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STUDENT SLANG

Diploma thesis

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I declare that I worked on the following thesis on my own and that I used all the sources mentioned in the bibliography.

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INTRODUCTION

The rapid development of human society has a great influence on the most important tool of the communication - language. The modern way of living goes faster and new trends are also reflected in the development of language in a form of various new words and expressions as well as the improvement and facilitation of grammar structure. Comparison of those two linguistic areas shows that vocabulary grows so rapidly that the communicative function of language claims more novel and concise expressions in the language terminology in order to keep pace with modern trends in human life.

Slang seems to be one of the most important language formation having a great influence on the development of language. Slang speech is characterized by various linguistic features reflecting the users' way of living and using the language with emphasis on belonging to a particular group of language users. Student slang ranks the unique position among those groups characterised by specific features distinguished within the student environment. Student speech might be seen as a reaction to formalism and social conventions of literary language. Therefore, it contains a great number of slang expressions restricted to concrete time, place or even subject.

My final thesis is aimed at slang vocabulary of Czech and American students. At first, I devote my attention to theoretical background of slang supported by surplus definitions and explanations of that language formation given by various Czech and foreign linguists in contrast with other non-literary registers. The analysis of productive slang word-formations is followed by particular examples. Special attention is drawn to modern trends in language realisation of students, such as SMS and e-mail slang. It may be said that theoretical part runs deeply into the problem of slang and it is regarded as an inevitable part for setting the objective of the final thesis.

Second part of my work, the practical part, arises from the previous theoretical knowledge gained while gathering appropriate information on slang. It is based on the questionnaire distributed to Czech and American students with the aim of:

- Representing current situation in use of slang terminology in the Czech and American student field in a form of graphs showing the top slangs in both languages.
- Consider their word-formation processing with respect to theoretical knowledge.
- Producing dictionary of all used slang words among Czech and American students in various categories connected to school.

I followed the objectives of my final thesis in the course of setting its structure and during the preparation of its particular parts.

1. Sociolinguistic analysis: an English-Czech comparison

1.1 Slang, jargon and argot

Slang is considered as an independent non-literary language formation existing in the national language and closely connected with its terminology. The etymological origin of the word, as well as its precise definition, seems to be ambiguous. Several theories about the origin exist. The word slang is supposed to be derived from the word *s'language* in England (18th century) and it originally used to describe vulgar language spoken by certain subculture, e.g. soldiers' or, musicians' slang. Another theory says that the word slang is attributed to the Romany or Norwegian language. (Hubáček 1979:9). Hubáček (1988:6) says: "Slang according to the Czech linguist Kopečný is an English word of Scandinavian origin derived from the word 'sling' - (throw away); originally denoting the speech of beggars."

Slang words and expressions are characterised by a high degree of informality, familiarity, vocabulary richness. They are realised by a specific group of people whose members are connected with some particular link, such as territory (Californian), age (teenagers), subculture (students), and mainly occur in the spoken form of the language.

Beside slang, the other terms, used in the language register, are jargon and argot. It is difficult to find precise differences among these three terms as their definitions differ depending on the sources; however, their meanings are usually slightly different. According to Wikipedia (2008) jargon¹ is "terminology that relates to a specific activity, profession or group. Much like slang it develops as a kind of shorthand, to quickly express ideas that are frequently discussed between members of a group. In many cases a standard term may be given a more precise or specialized usage among practitioners of a field. In many cases this may cause a barrier to communication as many may not understand; argot (French and Spanish for "slang") is a secret language used by various groups, including but not limited to thieves and other criminals, to prevent outsiders from understanding their conversations."

¹ <http://en.wikipedia.org/wiki/Jargon>

With regards to many sociolinguists, who have dealt with the slang and its defining in language various contradictory definitions are given. That is why it is not easy to give the unique definition of slang, nor jargon and argot. Except slang, jargon and argot, more or less identical terms which describe other non-literary language registers exist as well, e.g. cant, flash, colloquialism, idiom or various types of dialects. In that case, each linguist defines slang in a different way and from different point of view.

