Croatian and in dictionaries. The participants were asked to rate these eight statements on a scale from 1 to 5, where 1 signified complete disagreement with the statement and 5 complete agreement. Since it was deemed that being asked about their opinions might influence their replies to the questions from the first part of the survey, the participants were prevented from going back to the first part once they had moved on to the second part. This feature was set on the LimeSurvey platform and it was applied to all three groups of questions.

3. The third part of the survey focused on the demographic information about the participants – their age, the university and the faculty they attend, the level of study, the year of study, the county, and the city/town they come from. These data were collected primarily to make sure that various Croatian universities and faculties were represented.

All three groups of questions were obligatory, and the only optional question was at the very end of the survey where participants could write comments about the survey itself or write additional explanations if they wanted to. The total number of participants that initially participated in the survey was 1143. The number of participants who completed all three groups of questions and submitted their answers (for which the LimeSurvey platform recorded the submission date) was 730. The number of participants who did not complete all three groups of questions, i.e. who decided to quit at any moment and whose answers did not have a submission date, was 413. The answers of those participants who decided to quit at the

beginning or who did not complete the first two groups of questions were eliminated immediately, as well as answers of those participants who stated that they were not students while filling out the demographic data. Among these 413 participants whose answers were marked as incomplete were 50 participants who completed the first two groups of questions, but decided to either fill out the demographic data partially or leave these fields empty and quit. However, since they completed the main part of the survey, it was necessary to determine whether the responses on the first two groups of questions would be different when the demographic data were taken into consideration and whether these participants should be included in the final statistics since they did not complete the survey in its entirety and there was no submission date for their answers.

This check was done by using the JASP² tool for quantitative analysis and statistics. After all incomplete and invalid responses were eliminated, the sample consisted of 776 participants and it was divided into two minor samples:

a) Sample 1 – those participants who completed the survey in its entirety, regardless of the content of their answers (no blank fields). This sample consisted of 726 participants.

b) Sample 2 – those participants who completed the first two groups of questions but either partially completed the third group concerning the demographic data or decided to quit (partially filled or blank demographic data fields and no submission date). Their answers were saved, but not submitted. This sample consisted of 50 participants.

The question in which participants had to rate statements from 1 to 5 was used for this check. The data were exported from LimeSurvey to an Excel worksheet that consisted of the following columns: participants' IDs, the string that marked whether the participant completed the entire survey (including the demographic data) or completed the first two groups of questions (partial demographic data or no demographic data at all), and eight rated statements. This worksheet was uploaded to JASP and the previously mentioned string column was used as the grouping variable. There was no statistical difference for any of the statements based on the demographic data, so it was determined that those 50 participants who did not provide demographic data or provided some can be included in the complete sample.

² Available for download at <https://jasp-stats.org/>

During the analysis of the demographic data, it was suspected that some participants did not fit the typical student population by their age, as their values skewed the distribution on the age chart. Outliers were calculated using the interquartile range (IQR) method. This involves the division of data into quartiles, where the first quartile (Q1) represents a value between the smallest and the median value in the data set. The second quartile (Q2) is the median value, and the third quartile (Q3) represents a value between the median and the highest value. The interquartile range is then calculated by subtracting the first quartile from the third quartile (Goss-Sampson, 2019, pp. 14-15), and outliers, the values outside Q1 or Q3, can be calculated by adding 1.5 to Q3 or subtracting 1.5 from Q1, and then by multiplying the result with IQR, i.e. the difference between Q3 and Q1 (Goss-Sampson, 2019, p. 21). The results calculated by JASP showed that Q1 was 21, and Q3 was 24. After the difference ($Q3 - Q1 = 3$) was multiplied by 1.5, and the result added to Q3, the number indicated that the maximum age of the participants should be 28.5 (≈ 29) for the age distribution to be normal. A total number of 12 participants crossed that age line, all of whom belonged to the first group of participants who completed the survey entirely, so their answers were also eliminated. The final number of participants was 764 – 714 participants who completed the survey entirely, and 50 participants who did not provide demographic data or only provided some. The last analysis concerning the demographic data was the analysis by demographic category – age, university, faculty, level of study, year of study, county, city/town. Even though 714 participants completed the survey entirely, some of them did not provide certain demographic data. For example, they entered random letter combinations, various signs, or said that they do not want to provide the data, so all the cells that contained random values were marked as an unknown value. All the unknown values that were detected among the responses of the remaining 50 participants were added to this analysis. The purpose of this minor analysis was to gain a better insight into the differences between percentages and the distribution of data when the unknown values were included in the demographic data statistics and when these values were omitted.

6. RESEARCH RESULTS

6.1. Demographic data

Of the 764 participants, 720 (94.24%) entered their age, and the average age was 23.5. Figure 1 shows the age distribution chart, including the unknown values.

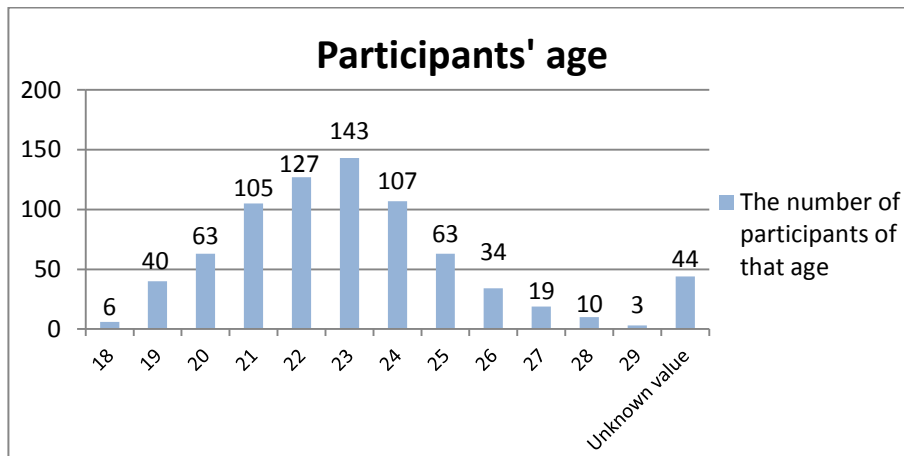


Figure 1 – the distribution of participants by age

The number of participants who provided information about which university they attend was 707 (92.54%). The majority of the participants, 508, said they attended the University of Zagreb (66.49%), followed by 67 participants from the University of Rijeka (8.77%), 24 participants from Josip Juraj Strossmayer University of Osijek (3.14%), 23 from the University of Split (3.01%), 12 from North University (1.57%), 11 from Zagreb University of Applied Health Sciences (1.44%), 10 from the University of Zadar (1.31%), 8 from Zagreb University of Applied Sciences (1.05%), 7 from the Catholic University of Croatia (0.92%), 6 from Juraj Dobrila University of Pula (0.79%), 4 from Libertas International University (0.52%), 3 from Karlovac University of Applied Sciences (0.39%) and the Polytechnic of Šibenik (0.39%), 2 from VERN University (0.26%), the University of Mostar (0.26%), and the University of Applied Sciences Čakovec (0.26%), and one participant (0.13%) from the following universities: the University of Maribor, University College Effectus, University of Ljubljana, University of Applied Sciences Velika Gorica, University of Applied Sciences Baltazar, Durham University, Aston University, Križevci University of Agriculture, Düsseldorf University, Algebra University College, University of Zenica, University of Dubrovnik, University of Applied Sciences Rijeka, University of Milan, University of

Sarajevo. The total number of participants who did not provide information about the university was 57 (7.46%).

The number of participants who provided information about which faculty they attend was 661 (86.52%), while 103 (13.48%) participants did not. Of the 764 participants, 709 (92.80%) provided information about the level of study, and 55 (7.20%) did not. The number of participants attending undergraduate study programs was 328 (42.93%), and there were 319 participants (41.75%) attending graduate study programs. There were 59 participants (7.72%) attending integrated study programs that encompass both first and second cycle studies (undergraduate and graduate), and 3 participants (0.40%) attending postgraduate study programs. The number of participants who provided information about the year of study was 718 (93.98%), while 46 (6.02%) did not. All years of study were represented (see Appendix 5). Finally, 713 participants (93.32%) provided information about the county, and 708 (92.67%) about the city or the town they come from. There were 51 participants (6.68%) who did not provide information about the county, and 56 participants (7.33%) who did not provide information about the city/town. No major statistical differences were identified concerning any of the demographic data categories based on whether the information was provided or not, i.e. whether the values were known or unknown. The only difference that should be mentioned is the difference in percentages referring to the participants from the University of Zagreb. When unknown values were taken into consideration, the percentage of the participants attending the University of Zagreb was 66.49%, while it was 71.85% when unknown values were omitted, which means that the difference is 5.36%. All charts containing the demographic data are available in Appendix 5.

6.2. The use of terms in everyday communication

Table 1 shows the results for 25 everyday English terms that were used in the survey. The first column shows the English term, and other columns show loanwords and corresponding Croatian terms, the number (absolute frequency), and the percentage (relative frequency) of the participants who opted for a particular solution, i.e. either a loanword or a corresponding Croatian term.

Table 1 – the number and the percentage of participants who opted for a particular term

English term	Loanwords and corresponding Croatian terms	Absolute frequency	Relative frequency
blog	blog	735	96.20%
	internetski dnevnik	18	2.36%
	mrežni dnevnik	6	0.79%
	weblog	2	0.26%
	other	3	0.39%
dashboard	kontrolna ploča	399	52.23%
	dashboard	222	29.06%
	nadzorna ploča	58	7.59%
	ploča s widgetima	50	6.54%
	other	35	4.58%
developer	programer	461	60.34%
	developer	172	22.52%
	razvojni programer	73	9.55%
	razvojni inženjer	44	5.76%
	other	14	1.83%
emoji	smajličić	382	50%
	emoji	237	31.02%
	emotikon	116	15.18%
	simbol za osjećaj	8	1.05%
	other	21	2.75%
follower	follower	401	52.49%
	pratitelj	313	40.97%
	sljedbenik	28	3.66%
	obožavatelj	5	0.65%
	other	17	2.23%

freelancer	freelancer	511	66.89%
	samostalni djelatnik	94	12.30%
	honorarac	83	10.86%
	slobodnjak	47	6.15%
	slobodni stručnjak	18	2.36%
	other	11	1.44%
hashtag	hashtag	681	89.14%
	znak #	34	4.45%
	oznaka sa znakom #	14	1.83%
	ključna riječ	13	1.70%
	other	22	2.88%
influencer	influencer	704	92.15%
	utjecajna osoba	38	4.97%
	utjecatelj	8	1.05%
	other	14	1.83%
podcast	podcast	679	88.87%
	emisija na zahtjev	49	6.41%
	podcast sadržaj	24	3.14%
	other	12	1.58%
pop-up	pop-up	318	41.62%
	skočni prozor	279	36.52%
	pop-up prozor	141	18.46%
	iskočnik	10	1.31%
	other	16	2.09%
screenshot	screenshot	613	80.24%
	snimka zaslona	112	14.66%
	snimka ekrana	16	2.09%
	other	23	3.01%

selfie	selfie	714	93.46%
	autoportret	23	3.01%
	sebić	15	1.96%
	samoslika	3	0.39%
	autoslika	0	0%
	other	9	1.18%
slideshow	slideshow	286	37.43%
	dijaprojeksija	176	23.04%
	prikaz prezentacije	153	20.03%
	prikaz slajdova	115	15.05%
	other	34	4.45%
smartphone	smartphone	520	68.06%
	pametni telefon	201	26.31%
	other	43	5.63%
spam	spam	544	71.20%
	neželjena elektronička pošta	93	12.17%
	neželjena e-mail poruka	89	11.65%
	nevažna e-mail poruka	20	2.62%
	other	18	2.36%
spoiler	spoiler	687	89.92%
	otkrivanje radnje	56	7.33%
	kvaritelj	17	2.23%
	other	4	0.52%
streaming	prijenos uživo	386	50.52%
	streaming	329	43.06%
	internetski prijenos	28	3.67%

	prijenos strujanjem	1	0.13%
	strujanje	1	0.13%
	other	19	2.49%
surfing	surfanje	511	66.89%
	pretraživanje interneta	230	30.10%
	jahanje na valovima interneta	9	1.18%
	pretraživanje međumrežja	2	0.26%
	other	12	1.57%
to google	guglati	580	75.92%
	googlati	136	17.80%
	potražiti na internetu	34	4.45%
	other	14	1.83%
to like	lajkati	726	95.03%
	označiti tipkom "sviđa mi se"	31	4.06%
	poslati svidalicu	2	0.26%
	other	5	0.65%
to share	podijeliti	363	47.51%
	šerati	227	29.71%
	sherati	107	14.01%
	dijeliti	48	6.28%
	other	19	2.49%
touch screen	touch screen	527	68.98%
	zaslon osjetljiv na dodir	107	14%
	dodirni zaslon	59	7.72%
	dodirni ekran	36	4.71%

	dodirnik	6	0.79%
	other	29	3.80%
tutorial	tutorial	618	80.89%
	vodič	68	8.90%
	priručnik	45	5.89%
	korisnički priručnik	13	1.70%
	praktični vodič	11	1.44%
	other	9	1.18%
vlog	vlog	592	77.49%
	video blog	142	18.59%
	mrežni videodnevnik	11	1.44%
	internetski videodnevnik	11	1.44%
	other	8	1.04%
widget	widget	554	72.51%
	mala aplikacija	87	11.39%
	mali program	49	6.41%
	programčić	49	6.41%
	other	25	3.28%

As the table shows, the participants opted for a loanword, whether adapted or unadapted, as an everyday term they would use for 20 out of 25 English terms that were offered, i.e. in 80% of the cases, which means that Croatian university students prefer using English loanwords in everyday communication. However, many participants offered additional explanations for their choices, stating that their choice is not always the same. Their answers indicate that their choice depends on the context of everyday communication and on whom they communicate with. This will be further discussed in the following paragraphs that deal with individual results for each of the 25 English terms, i.e. for the 25 questions from the first group. Due to the scope of this paper, some charts showing the results for certain questions will be presented

in the following paragraphs to gain a better insight into the solutions that the participants proposed and the comments they wrote, and all charts are available in Appendix 5.

In Question 1 (blog), 96.20% of the participants chose *blog* as the everyday term they would use, 2.36% chose *internetski dnevnik*, 0.79% chose *mrežni dnevnik*, 0.26% opted for *weblog*, while 0.39% chose *other*, among which one participant stated that a corresponding Croatian term for *blog* does not exist.

In Question 2 (dashboard), more than half of the participants (52.23%) chose *kontrolna ploča*, 29.06% chose the loanword *dashboard*, 7.59% chose *nadzorna ploča*, and 6.54% chose *ploča s widgetima*. Interestingly, 18 of the 35 participants who chose *other* (4.58%) said that they do not know what *dashboard* means and/or that they do not use that word at all while communicating, while four of them said that they use both *dashboard* and *kontrolna ploča*.

An interesting situation occurred in Question 3 (developer). The corresponding Croatian term *programer* was chosen by 60.34% of the participants, 22.52% chose *developer*, 9.55% chose *razvojni programer*, and 5.76% of the participants opted for *razvojni inženjer*. Among 1.83% of the participants who chose *other*, eight stated that they use both *programer* and *developer*, depending on whom they communicate with. For instance, some use *developer* in everyday communication with their friends, while they use *programer* when talking with their parents. Some stated that they use *developer* when talking to people who are developers and some stated that *developer* and *programer* are not synonyms.

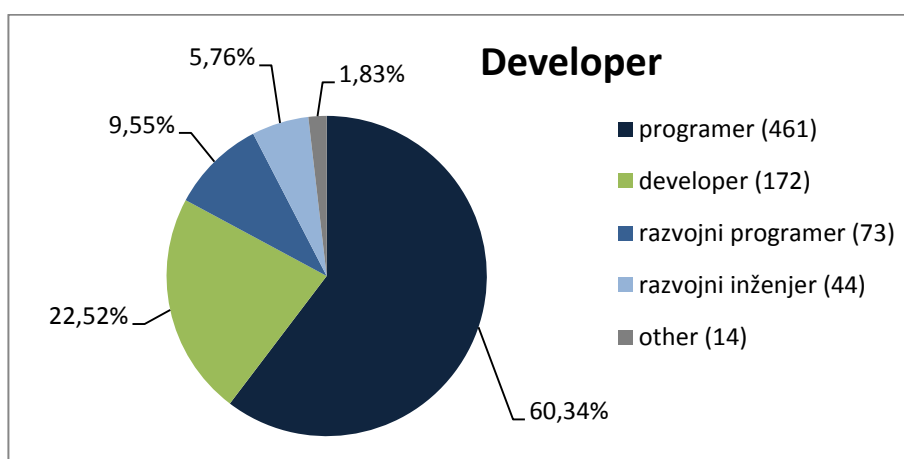


Figure 2 - the results for the term developer

In Question 4 (emoji), 50% of the participants chose *smajlič*, 31.02% chose *emoji*, 15.18% opted for *emotikon*, and 1.05% chose *simbol za osjećaj*. Among the 2.75% who chose *other*, five participants said that they use *smajlič* and/or *emotikon*, eight participants use *smajlič* and *emoji* interchangeably, and five use *smajlič*, *emotikon* and *emoji*. Interestingly, half of the participants opted for *smajlič*, which is a corresponding Croatian term that was found in only two sources (see Appendix 2).

In Question 5 (follower), more than half of the participants (52.49%) chose the loanword *follower*, and 40.97% chose the corresponding Croatian term *pratitelj*. The terms *sljedbenik* (3.66%) and *obožavatelj* (0.65%) were the least popular, and among the 17 (2.23%) participants who chose *other*, 13 stated that they use both *follower* and *pratitelj*, again depending on whom they communicate with. They use the former term when they talk with their friends and the latter when they talk with their parents or people who are not familiar with the loanword and do not use social media.

When asked about the term *freelancer* in Question 6 (freelancer), 66.89% of the participants opted for the loanword *freelancer*, 12.30% chose *samostalni djelatnik*, 10.86% chose *honorarac*, 6.15% chose *slobodnjak*, and the term *slobodni stručnjak*, offered by three sources (Bolje je hrvatski, Jezični savjetnik, Bujas 2001), was chosen by only 2.36% of the participants. The number of the participants who chose *other* was 11 (1.45%), and five stated that they use both *freelancer* and *honorarac*, which is interesting because *honorarac* was offered by only two sources of the least level of authoritativeness – Glosbe and Google Translate.

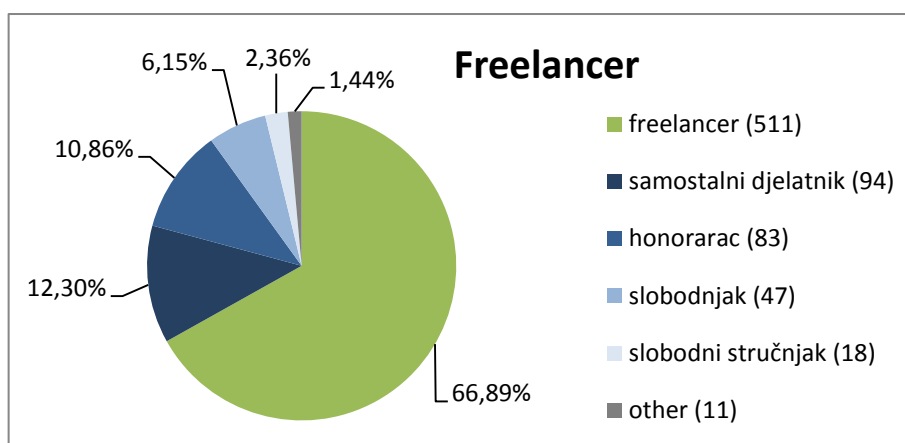


Figure 3 - the results for the term *freelancer*

In Question 7 (hashtag), 89.14% of the participants opted for *hashtag*, 4.45% chose *znak #*, 1.83% would use *oznaka sa znakom #*, and 1.70% would use *ključna riječ*. It is interesting that, among 22 participants (2.88%) who chose *other*, four said that they would use either *ljestve* or *hashtag*, and 11 participants said that they would use *ljestve*, which was not found in any of the sources that were used for the analysis of the terms. This is precisely the reason why not all corresponding Croatian terms that were found were included in the survey. The idea was to see whether participants would offer their own solutions, some of which may be previously analyzed and found in sources, but options such as *ljestve*, that the participants offered even though they may not be used by other sources, definitely give a better insight into their everyday communication and the terms they would personally use.

Concerning the term *influencer* in Question 8 (influencer), the majority of the participants (92.15%) opted for the loanword *influencer*, 4.97% of the participants chose *utjecajna osoba*, the corresponding Croatian term offered by Bolje je hrvatski and Jezični savjetnik. The similar option, *utjecatelj*, was chosen by 1.05% of the participants, and 1.83% opted for *other*.

In Question 9 (podcast) some participants stated that they are not familiar with the term *podcast*. Even though 88.87% of the participants chose *podcast* as an everyday term they would use, among 1.58% of the participants who chose *other*, four stated that they do not use that word, one person said that she never understood what it was, while three participants said that they would choose *emisija* or *emisija na određene teme*, which is an interesting solution that describes the format of *podcast* quite precisely. *Emisija na zahtjev* was chosen by 6.41% of the participants and 3.14% chose *podcast sadržaj*, both terms offered only by Glosbe.

In Question 10 (pop-up), the loanword *pop-up* was chosen by 41.62% of the participants, 36.52% opted for *skočni prozor*, 18.46% chose *pop-up prozor*, and 1.31% chose *iskočnik*. Among the 16 participants (2.09%) who chose *other*, five said that they would use *pop-up* and/or *skočni prozor*, and three said that they would use *reklama* and/or *pop-up prozor*. Two participants stated that they do not use this word.

In Question 11 (screenshot), 80.24% of the participants chose the loanword *screenshot*, 14.66% opted for *snimka zaslona*, 2.09% opted for *snimka ekrana*, and 3.01% chose *other*, among which five participants said that they would use both *screenshot* and

snimka zaslona, three participants said that they would use all three proposed options, while 10 participants stated that they would opt for *screen* or *skrin*. These two solutions that the participants proposed were not found in any of the sources.

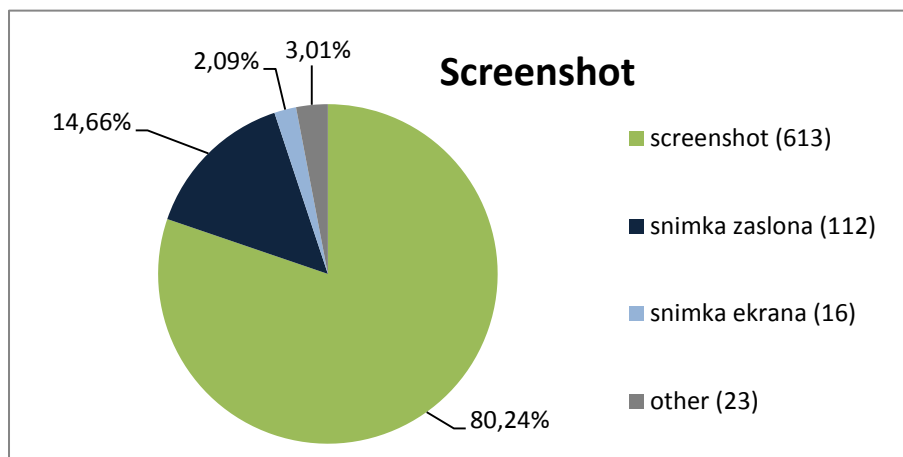


Figure 4 - the results for the term screenshot

In Question 12 (selfie), the majority of the participants (93.46%) chose the loanword *selfie*, 3.01% chose *autoportret*, 1.96% opted for *sebić*, 0.39% chose *samoslika*, and 1.18% chose *other*. Even though *autoslika* was offered as a solution, none of the participants chose that as an everyday term they would use.

Of the 764 participants, 286 (37.43%) chose *slideshow* in Question 13 (slideshow), 23.04% opted for *dijaprojeksija*, 20.03% chose *prikaz prezentacije*, 15.05% chose *prikaz slajdova*, and 4.45% chose *other*, among which 25 said that they would use *prezentacija*.

In Question 14 (smartphone), 68.06% of the participants said that they would use *smartphone*, while 26.31% opted for *pametni telefon*. Among the 5.63% of the participants who chose *other*, 29 said that they use *mobitel*, seven stated that they use both *smartphone* and *pametni telefon*, and three said that they use *telefon*.

Question 15 (spam) focused on the term *spam*, which was an option chosen by 71.20% of the participants. Other options that were offered were *neželjena elektronična pošta* (12.17%), *neželjena e-mail poruka* (11.65%), and *nevažna e-mail poruka* (2.62%). Among the 2.36% of the participants who opted for *other*, six said that they would use *smeće*, and six

opted for *neželjena pošta*, the term that was analyzed and found in four sources, but was not included in the survey.

The term *spoiler* had only a few options that were analyzed, included in the survey, and offered in Question 16 (spoiler). The majority of the participants chose the loanword *spoiler* (89.92%). *Otkrivanje radnje*, the term proposed by Microsoft Language Portal, was chosen by 7.33% of the participants, 2.33% chose *kvaritelj*, and 0.52% chose *other*, where one participant offered an interesting solution – *radnjootkrivač*.

Concerning the term *streaming* in Question 17 (streaming), 50.52% of the participants chose *prijenos uživo*, while 43.06% opted for the loanword *streaming*. Only one participant (0.13%) chose *prijenos strujanjem*, and one (0.13%) chose *strujanje*. The option *other* was chosen by 19 participants (2.49%), among which five stated that they would use both *streaming* and *prijenos uživo*, and five offered the term *live* or *live prijenos*. Six participants said that they would use *stream*, and some of them offered *livestream*, *streamanje*, and *strimanje*.

In Question 18 (surfing), 66.89% of the participants chose the adapted loanword *surfanje*, 30.10% chose *pretraživanje interneta*, 1.18% opted for *jahanje na valovima interneta*, and only 0.26% of the participants chose *pretraživanje međumrežja*, the term offered by Kiš. Among the 12 participants (1.57%) who chose *other*, four stated that they would use both *surfanje* and *pretraživanje interneta*. One participant offered *gledanje na netu*, and one offered *googlanje*, which is not exactly the substitution for *surfing* itself, it rather refers to surfing by using the Google search engine.

Question 19 (to google) focused on the term *to google*. The majority of the participants (75.92%) chose *guglati*, and 17.80% opted for *googlati*. Interestingly, Glosbe offered *potražiti na internetu* as a corresponding Croatian term, even though it does not actually refer to searching by using the Google search engine, and this option was chosen by 4.45% of the participants. Among 1.83% of the participants who chose *other*, three stated that they would use both *guglati* and *googlati*, and one participant offered *pretražiti na mreži*.

In Question 20 (to like), the majority of the participants (95.03%) opted for the loanword *lajkati*, 4.06% chose *označiti tipkom "sviđa mi se"*, two participants (0.26%) chose

poslati svidalicu, and 0.65% chose *other*, among which one participant offered *staviti da se sviđa*, and one offered *likeati*.

In Question 21 (to share), 47.51% of the participants opted for *podijeliti*, 29.71% chose *šerati*, 14.01% chose *sherati*, and 6.28% chose *dijeliti*. Among the 19 participants (2.49%) who chose *other*, five stated that they would use both *šerati* and *podijeliti*, while four stated that they use all of the proposed options.

When asked about the term *touch screen* in Question 22 (touch screen), 68.98% of the participants chose *touch screen*, 14% opted for *zaslon osjetljiv na dodir*, 7.72% chose *dodirni zaslon*, 4.71% chose *dodirni ekran*, and only 0.79% opted for *dodirnik*. Among the 29 participants (3.80%) who opted for *other*, nine stated that they would use *touch* or *tač*, five offered *zaslon na dodir*, and three stated that they would use *zaslon*, *screen* in English, which is not an appropriate Croatian term because not all screens are touch screens.

In Question 23 (tutorial), the loanword *tutorial* was chosen by the majority of the participants (80.89%). Other options were *vodič* (8.90%), *priručnik* (5.89%), *korisnički priručnik* (1.70%), *praktični vodič* (1.44%), and under *other* (1.18%) participants mostly offered different combinations of terms they would use. Two participants stated that they would use *priručnik*, *tutorial* and *vodič*, two would use *priručnik* and *tutorial*, and two would opt for *vodič* and *tutorial*.

In Question 24 (vlog), 77.49% of the participants chose the loanword *vlog*, 18.59% opted for *video blog*, the same percentage of participants (1.44%) chose *mrežni videodnevnik* and *internetski videodnevnik*, and 1.04% opted for *other*, among which two participants stated that they would use *blog*, even though *blog* and *vlog* do not refer to the same concept.

Finally, in Question 25 (widget), 72.51% of the participants chose *widget*, 11.39% chose *mala aplikacija*, 6.41% chose *mali program*, 6.41% chose *programčić*, and 25 participants (3.28%) chose *other*, among which nine stated that they do not use this word, six do not know what *widget* means, and four offered *aplikacija* as the term they would use when referring to a certain widget.

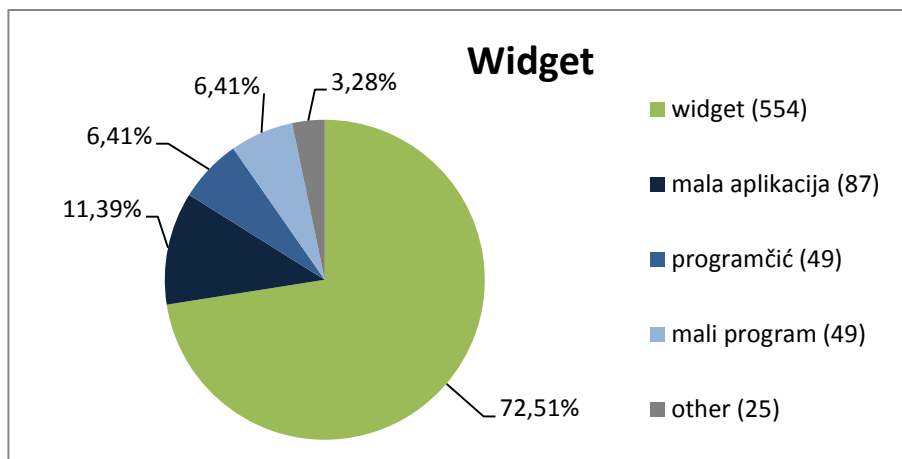


Figure 5 – the results for the term widget

These results may be compared to the second part of the survey where participants offered their opinions about English loanwords, Croatian neologisms, and purism in general. As the results related to the first group of questions indicate, participants use English loanwords more often than corresponding Croatian terms, i.e. neologisms, but their choice depends on the context of the communication and on whom they communicate with. Furthermore, various combinations of answers that participants provided under each *other* option indicate that they do not always use the same word in every situation and that they sometimes use two or more everyday terms when referring to the same concept.

6.3. Participants' opinions

In the first two questions from this group, participants could choose one or more answers, which is why the percentages go over 100. The first question was *In which situations do you prefer using a Croatian term instead of an English loanword?*. As Figure 6 shows, there were five answers offered, but participants were again given the opportunity to offer additional answers under *Other* and write comments to clarify their answers. The majority of the participants, 569 (74.48%), chose the answer *When/if a Croatian term is easier to use, and its meaning is the same or similar to the meaning of the loanword*. Of the 764 participants, 439 (57.46%) chose the answer *When/if a Croatian term becomes widespread among the speakers of Croatian*, and 262 participants (34.29%) opted for *When/if a Croatian term can be used in more contexts and situations than the respective loanword*. The answer *I always use a Croatian term, regardless of how often a loanword is used* was chosen by 79

participants (10.34%). Only 43 participants (5.63%) would use a Croatian term rather than a loanword *When/if a Croatian term is listed in dictionaries*. Among the 6.28% of the participants who added their own explanations and opted for *Other*, the majority stated that they primarily use Croatian terms when they talk with people who do not understand English terms or are not familiar with them at all. Some expressed the opinion that many neologisms “do not sound right” in Croatian, while others said that they use Croatian neologisms in formal situations, while writing term papers, in business communication, etc. One person wrote that their choice depends on many factors, such as the length of the term, how well the term is adapted to Croatian, the positive or negative associations of the word, etc. One person stated that Croatian neologisms “make no sense” and that they “make the speakers confused”.

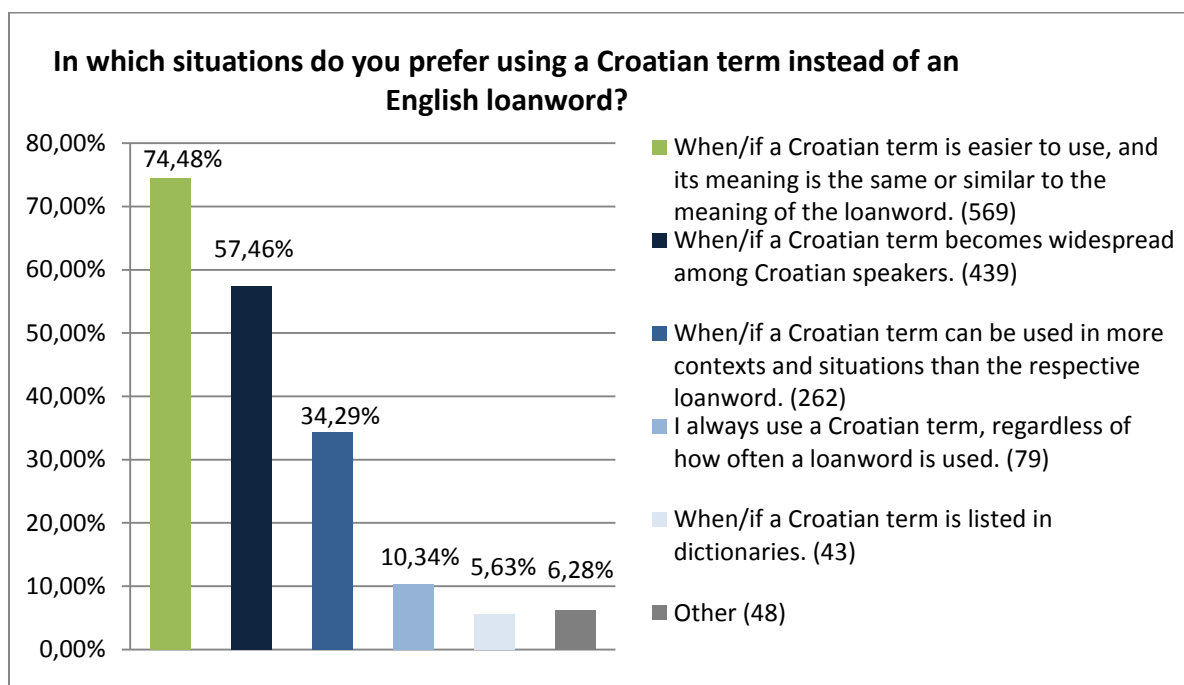


Figure 6 – situations in which participants prefer using a Croatian term instead of an English loanword (multiple responses were possible)

The second question was *In your opinion, what is the most common reason why Croatian people in general use loanwords instead of Croatian terms?* Of the 764 participants, 625 (81.81%) chose the answer *Because many English loanwords do not have corresponding Croatian terms or Croatian terms are difficult to find*. More than half of the participants (57.98%) opted for the answer *Because English loanwords are easier to use*, and 51.96% of the participants believe that Croatian people use loanwords *Because of the influence of English on Croatian*. The answer *Because the form and meaning of some*

Croatian terms do not fit into Croatian was chosen by 39.66% of the participants, and 7.98% of them opted for the answer *Because English loanwords are necessary and desirable in Croatian*. Among the 5.76% of the participants who opted for *Other* and added their own reasons, some said that the technological development and the (social) media influence the way people speak and that English loanwords are used because they sound more modern and fashionable. Some stated that there is no need for neologisms when loanwords are widely used among the speakers of Croatian. One participant said that Croatian terms are mostly coined when a loanword is already in use for a longer period of time, which makes the Croatian term sound “unusual” and “unnatural”. Several participants stated that Croatian people use loanwords because they make them sound smarter and more educated. One participant stated that Croatian has been borrowing from other languages for centuries and that other languages borrow from other languages as well, so there is no need for imposing the use of neologisms that confuse the speakers. Another participant stated that English is the dominant language across the world and that language contact is normal because languages evolve through contact with other languages. This participant also stated that most Croatian words are derived from other languages anyway (such as English, Turkish, Italian, and German) and that it is unclear what exactly purism is protecting.

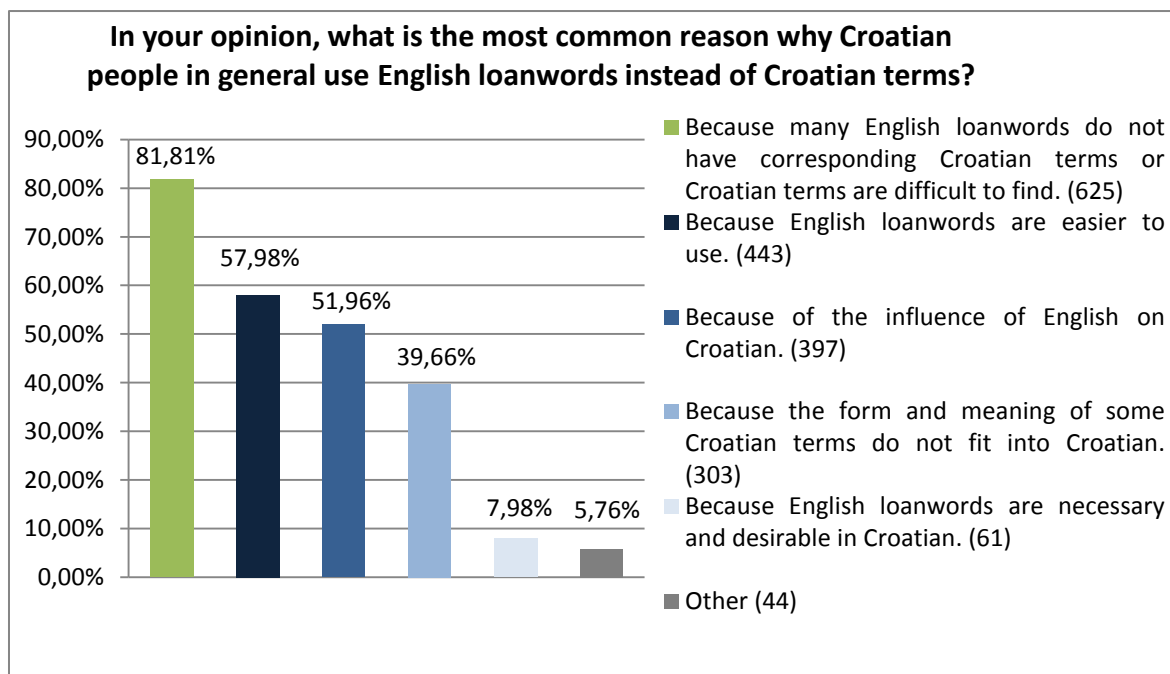


Figure 7 – participants’ opinions about the reasons why Croatian people in general use English loanwords instead of Croatian terms (multiples responses were possible)

The third and final question of this group consisted of eight statements about English loanwords, Croatian neologisms, purism in Croatian, and the status of English loanwords and Croatian neologisms in Croatian and in dictionaries. The participants were asked to rate these eight statements on a scale from 1 to 5, where 1 signified complete disagreement with the statement and 5 complete agreement. The results for all eight statements will we presented in the following paragraphs, and the corresponding charts and tables are available in Appendix 5.

The first statement was *Croatian terms should be used more often than English loanwords*, with a mean value of 3.40 on a scale from 1 to 5. Of the 764 participants, 278 (36.39%) neither disagreed nor agreed with that statement, 24.87% agreed, and 20.81% completely agreed, while 7.98% completely disagreed and 9.95% disagreed that Croatian terms should be prioritized over English loanwords in communication.

The second statement was *The use of English loanwords does not distort the standard Croatian language*, with a mean value of 2.89. A total number of 119 participants (15.58%) completely disagreed with that statement, 28.66% disagreed, 20.81% neither disagreed nor agreed, 20.68% agreed, and 14.27% completely agreed that English loanwords do not distort the standard Croatian language. This may be compared to the results concerning the first two questions of this group. As Figure 6 above showed, only 79 participants (10.34%) stated that they would always use a Croatian term, regardless of how often a loanword is used, which is in accordance with the results concerning the first group of questions where they mostly chose English loanwords instead of Croatian terms. Furthermore, in the second question of this group, 81.81% of the participants stated that, in their opinion, the most common reason why Croatian people in general use English loanwords instead of Croatian terms is because many loanwords do not have corresponding Croatian terms or these terms are difficult to find. However, as the results of this question show, even though participants mostly use loanwords, they have mixed opinions about whether loanwords have a negative effect on the standard Croatian language, with 28.66% of the participants believing that they do.

The participants mostly neither disagreed nor agreed (26.57%) with the third statement that *English loanwords should be used only when corresponding Croatian terms do not exist*, with a mean value of 3.18. Of the 764 participants, 194 (25.40%) agreed, 18.19% completely

agreed, while 13.09% completely disagreed, and 16.75% disagreed with that statement. These percentages show that participants also have mixed opinions about whether English loanwords should be used only when corresponding terms do not exist in Croatian, but the results concerning the first group of questions showed that the majority of the participants chose loanwords, even though corresponding Croatian terms exist in Croatian.

Participants also had mixed opinions about the fourth statement, *The influence of English on Croatian is reduced by creating Croatian neologisms*. The mean value was 2.94, and 25.52% of the participants neither disagreed nor agreed with the statement. Approximately the same number of participants disagreed (166; 21.73%) and agreed (164; 21.47%) with the statement, while 16.88% completely disagreed, and 14.40% completely agreed.

The fifth statement was *English loanwords should have the same status in Croatian dictionaries as other Croatian words*, with a mean value of 2.90. Again, the participants mostly neither agreed nor disagreed with the statement (29.71%). The number of participants who completely disagreed was 107 (14.01%), 25.13% disagreed, 18.72% agreed, and 12.43% completely agreed.

An interesting situation occurred during the analysis of the sixth statement, *The form and meaning of Croatian neologisms should adapt to Croatian as much as possible*. The mean value was 3.97, with 38.61% of the participants who completely agreed with the statement, 31.28% of those who agreed, 21.34% of those who neither disagreed nor agreed, 6.41% of those who disagreed, and 2.36% of those who completely disagreed with the statement. These results are in accordance with some of the previously mentioned comments that the participants had concerning Croatian neologisms, where they stated that one of the reasons why they use English loanwords in general is because some Croatian neologisms sound “unnatural” and “unusual”, which is why they tend to agree with this statement.

The seventh statement was *Croatian should adhere to purism that preserves its stability, tradition, and the characteristics of the terminological system*. The mean value was 3.03, and participants had mixed opinions about purism. Of the 764 participants, 213 (27.88%) neither disagreed nor agreed that Croatian should conform to purism, 21.99% agreed, 15.97% completely agreed, while 17.54% disagreed and 16.62% completely

disagreed. In the optional question at the end of the survey, participants wrote some additional comments about purism. One participant stated that she does not use Croatian neologisms to support purist tendencies, but because she believes that Croatian neologisms should be prioritized over English loanwords when their form and meaning are adapted to Croatian, when they “sound normal”, while she supports the use of loanwords instead of Croatian terms such as *dalekovidnica* and *sitnozorje* because she believes that the creation of these kinds of words is a “bad attempt in replacing loanwords”. One participant stated that purism is a “form of violence against the speakers of Croatian”, another participant wrote that “purist tendencies are absolutely unnecessary”, and one participant stated that “purism should not be adhered to in the domain of everyday communication because many English loanwords enter Croatian through the social media and become viral, which is why their use among Croatian speakers becomes frequent, and they should not be replaced when they become widely accepted as such (such as *selfie*)”. Another interesting comment was that “purism is unnecessary because English loanwords are part of language development. There are many Turkish, German, and French words that enriched the vocabulary of Croatian, which is why English loanwords should be treated the same way”.

The eighth and final statement was *The creation of Croatian terms within the domain of terminology should be prioritized over their creation within the domain of everyday communication*, with a mean value of 3.19. The majority of the participants (29.06%) neither disagreed nor agreed with that statement, 20.81% agreed, 20.55% completely agreed, while 16.75% disagreed and 12.83% completely disagreed, which again shows that participants had mixed opinions about whether Croatian neologisms created within the domain of everyday communication should be prioritized over neologisms created within the domain of terminology for neologisms to replace English loanwords.

The overall results of the second group of questions indicate that Croatian university students prefer using Croatian terms instead of English loanwords when/if Croatian terms are easier to use, and their meaning is the same or similar to the meaning of the original term, i.e. English loanword. Croatian university students believe that the most common reason why Croatian people in general use English loanwords instead of Croatian terms is because many English loanwords do not have corresponding Croatian terms or Croatian terms are difficult to find. Croatian university students have mixed opinions about whether Croatian terms should

be used more often than English loanwords. Even though the results of the first group of questions indicate that Croatian university students mostly use loanwords, they have mixed opinions about whether the use of English loanwords distorts the standard Croatian language, with 28.66% of the participants believing that it does. Even though they opted for English loanwords in 80% of the cases in the first group of questions, Croatian university students have mixed opinions about whether English loanwords should be used only when corresponding Croatian terms do not exist, with 25.40% of the participants who agreed that they should. They also had mixed opinions about whether the influence of English on Croatian is reduced by creating Croatian neologisms. Croatian university students mostly neither disagree nor agree that English loanwords should have the same status in Croatian dictionaries as other Croatian words. Croatian university students mostly agree and completely agree that the form and meaning of Croatian neologisms should adapt to Croatian as much as possible, but they mostly neither disagree nor agree that Croatian should adhere to purism, and that Croatian terms should primarily be created within the domain of terminology, as opposed to their creation within the domain of everyday communication.

7. CONCLUSION

The main aim of this research was to determine whether Croatian university students use English loanwords more often than Croatian neologisms and to identify the factors that influence their choice. Another aim was to see what their opinions are when it comes to English loanwords, Croatian neologisms, and purism in Croatian in general to gain a better insight into the everyday communication of young educated adults in Croatia. As the results show, Croatian university students prefer using English loanwords instead of Croatian neologisms, but their choice depends on the context of communication and on whom they communicate with, which confirms H1, H2, and H3. However, it cannot be said that they opt for English loanwords in all situations and that they always opt for only one everyday term that they frequently and commonly use. Their answers also indicate that the development of technology, the Internet, and the (social) media influence the way people speak and that people are inevitably exposed to English. Croatian university students believe that the primary reason why Croatian people in general use English loanwords instead of Croatian terms is because many English loanwords do not have corresponding Croatian terms or that

corresponding terms are difficult to find, which confirms H4. Furthermore, more than half of them believe that it is also because English loanwords are easier to use and because of the influence of English on Croatian.

Croatian university students mostly use Croatian terms when/if they are easier to use, and their meaning is the same or similar to the meaning of the English loanword and when/if Croatian terms become widespread among Croatian speakers. They have mixed opinions about English loanwords and Croatian neologisms and their status in Croatian and in dictionaries, and about whether the use of English loanwords distorts the standard Croatian language, with 28.66% of Croatian university students who believe that it does, which disconfirms H5. It may be concluded that certain Croatian neologisms proposed by different sources are not frequently used among Croatian university students, and the participants stated that it is mainly because Croatian terms do not sound right or they have not been used by the general public yet. However, Croatian university students mostly use Croatian terms in formal situations and while communicating with people who are not familiar with certain English loanwords.

Croatian university students also have mixed opinions about purism and purist tendencies in Croatian. Some stated that English loanwords should be used only when corresponding Croatian terms do not exist in Croatian, while others said that purism nowadays should not be a dominant linguistic ideology operating within Croatian, since languages influence each other constantly, and they also stated that purism prevents Croatian from evolving naturally, which includes borrowing from other languages, primarily English. Further research should focus on the status of English loanwords and Croatian neologisms in Croatian, with particular regard to purism and the influence of English on Croatian. It would also be interesting to gain a better insight into the opinions and attitudes of lexicologists and lexicographers about the status of loanwords and neologisms in dictionaries. Finally, further research on this topic also may provide answers concerning the use of loanwords and neologisms in the domain of everyday communication, as opposed to the domain of terminology of particular scientific fields.

8. REFERENCES

- Babić, S. (1993). Najbolja i najgora riječ 1993. godine. *Jezik*, 41 (1), 29-31.
- Barbarić, T. (2011). Odnos hrvatskih medija prema engleskome jeziku: snobovi ili trendsetteri?. *MediAnali*, 5 (10), 93-106. Retrieved from <https://hrcak.srce.hr/77900>.
- Barić, E. et al. (1999). *Hrvatski jezični savjetnik*. Zagreb: Institut za hrvatski jezik i jezikoslovlje.
- Belaj, B. & Tanacković Faletar, G. (2007). Jedan mogući teorijski model pristupa analizi jezičnoga posuđivanja. *Jezikoslovlje*, 8 (1), 5-25. Retrieved from <https://hrcak.srce.hr/30749>.
- Brdar, I. (2010). Engleske riječi u jeziku hrvatskih medija. *Lahor*, 2 (10), 217-232. Retrieved from <https://hrcak.srce.hr/68617>.
- Drljača Margić, B. (2011). Leksički paralelizam: je li opravdano govoriti o nepotrebnim posuđenicama (engleskoga podrijetla)?. *Fluminensia*, 23 (1), 53-66. Retrieved from <https://hrcak.srce.hr/78241>.
- Drljača, B. (2006). Anglizmi u ekonomskome nazivlju hrvatskoga jezika i standardnojezična norma. *Fluminensia*, 18 (1), 65-85. Retrieved from <https://hrcak.srce.hr/6224>.
- Filipović, R. (1990). *Anglicizmi u hrvatskom ili srpskom jeziku: porijeklo – razvoj – značenje*. Zagreb: JAZU/Školska knjiga.
- Frleta, T. & Frleta, Z. (2019). A Neologism: Translation and/or Adaptation. *European Journal of Language and Literature Studies*, 5 (3), 42-51. Retrieved from <http://journals.euser.org/index.php/ejls/article/view/4546>.
- Goss-Sampson, M. A. (2019). *Statistical Analysis in JASP: A Guide for Students*. Retrieved from <https://jasp-stats.org/2019/08/21/statistical-analysis-in-jasp-an-update-to-the-students-guide-by-mark-goss-sampson/>
- Grgić, S. (2014). Stopljenice u internetskim reklamama. *Hrvatistika*, 7 (7), 63-76. Retrieved from <https://hrcak.srce.hr/134920>.
- Halonja, A. & Hudeček, L. (2014). Pokloni mi svoj selfie. *Hrvatski jezik*, 1 (2), 26-27. Retrieved from <https://hrcak.srce.hr/166779>.

- Halonja, A. & Mihaljević, M. (2012). Novotvorenice u računalnome nazivlju. *Jezik*, 59 (3), 87-94. Retrieved from <https://hrcak.srce.hr/134817>.
- Ivir, V. (1996). Semantička neodređenost internacionalizama i njene posljedice za prevođenje. *Suvremena lingvistika*, 41-42 (1-2), 245-254. Retrieved from <https://hrcak.srce.hr/24208>
- Kaucki, J. (2014). *Frequent English phrases and words used by the speakers of Croatian* (Master's thesis, University of Zagreb, Faculty of Humanities and Social Sciences). Retrieved from <http://darhiv.ffzg.unizg.hr/id/eprint/5066/>.
- Kostanjevac, D. (2009). Tuđice u publicističkom stilu. *Hrvatistika*, 3 (3), 39-48. Retrieved from <https://hrcak.srce.hr/70011>.
- Kryžan-Stanojević, B. (2011). Jezična pogreška, jezična inovacija i kultura jezika. In Kryžan-Stanojević, B. (Ed.). *Inovacije u slavenskim jezicima*, 9-18. Zagreb: Srednja Europa.
- McRae, K. D. (1989). Linguistic conflict: Some theoretical reflections. *Plurilingua (Urban Language Conflict)*, 7, 1-20.
- Metcalf, A. (2002). *Predicting New Words: The Secrets of Their Success*. Boston/New York: Houghton Mifflin Harcourt.
- Mihaljević, M. (1998). *Terminološki priručnik*. Zagreb: Hrvatska sveučilišna naklada.
- Mihaljević, M. (2007). Problemi hrvatskoga računalnoga nazivlja (s jezikoslovnog motrišta). *Studia lexicographica*, 1 (1(1)), 61-79. Retrieved from <https://hrcak.srce.hr/110771>.
- Miličević, A. (2019). *Consistency in the use and translation of Croatian IT terminology: Current state and professionals' opinions* (Master's thesis, University of Zagreb, Faculty of Humanities and Social Sciences). Retrieved from <https://repositorij.ffzg.unizg.hr/islandora/object/ffzg:283>.
- Muhvić-Dimanovski, V. & Skelin Horvat, A. (2006). O riječima stranoga podrijetla i njihovu nazivlju. *Filologija*, (46-47), 203-215. Retrieved from <https://hrcak.srce.hr/22242>.
- Muhvić-Dimanovski, V. & Skelin Horvat, A. (2008). Contests and nominations for new words - why are they interesting and what do they show. *Suvremena lingvistika*, 65 (1), 1-26. Retrieved from <https://hrcak.srce.hr/25183>.