1.2 Definition of slang – the Czech sociolinguistic approach

In the field of Czech linguistics, the discipline treating slang and similar language formations is called social dialectology². The aim of this linguistic discipline is to describe slang in comparison with other non-literary language registers, its characteristic linguistic features as well as its precise definition and place in the language field. Various Czech linguists have devoted attention to the occurrence of the substandard speech and a whole range of slang definitions have been introduced. Comparison of these definitions shows that they are not identical in form. However, their authors highlight quite similar aspects.

According to Hubáček³ (1988:8), “Slang is an independent part of the national language characterised by specific denominations of non-literary strata realised in a common communication act (half-informal or informal) of people linked with identical occupational environment or interests; and used as a medium for specific communication usage, as a medium expressing a belonging to that environment or interests.”

²The Czech equivalent is *sociální dialektologie*.

³ HUBÁČEK Jaroslav: *Malý slovník českých slangů* (1988), 8: [Slang můžeme definovat jako svěbytnou součást národního jazyka, jež má podobu nespisovné vrstvy speciálních pojmenování realizované v běžném (nejčastěji polooficiálním a neoficiálním) jazykovém styku lidí vázaných stejným pracovním prostředím nebo stejnou sférou zájmů a sloužící jednak specifickým potřebám jazykové komunikace, jednak jako prostředek vyjádření příslušnosti k prostředí či k zájmové sféře.]

Chloupek (1974:57) notes a distinction between the slang and professional language⁴ in the use of words based on expressive character; language play on words, denomination based on similarity (metaphor), words shortening or reducing compound words are common features for slang and professional language. Furthermore, slang words are marked by high degree of expressiveness, and they may be enriched for suprasegmental prosodic features, e.g. intonation, stress, rhythm. Expressions of professional language are of a neutral style with no expressive character. (Poštolková, Roudný, Tejnor 1983:32). On the other hand, Křístek (1973:98-103) introduces two possible views of slang; slang, in general, is closely connected with professional language of one social strata of the same interest, whereas in the narrow sense, it is used only as a language for specific group of people.

The difference between slang and argot is explained in the theory of Suk. According to his theory, argot is seen as a language formation created purposely not to be understood by the uninitiated. During the development of argot, its cryptic function was seen less important than the communicative one. Hence, argot is gently transformed into slang (1993:22).

Trávníček (1958:48-52) defines slang as a foreign linguistic term based on using synonyms comparable to the Czech term “dialect”. He elaborates a theory of several reasons leading to language dissimilarity and subsequently using of slang: *different need of expressive media with regard to content, particular conception of some things familiar to citizens, different relation between the speaker and person or thing, tendency to be unintelligible to members of different strata, tendency to shorten and eliminate redundant expressions*. Hubáček⁵ (1979:13) points out to Kellner for resemblance to Trávníček’s definition. He says: “The dialectician Adolf Kellner uses terms strata dialects for slang and defines them as sets of expressive media which differentiate between the users of national language owing to certain social factors; and which are used by members of particular social strata.”

⁴ The Czech equivalent is *profesní mluva*.

⁵ HUBÁČEK Jaroslav: *O českých slanzích* (1979), 13: [Kellner užívá termínů nářečí vrstevová a hodnotí je jako soubory výrazových prostředků, kterými se od sebe navzájem odlišují uživatelé národního jazyka vlivem jistých společenských činitelů a kterých užívají určité společenské vrstvy.]

As mentioned above, various definitions of slang have been introduced. Although they are not identical there are only slight distinctions in which they differ from each other. Specific denominations, informality, expressiveness and communicative function are common properties of the style of slang and correspond to a specific group of people highly conditioned by social situation.