Muhvić-Dimanovski, V. (2005). *Neologizmi: problemi teorije i primjene*. Zagreb: Zavod za lingvistiku Filozofskoga fakulteta Sveučilišta u Zagrebu.

Newmark, P. (1988). *A Textbook of Translation*. London/New York: Prentice Hall.

Nikolić-Hoyt, A. (2005). Hrvatski u dodiru s engleskim jezikom. In Sočanac, L. et al. (Eds.). *Hrvatski jezik u dodiru s europskim jezicima: prilagodba posuđenica*, 179-206. Zagreb: Nakladni zavod Globus.

Pelidija, J. & Memišević, T. (2006). Engleske posuđenice u dnevnim novinama i časopisima u BiH. In Granić, J. (Ed.). *Jezik i mediji – jedan jezik: više svjetova*, 553-561. Zagreb/Split: HDPL.

Penjak, A. & Karninčić, H. (2017). National identity and language: students' usage of English terminology within the Croatian language. *Journal of Language and Cultural Education*, 5 (2), 40-52. Retrieved from <https://content.sciendo.com/view/journals/jolace/5/2/article-p40.xml>.

Runjić-Stoilova, A. & Pandža, A. (2010). Prilagodba anglizama u govoru na hrvatskim televizijama. *Croatian Studies Review*, 6 (1), 229-240. Retrieved from <https://hrcak.srce.hr/86305>.

Shamne, L. N. & Rets, V. I. (2015). The Problem of Studying Neologisms and Their Influence on the Ecology of Language. *Vestnik Volgogradskogo Gosudarstvennogo Universiteta*, 2 (25), 72-77. Retrieved from https://www.researchgate.net/publication/281476409_The_Problem_of_Studying_Neologisms_and_Their_Influence_on_the_Ecology_of_Language.

Simeon, R. (1969). *Enciklopedijski rječnik lingvističkih naziva I-II*. Zagreb: Matica hrvatska.

Škifić, S. & Mustapić, E. (2012). Anglizmi i hrvatsko računalno nazivlje kroz prizmu jezičnoga konflikta i jezične ideologije. *Jezikoslovlje*, 13 (3), 809-839. Retrieved from <https://hrcak.srce.hr/95181>.

Sočanac, L. (1994). O nekim anglicizmima i pseudoanglicizmima u rječnicima hrvatskoga književnog jezika. *Filologija*, (22-23), 225-228. Retrieved from <https://hrcak.srce.hr/157765>.

Sočanac, L. et al. (Eds.). (2005). *Hrvatski jezik u dodiru s europskim jezicima: prilagodba posuđenica*. Zagreb: Nakladni zavod Globus.

Stojaković, B. & Malčić, G. (2006). Standardizacija hrvatskog računalnog nazivlja. In Čičin-Šain, M. (Ed.). *29. Međunarodni skup MIPRO 2006: Computers in Education (CE): Conference proceedings*, 262-265. Retrieved from <https://www.bib.irb.hr/249516>.

Thomas, G. (1991). *Linguistic purism*. London/New York: Longman.

Turk, M. & Opašić, M. (2008). Linguistic Borrowing and Purism in the Croatian Language. *Suvremena lingvistika*, 65 (1), 73-88. Retrieved from <https://hrcak.srce.hr/25189>.

Turk, M. (1996). Jezični purizam. *Fluminensia*, 8 (1-2), 63-79. Retrieved from <https://hrcak.srce.hr/132668>

TERM ETYMOLOGY RESOURCES:

Cambridge University Press (n.d.). *Cambridge Dictionary: English Dictionary, Translations & Thesaurus*. Retrieved from <https://dictionary.cambridge.org/>.

Collins Dictionary. Retrieved from <https://www.collinsdictionary.com/>

Dictionary.com. Retrieved from <https://www.dictionary.com/>

Harper, D. (n.d.). *Online Etymology Dictionary: Origin, history and meaning of English words*. Retrieved from <https://www.etymonline.com/>

Merriam-Webster Inc. (n.d.) *Dictionary by Merriam-Webster: America's most-trusted online dictionary*. Retrieved from <https://www.merriam-webster.com/>

Oxford University Press. (n.d.). *LEXICO*. Retrieved from <https://www.lexico.com/>

Springer Nature Limited. (n.d.). *MACMILLAN DICTIONARY*. Retrieved from <https://www.macmillandictionary.com/>

APPENDIX 1 – everyday English terms

TERM	GOOGLE HITS	ENTERED ENGLISH
blog*	13 930 000 000	1998
bromance	17 800 000	2000s
catfishing	82 400 000	2010s
chat room	51 700 000	1994
chatbot	32 100 000	1990s
clickbait	21 100 000	1995-2000
cloud computing	120 000 000	1996
crowdsourcing	13 700 000	2006
cyberbullying	10 400 000	1998
dashboard*	483 000 000	1990s
developer*	995 000 000	2000s
emoji*	321 000 000	1990s
follower *	205 000 000	2010s
freelancer*	130 000 000	1990s
freemium	13 300 000	2005-2010
glamping	27 600 000	2005
hashtag*	571 000 000	2007
hater	40 000 000	2000s
hotspot	128 000 000	1990s
influencer*	156 000 000	2016
masterclass	64 600 000	1990s
noob	75 600 000	2000s
phishing	46 100 000	1996
podcast*	1 070 000 000	2004
pop-up*	347 000 000	2000s
screen saver	6 870 000	1990
screenshot*	332 000 000	1995
selfie*	715 000 000	2002
sexting	57 000 000	2005
slideshow*	291 000 000	1990s
smartphone*	1 760 000 000	1996
spam*	801 000 000	1990s
spoiler*	349 000 000	2010s
streaming*	1 210 000 000	1991
surfing*	281 000 000	1993
taskbar	11 700 000	1994
team building	58 500 000	2000s
to google*	147 000 000	2000
to like*	502 000 000	2000s
to share*	1 320 000 000	2000s
to unfriend	3 390 000	2003

touch screen*	180 000 000	2000s
trolling	104 000 000	2010s
tutorial*	1 110 000 000	2000s
twerking	114 000 000	2001
USB stick	30 300 000	1994
vlog*	249 000 000	2002
webcast	29 700 000	1995
webinar	86 000 000	1998
widget*	318 000 000	2000s

APPENDIX 2 – everyday English terms, loanwords, and corresponding Croatian terms with resource codes

English term and resource code	loanword(s) and resource code(s)	corresponding Croatian term 1 and resource code(s)	corresponding Croatian term 2 and resource code(s)	corresponding Croatian term 3 and resource code(s)	additional corresponding Croatian terms and resource code(s)
blog (Bolje je hrvatski)	blog (Medijska pismenost, Nazivlje, Glosbe, Microsoft Language Portal, EUdict, Računalni žargon, Hrvatska enciklopedija, Carnet Loomen, Vilović & Širinić, Google Translate, Collins, Jezični savjetnik, ŠK rječnik, Novi rječnik), weblog (Bolje je hrvatski, Računalni žargon, Hrvatska enciklopedija, Carnet Loomen, Jezični savjetnik, Rječnik neologizama, Novi rječnik)	mrežni dnevnik (Bolje je hrvatski, Računalni žargon, Hrvatska enciklopedija, Carnet Loomen, Jezični savjetnik)	internetski dnevnik (Bolje je hrvatski, Carnet Loomen, Jezični savjetnik, Carnet Loomen Suvala & Pandžić)		
bromance (Glosbe)	bromance (Glosbe, Google Translate)	bromansa (Glosbe)	bromantika (Glosbe)	muška bliskost (Glosbe)	muška ljubav (Glosbe), muško zblizavanje (Glosbe)

catfishing (Medijska pismenost)	catfishing (Medijska pismenost, Glosbe, MP priručnik, Hakom, Župančić, Google Translate)	lažno predstavljanje (Kontić, Hakom)	otvaranje lažnog profila (Medijska pismenost, Letinić, MP priručnik, Župančić)	izmišljanje online identiteta (Kontić)	prevara (Glosbe), impersonacija (Kontić)
chat room (Mihaljević WWW)	chat room (Glosbe, Bolje je hrvatski, Microsoft Language Portal, Hrvatska enciklopedija, Jezični savjetnik)	soba za čavrljanje (Glosbe, Microsoft Language Portal, Hrvatska enciklopedija, Pregrad, Čelebić, Collins)	soba za razgovor (Glosbe, Microsoft Language Portal, Google Translate)	brbljaonica (Mihaljević WWW, Bolje je hrvatski, Glosbe, Hrvatska enciklopedija, Carnet Loomen, Jezični savjetnik, Suvala & Pandžić)	pričaonica (Računalni žargon, Mihaljević WWW, Halonja pričaonica, Glosbe, Suvala & Pandžić), chat soba (Mihaljević WWW)
chatbot (Techopedia)	chatbot (Glosbe, Kovačić 1, Google Translate, Microsoft Language Portal, Putica)	bot (Microsoft Language Portal, Glosbe)	bot za razgovor (Microsoft Language Portal)	bot za chat (Microsoft Language Portal)	
clickbait (Jezični savjetnik)	clickbait (Glosbe, Bolje je hrvatski, Jezični savjetnik, Medijska pismenost, Google Translate)	poveznica mamac (Jezični savjetnik, Bolje je hrvatski)	klikolovac (Bolje je hrvatski)	mamilica (Bolje je hrvatski)	klikolovka (Bolje je hrvatski)
cloud computing (Bolje je hrvatski)	cloud computing (Bolje je hrvatski, Glosbe, Jezični savjetnik, Rječnik.com)	računarstvo/računalstvo u oblaku (Rječnik.com, Jezični savjetnik, Bolje je hrvatski, Glosbe, Microsoft Language Portal, Groš, Matijevac, Tomić)	oblačno računarstvo/računalstvo (Bolje je hrvatski, Jezični savjetnik, Računalni žargon)	računarstvo/računalstvo u oblacima (Bolje je hrvatski, Jezični savjetnik, Računalni žargon)	oblakovno računarstvo/računalstvo (Bolje je hrvatski, Jezični savjetnik), cloud računarstvo/računalstvo (Glosbe)

crowdsourcing (Jezični savjetnik)	crowdsourcing (Glosbe, Bolje je hrvatski, Jezični savjetnik, Frančula, Bešker)	nabava iz mnoštva (Glosbe, Bolje je hrvatski, Jezični savjetnik, Pervan)	masovna podrška (Jezični savjetnik, Bolje je hrvatski)	dobivanje masovne podrške (Bolje je hrvatski, Jezični savjetnik)	uključivanje zajednice (Grgić)
cyberbullying (Novi rječnik)	cyberbullying (Glosbe, Bolje je hrvatski, Španić 2, MP priručnik, Španić 1, Novi rječnik), cyberzlostavljanje (Glosbe),	virtualno zlostavljanje (Glosbe, Bolje je hrvatski, Deniz)	internetsko nasilje (Microsoft Language Portal, Batrac, Čikeš, Marinić 2, Marinić 1)	elektroničko nasilje (Bolje je hrvatski, Medijska pismenost, Selak 2, Selak 1, Kodžoman)	nasilje na internetu (Glosbe), internetsko zlostavljanje (Glosbe), nasilje putem interneta (Bolje je hrvatski, Medijska pismenost, Čikeš, Zovkić), vršnjačko kiberzlostavljanje (Bolje je hrvatski), elektroničko zlostavljanje (Google Translate)
dashboard (GNU)	dashboard (Glosbe)	nadzorna ploča (Microsoft Language Portal, Glosbe, GNU, Perai)	kontrolna ploča (Google Translate, Glosbe)	ploča s widgetima (GNU)	
developer (Rječnik neologizama)	developer (Bolje je hrvatski, Microsoft Language Portal, Kiš, Rječnik neologizama, Novi rječnik)	razvojni programer (Glosbe, Microsoft Language Portal, EUdict)	razvojni inženjer (Glosbe, Nazivlje, Microsoft Language Portal, Bolje je hrvatski)	programer (EUdict, Glosbe)	

emoji (Kiš)	emoji (Glosbe, Microsoft Language Portal, Ćorić), smiley (Novi rječnik, Kiš)	emotikon (Glosbe, Microsoft Language Portal, Novi rječnik, Halonja & Mihaljević)	emotikant (GNU)	simbol za osjećaj (Kiš, GNU)	osjećajnik (Uredništvo, Halonja & Mihaljević), pokazivač osjećaja (Mihaljević WWW), smješkić (Mihaljević WWW), smješko (Novi rječnik, Kiš), smajlić (Halonja & Mihaljević, Sabljak)
follower (Božić)	follower (Pisalica, Simonović, Špoljarić)	sljedbenik (Microsoft Language Portal, Rječnik marketinga, Glosbe, Google Translate, EUdict, Bujas 2001, Pisalica, ŠK rječnik, Božić).	pratitelj (Microsoft Language Portal, Galina)	obožavatelj (Bolje je hrvatski, Bujas 2001, Google Translate)	pristalica (Glosbe, Google Translate, Božić), pristaša (Glosbe, Bujas 2001, ŠK rječnik), pratilac (ŠK rječnik)
freelancer (Bujas 2001)	freelancer (Bolje je hrvatski, Jezični savjetnik, HJP, Glosbe)	slobodni stručnjak (Bolje je hrvatski, Jezični savjetnik, Bujas 2001)	samostalni djelatnik (EUdict, Glosbe, Microsoft Language Portal)	slobodnjak (Bujas 2001, HJP, Glosbe, ŠK rječnik, Novi rječnik)	honorarac (Glosbe, Google Translate), nezavisni profesionalac (Glosbe), osoba slobodne profesije (ŠK rječnik), slobodni profesionalac (ŠK rječnik), slobodno zanimanje (Ivir)

freemium (Rječnik.com)	freemium (Rječnik.com, GOV, Glosbe, Google Translate, Despot, Lončarić)	besplatno uz ograničenja (Microsoft Language Portal)			
glamping (Rječnik neologizama)	glamping (Bolje je hrvatski, Google Translate, Gambaletta, Rječnik.com), glampiranje (Glosbe)	kampiranje u luksuznim uvjetima (Rječnik neologizama)	luksuzno kampiranje (Bolje je hrvatski)		
hashtag (Rječnik neologizama)	hashtag (Halonja & Hudeček, Glosbe, Pisalica, Rječnik.com, Rječnik neologizama, Jezični savjetnik, Microsoft Language Portal, Google Translate, Bolje je hrvatski, Grubišić)	oznaka (Glosbe)	oznaka sa znakom # (Microsoft Language Portal)	ključna riječ (Bolje je hrvatski, Jezični savjetnik)	oznaka # (Glosbe), znak # (Microsoft Language Portal)
hater (Bujas 2008)	hejter (Glosbe, Lončarić, Suvala & Pandžić, Mirošničenko, Sabljak)	mrzitelj (Glosbe, Bujas 2008, Lončarić)			

hot spot (Računalni žargon)	hot spot (Jezični savjetnik, Bolje je hrvatski, Računalni žargon)	vruće mjesto (Računalni žargon)	žarišna/središnja točka (Jezični savjetnik, Bolje je hrvatski, Glosbe)	žarišno/središnje mjesto (Jezični savjetnik, Bolje je hrvatski)	mjesto slobodnog pristupa (Bolje je hrvatski, Jezični savjetnik), točka slobodnog pristupa (Jezični savjetnik, Bolje je hrvatski), aktivno mjesto (Microsoft Language Portal, Nazivlje), javna pristupna točka (Glosbe, Microsoft Language Portal), pristupna točka (Microsoft Language Portal), relevantno područje (Microsoft Language Portal), vruća točka (Glosbe, EUdict)
influencer (Bolje je hrvatski)	influencer (Bolje je hrvatski, Boščić, Google Translate, Rosandić, Pisalica, Kočić, Križanović, Karagić, Kujundžić, Justinić, Vareško)	utjecatelj (Microsoft Language Portal, Pisalica)	utjecajna osoba (Bolje je hrvatski, HJP, Boščić)	utjecatelj mišljenja (Vareško)	
masterclass (Glosbe)	masterclass (Google Translate)	predavanje stručnjaka (Glosbe)	specijalizacija (Glosbe)	stručna poduka (Glosbe)	
noob (HCL)	noob (Glosbe, Google Translate, Rječnik.com, HCL, Lončarić), njub (Lončarić), njubara (Lončarić)	početnik (Glosbe)	novak (Glosbe)	naučnik (Glosbe)	

phishing (Bolje je hrvatski)	phishing (Bača, Veresha, Pavelić, Vrzan, Bolje je hrvatski, Glosbe, Microsoft Language Portal, Nazivlje, Vukelić)	krađa identiteta (Glosbe, Microsoft Language Portal, Nazivlje, EUdict)	prijevarena (Glosbe)	lažno predstavljanje (Glosbe)	internetska krađa podataka (Bolje je hrvatski)
podcast (Rječnik digitalnog marketinga)	podcast (Nazivlje, Glosbe, Microsoft Language Portal, Lučev, Kapulica, Google Translate, Rječnik.com, Carnet Loomen, Rječnik digitalnog marketinga, Matešić)	emisija na zahtjev (Glosbe)	podcast sadržaj (Glosbe)		
pop-up (Kiš)	pop-up (Rječnik.com, Bolje je hrvatski, Nazivlje, Kiš)	skočni prozor (Glosbe, Microsoft Language Portal, GNU, Rječnik.com, Bolje je hrvatski, Halonja & Mihaljević)	pop-up prozor (Bolje je hrvatski)	pop-up prozorčić (Bolje je hrvatski)	iskočnik (Halonja & Mihaljević), privremeni prozor (Halonja & Mihaljević)
screen saver (Novi rječnik)	screen saver (Novi rječnik, Glosbe, HJP, Rječnik.com)	zaštitnik zaslona (Novi rječnik, Glosbe, EUdict, GNU, Rječnik.com, Kiš)	čuvar zaslona (Nazivlje, Microsoft Language Portal, Glosbe, Google Translate, GNU, Rječnik.com)	zaštitnik ekrana (Glosbe, HJP)	
screenshot (Bolje je hrvatski)	screenshot (Bolje je hrvatski, Rječnik.com)	snimka zaslona (Glosbe, Microsoft Language Portal, Bolje je hrvatski)	snimka ekrana (Glosbe)	slika zaslona (Bolje je hrvatski)	prikaz zaslona (GNU)

selfie (Rječnik neologizama)	selfie (Glosbe, Halonja & Hudeček, Microsoft Language Portal, Bolje je hrvatski, Rječnik.com, Rječnik neologizama, Leburić, Keresteš)	autoportret (Glosbe, Microsoft Language Portal, Halonja & Hudeček)	sebić (Bolje je hrvatski, Halonja & Hudeček)	samoslika (Bolje je hrvatski, Halonja & Hudeček)	autoslika (Halonja & Hudeček), osobnjača (Halonja & Hudeček), samoportret (Halonja & Hudeček), samoslik (Halonja & Hudeček)
sexting (Medijska pismenost)	sexting (Medijska pismenost, Glosbe, Šincek, Rječnik.com), seksting (Glosbe, Milić, Butorac, Jerinić, Jandrić, Kožul, Sesar, Boto, Gugić, Burić, Vrselja, Pacadi)	seksualno dopisivanje (Glosbe)	seksi SMS poruka (Glosbe)	sekstanje (Rancinger)	erotska poruka (Glosbe), seksi poruka (Glosbe), seksemes (Glosbe)
slideshow (Bolje je hrvatski)	slideshow (Glosbe, Bolje je hrvatski, Kiš), slajdšou (Glosbe)	prikaz slajdova (Glosbe)	prikaz prezentacije (Bolje je hrvatski)	dijaprojeksija (Microsoft Language Portal)	niz slajdova (Glosbe), prezentacija (Glosbe)
smartphone (Jezični savjetnik)	smartphone (Rječnik neologizama, Rječnik.com, Nazivlje, Bolje je hrvatski, Jezični savjetnik)	pametni telefon (Rječnik.com, Jezični savjetnik, Google Translate, Nazivlje, Glosbe, Microsoft Language Portal, Groš, Bolje je hrvatski, Galinac, Leto, Petrašić, Pavlinić, Husnjak, Carta)	mudrofon (Bolje je hrvatski)		

<p>spam (Računalni žargon)</p>	<p>spam (Računalni žargon, Glosbe, Pisalica, Sabljak, Novi rječnik, Medijska pismenost, Groš, Špehar, Krajina, Šolić, Rječnik.com), junk mail (Pisalica, Novi rječnik)</p>	<p>nevažna poruka elektroničke pošte (Kiš)</p>	<p>neželjena elektronička pošta (Medijska pismenost, Glosbe, Pisalica, Groš, Halonja & Mihaljević)</p>	<p>nevažna e-mail poruka (ŠK rječnik, Novi rječnik)</p>	<p>neželjena e-mail poruka (ŠK rječnik, Novi rječnik), neželjena e-pošta (Microsoft Language Portal, Glosbe), neželjena pošta (Friščić, EUdict, Glosbe, Microsoft Language Portal), neželjena elektronička poruka (EUdict, Groš), neželjena poruka elektroničke pošte (Kiš), gnjavaško (Halonja & Mihaljević)</p>
<p>spoiler (Novi rječnik)</p>	<p>spojler (Google Translate, Novi rječnik, Glosbe)</p>	<p>ono što kvari (ŠK rječnik)</p>	<p>kvaritelj (Novi rječnik)</p>	<p>otkrivanje radnje (Microsoft Language Portal)</p>	
<p>streaming (Jezični savjetnik)</p>	<p>streaming (Jezični savjetnik, Bolje je hrvatski, Glosbe, Microsoft Language Portal)</p>	<p>internetski prijenos (Bolje je hrvatski, Jezični savjetnik)</p>	<p>neprekidni tok podataka (Nazivlje)</p>	<p>strujanje sadržaja (Nazivlje, Microsoft Language Portal)</p>	<p>kontinuirani prijenos (Glosbe), tok (Microsoft Language Portal), prijenos strujanjem (Microsoft Language Portal), strujanje (EUdict, Kiš), prijenos uživo (Bolje je hrvatski, Jezični savjetnik)</p>

surfing (Kiš)	surfanje (Žargonaut, Halonja nacr, Glosbe, Bašić, Miliša, Microsoft Language Portal)	pretraživanje interneta (Glosbe, EUdict, Rječnik.com, Kiš)	istraživanje interneta (Glosbe, EUdict, Kiš)	istraživanje međumrežja (Kiš)	pretraživanje međumrežja (Kiš), jahanje na valovima interneta (Kiš)
taskbar (Računalni žargon)	taskbar (Rječnik.com, Računalni žargon, Microsoft Language Portal)	programska traka (Rječnik.com, Microsoft Language Portal, Glosbe, EUdict, Google Translate, GNU)	traka sa zadaćama (Računalni žargon, Glosbe)	traka sa zadacima (Glosbe, GNU)	zadačnik (Računalni žargon), zadaćna vrpca (Računalni žargon), radna traka (GNU), programski trak (Kiš), trak zadatka (Kiš)
team building (Rječnik.com)	team building (Rječnik.com, Glosbe, Rupčić, Harasin)	izgradnja tima (Suvala & Pandžić, Glosbe)	izgradnja ekipe (Suvala & Pandžić, Glosbe)	razvoj tima (EUdict, Rječnik.com)	izgradnja timskog duha (Glosbe), jačanje tima (Glosbe)
to google (Računalni žargon)	googlati (Računalni žargon, Glosbe), guglati (Računalni žargon, Glosbe, Rječnik neologizama, Žargonaut, Mirošničenko, Računalni nazivi, Rožman, Čunović)	potražiti na internetu (Glosbe)			

to like (Računalni žargon)	lajkati (Mirošničenko, Rječnik.com, Rječnik neologizama, Računalni žargon, Sabljak, Čolić, Žargonaut, Čunović, Tončić, Sopić)	označiti tipkom „svidami se“ (Sabljak)	poslati svidalicu (Računalni žargon)		
to share (Bujas 2008)	sherati (Računalni žargon), šerati (Računalni žargon, Rječnik neologizama, Rječnik.com, Mihaljević nazivlje, Halonja nact, Mihaljević jezikoslovlje, Žargonaut)	podijeliti (ŠK rječnik, Bujas 2008)	dijeliti (Božić, Računalni žargon, Microsoft Language Portal)		
to unfriend (Microsoft language portal)	unfriend (Glosbe, Google Translate)	obrisati s liste prijatelja (Glosbe)	ukloniti s popisa prijatelja (Microsoft Language Portal)	izbaciti s popisa prijatelja (Glosbe)	

touch screen (Jezični savjetnik)	touch screen (Bolje je hrvatski, Jezični savjetnik)	dodirni zaslon (Microsoft Language Portal, Bolje je hrvatski, Jezični savjetnik, EUdict, Solarić, Halonja & Mihaljević)	zaslon osjetljiv na dodir (Nazivlje, Glosbe, Microsoft Language Portal, Bolje je hrvatski, Jezični savjetnik, Kiš, EUdict, Belfinger, Tutek, Halonja & Mihaljević)	dodirni ekran (Glosbe, Bolje je hrvatski, Jezični savjetnik)	ekran osjetljiv na dodir (Glosbe, Rječnik.com), touch screen zaslon (Bolje je hrvatski, Jezični savjetnik), touch screen ekran (Bolje je hrvatski, Jezični savjetnik), zaslon koji reagira na dodir (EUdict), ekran na dodir (Google Translate), dodirnik (Bolje je hrvatski, Halonja & Mihaljević, Jezični savjetnik)
trolling (Kiš)	trolling (Pozojević, Kiš), trollati (Računalni žargon)	trolanje (Sabljak, Medijska pismenost, Glosbe, Lončarić, Velki, Hudeček)	trolati (Računalni žargon)		
tutorial (Bolje je hrvatski)	tutorial (Rječnik.com, HJP, Bolje je hrvatski, Glosbe, Lončarić, Nazivlje, HCL, Halonja nacrt), tutorijal (Glosbe, Špadić)	priručnik (Kiš, HJP, ŠK rječnik, Novi rječnik)	vodič (Kiš, Rječnik.com, HJP, GNU, Bolje je hrvatski, Glosbe, ŠK rječnik, Novi rječnik, Microsoft Language Portal, EUdict)	korisnički priručnik (Microsoft Language Portal)	lekcija (Glosbe, EUdict), praktični vodič (Bolje je hrvatski, Microsoft Language Portal), instrukcije (Microsoft Language Portal)

twerking (Žargonaut)	twerking (Glosbe, Google Translate), tverkanje (Glosbe, Žargonaut)	mrđanje stražnjicom (Glosbe)			
USB stick (Bolje je hrvatski)	USB stick (Glosbe, Bolje je hrvatski, Google Translate, Hrvatska enciklopedija, Kovačić 2), USB stik (Glosbe, Računalni žargon), fleš (Računalni žargon),	USB priključak (Glosbe, Microsoft Language Portal)	memorijski štapić (Računalni žargon, Bolje je hrvatski)	USB memorija (Glosbe, Hrvatska enciklopedija)	vanjska memorija (Carnet Loomen, Hrvatska enciklopedija), memorijski ključić (Računalni žargon)
vlog (Jezični savjetnik)	vlog (Glosbe, Bolje je hrvatski, Google Translate, Jezični savjetnik, Rožman), video blog (Glosbe)	internetski videodnevnik (Bolje je hrvatski, Jezični savjetnik)	mrežni videodnevnik (Bolje je hrvatski, Jezični savjetnik)		
webcast (Bolje je hrvatski)	webcast (Glosbe, Bolje je hrvatski, Mikša, Rječnik.com)	emitiranje sadržaja putem interneta (Glosbe)	mrežno emitiranje (Glosbe)	internetski medijski videosadržaj (Bolje je hrvatski)	mrežni videoprijenos (Glosbe), web-objava (Microsoft Language Portal), web emitiranje (Glosbe), web prijenos (Babin)
webinar (Jezični savjetnik)	webinar (Glosbe, Microsoft Language Portal, Bolje je hrvatski, Mikša, Matasić, Jezični savjetnik)	web seminar (Glosbe)	internetski seminar (Glosbe)	mrežni seminar (Bolje je hrvatski, Jezični savjetnik)	

widget (Bolje je hrvatski)	widget (Jezični savjetnik, Nazivlje, Glosbe, Microsoft Language Portal, Bolje je hrvatski, GNU, Škvorc)	mali program (Nazivlje, Glosbe, Microsoft Language Portal)	mala aplikacija (Bolje je hrvatski, Jezični savjetnik)	programčić (Glosbe, EUdict)	grafičko korisničko sučelje (Računalni žargon), napredni grafički dodatak (Računalni žargon)
-----------------------------------	--	---	---	------------------------------------	--