1.3 Definition of slang – the English sociolinguistic approach

English linguists, as well as Czech linguists, share the same opinion about the ambiguous origin of the word slang which corresponds to the above-mentioned theories. Eble (1996:11) cites McKnight (1923) and says: “The word slang referred to the specialized vocabulary of underworld groups and was used fairly interchangeably with the terms cant, flash, and argot.” Despite the difficulty of precise definition of the term, Eble (1996:12,13) stresses novelty and ephemerality as principal characteristics of slang. Comparing to general vocabulary, slang words seem to exist for a shorter time because they are either replaced by another term or provide a synonym for a word already existing in slang, e.g. ‘bogel’ and ‘hang’ for ‘do nothing in particular’; or they can disappear and appear again corresponding to the current fashion style. Eble also points out that a slang word can be extended to a new area of meaning referring to man’s interests inventing the slang, e.g. ‘Tom’ (from totally obedient moron) for ‘computer’. According to Eble, “the vocabulary of college students can illustrate the ephemeral and innovative character of slang. One way to measure the ephemerality of student slang is to compare slang vocabulary at the same institution at different times.” Green (2002:27), as well as Eble, tackled the same problem about the comings and goings of the slang. “Perhaps the most formidable problem is that slang changes rapidly, so it is virtually impossible to give an accurate account of current slang items.”

With regards to definitions of slang itself, there is a surplus of various definitions related to this term. Some definitions might be seen as contradictory depending on user’s point of view, but generally, they underline common features. According to Eble (1996:11), “slang is an ever changing set of colloquial words and phrases that speakers use to establish or reinforce social identity or cohesiveness within

a group or with a trend or fashion in society at large. The existence of vocabulary of this sort within a language is possibly as old as language itself, for slang seems to be part of any language used in ordinary interaction by a community large enough and diverse enough to have identifiable subgroups.”

Leech and Svartvik (1981:26) assess the slang in a following way. “Slang is language which is very familiar in style, and is usually restricted to the members of a particular social group, for example ‘teenage slang’, ‘army slang’, ‘theatre slang’. Slang is not usually fully understood by people outside a particular social group, and so has a value of showing the intimacy and solidarity of its members.”

As mentioned above, beside slang, several different genres can be distinguished within the style of non-standard English such as argot, jargon, cant, flash, idiom etc. Thus, many slang dictionaries offer variety of slang definitions discovering slight nuances among them. Coleman (2004:2) devotes attention to differences among these various types of non-standard language. She notes: “Slang is usually short-lived, and often belongs to a specific age or social clique. It is used, like fashion, to define in-groups and out-groups. Jargon is the specialized language of an occupational or interest group, and functions as often to exclude as to include. Cant is the secret language of thieves and beggars, and is used for deception and concealment. Flash is used with specific reference to the fashionable slang of London’s eighteenth- and nineteenth-century demi-monde. The boundaries between these types of language can not be clearly defined, and individual terms move easily between categories as they are adopted by new sets of speakers. Cant and slang both sometimes means jargon, and flash sometimes means slang, sometimes cant. The link between all of these language types is that they do not belong to what is now known as standard English.” On the other hand Hotten (2008:7) sees differences between slang and cant in age given word. “Cant is old, slang is always modern and changing.” To illustrate the difference, he gives an example of thief in cant language would term a horse a *prancer* or a *prad*, while in slang, a man of fashion would speak of it as a *bit of blood*, or a *spanker*, or a *neat tin*.

In general, several definitions about slang were offered. Major part of these definitions stresses all common features characteristic of slang whereas their contradiction arises from authors' way of comprehension and their diverse points of view. Contradictory conception of slang is also seen as a result of the occurrence of nearly synonymic terms within the style of non-standard English, already mentioned above.

1.4 Definition and characteristics of student slang

As regards student slang, definition of the term will have to be given more in detail. It may be said that student slang is non-literary style of communication among students characterized by several specific features mentioned above. Comparison of various slangs shows that student slang is remarkable for particular features resulting from specificity of student surrounding. Hubáček (1979:83, 84) notices the variability of student surrounding which corresponds to variability of slang itself. Slang is usually restricted to concrete place, time or even to particular school and studying branch. Therefore, it is not noted for long persistency but it covers some invariable expressions passing through time, as well. Another specific feature of student slang, its users or originators, refers to students creativeness, originality, freshness, informality, nonstandard way of expressing full of emotions. Users of student slang are mainly young people with not so many social inhibitions depreciating formalism and groaning for new immediate knowledge. Thus, student slang is seen as one of the most important tools of students' realization.