APPENDIX 3 – resource codes and full references

RESOURCE CODE	REFERENCE
Babin	Babin, A. (2007). <i>Analiza tehnologije web prijenosa</i> (Master's thesis, University of Zagreb, Faculty of Graphic Arts). Retrieved from https://www.bib.irb.hr/302915
Bača	Bača, M. & Ćosić, J. (2013). Prevencija računalnog kriminaliteta. <i>Policija i sigurnost</i> , 22 (1), 146-158. Retrieved from https://hrcak.srce.hr/105623
Bašić	Bašić, K. et al. (2007). Internet i koliko se njime koriste studenti Stomatološkog fakulteta u Zagrebu. <i>Acta stomatologica Croatica</i> , 41 (2), 142-151. Retrieved from https://hrcak.srce.hr/12546
Batrac	Batrac, D. (2018). <i>Internetsko nasilje u prvom odgojno-obrazovnom ciklusu</i> (Master's thesis, Josip Juraj Strossmayer University of Osijek, Faculty of Education). Retrieved from https://repozitorij.fooz.hr/islandora/object/foozos:554
Belfinger	Belfinger, G. (2009). <i>Oblikovanje interakcije sa zaslonom osjetljivim na dodir</i> (Master's thesis, University of Zagreb, Faculty of Electrical Engineering and Computing). Retrieved from https://www.bib.irb.hr/423159
Bešker	Bešker, I. (2013). New Media and the Crowdsourcing of Politics: The Strange Case of Dr. Berlusconi and Mr. Grillo. <i>Medijske studije</i> , 4 (8), 22-30. Retrieved from https://hrcak.srce.hr/118039
Bolje je hrvatski	Institut za hrvatski jezik i jezikoslovlje. (n.d.). <i>Bolje je hrvatski</i> . Retrieved from http://bolje.hr/
Boščić	Boščić, M. (2019). <i>Komunikacijski modaliteti influencera u digitalnom okruženju</i> (Master's thesis, University North, University Center Varaždin). Retrieved from https://www.bib.irb.hr/1041254
Boto	Boto, K. (2018). <i>Seksting i poteškoće u emocionalnoj regulaciji</i> (Master's thesis, University of Mostar, Faculty of Humanities and Social Sciences). Retrieved from https://www.bib.irb.hr/1003699?rad=1003699
Božić	Božić, D. (2006). <i>Rječnik englesko-hrvatski, hrvatsko-engleski s gramatikom</i> . Split: Marjan Tisak.
Bujas 2001	Bujas, Ž. (2001). <i>Veliki englesko-hrvatski rječnik</i> . Zagreb: Nakladni zavod Globus.
Bujas 2008	Bujas, Ž. (2008). <i>Veliki englesko-hrvatski rječnik</i> . Zagreb: Nakladni zavod Globus.
Burić	Burić, J. (2016). <i>Efekti seksualno eksplicitnog materijala i individualnih varijabli u dinamici slanja seksualnih poruka kod adolescenata</i> (Master's thesis, University of Rijeka, Faculty of Humanities and Social Sciences). Retrieved from https://www.bib.irb.hr/890959

Butorac	Butorac, L. & Šincek, D. (2019). Odnos sekstinga, tolerancije devijantnosti i samopoštovanja. In Šincek, D., Rudolfi, N. & Penezić, Z. (Eds.). <i>27. godišnja konferencija hrvatskih psihologa „Psihologija i digitalni svijet” - knjiga sažetaka</i> . Retrieved from https://www.bib.irb.hr/1031347
Carnet Loomen	CARNet. (n.d.). <i>CARNet Loomen rječnik</i> . Retrieved from https://loomen.carnet.hr/mod/glossary/view.php?id=134457
Carta	Carta, V. (2018). <i>Međusobna interakcija pametnih telefona zasnovana na vibraciji i svjetlu</i> (Master's thesis, University of Rijeka, Faculty of Engineering). Retrieved from https://www.bib.irb.hr/970176
Collins	<i>Collins Dictionary</i> . Retrieved from https://www.collinsdictionary.com/
Čelebić	Čelebić, E. (2015). <i>Utjecaj interneta i digitalnih medija na proces komunikacije i ljudske odnose</i> (Bachelor's thesis, Josip Juraj Strossmayer University of Osijek, Faculty of Humanities and Social Sciences). Retrieved from https://repozitorij.ffos.hr/islandora/object/ffos%3A21
Čikeš	Babić Čikeš, A. et al. (2016). <i>Priručnik za voditelje programa prevencije nasilja preko interneta</i> . Retrieved from https://www.bib.irb.hr/810895
Čolić	Mikić Čolić, A. (2015). Tvorba glagolskih neologizama i uklapanje u jezični sustav. <i>Fluminensia</i> , 27 (1), 87-102. Retrieved from https://hrcak.srce.hr/140814
Čunović	Čunović, N. (2015). <i>Neologizmi u časopisima za mlade: semantika, rječotvorba, dinamika mijene</i> (Master's thesis, University of Rijeka, Faculty of Humanities and Social Sciences). Retrieved from https://repository.ffri.uniri.hr/islandora/object/ffri%3A70/datastream/PDF/view
Čorić	Čorić, N., Primorac, M. & Leko, O. (2018). Upotreba <i>emojija</i> u poslovnoj komunikaciji. <i>Hum</i> , 13 (19), 250-268. Retrieved from https://hrcak.srce.hr/212447
Deniz	Deniz, M. (2015). Istraživanje virtualnog zlostavljanja učenika osnovne škole s pozicija zlostavljača i žrtve u odnosu na spol, razred i socioekonomski status. <i>Croatian Journal of Education</i> , 17 (3), 659-680. Retrieved from https://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=216346
Despot	Despot, I., Ljevak Lebeda, I. & Tomašević, N. (2015). „Freemium” business models in publishing. New packaging for the needs of readers in the digital age. <i>Libellarium</i> , 8 (1), 81-89. Retrieved from https://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=210052
EUdict	<i>European Dictionary</i> . Retrieved from https://eudict.com/

Frančula	Frančula, N. (2015). Masovno skupljanje podataka i masovna podrška. <i>Geodetski list: glasilo Hrvatskoga geodetskog društva</i> , 69 (3), 226-226. Retrieved from https://www.bib.irb.hr/779603
Friščić	Friščić, T. (2010). <i>Određivanje reputacije autonomnih sustava zasnovano na praćenju neželjene pošte</i> (Master's thesis, University of Zagreb, Faculty of Electrical Engineering and Computing). Retrieved from https://www.bib.irb.hr/482942
Galina	Galina, A. (2017). <i>Upotreba društvenih mreža i Razina samopoštovanja adolescenata</i> (Master's thesis, University of Rijeka, Faculty of Humanities and Social sciences). Retrieved from https://repository.ffri.uniri.hr/islandora/object/ffri%3A899/datastream/PDF/view
Galinac	Galinac, M. (2018). <i>Automatska detekcija nesreće biciklista korištenjem pametnih telefona</i> (Master's thesis, University of Zagreb, Faculty of Geodesy). Retrieved from https://www.bib.irb.hr/1033088
Gambaletta	Gambaletta, D. (2019). <i>Glamping kao dio turističke ponude</i> (Master's thesis, Juraj Dobrila University of Pula, Faculty of Economics and Tourism "Dr. Mijo Mirković"). Retrieved from https://repozitorij.unipu.hr/islandora/object/unipu:3826
Glosbe	<i>Glosbe</i> . Retrieved from https://hr.glosbe.com/en/hr
GNU	<i>Stranica GNU tima za hrvatske prijevode</i> . Retrieved from http://www.gnu.org/server/standards/translations/hr/
Google Translate	<i>Google Translate</i> . Retrieved from https://translate.google.com/
GOV	Portal otvorenih podataka Republike Hrvatske. (n.d.). <i>Pojmovnik</i> . Retrieved from http://data.gov.hr/glossary
Grgić	Hebrang Grgić, I. & Barbarić, A. (2019). Metodologija prikupljanja podataka i izrade retrospektivne bibliografije iseljeničkog tiska. <i>Vjesnik bibliotekara Hrvatske</i> , 62 (1), 29-48. Retrieved from https://www.bib.irb.hr/1014880
Groš	Groš, S. (n.d.). <i>Englesko hrvatski rječnik</i> . Retrieved from http://www.zemris.fer.hr/~sgros/stuff/rjecnik.shtml
Grubišić	Grubišić, M. (2017). Addressing the notions of convention and context in social media research. <i>Jezikoslovlje</i> , 18 (3), 473-497. Retrieved from https://hrcak.srce.hr/190910
Gugić	Gugić, I. (2018). <i>Osobine ličnosti, traženje uzbuđenja i seksting</i> (Master's thesis, University of Mostar, Faculty of Humanities and Social Sciences). Retrieved from https://www.bib.irb.hr/1003697
Hakom	Hrvatska regulatorna agencija za mrežne djelatnosti [HAKOM] et al. (2018). <i>Pogled u budućnost 2020: izvješće projekta za 2017</i> . Retrieved from https://www.hakom.hr/default.aspx?id=902
Halonja & Hudeček	Halonja, A. & Hudeček, L. (2014). Pokloni mi svoj selfie. <i>Hrvatski jezik</i> , 1 (2), 26-27. Retrieved from https://hrcak.srce.hr/166779

Halonja & Mihaljević	Halonja, A. & Mihaljević, M. (2012). Novotvorenice u računalnome nazivlju. <i>Jezik: časopis za kulturu hrvatskoga književnog jezika</i> , 59 (3), 87-94. Retrieved from https://www.academia.edu/20915023/Novotvorenice_u_ra%C4%8Dunalnome_nazivlju
Halonja nacrt	Halonja, A. (2008). Nacrt za rječnik hrvatskoga računalnog žargona. <i>Filologija</i> , (50), 13-37. Retrieved from https://hrcak.srce.hr/33793
Halonja pričaonica	Halonja, A. (2002). <i>Priprema i obrada korpusa hrvatskih pričaonica i mrežnih novina</i> (Master's thesis, University of Zagreb, Faculty of Humanities and Social Sciences). Retrieved from https://www.bib.irb.hr/98054
Harasin	Harasin, D. & Čižmek, A. (2010). Vještine preživljavanja kao sadržaj u team building programima. <i>International scientific-professional conference "Kinesiological activities and the social life of the young"</i> , Zagreb, Croatia. Retrieved from https://www.bib.irb.hr/801761
HCL	HCL Gaming Portal (n.d). <i>Gamerski rječnik</i> . Retrieved from https://www.hcl.hr/forum/gaming-kultura/gamerski-rjecnik/
HJP	<i>Hrvatski jezični portal</i> . Retrieved from http://hjp.znanje.hr/
Hrvatska enciklopedija	Leksikografski zavod Miroslav Krleža. (n.d.). <i>Hrvatska enciklopedija</i> . Retrieved from http://www.enciklopedija.hr/
Hudeček	Hudeček, L. (2016). Sjećanje na dr. sc. Antuna Halonju. <i>Rasprave: Časopis Instituta za hrvatski jezik i jezikoslovlje</i> , 42 (1), 277-281. Retrieved from https://hrcak.srce.hr/158899
Husnjak	Husnjak, S. (2017). <i>Definiranje obrazaca ponašanja korisnika pametnih telefona pri prebacivanju podatkovnoga prometa s pokretnih na Wi-Fi mreže</i> (Doctoral thesis, University of Zagreb, Faculty of Transport and Traffic Sciences). Retrieved from https://repozitorij.fpz.unizg.hr/islandora/object/fpz:853
Ivir	Ivir, Vladimir. (2007). <i>Hrvatsko-engleski rječnik poslovno-administrativnog nazivlja</i> . Zagreb: Školska knjiga.
Jandrić	Jandrić, T. (2019). <i>Seksting, samopoštovanja i percepcije vlastitog tijela</i> (Master's thesis, University of Mostar, Faculty of Humanities and Social Sciences). Retrieved from https://www.bib.irb.hr/1003720
Jerinić	Jerinić, S. (2018). <i>Odnos sekstinga i psiholoških poteškoća kod adolescenata</i> (Master's thesis, University of Mostar, Faculty of Humanities and Social Sciences). Retrieved from https://www.bib.irb.hr/1003725?rad=1003725
Jezični savjetnik	Institut za hrvatski jezik i jezikoslovlje. (n.d.). <i>Jezični savjetnik</i> . Retrieved from http://jezicni-savjetnik.hr/

Justinić	Justinić, K. (2018). <i>Jesu li medijska manipulacija i influenciranje isto?</i> (Bachelor's thesis, University of Rijeka, Faculty of Humanities and Social Sciences). Retrieved from https://zir.nsk.hr/islandora/object/ffri%3A1349
Kapulica	Tomić, Z., Milas, Z. & Kapulica, M. (2008). Društveni softver u mrežnim odnosima s javnosti: Novi izazovi u korporativnoj komunikaciji. <i>Hum</i> , (4), 314-330. Retrieved from https://hrcak.srce.hr/230097
Karagić	Karagić, A. (2019). <i>Marketiške značajke društvenih mreža s posebnim osvrtom na influencere</i> (Bachelor's thesis, Karlovac University of Applied Sciences, Business Department). Retrieved from https://repositorij.vuka.hr/islandora/object/vuka:1328
Keresteš	Keresteš, M. (2018). <i>Odnos slikanja i objavljivanja „selfie“ fotografije sa samopoštovanjem, zadovoljstvom tijelom i osobinama ličnosti</i> (Master's thesis, University of Zagreb, Faculty of Humanities and Social Sciences). Retrieved from https://www.bib.irb.hr/988352
Kiš	Kiš, M. (2000). <i>Englesko-hrvatski i hrvatsko-engleski informatički rječnik</i> . Zagreb: Naklada Ljevak.
Kočić	Kočić, E. (2019). <i>Utjecaj influencera na odluku o kupovini kod potrošača u RH</i> (Master's thesis, University of Split, Faculty of Economics). Retrieved from https://repositorij.efst.unist.hr/islandora/object/efst:2901
Kodžoman	Hodak Kodžoman, I., Velki, T. & Cakić, L. (2013). Izloženost djece starije školske dobi elektroničkom nasilju. <i>Život i škola</i> , LIX (30), 110-127. Retrieved from https://hrcak.srce.hr/131971
Kontić	Kontić, D. (2017). <i>Cyberbullying na društvenim mrežama</i> (Master's thesis, University of Zagreb, Faculty of Humanities and Social Sciences). Retrieved from http://darhiv.ffzg.unizg.hr/id/eprint/9154/
Kovačić 1	Kovačić, M. (2019). <i>Umjetna inteligencija u svakodnevnoj komunikaciji</i> (Master's thesis, University of Zagreb, Faculty of Humanities and Social Sciences). Retrieved from https://www.bib.irb.hr/1038952
Kovačić 2	Kovačić, M. (2014). Pokušaji doskakanja nekim barbarizmima. <i>Jezik</i> , 61 (4-5), 159-165. Retrieved from https://hrcak.srce.hr/133519
Kožul	Kožul, A. (2018). <i>Povezanost između razmjene seksualno eksplicitnih sadržaja elektroničkim putem i poteškoća u emocionalnoj regulaciji</i> (Master's thesis, University of Mostar, Faculty of Humanities and Social Sciences). Retrieved from https://www.bib.irb.hr/1003710?rad=1003710
Krajina	Krajina, D. (2013). <i>Spam filteri</i> (Master's thesis, Zagreb University of Applied Sciences, Department of Computing). Retrieved from https://www.bib.irb.hr/655743

Križanović	Križanović, M. (2019). <i>Utjecaj influencer-a kroz instagram na potražnju za turističkim destinacijama</i> (Master's thesis, University of Split, Faculty of Economics). Retrieved from https://repozitorij.efst.unist.hr/islandora/object/efst:2910
Kujundžić	Kujundžić, V. (2019). <i>Značaj influencer-a u ekonomskim aktivnostima i procesima</i> (Master's thesis, University of Split, Faculty of Economics). Retrieved from https://repozitorij.efst.unist.hr/islandora/object/efst:2915
Leburić	Leburić, A. et al. (2019). <i>#Selfie generacija: sociološki pogled kroz prednju kameru</i> [monograph]. Retrieved from https://www.bib.irb.hr/994632
Letinić	Letinić, A. et al. (Eds.). (2016). <i>Čitajmo između redaka – priručnik za razvoj medijske pismenosti</i> . Retrieved from https://www.gong.hr/media/uploads/med_pismenost_pub.pdf
Leto	Leto, I. (2019). <i>Prepoznavanje ljudskih aktivnosti korištenjem pametnih telefona</i> (Bachelor's thesis, University of Zagreb, Faculty of Electrical Engineering and Computing). Retrieved from https://zir.nsk.hr/islandora/object/fer%3A6069
Lončarić	Lončarić, T. (2017). <i>Semantički i rječnički opis hrvatskoga gejmerskog jezika</i> (Master's thesis, University of Zagreb, Faculty of Humanities and Social Sciences). Retrieved from http://darhiv.ffzg.unizg.hr/id/eprint/9276/
Lučev	Lučev, N. (2017). <i>Izrada audio datoteka za distribuciju internetom</i> (Master's thesis, Zagreb University of Applied Sciences). Retrieved from https://www.bib.irb.hr/985097
Marinić 1	Marinić, D. (2014a). Neke psihosocijalne odrednice percepcije nasilja na društvenim mrežama. In Babić-Čikeš, A., Krupić, D. & Šincek, D. (Eds.). <i>E-nasilje – izazovi proučavanja i preveniranja nasilja u okviru novih medija</i> . Retrieved from https://www.bib.irb.hr/745883
Marinić 2	Marinić, D. (2014b). Utjecaj sistemskih karakteristika društvenih mreža na posljedice internetskog nasilja. In Babić-Čikeš, A., Krupić, D. & Šincek, D. (Eds.). <i>E-nasilje – izazovi proučavanja i preveniranja nasilja u okviru novih medija</i> . Retrieved from https://www.bib.irb.hr/745882
Matasić	Matasić, I. & Dumić, S. (2012). Multimedijske tehnologije u obrazovanju. <i>Medijska istraživanja</i> , 18 (1), 143-151. Retrieved from https://hrcak.srce.hr/85389
Matešić	Matešić, M. (2008). <i>WEB 2.0</i> (Bachelor's thesis, University of Zagreb, Faculty of Humanities and Social Sciences). Retrieved from https://www.bib.irb.hr/473959
Matijevac	Matijevac, M. (2014). <i>Ekonomska analiza uvođenja i korištenja računalstva u oblaku</i> (Master's thesis, University of Applied Sciences Velika Gorica). Retrieved from https://www.bib.irb.hr/972490

Medijska pismenost	Agencija za elektroničke medije et al. (n.d.). <i>Pojmovnik</i> . Medijska pismenost. Retrieved from https://www.medijskapismenost.hr/pojmovnik/
Mihaljević jezikoslovlje	Mihaljević, M. (2007). Problemi hrvatskoga računalnoga nazivlja (s jezikoslovnog motrišta). <i>Studia lexicographica</i> , 1 (1(1)), 61-79. Retrieved from https://hrcak.srce.hr/110771
Mihaljević nazivlje	Mihaljević, M. (2006). Hrvatsko i englesko računalno nazivlje. <i>Jezik</i> , 53 (2), 41-50. Retrieved from https://hrcak.srce.hr/16635
Mihaljević WWW	Mihaljević, M. (2003). <i>Kako se na hrvatskome kaže WWW? : kroatistički pogled na svijet računala</i> . Zagreb: Hrvatska sveučilišna naklada.
Mikša	Mikša, M. (2011). <i>Elektroničko učenje u budućnosti</i> (Master's thesis, University of Zagreb, Faculty of Organization and Informatics). Retrieved from https://repositorij.foi.unizg.hr/islandora/object/foi%3A2319
Milić	Milić, M., Duvnjak, I. & Šincek, D. (2019). Učestalost sekstinga među mladima i mladim odraslima. In Šincek, D., Rudolfi, N. & Penezić, Z. (Eds.). <i>27. godišnja konferencija hrvatskih psihologa „Psihologija i digitalni svijet“ - knjiga sažetaka</i> . Retrieved from https://www.bib.irb.hr/index.php/1031351
Miliša	Miliša, Z. & Milačić, V. (2010). Uloga medija u kreiranju slobodnog vremena mladih. <i>Riječki teološki časopis</i> , 36 (2), 571-590. Retrieved from https://hrcak.srce.hr/121846
Mirošničenko	Mirošničenko, I. (2014). <i>Rječnik mladih</i> (Master's thesis, Josip Juraj Strossmayer University of Osijek, Faculty of Humanities and Social Sciences). Retrieved from https://zir.nsk.hr/islandora/object/ffos%3A1106
Microsoft Language Portal	Microsoft. (n.d.). <i>Microsoft Language Portal</i> . Retrieved from https://www.microsoft.com/en-us/language
MP priručnik	Ciboci, L., Kanižaj, I. & Labaš, D. (2018). <i>Sigurnost djece na internetu i elektroničko nasilje: Nastavni materijali za osnovne škole za učenike od 5. do 8. razreda</i> . Retrieved from https://www.medijskapismenost.hr/obrazovni-materijali-za-preuzimanje/
Nazivlje	Institut za hrvatski jezik i jezikoslovlje. (n.d.). <i>Hrvatski terminološki portal</i> . Retrieved from http://nazivlje.hr/
Novi rječnik	Klaić, B. (2012). <i>Novi rječnik stranih riječi</i> . Zagreb: Školska knjiga.
Pacadi	Pacadi, D. (2013). <i>Seksting među adolescentima: neke njegove karakteristike i odrednice</i> (Master's thesis, Institute of Social Sciences Ivo Pilar, Croatian Studies). Retrieved from https://www.bib.irb.hr/628837
Pavelić	Pavelić, K., Bauer, D. & Jurić, A. (2018). Socijalni inženjering, opasnosti i zaštita. In Raos, P. et al. (Eds.). <i>Zbornik radova PLINI8</i> . Retrieved from https://www.bib.irb.hr/957665

Pavlinić	Pavlinić, D. & Tonković Grabovac, M. (2019). Korištenje pametnih telefona i oporavak od posla: dnevnik studija. <i>24th Ramiro and Zoran Bujas Days</i> , Zagreb, Croatia. Retrieved from https://www.bib.irb.hr/1001389
Perai	Perai, I. & Grubišić, A. (2018). Nadzorna ploča analitike učenja: upotreba podataka i analitike za podršku procesu učenja i poučavanja. <i>41st International Convention on Information and Communication Technology, Electronics and Microelectronics, MIPRO2018</i> , Opatija, Croatia. Retrieved from https://www.bib.irb.hr/974114
Pervan	Pervan, D. (2018). <i>Mogućnosti primjene nabave iz mnoštva u hrvatskim baštinskim institucijama</i> (Master's thesis, University of Zagreb, Faculty of Humanities and Social Sciences). Retrieved from https://www.bib.irb.hr/1011095
Petrašić	Petrašić, P. (2018). <i>Ovisnost o internetu i pametnim telefonima i njihovi korelati kod studenata</i> (Master's thesis, University of Zagreb, Faculty of Humanities and Social Sciences). Retrieved from https://www.bib.irb.hr/1010914
Pisalica	Pisalica. (n.d.). <i>Marketinški rječnik</i> . Retrieved from http://pisalica.com/marketinski-rjecnik
Pozojević	Pozojević, A. (2018). <i>Trolling kao primjer internetske (ne)kulture</i> (Master's thesis, University of Zagreb, Faculty of Humanities and Social Sciences). Retrieved from http://darhiv.ffzg.unizg.hr/id/eprint/11204/
Pregrad	Pregrad, J. et al. (2010). <i>Iskustva i stavovi djece, roditelja i učitelja prema elektroničkim medijima: Izvještaj o rezultatima istraživanja provedenog među djecom, učiteljima i roditeljima u osnovnim školama, u sklopu programa prevencije elektroničkog nasilja „Prekini lanac!“</i> . Retrieved from https://www.unicef.org/croatia/reports/iskustva-i-stavovi-djece-roditelja-i-ucitelja-prema-elektronickim-medijima
Putica	Putica, M. (2018). Semantički web. <i>Hum</i> , 13 (19), 99-116. Retrieved from https://hrcak.srce.hr/212440
Računalni nazivi	Halonja, A. & Mihaljević, M. (2014). Računalni nazivi u Novome rječniku stranih riječi Bratoljuba Klaića i Školske knjige. <i>Rasprave: Časopis Instituta za hrvatski jezik i jezikoslovlje</i> , 40 (2), 289-308. Retrieved from https://hrcak.srce.hr/131483
Računalni žargon	Halonja, A. & Mihaljević, M. (2012). <i>Od računalnog žargona do računalnog nazivlja</i> . Zagreb: Institut za hrvatski jezik i jezikoslovlje/Hrvatska sveučilišna naklada.
Rancinger	Rancinger, L. & Šincek, D. (2019). Roditeljska i prijateljska kontrola i podrška i sekstanje – moderira li spol njihov odnos?. In Šincek, D., Rudolfi, N. & Penezić, Z. (Eds.). <i>27. godišnja konferencija hrvatskih psihologa „Psihologija i digitalni svijet“-knjiga sažetaka</i> . Retrieved from https://www.bib.irb.hr/1031346

Rječnik digitalnog marketinga	Horizont Solutions. (n.d.). <i>Rječnik digitalnog marketinga</i> . Retrieved from https://www.horizont.com.hr/rjecnik-digitalnog-marketinga-12-blog
Rječnik marketinga	Meler, M. & Radoš, Lj. (2002). <i>Englesko-hrvatski rječnik nazivlja u marketingu: 3. izmijenjeno i nadopunjeno elektroničko izdanje</i> . Retrieved from https://www.researchgate.net/publication/267037903_ENGLESKO-HRVATSKI_RJECNIK_NAZIVLJA_U_MARKETINGU
Rječnik neologizama	Muhvić-Dimanovski, V., Skelin Horvat, A. & Hriberski, D. (2016). <i>Rječnik neologizama u hrvatskome jeziku</i> . Retrieved from http://rjecnik.neologizam.ffzg.unizg.hr/
Rječnik.com	<i>Rječnik.com</i> . Retrieved from https://www.xn--rjenik-k2a.com/
Rosandić	Rosandić, V. (2018). <i>Biti influencer u Hrvatskoj: samoostvarenje i profit kroz YouTube kanal</i> (Master's thesis, University of Zagreb, Faculty of Political Sciences). Retrieved from https://zir.nsk.hr/islandora/object/fpzg%3A851
Rožman	Rožman, H. (2018). <i>Neka obilježja leksika u časopisima za mlade</i> (Master's thesis, University of Rijeka, Faculty of Humanities and Social Sciences). Retrieved from https://repository.ffri.uniri.hr/islandora/object/ffri%3A1388
Rupčić	Rupčić, N. (2018). Upravljanje timom: tajne uspješnog timskog rada. <i>Poslovni magazin</i> , 5 (1), 32-35. Retrieved from https://www.bib.irb.hr/307881
Sabljak	Sabljak, T. (2013). <i>Rječnik hrvatskog žargona</i> . Zagreb: Profil knjiga.
Selak 1	Selak Bagarić, E. et al. (2014a). Iskustva elektroničkog nasilja kod djece u Hrvatskoj. In Pavlin-Bernardić, N. et al. (Eds.). <i>Knjiga sažetaka „Kako obrazovanju dodati boju? Uloga i izazovi za psihologe”</i> . Retrieved from https://www.bib.irb.hr/773421
Selak 2	Selak Bagarić, E. et al. (2014b). Uloga podržavajuće školske klime u prevenciji elektroničkog nasilja. In Pavlin-Bernardić, N. et al. (Eds.). <i>Knjiga sažetaka „Kako obrazovanju dodati boju? Uloga i izazovi za psihologe”</i> . Retrieved from https://www.bib.irb.hr/773433
Sesar	Seas, K., Dodaj, A. & Kordić, A. (2018). Seksting i emocionalne vještine i kompetencije u studenata. <i>21st Psychology Days in Zadar</i> , Zadar, Croatia. Retrieved from https://www.bib.irb.hr/1003633
Simonović	Simonović, O. (2016). <i>Predstavljavanje i dijeljenje vizualnog sadržaja putem društvene mreže Pinterest</i> (Master's thesis, Juraj Dobrila University of Pula, Faculty of Economics and Tourism “Dr. Mijo Mirković”). Retrieved from https://zir.nsk.hr/islandora/object/unipu%3A1113
Solarić	Solarić, N., Špoljarić, D. & Bošnjak, A. (1998). Dodirni zaslon u računalnoj tehnici. <i>Geodetski list: glasilo Hrvatskoga geodetskog društva</i> , 52 (2), 109-116. Retrieved from

	https://www.bib.irb.hr/624701
Sopić	Sopić, M. (2017). <i>Tuđice u jezičnom izražavanju učenika četvrtoga razreda osnovne škole</i> (Master's thesis, Josip Juraj Strossmayer University of Osijek, Faculty of Education). Retrieved from https://zir.nsk.hr/islandora/object/foozos%3A479
Suvala & Pandžić	Suvala, A. & Pandžić, J. (2015). <i>Nestandardni hrvatski jezik prema standardnom hrvatskom jeziku: zbornik radova</i> . Zagreb: Institut za hrvatski jezik i jezikoslovlje/Agencija za odgoj i obrazovanje.
Šincek	Šincek, D. (2010). Sexting: slanje i prosljeđivanje seksualno eksplicitnih fotografija i poruka. <i>Život i škola</i> , LVI (23), 130-140. Retrieved from https://hrcak.srce.hr/54020
ŠK rječnik	Nakić, A. & Jokić, Lj. (2017). <i>Veliki englesko-hrvatski rječnik</i> . Zagreb: Školska knjiga.
Škvorc	Škvorc, D. (2010). <i>Programiranje prilagođeno potrošaču</i> (Doctoral thesis, University of Zagreb, Faculty of Electrical Engineering and Computing). Retrieved from https://www.bib.irb.hr/501092
Šolić	Šolić, K., Ilakovac, V. & Galić, D. (2013). Količina spama u svjetskim besplatnim servisima e pošte - simulacija. <i>Tehnički vjesnik</i> , 20 (2), 311-313. Retrieved from https://hrcak.srce.hr/100252
Špadić	Špadić, M. (2014). <i>Uloga multimedije u mrežnim tutorijalima na primjeru tutorijala za informacijsku pismenost</i> (Master's thesis, University of Zadar, Department of Information Sciences). Retrieved from https://www.bib.irb.hr/817395
Španić 1	Španić, A., Brezinščak, T. & Buljan Flander, G. (2015a). Odrastanje u cyberprostoru: Zajedno prema novom razumijevanju cyberbullyinga. <i>14th European Congress of Psychology</i> , Milan, Italy. Retrieved from https://www.bib.irb.hr/1014483
Španić 2	Španić, A., Brezinščak, T. & Buljan Flander, G. (2015b). Pogled izbliza: Obrasci cyberbullyinga među adolescentima na Facebooku. <i>4th ISPCAN European Regional Conference on Child Abuse and Neglect</i> , Bucharest, Romania. Retrieved from https://www.bib.irb.hr/1014482
Špehar	Špehar, D. (2013). <i>Računalni zlonamjerni programi i neželjene poruke</i> (Master's thesis, Zagreb University of Applied Sciences, Department of Computing). Retrieved from https://www.bib.irb.hr/876075
Špoljarić	Špoljarić, P. (2018). <i>Marketing na društvenim mrežama</i> (Master's thesis, University North, University Center Varaždin). Retrieved from https://zir.nsk.hr/islandora/object/unin%3A1803
Techopedia	Techopedia Inc. (n.d.). <i>Technology Dictionary</i> . Retrieved from https://www.techopedia.com/dictionary

Tomić	Tomić, D., Ogrizović, D. & Car, Z. (2013). Super računalstvo u oblacima: oksimoron ili realitet?. <i>Tehnički vjesnik</i> , 20 (1), 177-182. Retrieved from https://hrcak.srce.hr/97496
Tončić	Tončić, D. (2015). <i>Razgovorni stil hrvatskoga standardnog jezika u govoru i pismu</i> (Master's thesis, Juraj Dobrila University of Pula, Faculty of Humanities and Social Sciences). Retrieved from https://zir.nsk.hr/islandora/object/unipu%3A374
Tutek	Tutek, T. (2015). Virtualne muzejske izložbe na zaslonu osjetljivome na dodir. <i>Informativa museologica</i> , (45-46), 128-132. Retrieved from https://hrcak.srce.hr/176860
Uredništvo	Uredništvo (2011). Dodijeljene Šreterove nagrade za novu hrvatsku riječ u 2010. – ispraznica, osjećajnik, parkomat (S. Ham) • Govor dobitnika prve nagrade, Vinka Vukadina • Govor dobitnice druge nagrade, Silvane Bampa-Listeš. <i>Jezik</i> , 58 (2), 73-78. Retrieved from https://hrcak.srce.hr/134325
Vareško	Vareško, I. (2017). <i>Osobine i utjecaj utjecatelja mišljenja - influencera prilikom odabira turističke destinacije</i> (Master's thesis, Juraj Dobrila University of Pula, Faculty of Economics and Tourism “Dr. Mijo Mirković”). Retrieved from https://zir.nsk.hr/islandora/object/unipu%3A2086
Velki	Velki, T. & Šolić, K. (Eds.). (2019). <i>Izazovi digitalnog svijeta</i> . Retrieved from https://repozitorij.foozos.hr/islandora/object/foozos:988 .
Veresha	Veresha, R. (2018). Preventive measures against computer related crimes: approaching an individual. <i>Informatologia</i> , 51 (3-4), 189-199. Retrieved from https://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=317497
Vilović & Širinić	Vilović, G. & Širinić, D. (2009). Tko su hrvatski blogeri?. <i>MediAnali</i> , 3 (5), 65-94. Retrieved from https://hrcak.srce.hr/39292
Vrselja	Vrselja, I., Pacadi, D. & Maričić, J. (2015). Odnos sekstinga sa seksualno rizičnim ponašanjem i nekim psihosocijalnim čimbenicima. <i>Psihologijske teme</i> , 24 (3), 425-447. Retrieved from https://hrcak.srce.hr/149103
Vrzan	Vrzan, M. (2014). <i>Zaštita sustava od phishing napada profiliranjem web stranice poruke</i> (Master's thesis, Zagreb University of Applied Sciences, Department of Computing). Retrieved from https://www.bib.irb.hr/924313
Vukelić	Vukelić, B., Kaurić, S. & Kukuljan, D. (2011). Metode phishing napada na primjeru lažiranja facebook web stranice. <i>Personal Data Protection Conference “Privacy 2011”</i> . Retrieved from https://www.bib.irb.hr/818063
Zovkić	Zovkić, D. (2015). <i>Nasilje putem interneta</i> (Bachelor's thesis, Josip Juraj Strossmayer University of Osijek, Faculty of Humanities and Social Sciences). Retrieved from https://repozitorij.ffos.hr/islandora/object/ffos:46

Žargonaut	Žargonaut. Retrieved from https://www.zargonaut.com/
Župančić	Župančić, M. (2017). <i>Prevenција i edukacija djece i mladih o elektroničkom nasilju</i> (Master's thesis, University of Zagreb, Faculty of Croatian Studies). Retrieved from https://zir.nsk.hr/islandora/object/hrstud%3A1173

APPENDIX 4 – survey

srcb AAI@EduHr Login

Obrisi odgovore i izadi

Stavovi studenata o uporabi posuđenica iz engleskog jezika i hrvatskih neologizama u svakodnevnoj komunikaciji

Poštovani studenti,

u nastavku se nalazi anketa koja je dio istraživanja u svrhu diplomskog rada na Diplomskom sveučilišnom studiju engleskog jezika i književnosti (smjer prevoditeljstvo). Tema istraživanja i diplomskog rada su stavovi i mišljenja studenata o uporabi posuđenica iz engleskog jezika i hrvatskih termina (neologizama) u svakodnevnoj komunikaciji.

Anketa je u potpunosti anonimna, svi vaši odgovori bit će pohranjeni bez povezivanja s vama osobno te će se rezultati upotrebljavati isključivo u svrhu istraživanja za diplomski rad, odnosno u znanstvene svrhe. Rezultati će se prikazivati isključivo skupno.

Sudjelovanje u istraživanju je dobrovoljno. U bilo kojem trenutku možete odustati od istraživanja, a po završetku istraživanja imate pravo na zahtjev doznati rezultate istraživanja. Daljnjim sudjelovanjem u ovom istraživanju dajete svoj informirani pristanak na opisani postupak istraživanja.

Za sve upite obratite se Mirni Relić na adresu elektroničke pošte mrelic@m.ftzg.hr

Ispunjavanje ankete traje između 5 i 10 minuta. Unaprijed hvala na sudjelovanju!

U nastavku se nalazi informacija o privatnosti pružatelja usluge LimeSurvey:

Informacija o privatnosti
Ovaj upitnik je anonimna.
Zapisi Vaših odgovora ne sadrže informacije preko kojih bi Vas se moglo identificirati, osim ukoliko se to izričito ne traži u anketi. Ukoliko koristite identifikacijske tokene za pristup ovom upitniku, budite sigurni da token neće biti spremljeni zajedno sa Vašim odgovorima. Tokeni se spremaju u zasebnu bazu podataka i biti će izmjenjeni nakon što završite (ili ne završite) ispunjavanje upitnika. Ne postoji način za povezivanje tokena s danim odgovorima.

Sljedeće

0%

PRVI DIO

U prvome dijelu ankete molimo vas da za svaki termin na engleskom jeziku odaberete **jedan** od ponuđenih termina koji biste upotrebljavali u **svakodnevnoj komunikaciji** (npr. s članovima obitelji, prijateljima, na društvenim mrežama, u porukama i slično). Ako smatrate da biste u različitim situacijama i kontekstima upotrebljavali neki drugi termin koji nije ponuđen ili biste upotrebljavali više termina (neovisno jesu li ponuđeni ili nisu), odgovore možete ponuditi pod opcijom **Komentar** (nije obavezno) te tako možete dodatno obrazložiti svoj odabir i prijedloge.

BLOG

! Izaberite jedan od ponuđenih odgovora

- blog
- internetski dnevnik
- mrežni dnevnik
- weblog
- Komentar

* DASHBOARD

👉 Izaberite jedan od ponujenih odgovora

- ploča s widgetima
- kontrolna ploča
- nadzorna ploča
- dashboard
- Komentar

* DEVELOPER

👉 Izaberite jedan od ponujenih odgovora

- programer
- razvojni inženjer
- razvojni programer
- developer
- Komentar

* EMOJI

👉 Izaberite jedan od ponujenih odgovora

- emotikon
- emoji
- simbol za osjećaj
- smajličić
- Komentar

* FOLLOWER

👉 Izaberite jedan od ponujenih odgovora

- follower
- sljedbenik
- obožavatelj
- pratitelj
- Komentar

* FREELANCER

👉 Izaberite jedan od ponuđenih odgovora

- samostalni djelatnik
- slobodni stručnjak
- freelancer
- slobodnjak
- honorarac
- Komentar

* HASHTAG

👉 Izaberite jedan od ponuđenih odgovora

- ključna riječ
- oznaka sa znakom #
- hashtag
- znak #
- Komentar

* INFLUENCER

👉 Izaberite jedan od ponuđenih odgovora

- utjecajna osoba
- utjecatelj
- influencer
- Komentar

* PODCAST

👉 Izaberite jedan od ponuđenih odgovora

- podcast
- emisija na zahtjev
- podcast sadržaj
- Komentar

* POP-UP

Izaberite jedan od ponuđenih odgovora

- pop-up prozor
- skočni prozor
- pop-up
- iskočnik
- Komentar

* SCREENSHOT

Izaberite jedan od ponuđenih odgovora

- snimka zaslona
- screenshot
- snimka ekrana
- Komentar

* SELFIE

Izaberite jedan od ponuđenih odgovora


- autoportret
- sebić
- samoslika
- autoslika
- selfie
- Komentar

* SLIDESHOW

Izaberite jedan od ponuđenih odgovora


- dijaprojeksija
- prikaz slajdova
- prikaz prezentacije
- slideshow
- Komentar

 SMARTPHONE

 Izaberite jedan od ponuđenih odgovora


- smartphone
- pametni telefon
- Komentar

 SPAM

 Izaberite jedan od ponuđenih odgovora


- nevažna e-mail poruka
- spam
- neželjena elektronička pošta
- neželjena e-mail poruka
- Komentar

 SPOILER

 Izaberite jedan od ponuđenih odgovora

- otkrivanje radnje
- kvaritelj
- spoiler
- Komentar

 STREAMING

 Izaberite jedan od ponuđenih odgovora

- prijenos uživo
- internetski prijenos
- streaming
- prijenos strujanjem
- strujanje
- Komentar

*
SURFING

👉 Izaberite jedan od ponuđenih odgovora

- surfanje
- pretraživanje interneta
- pretraživanje međumrežja
- jahanje na valovima interneta
- Komentar

*
TO GOOGLE

👉 Izaberite jedan od ponuđenih odgovora

- potražiti na internetu
- googlati
- guglati
- Komentar

*
TO LIKE


👉 Izaberite jedan od ponuđenih odgovora

- lajkati
- označiti tipkom "sviđa mi se"
- poslati sviđalicu
- Komentar

*
TO SHARE

👉 Izaberite jedan od ponuđenih odgovora

- podijeliti
- šerati
- dijeliti
- sherati
- Komentar

 TOUCH SCREEN

 Izaberite jedan od ponuđenih odgovora

- zaslon osjetljiv na dodir
- dodirni zaslon
- touch screen
- dodirni ekran
- dodirnik
- Komentar

 TUTORIAL

 Izaberite jedan od ponuđenih odgovora

- priručnik
- tutorial
- vodič
- korisnički priručnik
- praktični vodič
- Komentar

 VLOG

 Izaberite jedan od ponuđenih odgovora

- mrežni videodnevnik
- video blog
- vlog
- internetski videodnevnik
- Komentar

 WIDGET

 Izaberite jedan od ponuđenih odgovora

- programčić
- mali program
- mala aplikacija
- widget
- Komentar

Sljedeće

Obriši odgovore i izadi

DRUGI DIO

Drugi dio ankete odnosi se na vaše mišljenje i stavove o uporabi posuđenica iz engleskog jezika (anglizama) i njihovih hrvatskih prijevoda (novotvorenica, neologizama) u svakodnevnoj komunikaciji.



U kojem slučaju hrvatski termin upotrebljavate radije nego posuđenicu? (možete odabrati više odgovora ili pod opcijom „Drugo“ možete navesti i druge odgovore koji ovdje nisu navedeni)?

Možete izabrati više odgovora
Molimo odaberite najmanje jedan odgovor

- Kad/ako upotreba hrvatskog termina postane učestala među govornicima hrvatskog jezika.
- Kad/ako je hrvatski termin uvršten u rječnike.
- Kad/ako je hrvatski termin jednostavnije upotrebljavati, a njegovo je značenje isto ili slično značenju izvornog termina, tj. posuđenice.
- Kad/ako je hrvatski termin moguće upotrebljavati u većem broju konteksta i situacija u odnosu na posuđenicu.
- Uvijek dajem prednost hrvatskom terminu, bez obzira na to koliko je česta uporaba posuđenice.
- Drugo



Što mislite, koji je najčešći razlog zbog kojeg ljudi općenito upotrebljavaju posuđenice umjesto hrvatskog termina? (možete odabrati više razloga ili pod opcijom „Drugo“ možete navesti i druge razloge koji ovdje nisu navedeni)

Možete izabrati više odgovora
Molimo odaberite najmanje jedan odgovor

- Posuđenice je jednostavnije upotrebljavati.
- Za mnoge posuđenice ne postoji prikladan izraz na hrvatskom jeziku ili ga je teško pronaći.
- Neki se hrvatski termini formom i značenjem ne uklapaju u hrvatski jezik.
- Utjecaj engleskog jezika na hrvatski jezik.
- Posuđenice su u hrvatskom jeziku poželjne i potrebne.
- Drugo

***** Ocijenite sljedeće tvrdnje ocjenom od 1 do 5, pri čemu 1 označava potpuno neslaganje, a 5 potpuno slaganje s tvrdnjom.

Please select from 1 to 8 answers.

	1	2	3	4	5
Hrvatske termine je poželjno upotrebljavati češće od posuđenica.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uporaba posuđenica ne narušava jezični purizam (čistoću) i standarde hrvatskog jezika.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Posuđenice je poželjno upotrebljavati samo u slučaju nepostojanja prikladne zamjene u hrvatskom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stvaranjem hrvatskih termina umanjuje se utjecaj engleskog jezika na hrvatski jezik.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Posuđenice trebaju imati ravnopravan status u rječnicima hrvatskog jezika kao i ostale riječi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pri uvođenju novog hrvatskog termina u hrvatski jezik treba težiti tome da njegova forma i značenje u što većoj mjeri budu prilagođeni hrvatskom jeziku.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hrvatski jezik trebao bi težiti purizmu (jezičnoj čistoći) kojim se nastoji očuvati njegova stabilnost i tradicija te obilježja terminološkog sustava.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Važnije je uvođenje hrvatskih termina u okviru stručne terminologije od njihovog uvođenja u okviru svakodnevne komunikacije.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Sljedeće

srce AA@EduHr Login

Očitaj odgovore | izadi

TREĆI DIO

U trećem dijelu ankete molimo vas da unesete nekoliko informacija o sebi.

***** Dob

U ovo polje mogu biti upisani samo brojevi.

***** Sveučilište na kojem studirate

*
Fakultet na kojem studirate

*
Razina studija (preddiplomski ili diplomski studij)

*
Godina studija

🚫 U ovo polje mogu biti upisani samo brojevi.

*
Županija iz koje dolazite

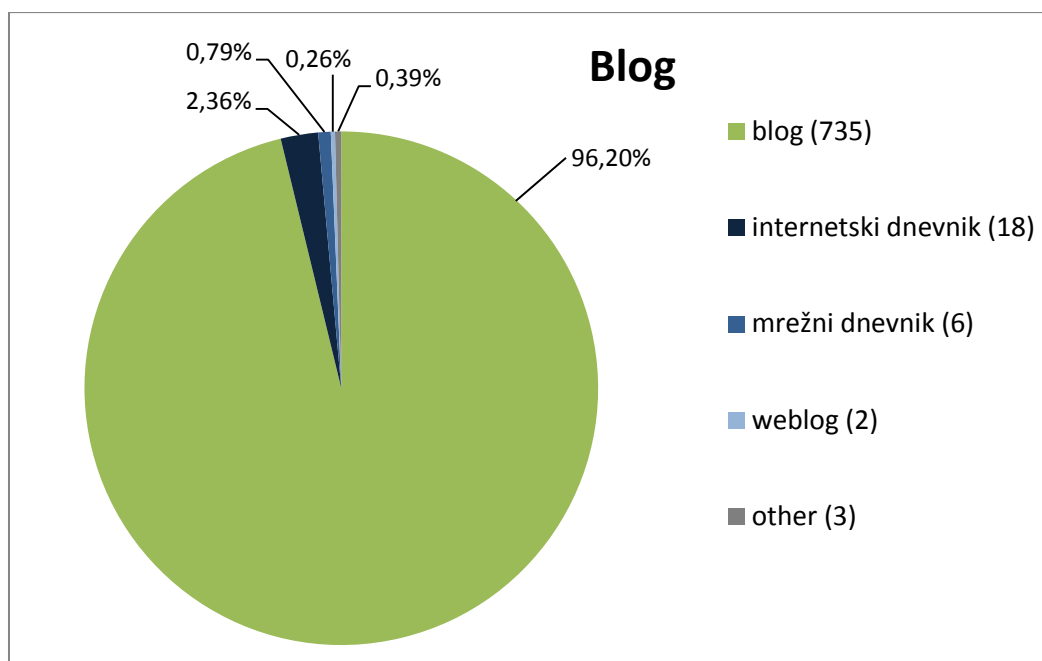


Grad/naselje iz kojeg dolazite

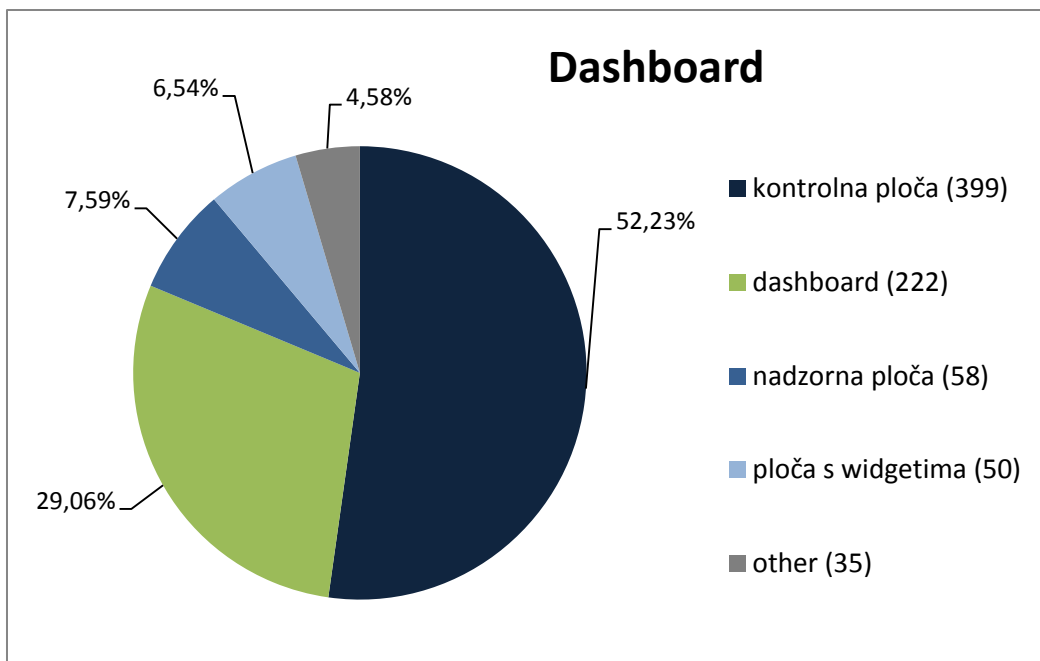
Ako želite, možete ostaviti dodatne komentare o temi ili sadržaju ankete (nije obavezno) te tako doprinijeti kvaliteti provođenja ovog istraživanja.