Besides specific vocabulary student slang is characterised by some features produced in sound realisation such as intonation, rhythm, stress underlined by purposely lax way of speaking, inaccurate or omitted pronunciation of some sounds or even group of sounds. The words are usually produced in a shortened, easier and more relax way. Others examples of students' speech are using **weak forms**: *What'm I going t'do now? Ah'm over here.* **Consonant gemination**: *innit?* (isn't it?), *wunnit* (wasn't it?), *dunno* (I do not), *lemme* (let me). **Colloquial words**: *dough* (money), *cool* (great), *come up for air* (take a break). **Idioms**: *The first game ever played* (to have sex), *Have a mind like a*

steel trap (to learn easily). Using **positive adjectives for expressing negative** qualities: *He is phenomenal idiot*. Using **negative adjectives** such as *terrible, horrific, tremendous* in order **to exaggerate or overact**. Slang is often associated with dirty language related to various **taboo** topics, e.g. sex and names of male and female genitalia: *cock, dick, cunt fanny*, sexual intercourse: *fuck, screw, shag*. The vulgar word *fuck* in slang is often used for emphasize its meaning: *fucking crap*. **Vulgarity** and **obscenity** are typical features of slang. In consequence of using wide range of pejorative expressions, student slang might be overviewed critically mostly from members of elderly generation.

2. Linguistic analysis of slang: an English-Czech comparison

2.1 Productive Czech and English slang word-formation processes

Why do slang words occur in the language? Slang is regarded as a result of the rapid growth of the new words that is happening as a creative way of expression by people to make more simplified words easy to be uttered. Hubáček (1988:7) writes about the denotative (onomasiological) motivation⁶ of slang denominations which is either based on denomination of new life phenomena or on redénomination of those already denominated. The aim is to express a linguistic variability of the affective life represented by the words' originality and their upgrading. Due to rapid development of language, the occurrence of slang words is more frequent even in the field of literary language. Slang expressions penetrate into public speeches, scientific language and break up the strict limits between literary and non-literary language. The spreading of slangs also goes fast, especially among young people because the influence of media.

Slang vocabulary is extended by the same onomasiological processes as standard vocabulary. Hubáček (1988:14) mentions two principal processes of creation of slang words. The processes of *transformation* expand the vocabulary by derivation, compounding or in the processes of abbreviation⁷. The other process that Hubáček

⁶ The Czech equivalent is *pojmenovací (onomaziologická) motivace*.

⁷ Hubáček uses terms *zkracování, mechanické krácení, překrucování*.

mentions is *transposition* or so-called *semantic processes*, based on the metaphoric, metonymic transmission or on phrasal locution and loans from other languages. Typical examples of Czech student slang metaphor are *dostat kopačky* 'to break up', *hustit do sebe* 'to cram', *rupnout* 'to fail', *bulat* 'truant'.

With regards to English word-formation processes, it is first necessary to explain two relating linguistic terms, i.e. *Semantic neologism* and *stylistic neologism*. In the process of semantic neologism new words are not produced but new meanings are added to already existing words. Typical example is **metaphor**, e.g. *dead soldier* is a metaphor for 'empty beer container', *wounded soldier* for 'partially emptied' one; and **metonymy**, e.g. *plastic cow* 'nondairy creamer' built on the metonymic relation between *cow* and *cream*. (Eble 1996:15). It is necessary to have some background cultural knowledge to understand the meaning of semantic neologisms properly. Stylistic neologism is seen as a process of shifting words from one stylistic layer into another. The shift is realised between dialects and the stylistically neutral layer, or between the formal/occupational, neutral and informal/nonstandard layers, and in all directions. (Vogel 2007:17)