Pošalji

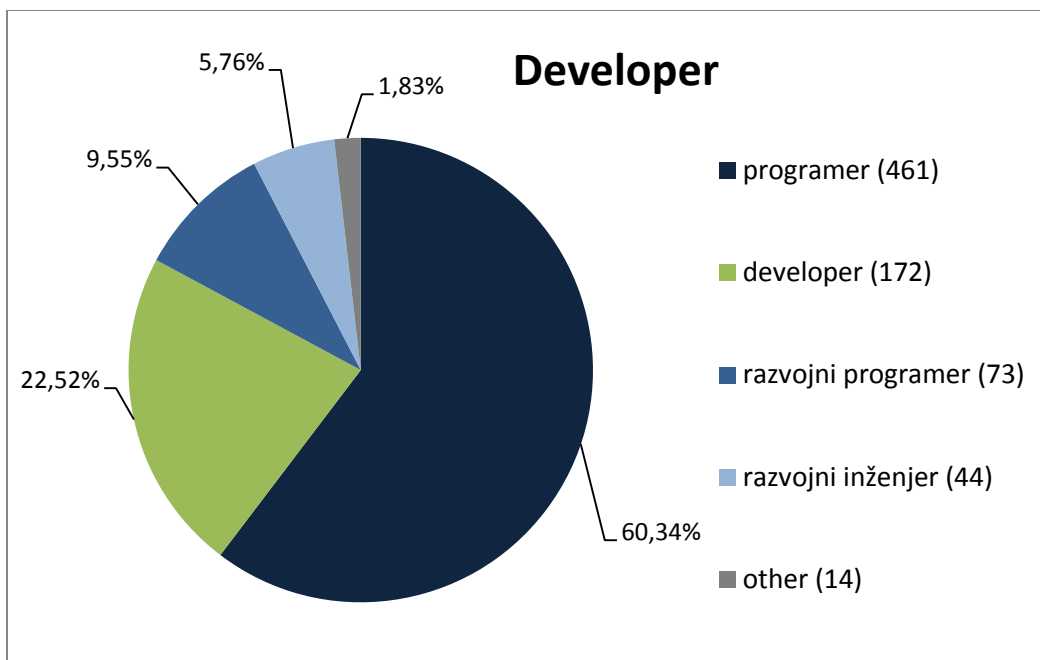
APPENDIX 5 – survey results



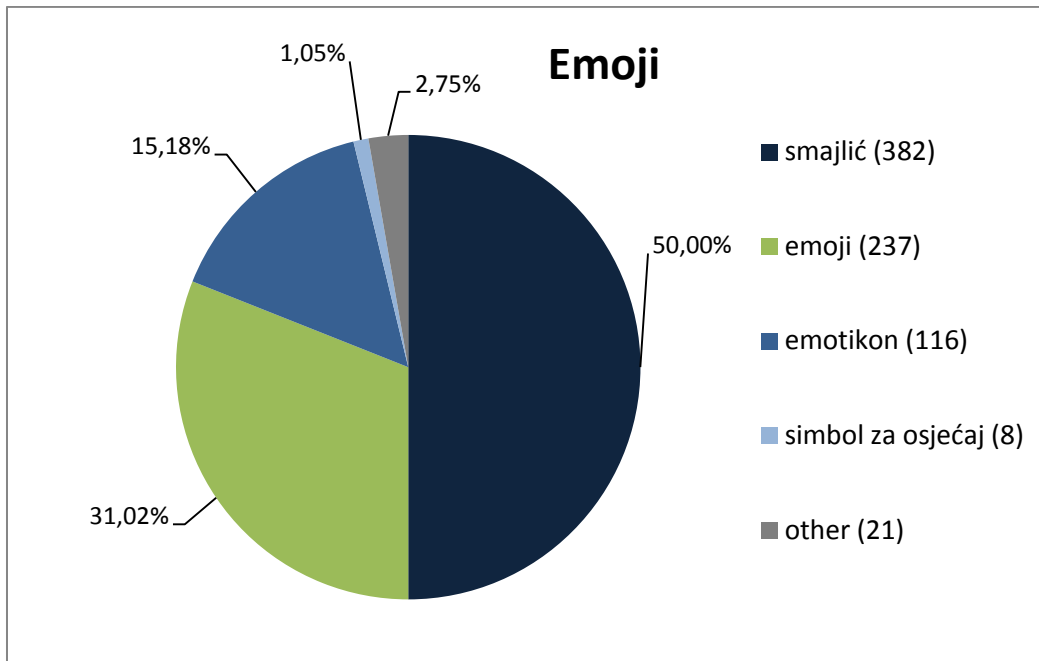
Term	Number	Percentage
blog	735	96.20%
internetni dnevnik	18	2.36%
mrežni dnevnik	6	0.79%
weblog	2	0.26%
other	3	0.39%
Total	764	100%



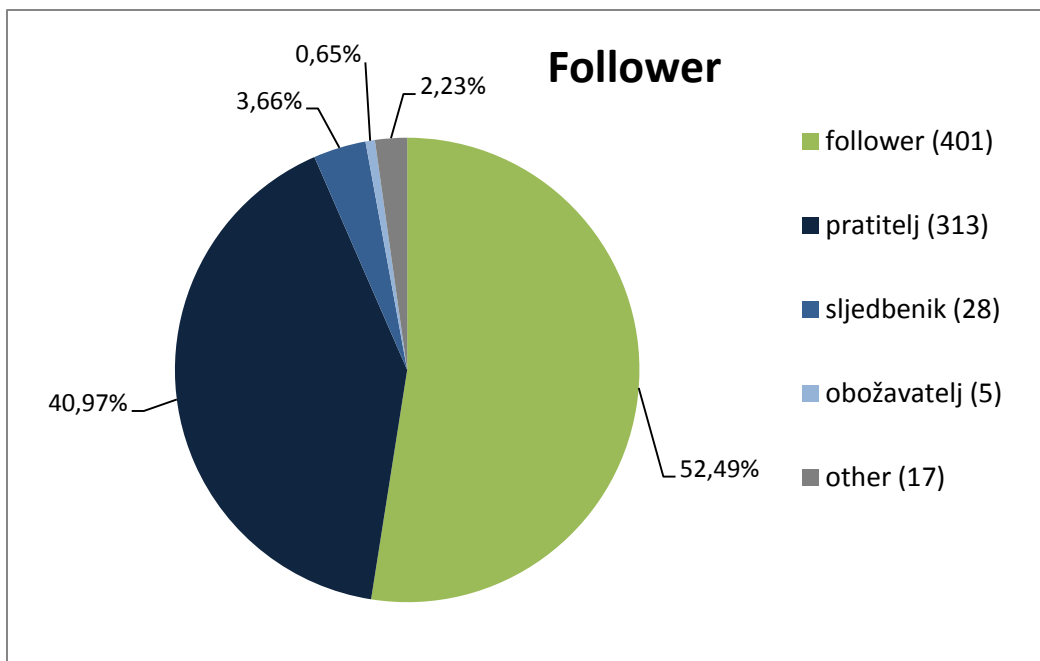
Term	Number	Percentage
kontrolna ploča	399	52.23%
dashboard	222	29.06%
nadzorna ploča	58	7.59%
ploča s widgetima	50	6.54%
other	35	4.58%
Total	764	100%



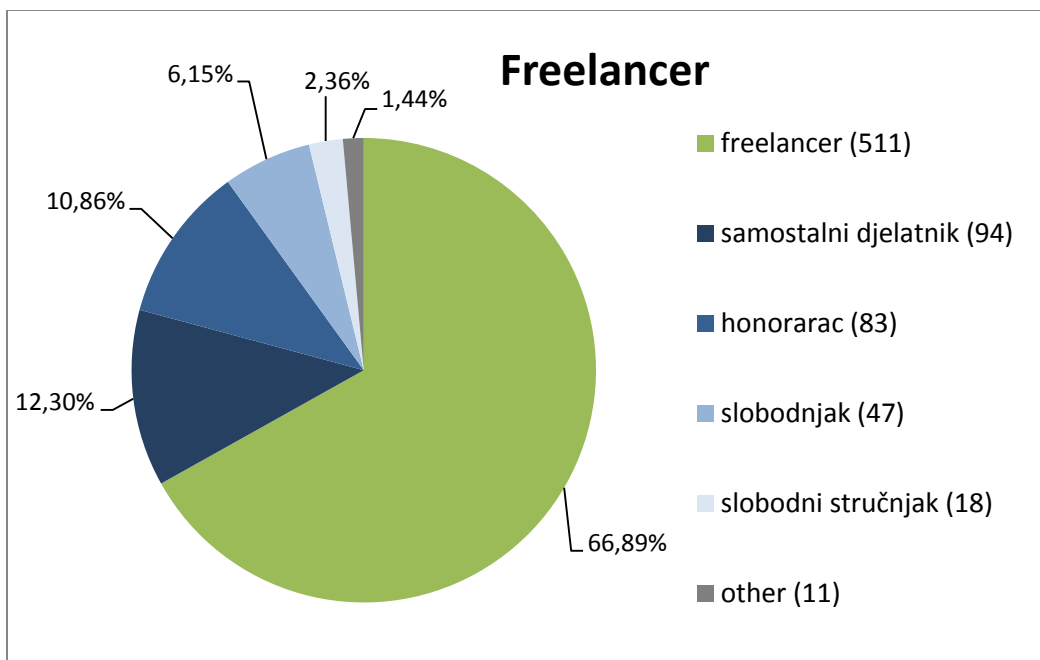
Term	Number	Percentage
programer	461	60.34%
developer	172	22.52%
razvojni programer	73	9.55%
razvojni inženjer	44	5.76%
other	14	1.83%
Total	764	100%



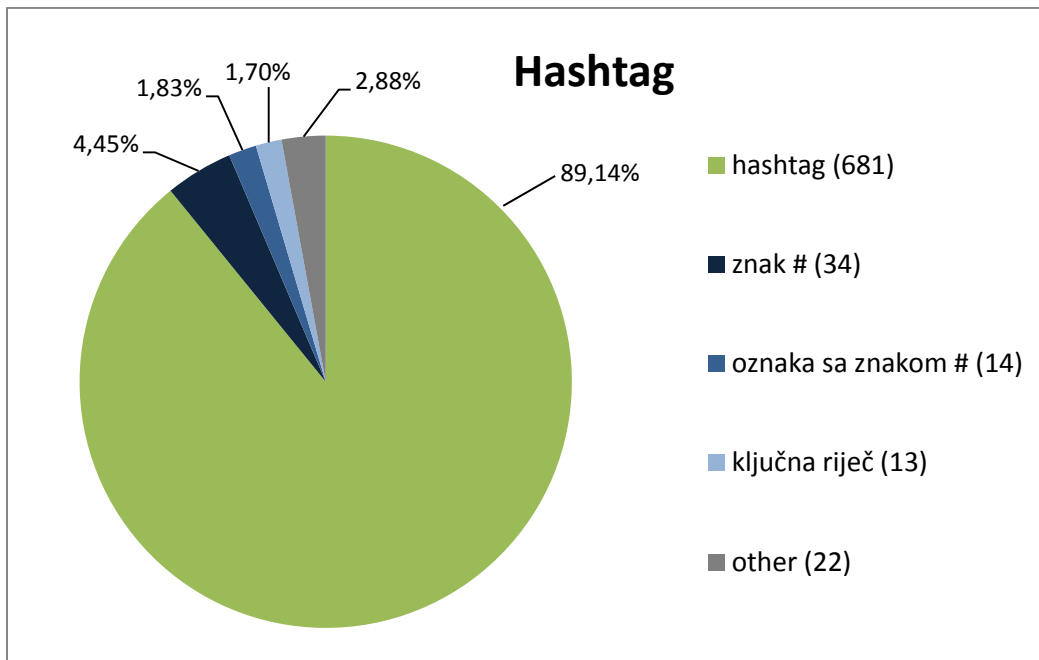
Term	Number	Percentage
smajlič	382	50%
emoji	237	31.02%
emotikon	116	15.18%
simbol za osjećaj	8	1.05%
other	21	2.75%
Total	764	100%



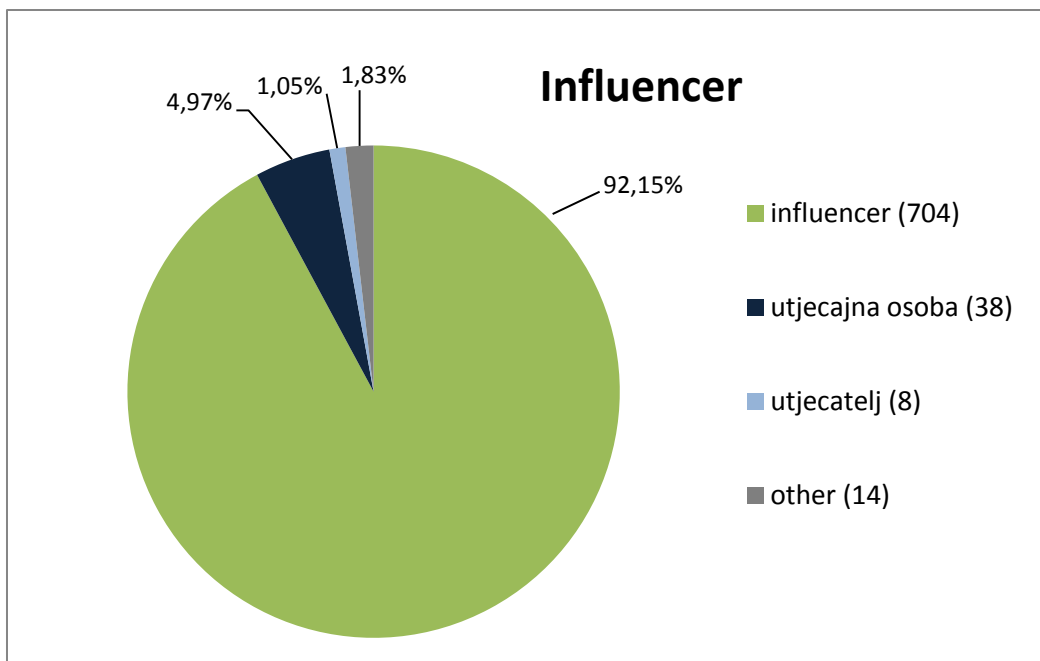
Term	Number	Percentage
follower	401	52.49%
pratitelj	313	40.97%
sljedbenik	28	3.66%
obožavatelj	5	0.65%
other	17	2.23%
Total	764	100%



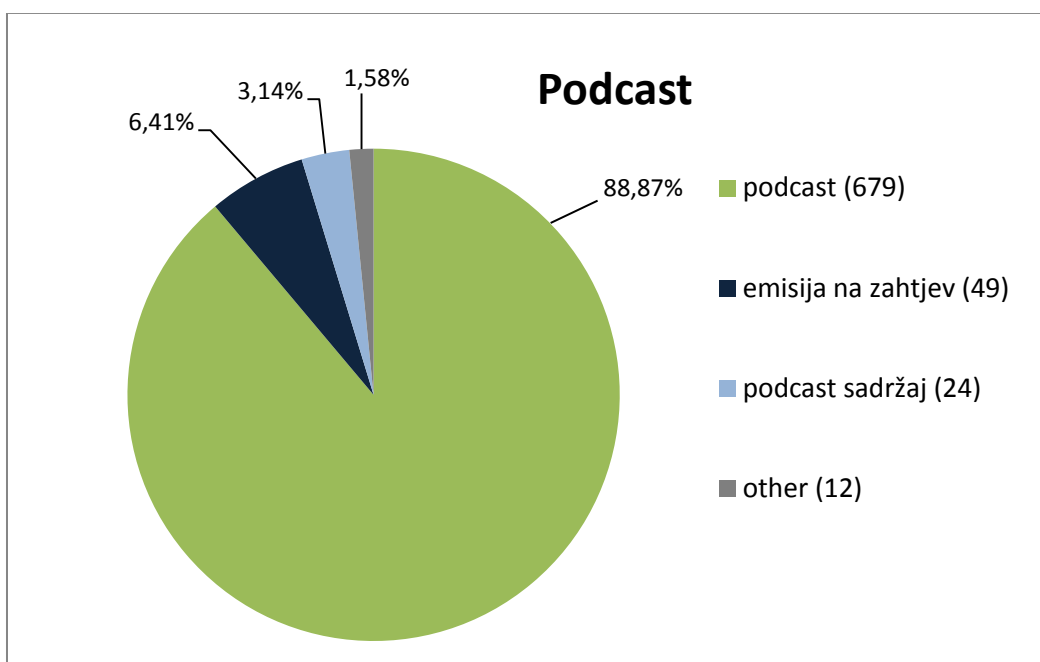
Term	Number	Percentage
freelancer	511	66.89%
samostalni djelatnik	94	12.30%
honorarac	83	10.86%
slobodnjak	47	6.15%
slobodni stručnjak	18	2.36%
other	11	1.44%
Total	764	100%



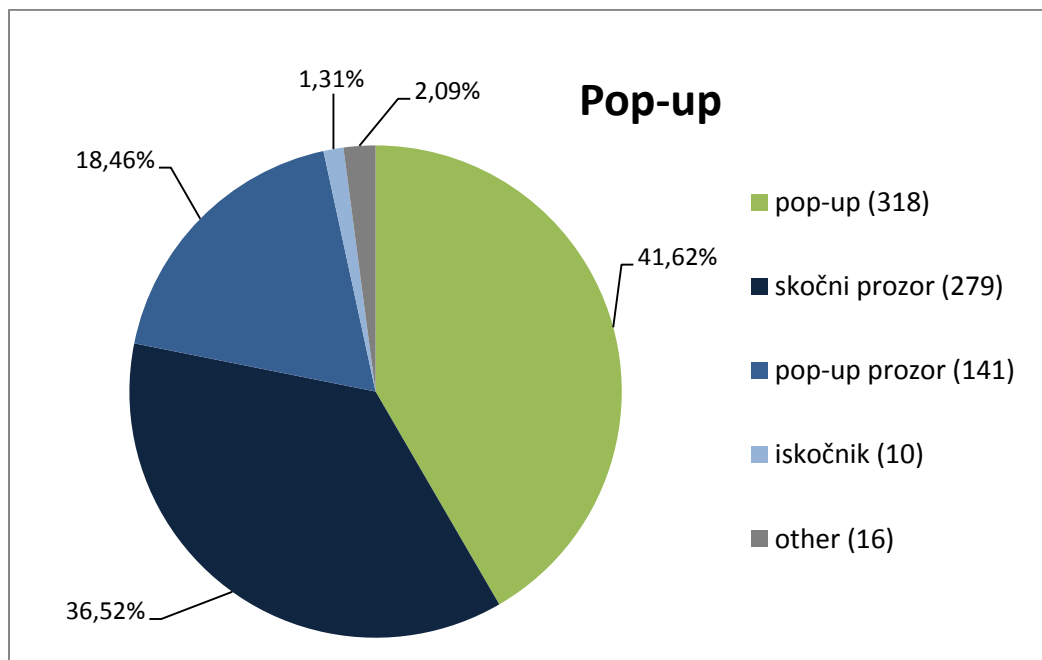
Term	Number	Percentage
hashtag	681	89.14%
znak #	34	4.45%
oznaka sa znakom #	14	1.83%
ključna riječ	13	1.70%
other	22	2.88%
Total	764	100%



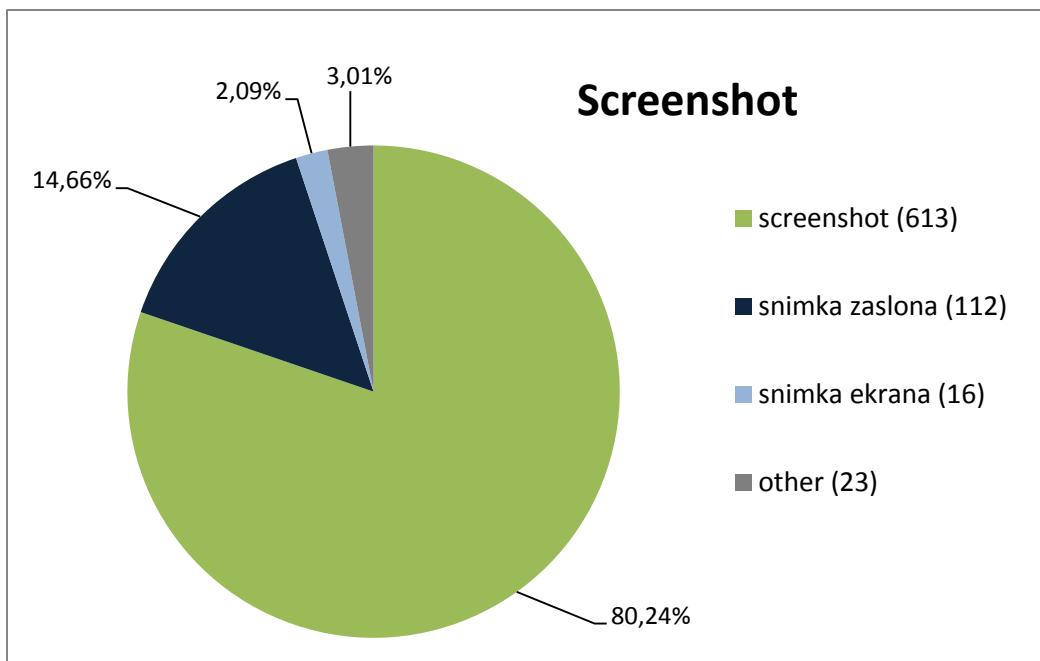
Term	Number	Percentage
influencer	704	92.15%
utjecajna osoba	38	4.97%
utjecatelj	8	1.05%
other	14	1.83%
Total	764	100%



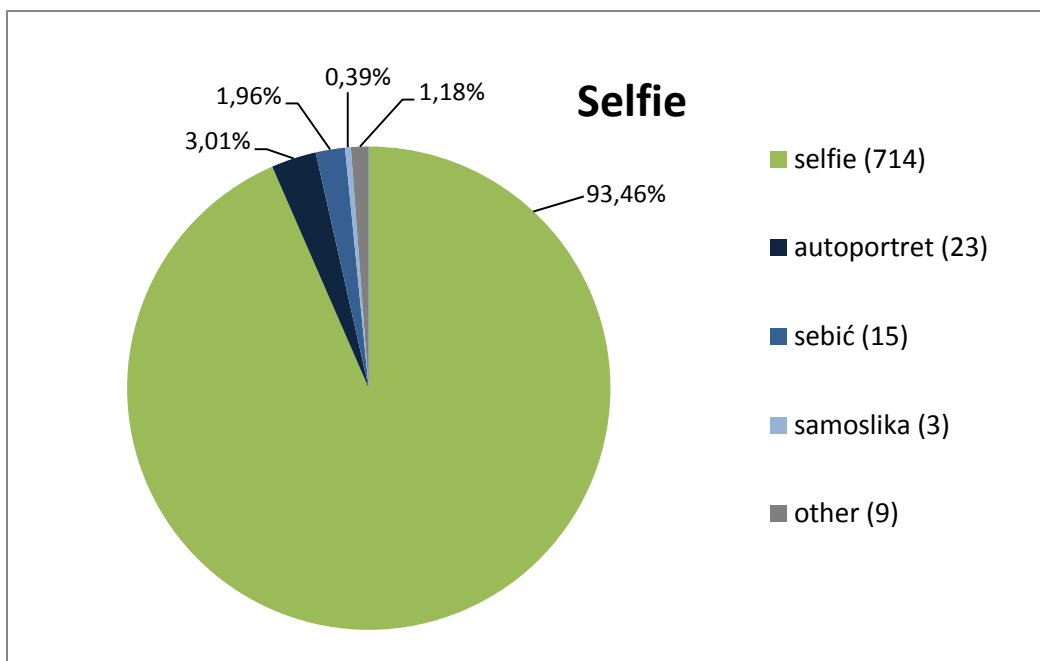
Term	Number	Percentage
podcast	679	88.87%
emisija na zahtjev	49	6.41%
podcast sadržaj	24	3.14%
other	12	1.58%
Total	764	100%



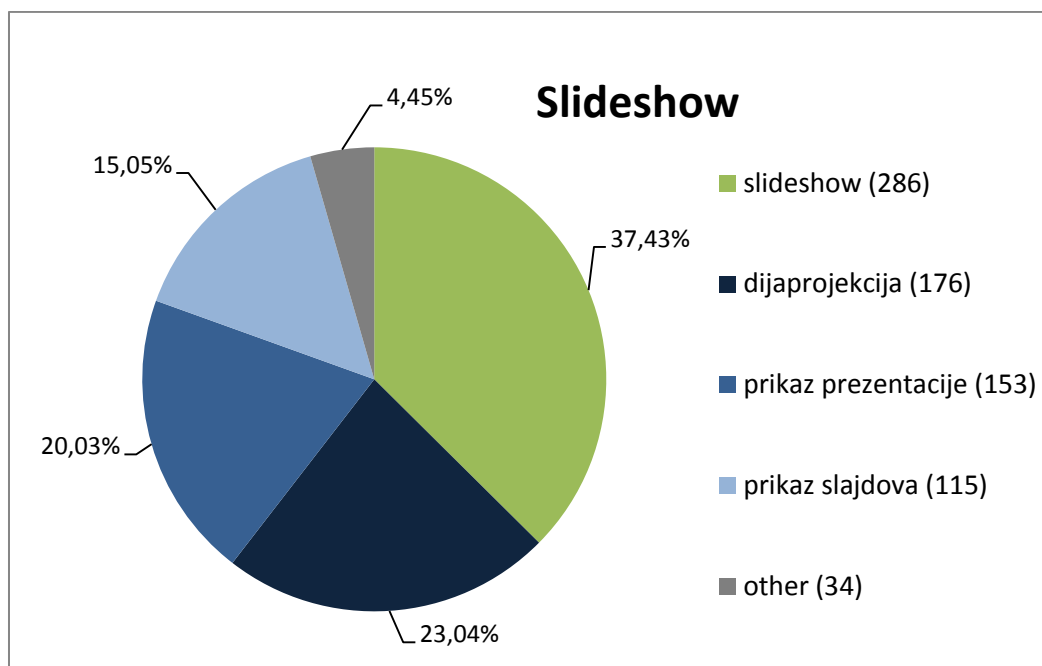
Term	Number	Percentage
pop-up	318	41.62%
skočni prozor	279	36.52%
pop-up prozor	141	18.46%
iskočnik	10	1.31%
other	16	2.09%
Total	764	100%



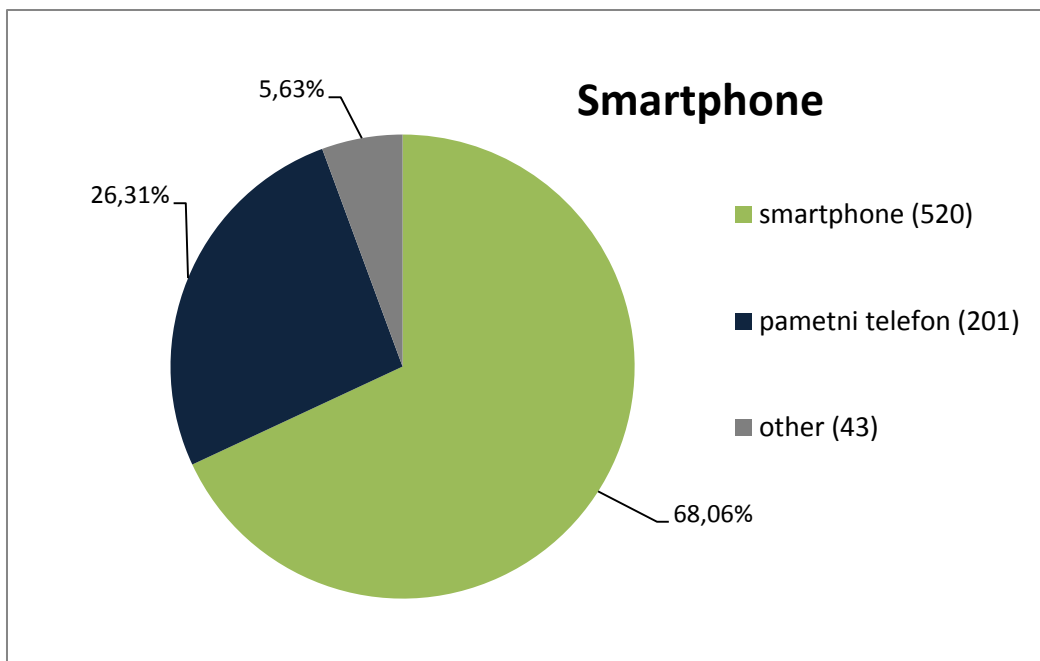
Term	Number	Percentage
screenshot	613	80.24%
snimka zaslona	112	14.66%
snimka ekrana	16	2.09%
other	23	3.01%
Total	764	100%