2.2 The morphological and grammatical properties of slang

Concerning word-formation processes, comparison of Czech and English numbers of their types shows that those of English are more numerous. They are usually classified according to linguist's own point of view, thus some of those processes are considered major the others minor and vice versa. Classification based on George Yule's theory (1996:51) of word-formation processes includes derivation, conversion, compounding, coinage, borrowing, clipping, acronym, blending, back-formation, whereas Eble (1996:25-39) writes about 'ordinary word-building processes' describing only the most important ones in descending order of frequency, i.e. **compounding, affixation, functional shift, shortening, and blending**. Eble adds that slang vocabulary, as well as general vocabulary, arises productively due to those word-formation processes. "Slang exploits existing words and their current meanings in various ways, drawing on and often mixing resources from the sound system, the word-building processes, paradigms, and the speakers' knowledge of the culture." (1996:26)

He gives an example of the word *fraternity* 'brotherhood', yielding in slang *frat*, *fratty*, *fratty-bagger*, *fratrat*, *fratdom*, and *frat out* – all denoting kind of stereotypical behaviour of members of a particular male social organization.

2.2.1 Compounding of slang words

Creating Czech slang words in the process of compounding is less frequent, whereas English slang vocabulary allows to compound words of various grammatical classes. Examples of Czech slang compounds are *cigártaška*, *mašinfira*, *málotřídkař*, *cukrblik*, *buřtguláš*. On the other hand, it is a popular way of creating semantic and often stylistic neologisms from short clauses, e.g. *držgrešle*, *podržtaška*, *krutibrko* etc. The most common variations in English student slang are mentioned below.

- **noun + noun**

couch potato 'lazy person' (Man, you are such a *couch potato*!), *bird class* 'easy class' (My classes are so hard this semester, except for literature – what a *bird class* that is!), *jungle juice* 'juice mixed with alcohol' (Don't drink that *jungle juice*, you'll be sick!)

- **noun + noun derived from verb by suffix –er**

buzz crusher 'anything that destroys a feeling of euphoria', *mountain climber* 'a person high induced by drugs', *tree hugger* 'an environmentalist'

- **verb + noun**

breakneck 'rapid, dangerous' (It was such a *breakneck* situation that I was so frightened!), *take sides* 'to feel strongly about one side of the argument and act on that feeling' (I don't want to *take sides* in this argument, you have to work it out yourselves!)

- **adjective + noun**

big time 'to a superlative degree', *bloody paper* 'red marked paper' (I got my test from teacher, it was completely *bloody*!), *big mouth* 'person who talks too much' (My friend is such a *big mouth*! I told him my secret and he told everyone he knows.), *low-key*

'quiet night of friend' (I spent a *low-key* night with my friend. We played the cards.),
old school 'retro' (He wears an *old school* jacket.)

2.2.2 Affixation of slang words

Affixation, as the process of word-formation, is based on adding *prefixes* or *suffixes* to words. Slang uses affixes but, comparing to general vocabulary, with more freedom and slightly different meanings or grammatical consequences. (Eble 1996:32)
The example of a typical prefix common in the use of Czech and English student slang is *mega-* 'a great amount of' (from Greek *megas* 'great'). Combination of the prefix *mega-* with an ordinary word gives word stronger emphasis. Another prefix, which is typical for English student slang words, is *perma-* a shortening of 'permanent'. *Mc-* prefix derived from McDonalds indicates something mass produced.