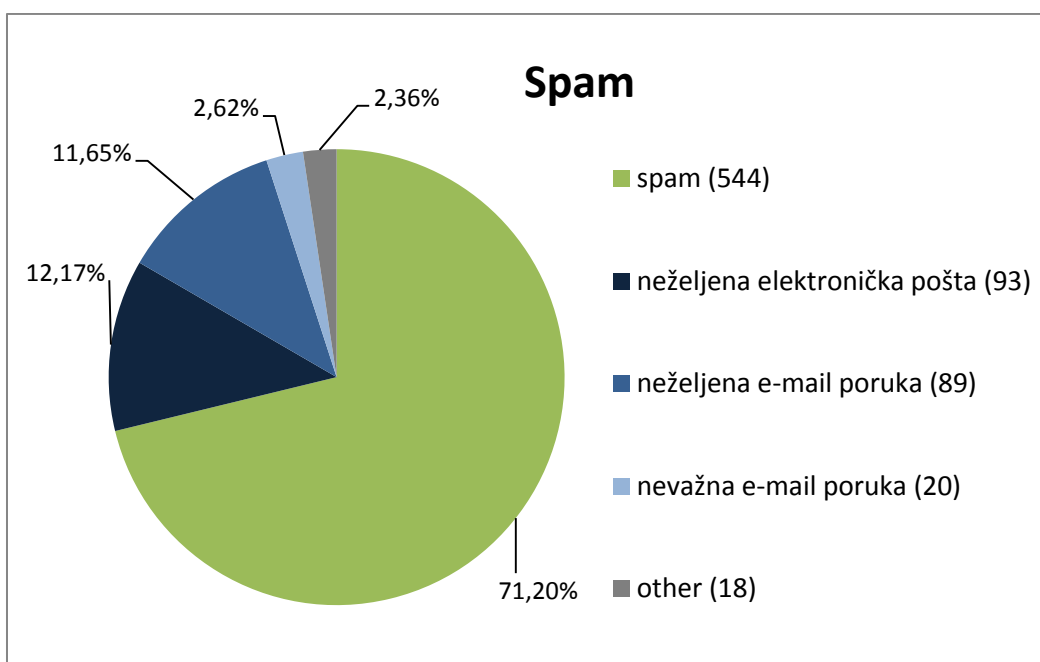
Term	Number	Percentage
selfie	714	93.46%
autoportret	23	3.01%
sebić	15	1.96%
samoslika	3	0.39%
other	9	1.18%
Total	764	100%



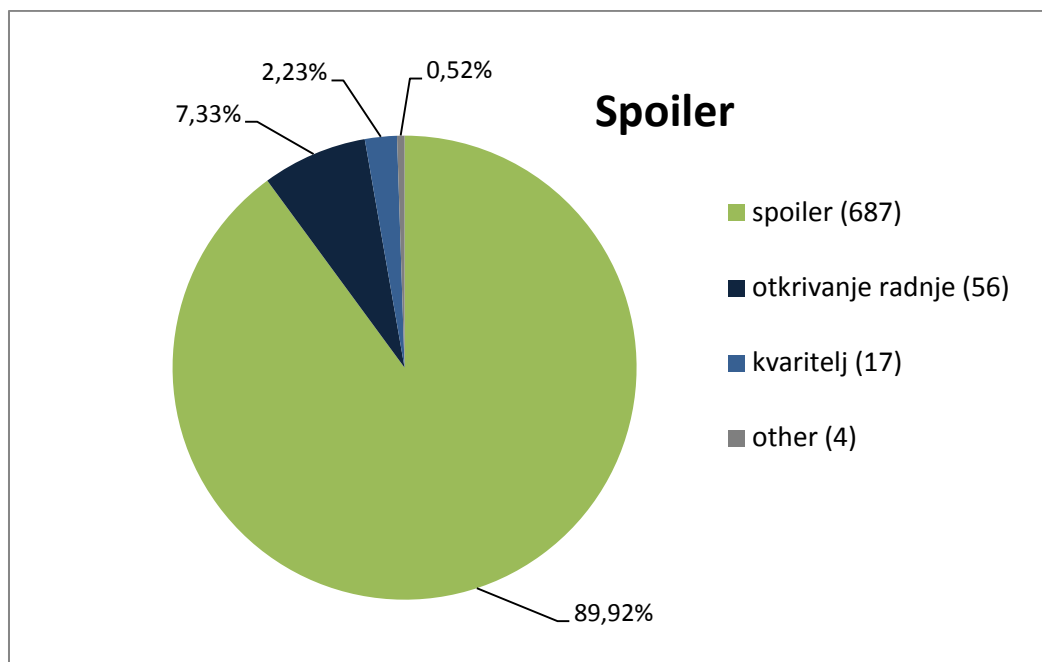
Term	Number	Percentage
slideshow	286	37.43%
dijaprojeksija	176	23.04%
prikaz prezentacije	153	20.03%
prikaz slajdova	115	15.05%
other	34	4.45%
Total	764	100%



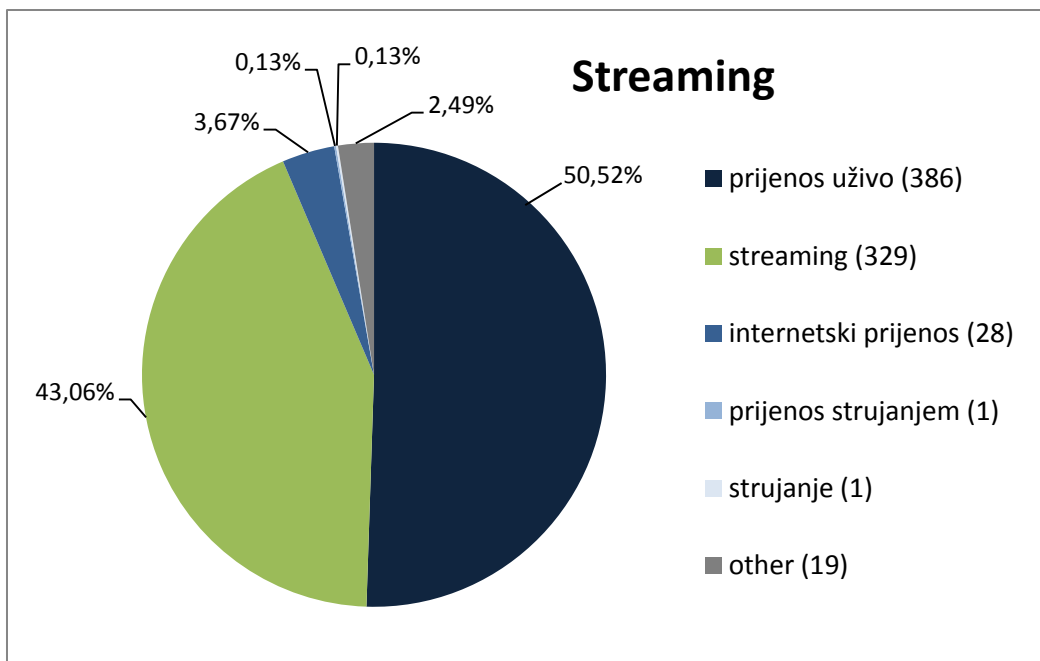
Term	Number	Percentage
smartphone	520	68.06%
pametni telefon	201	26.31%
other	43	5.63%
Total	764	100%



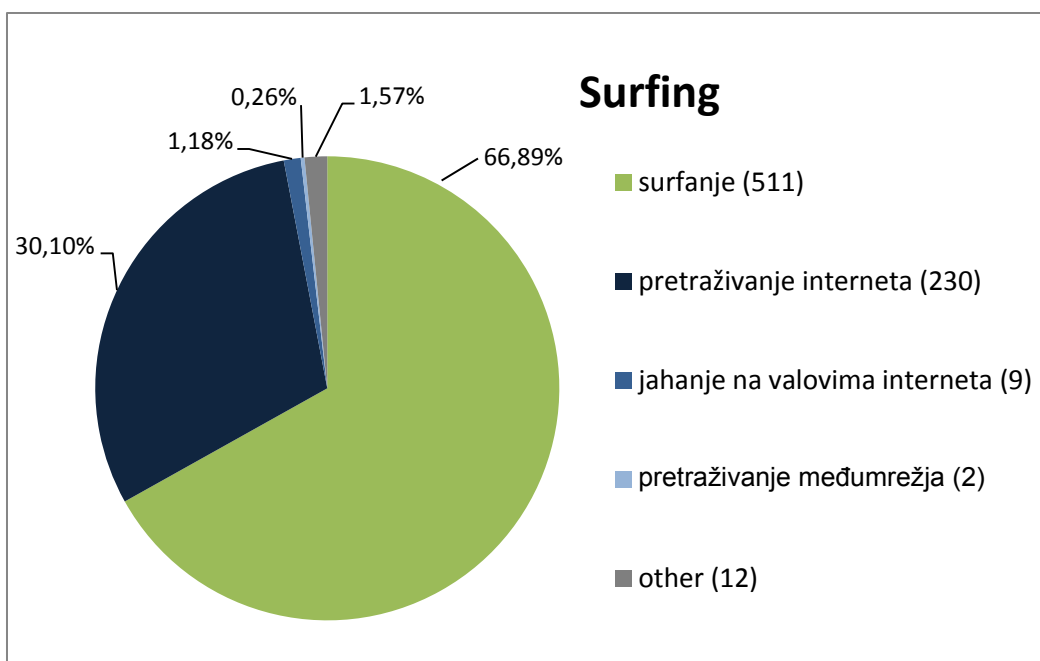
Term	Number	Percentage
spam	544	71.20%
neželjena elektronička pošta	93	12.17%
neželjena e-mail poruka	89	11.65%
nevažna e-mail poruka	20	2.62%
other	18	2.36%
Total	764	100%



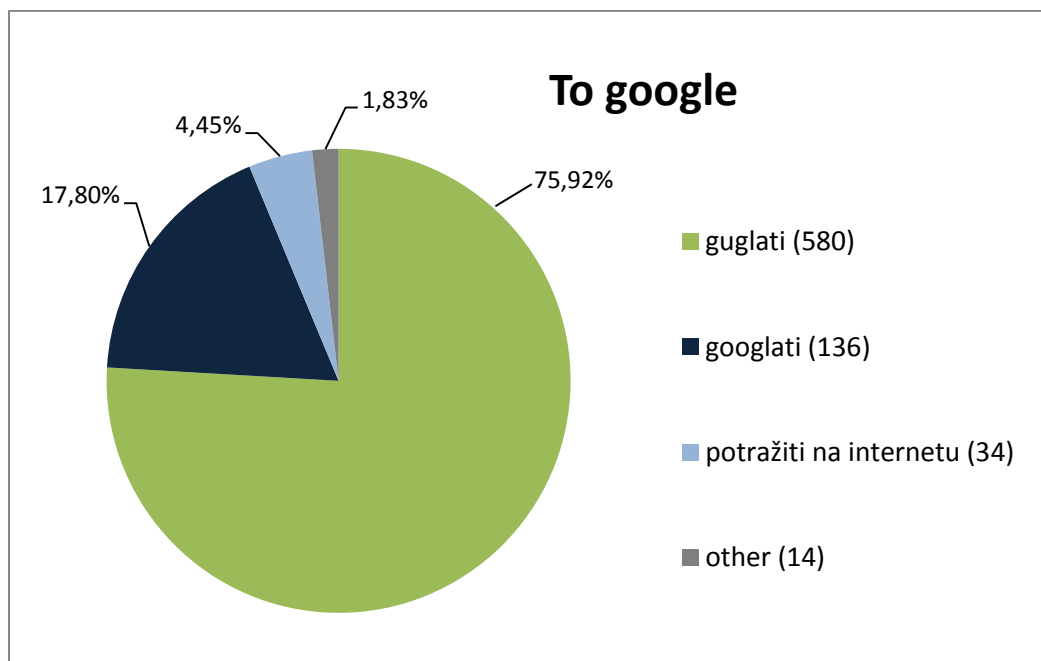
Term	Number	Percentage
spoiler	687	89.92%
otkrivanje radnje	56	7.33%
kvaritelj	17	2.23%
other	4	0.52%
Total	764	100%



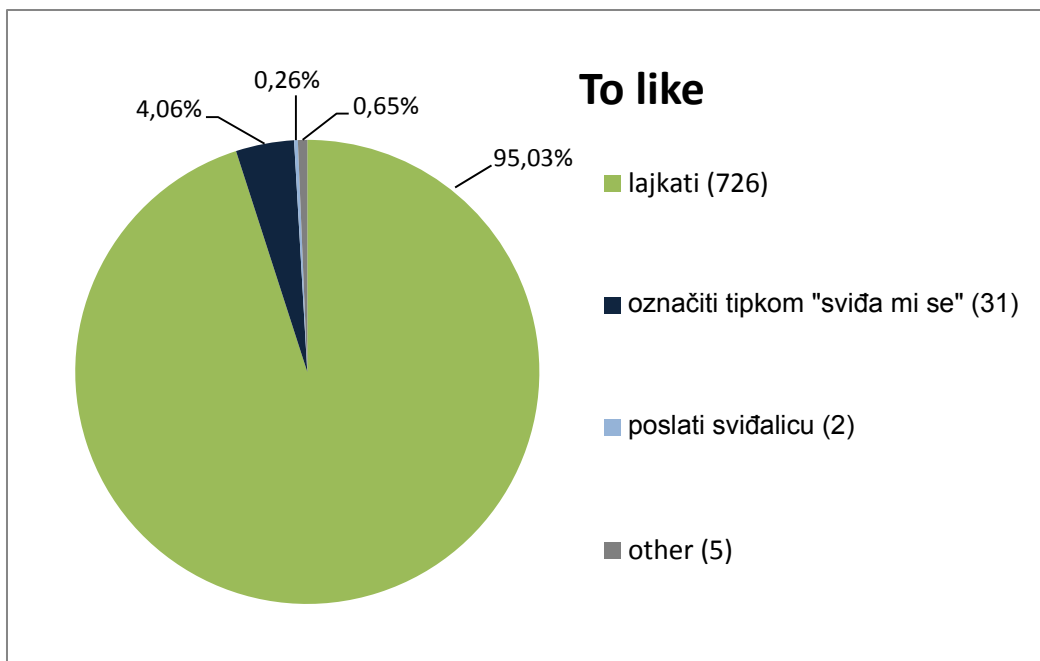
Term	Number	Percentage
prijenos uživo	386	50.52%
streaming	329	43.06%
internetski prijenos	28	3.76%
prijenos strujanjem	1	0.13%
strujanje	1	0.13%
other	19	2.49%
Total	764	100%



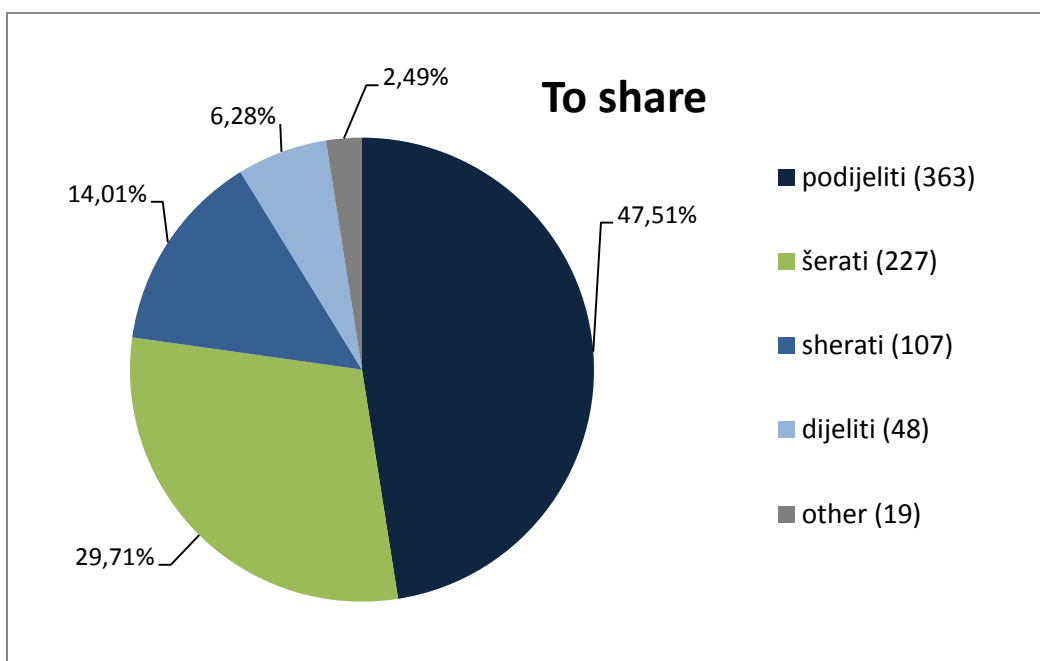
Term	Number	Percentage
surfanje	511	66.89%
pretraživanje interneta	230	30.10%
jahanje na valovima interneta	9	1.18%
pretraživanje međumrežja	2	0.26%
other	12	1.57%
Total	764	100%



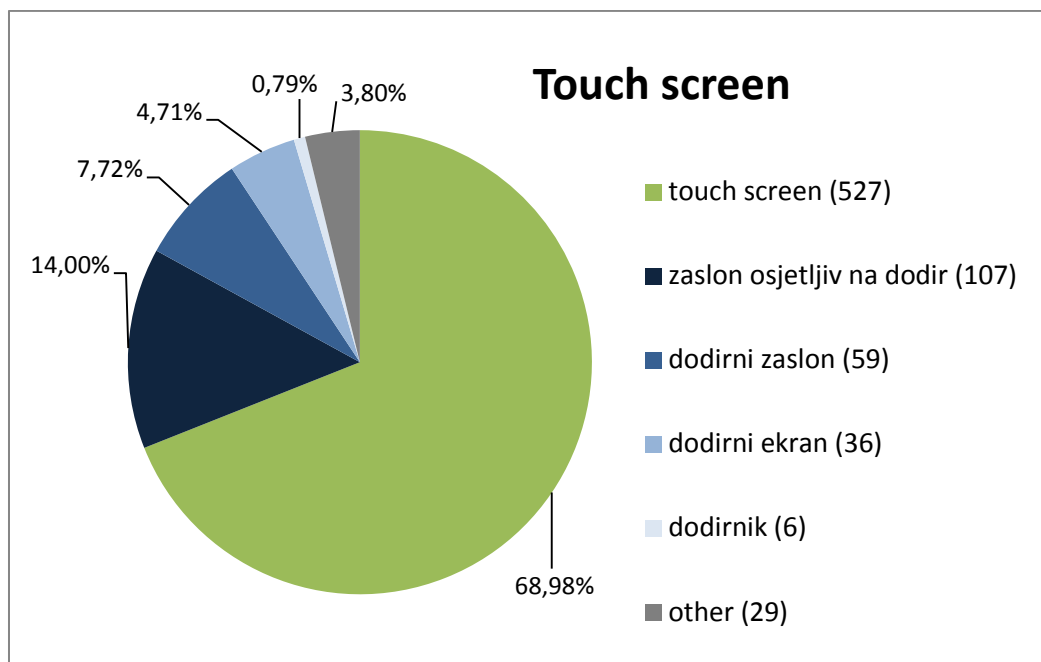
Term	Number	Percentage
guglati	580	75.92%
googlati	136	17.80%
potražiti na internetu	34	4.45%
other	14	1.83%
Total	764	100%



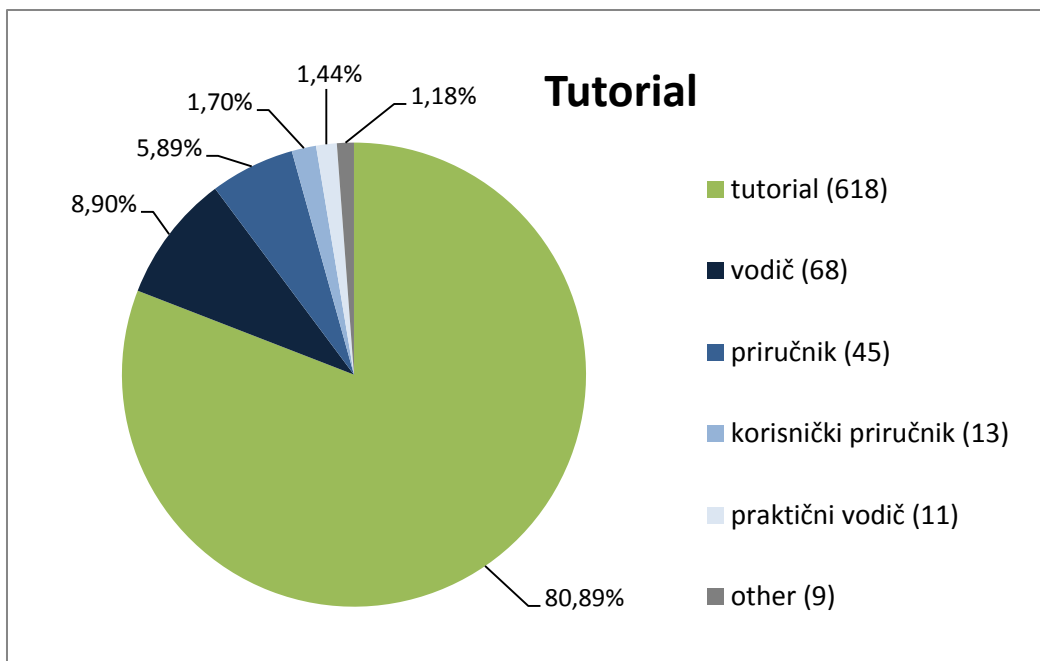
Term	Number	Percentage
lajkati	726	95.03%
označiti tipkom "sviđa mi se"	31	4.06%
poslati sviđalicu	2	0.26%
other	5	0.65%
Total	764	100%



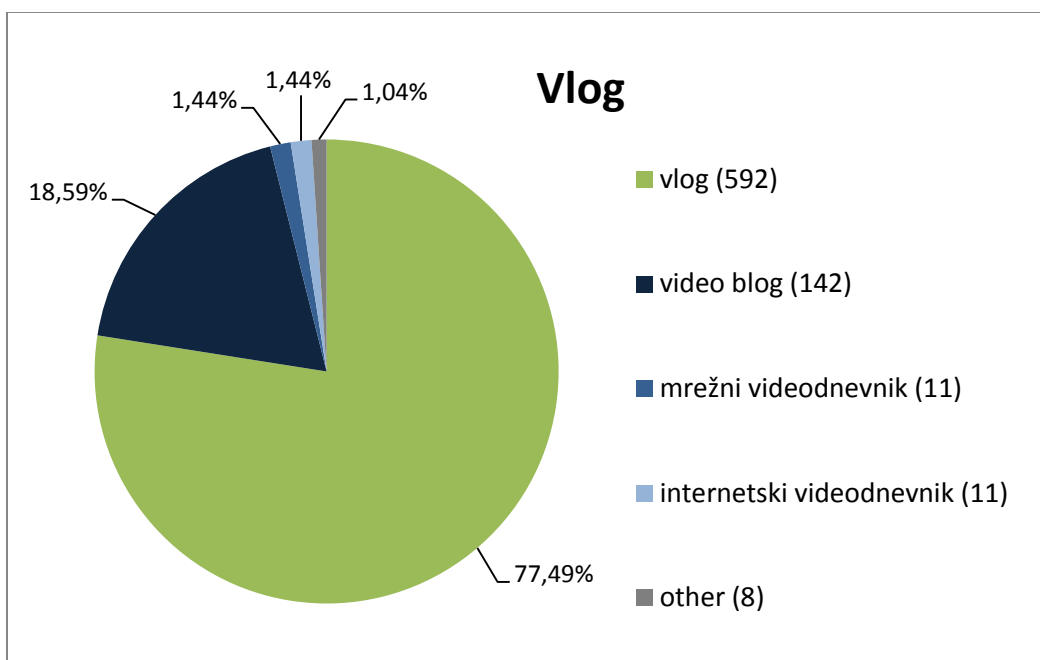
Term	Number	Percentage
podijeliti	363	47.51%
šerati	227	29.71%
sherati	107	14.01%
dijeliti	48	6.28%
other	19	2.49%
Total	764	100%



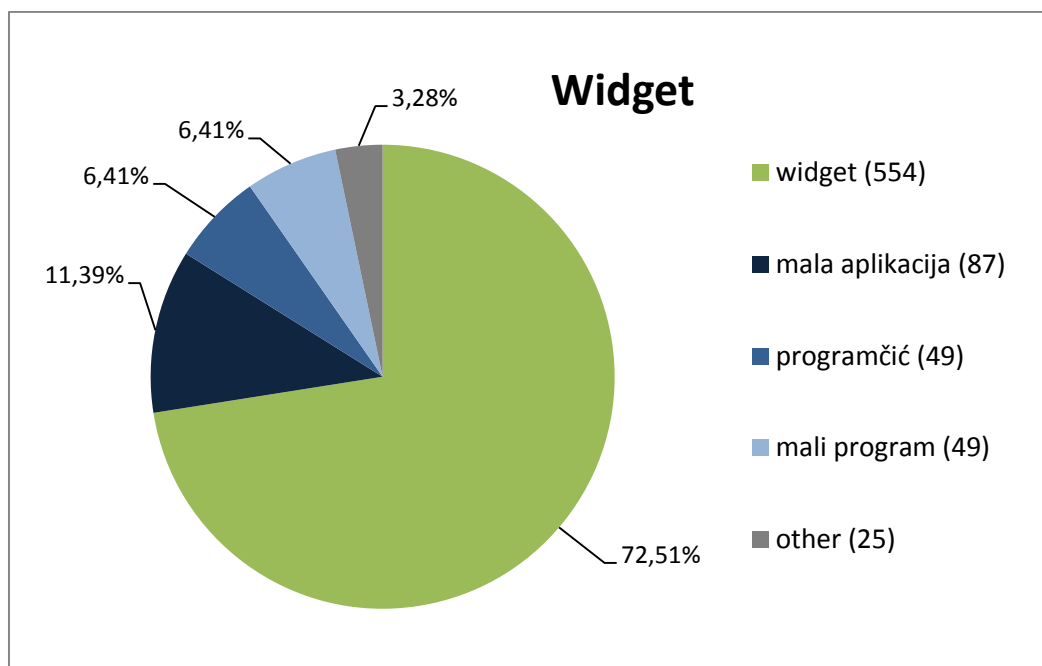
Term	Number	Percentage
touch screen	527	68.98%
zaslon osjetljiv na dodir	107	14%
dodirni zaslon	59	7.72%
dodirni ekran	36	4.71%
dodirnik	6	0.79%
other	29	3.80%
Total	764	100%