- ***mega-***

English: *megabitch, megawork, meganap, megaslow, megaparty*

Czech: *megamrcha, megaúkol, megašlofik, megapomalý, megapárty*

- ***perma-***

English: *permagrín, permagross, permaproblem*

English slang words, as well as general vocabulary, are built by a wide range of suffixes. The most productive in the student slang are *-er, -y, -age, -omatic, -orama, -aholic, -dom, -fest*. (Eble 1996:32,33)

- ***-er:*** *bummer* 'depressing experience', *doper* 'that which is associated with marijuana smoking', *killer* 'excellent', *crasher* 'one who cannot tolerate alcohol'
- ***-y:*** *trendy* 'fashionable', *dorky* 'stupid', *fratty* 'fraternal', *freaky* 'crazy', *groovy* 'routine', *lunchy* 'about lunch'
- ***-age:*** *foodage, studyage, scoopage, fundage*
- ***-omatic:*** *cramomatic, dunkomatic, jamomatic, jogomatic*

- **-orama:** *barforama, funorama, grossorama, sexorama*
- **-aholic:** *bookaholic, caffeinaholic, hoopaholic*
- **-dom:** *fratdom, geekdom, jockdom*
- **-fest:** *beerfest, pizzafest, sleepfest*

Hubáček (1988:14) divides words created by several suffixes according to semantic categories, i.e. people, instruments, diminutives, holders of qualities, actions.

- **People:** *-ák, -ačka, -ař, -ář, -as, -oun*
mazák, gymplák, kolejačka, dálkař, chemikář, tříd'as, šprtoun, šplhoun
- **Instruments:** *-ák, -ka, -čka, -áda*
blafák, kontrolka
- **Diminutives:** *-ek, -ík, -ička, -ičko*
bloček, bravíčko
- **Holders of qualities:** *-ák, -la, -ice, -čka*
druhák, žákula, tříd'nice, prezenčka
- **Actions:** *-ství, -ctví, -ávka, -ák, -ina, -tí*
umprumáctví, exnutí, slučák, slezina

2.2.3 Functional shift of slang words

Functional shift is the process in which the user shifts part of speech of a word without any effects on the vocabulary, thus the word is in the same form but refers to different grammatical category. Functional shift is a typical feature of spoken language, in conversation. Eble (1996:34,35) mentions four main types of functional shift within the part of speech.

- **Shift from noun to verb**

ace 'get the grade of A' (I definitely *aced* the exam.), *flag* 'get the grade F' (Unfortunately, I *flagged* the test.), *potato* 'lie around doing nothing' (I want to *potato*

all Saturdays.), *x* 'stop' (I *x-ed* smoking.), *butt in* 'to interrupt' (Don't *butt in* on their conversation!), *crash* 'to sleep' (May I *crash* at your place tonight?)

- **Shift from verb to noun**

bust 'a fault' (It was my *bust*.), *raise* 'parents' (My *raise* are sometimes on the rack.), *bash* 'a great party' (I'm having a huge *bash* tonight, are you coming?), *flow* 'wage' (I've got plenty of *flow* to have a party!)

- **Shift from adjective to noun**

bad 'a fault' (It was his *bad*!), *brew* 'a countable word for beer' (Would you like an ice-cold *brew*?)

- **Shift from adjective/adverb to verb**

harsh 'criticize' (I hate the way you keep *harshing* on me.), *later* 'to end relationship' (My boyfriend *latered* me last week.)

2.2.4 Shortening – acronyms, clipping, blending of slang words

In the process of shortening, so-called abbreviation, new words are created by shortening of existing words. The main aim of abbreviation is economy of language. "We distinguish three highly productive ways in which abbreviation is involved in English word-formation, giving us acronyms, clipping, and blends." (Quirk, Greenbaum, Leech, Svartvik 1985:1580) **Acronyms** are aimed at initial letters of words which can be pronounced either as sequences of letters (also called alphabetisms or initialisms⁸), e.g. *DOE* (Department of Education), *HSDP* (High School Diploma Program), or pronounced as words, e.g. *SNAG* (Sensitive New-Age Guy), *SNAFU* (Situation Normal All Fucked Up). Both of two above types of acronyms are common in the field of education. However, alphabetisms are used more frequently.

⁸Karlík in *Encyklopedický slovník češtiny* (2002:565) uses Czech terms *zkratková slova*, *zkratky iniciálové*.

Use of acronyms:

- **Names of institutions**

English: *PTA* (Parent-Teacher Association), *HS* (High School), *BOE* (Board of Education), *DOEL* (Department of English Literature)

Czech: *OA* (obchodní akademie), *VŠ* (vysoká škola), *ZŠ* (základní škola), *ČVUT* (České vysoké učení technické)

- **Names of subjects**

English: *PT* (Physical Training), *OEL* (Old-English Literature), *RE* (Religious Education)

Czech: *PVH* (pomocné vědy historické), *OK* (obchodní korespondence), *TV* (tělesná výchova)

- **Names of other school terms**

English: *IEP* (Individualized Educational Plan), *GED* (General Education Diploma), *ABE* (Adult Basic Education), *ESL* (English as Second Language), *CBA* (Curriculum-Based Assessment)

Czech: *AP* (Absolventská práce)

It is evident that the first type of acronyms pronounced as letters occurs more frequently than the other one pronounced as words.

- **Names of subjects, tests**

English: *TOEFL* (Test of English as a Foreign Language), *SAT* (Scholastic Aptitude Test)

Czech: *HIFRA* (historie Francie), *USU* (ubytovací a stravovací úsek)

- **Names of organisations and institutions**

English: *NEA* (National Education Association)

Czech: *VOŠ* (Vyšší odborná škola), *JAMU* (Janáčkova akademie múzických umění), *FAMU* (Filmová akademie múzických umění)

Clipping, in which new words are created by shortening of polysyllabic words, is a good example for terms of special group like school, e.g. *exam(ination)*, *math(ematics)*, *lab(oratory)*, *gym(nasium)*, *varsity (university)* originated in school slang. Further examples are *hiddy* (hideous), *def(initely)*, *sitch* (situation). The Czech linguistic term, based on the similar principle as clipping, is “mechanické krácení” used by Hubáček (1988:17). “Mechanické krácení” leads to shortening and an easier way of sound production of words, thus words consist of a smaller number of syllables, which tend to be open or sound modified, e.g. *fránina* (francouzština), *anglina* (angličtina), *cviko* (cvičení), *gympl* (gymnázium), *tělák* (tělocvik), *účto* (účetnictví).

“**Blends** are compounds in which enough of each component is retained so that new word is readily analysable. The second component in a blend has the same status as the second component in a compound.” (Hladký 1994:49) The final word looks like an overlap of two words, e.g. *slanguage* (slang + language), *edutainment* (education + entertainment). Blends seem to occur less frequently in the school slang terminology, e.g. *droned* (drunk + stoned) ‘unaware because of alcohol and drugs’, *homechop* (homeboy/homegirl + lambchop) ‘endearing term for a close friend, usually of the opposite sex’, *polislide* (political science + slide) ‘easy political science course’, *scrump* (screw + bump) ‘have sex’, *vomatose* (vomit + comatose) ‘disgusting’ (Eble 1996:38). Blending does not seem to have the equivalent in Czech word-formation processes. Hubáček (1988:17) treats another process, “překrucování”, which is similar to “mechanické krácení”. Not only the word is shorter but also modified, e.g. *štígro* (šťěstí), *jasan* (jasně), *kejtra* (kytara).