Term	Number	Percentage
tutorial	618	80.89%
vodič	68	8.90%
priručnik	45	5.89%
korisnički priručnik	13	1.70%
praktični vodič	11	1.44%
other	9	1.18%
Total	764	100%

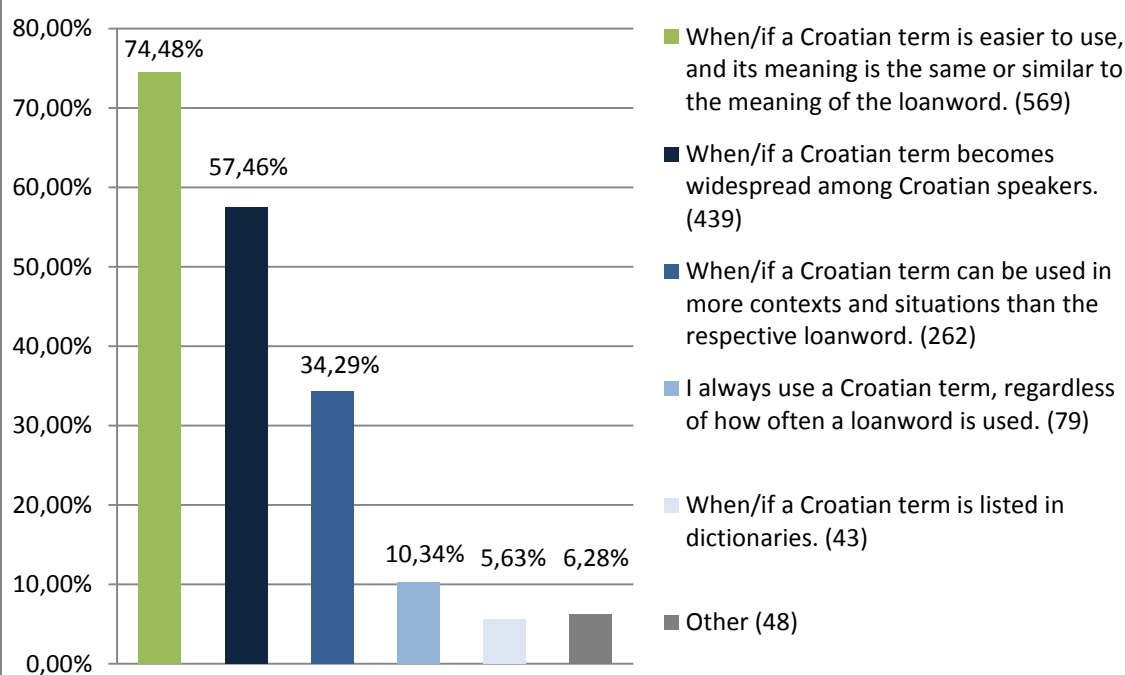


Term	Number	Percentage
vlog	592	77.49%
video blog	142	18.59%
mrežni videodnevnik	11	1.44%
internetski videodnevnik	11	1.44%
other	8	1.04%
Total	764	100%



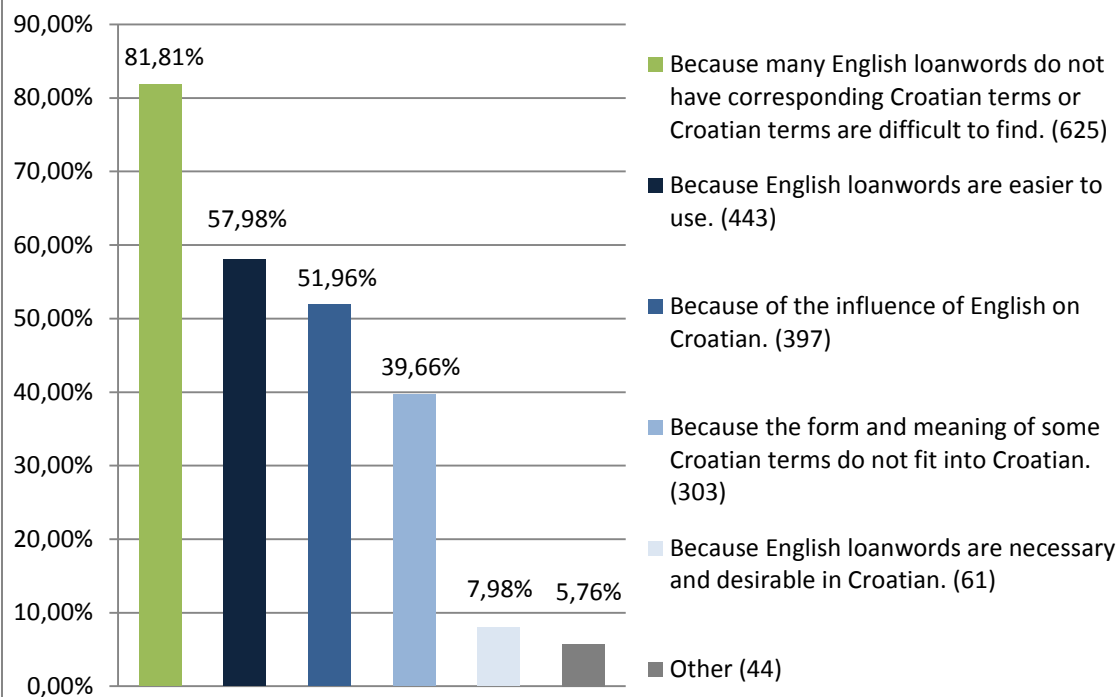
Term	Number	Percentage
widget	554	72.51%
mala aplikacija	87	11.39%
programčić	49	6.41%
mali program	49	6.41%
other	25	3.28%
Total	764	100%

In which situations do you prefer using a Croatian term instead of an English loanword?



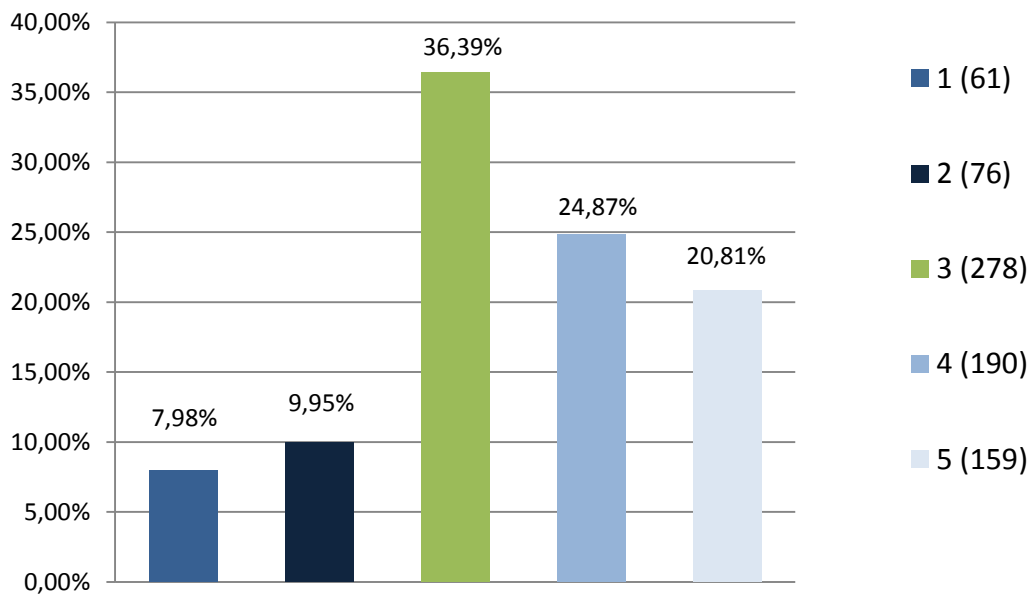
In which situations do you prefer using a Croatian term instead of an English loanword?	Number	Percentage
When/if a Croatian term is easier to use, and its meaning is the same or similar to the meaning of the loanword.	569	74.48%
When/if a Croatian term becomes widespread among Croatian speakers.	439	57.46%
When/if a Croatian term can be used in more contexts and situations than the respective loanword.	262	34.29%
I always use a Croatian term, regardless of how often a loanword is used.	79	10.34%
When/if a Croatian term is listed in dictionaries.	43	5.63%
Other	48	6.28%

In your opinion, what is the most common reason why Croatian people in general use English loanwords instead of Croatian terms?



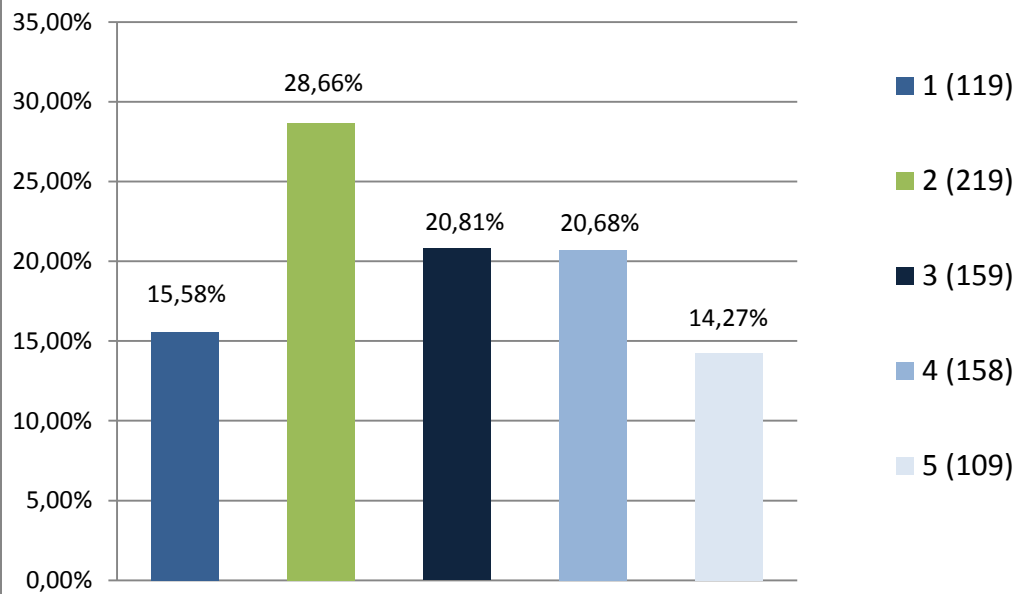
In your opinion, what is the most common reason why Croatian people in general use English loanwords instead of Croatian terms?	Number	Percentage
Because many English loanwords do not have corresponding Croatian terms or Croatian terms are difficult to find.	625	81.81%
Because English loanwords are easier to use.	443	57.98%
Because of the influence of English on Croatian.	397	51.96%
Because the form and meaning of some Croatian terms do not fit into Croatian.	303	39.66%
Because English loanwords are necessary and desirable in Croatian.	61	7.98%
Other	44	5.76%

Croatian terms should be used more often than English loanwords.

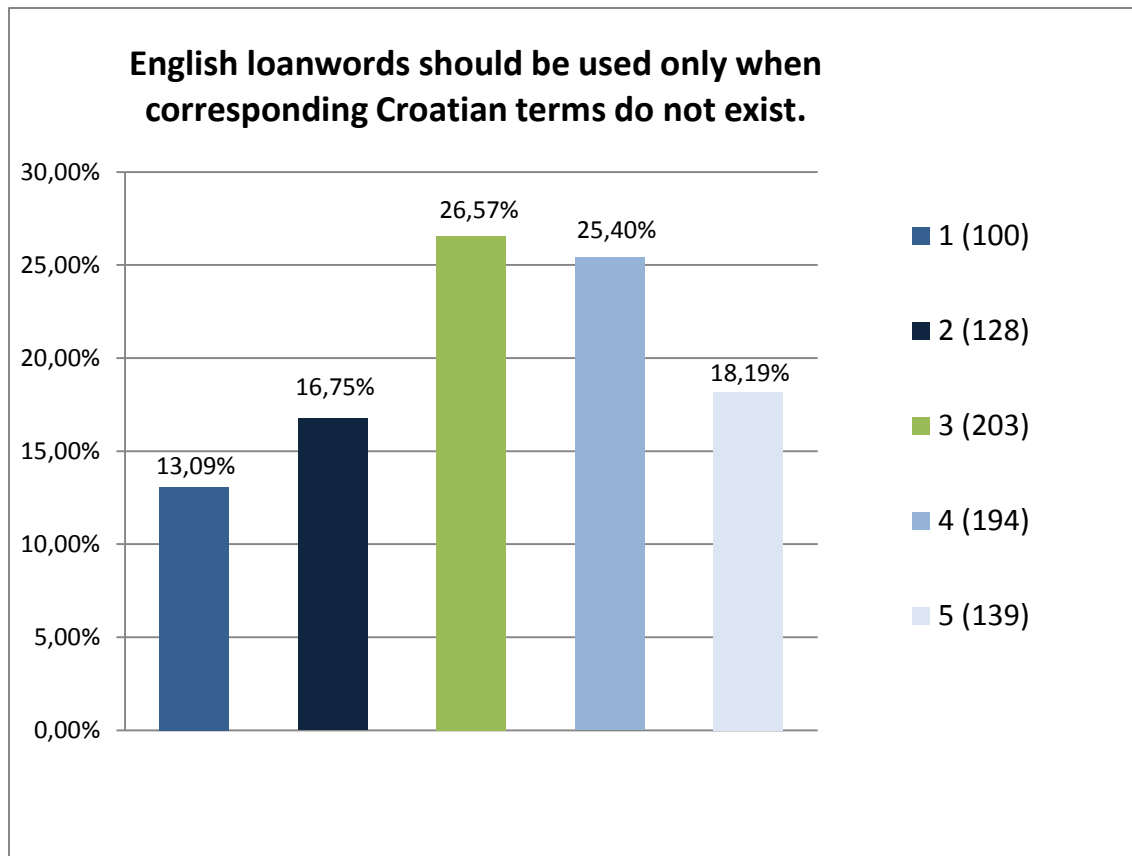


Answer	Number	Percentage
1	61	7,98%
2	76	9,95%
3	278	36,39%
4	190	24,87%
5	159	20,81%
Mean value	3,4057	
Total	764	100,00%

The use of English loanwords does not distort the standard Croatian language.

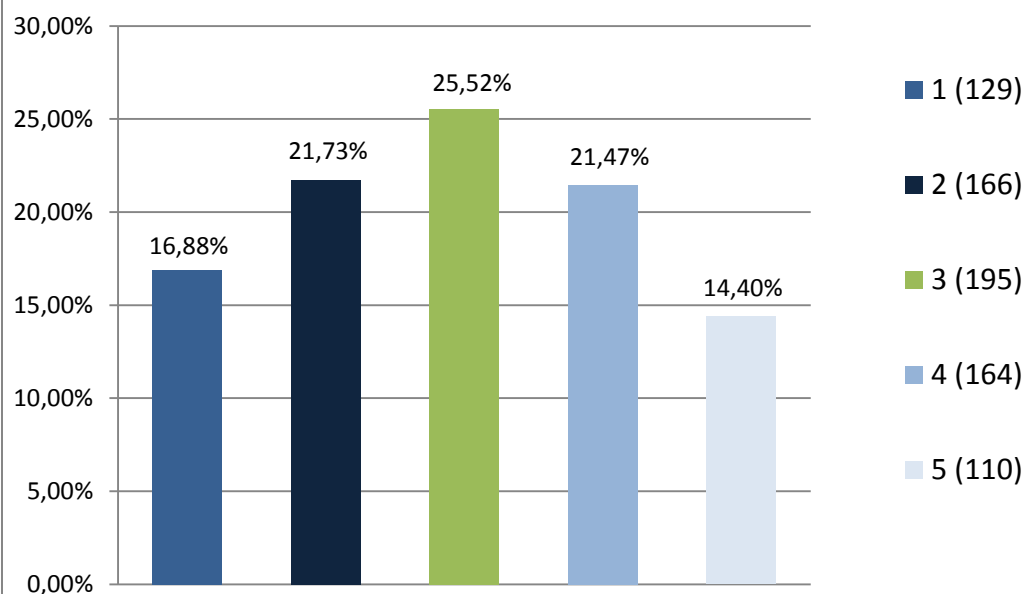


Answer	Number	Percentage
1	119	15.58%
2	219	28.66%
3	159	20.81%
4	158	20.68%
5	109	14.27%
Mean value	2,8939	
Total	764	100.00%



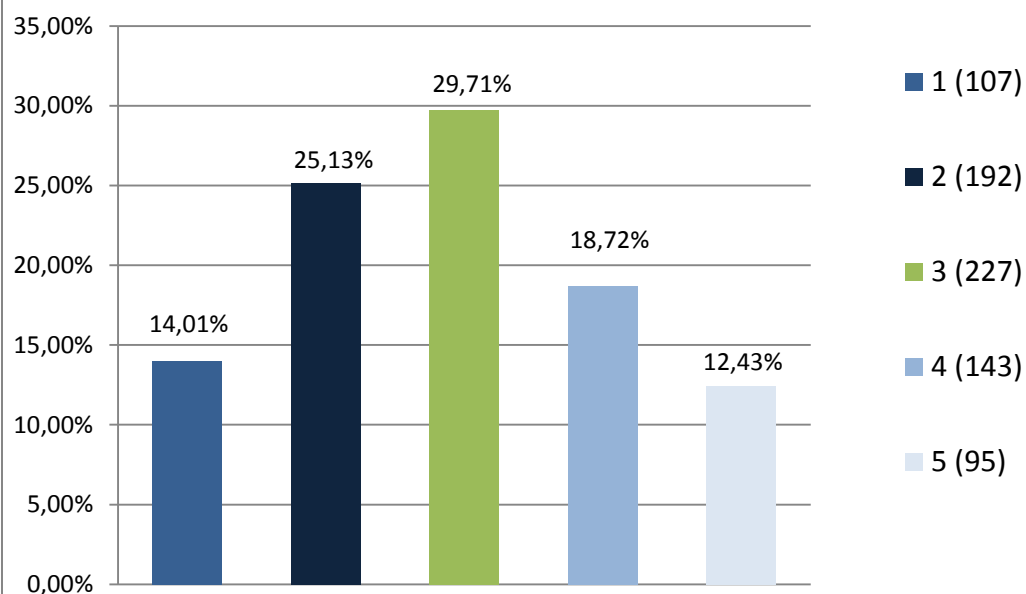
Answer	Number	Percentage
1	100	13.09%
2	128	16.75%
3	203	26.57%
4	194	25.40%
5	139	18.19%
Mean value	3,1884	
Total	764	100.00%

The influence of English on Croatian is reduced by creating Croatian neologisms.



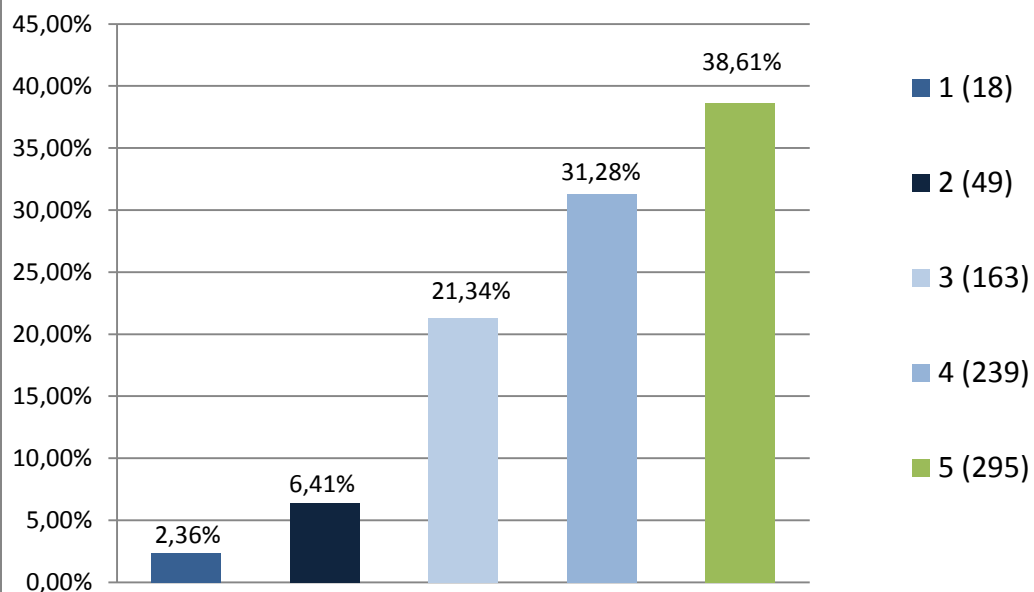
Answer	Number	Percentage
1	129	16.88%
2	166	21.73%
3	195	25.52%
4	164	21.47%
5	110	14.40%
Mean value	2,9476	
Total	764	100.00%

English loanwords should have the same status in Croatian dictionaries as other Croatian words.



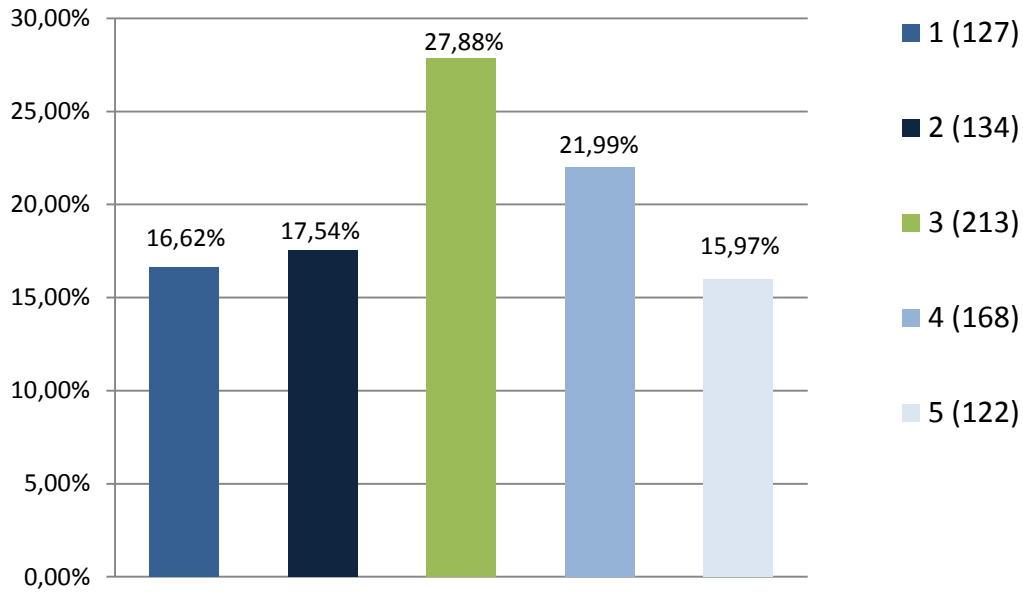
Answer	Number	Percentage
1	107	14.01%
2	192	25.13%
3	227	29.71%
4	143	18.72%
5	95	12.43%
Mean value	2,9044	
Total	764	100.00%

The form and meaning of Croatian neologisms should adapt to Croatian as much as possible.



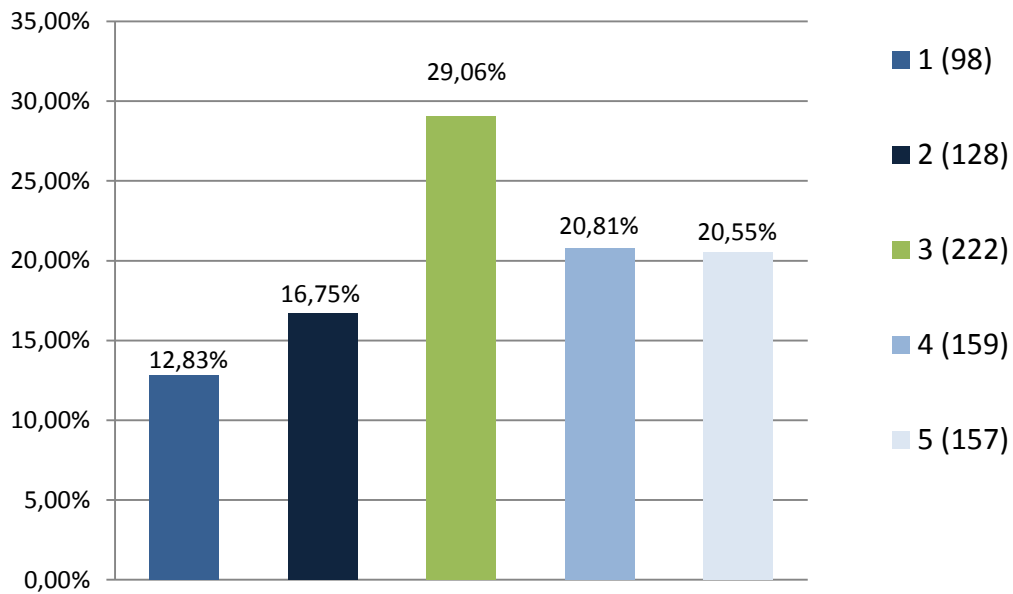
Answer	Number	Percentage
1	18	2.36%
2	49	6.41%
3	163	21.34%
4	239	31.28%
5	295	38.61%
Mean value	3,9738	
Total	764	100.00%

Croatian should adhere to purism that preserves its stability, tradition, and the characteristics of the terminological system.



Answer	Number	Percentage
1	127	16.62%
2	134	17.54%
3	213	27.88%
4	168	21.99%
5	122	15.97%
Mean value	3,0314	
Total	764	100.00%

The creation of Croatian terms within the domain of terminology should be prioritized over their creation within the domain of everyday communication.



Answer	Number	Percentage
1	98	12.83%
2	128	16.75%
3	222	29.06%
4	159	20.81%
5	157	20.55%
Mean value	3,1950	
Total	764	100.00%