2.3 The phonological properties of slang

It may be said that the word-formation processes mentioned above give rise to the slang and general vocabulary. Other additional linguistic factors that affect the form of slang items can be introduced, as well. Eble (1996:39) gives strong emphasis on sound patterns as extra phonology features shaping slang expressions. Manipulating with sounds illustrates slang words based on **playfulness** and **innovativeness**. Therefore, the polite apology *Excuse me* can be pronounced *Screws me*, *Squeeze me*. Another feature Eble mentions is imitation of sounds or **onomatopoeia** realized in many slang terms, e.g. *jing* (money) from *jingle* or *yuke* (vomit). Some sounds in slang words are produced differently in order to stress slang timber. Typical example is *z* in words like *zazzy* (jazzy), *zap* (slap) or sound of *oo* in words like *smasheroo* (smasher), *cigaroot* (cigarette). **Rhyming** of slang expressions predicates about the factor of creativeness. Cockney slang from London represents the top of rhyme slang and many terms come from its repertoire, e.g. *ginger-beer* (queer = homosexual), *John Hop* (cop = policeman), *Mozart and Liszt* (pissed = drunk), *pork pies* (lies), *jam jar* (car), *china plate* (mate), *saucepan lid* (kid). Cockney is also based on shortening in which the rhyme word is not expressed, e.g. *elephant* (drunk) from elephant's trunk, *boat* (face) from boat race, *skin* (sister) from skin and blister. Thus, the sentence: "I'm going up the apples." means "I'm going up the stairs." Examples of rhyme college slang are *beat the feet* (hurry up), *dressed to impress* (well-dressed), *fag hag* (heterosexual female associating with gay males), *pop tops* (drink beer), *take a chill pill* (relax), *hell dwell* (drinking and partying at local pubs). At the phonological level, alliteration is also considered as an additional feature influencing slang items. **Alliteration** which refers to repetition of the same consonants at the beginning of words is seen in words like *rip the rug* (dance), *blimp boat* (fat person), *group gropes* (encounter groups). The repetition of vowels is remarkable in *lose move* (stupid act), *waste case* (drunk person), *scooby-doo* (eater who never gets fat).

2.4 The sociological properties of slang

Slang, as well as general vocabulary, is characterized by a wide range of linguistic properties, e.g. grammar, semantics, phonology, as mentioned above. Not all of those properties are common linguistic features for both slang and general vocabulary, but some of them particularly suit to slang.⁹ Various studies on slang add another specific type of properties associated with slang called sociological properties. Sociological properties are derived from slang's multiple nature and its function. They can be classified into two groups with respect to either the speaker (speaker-oriented) or the hearer (hearer-oriented).¹⁰ Mattiello (2008:59,60) refers to four characteristics of speaker with regard to appropriate sociological properties.

- As a member of a particular group (group-restriction, individuality, secrecy, privacy, culture-restriction, prestige).
- As a person with a concrete occupation or activity (subject-restriction, technicality).
- As a person of low cultural status using bad language (informality, debasement, vulgarity, obscenity).
- As an individual of a certain age or generation from a certain regional area (time-restriction, ephemerality, localism).

As the speaker-oriented properties of slang determine the speaker, hearer-oriented properties characterize the hearer and the effect they produce upon him with a view to

- Amusing the hearer (playfulness, humour).
- Breaking up his monotony of neutral style (freshness, novelty, unconventionality).

⁹ See Table 2 for the list of linguistic properties of slang in the relevant studies. (Mattiello, 2008), p. 68.

¹⁰ See Table 3 for a review of the linguistic and sociological (speaker and hearer-oriented) properties of slang. (Mattiello, 2008:60), p. 69.

- Impress the hearer with extraordinary expressions (faddishness, colour, musicality).
- mock, offend or challenge the hearer (impertinence, aggressiveness, offensiveness)

The importance and frequency of sociological properties used in slang vary from the linguists' different point of view. Thus, most of the properties are not considered so much crucial and it may happen that they are not even mentioned in some linguistic studies on slang.¹¹

Table 1. The list of slang words with respect to their sociological properties (Mattiello, 2008, Czech equivalents added by Veronika Burdová).

Sociological property	Slang word (Br./U.S.)	General meaning	Czech equivalent
group-restriction	smack, joint	drug	droga
informality	bread	money	peníze
time-restriction	fab	fabulous	skvělý
ephemerality	chap	man	chlápek
debasement	bloke, dude	man	chlap
freshness	in a mo	in a moment	za chvíli
playfulness	nana (< banana)	silly person	hlupák
obscenity	dick	penis	penis
subject-restriction	crack	cocaine	kokain
novelty	phat	sexy woman	atraktivní žena
orality	yeah	yes	ano
unconventionality	nut	crazy	bláznivý
faddishness	chick	girl	dívka
humour	to dance one's ass	to dance	tancovat

¹¹ See Table 4 for the list of sociological properties of slang in the relevant studies. (Mattiello, 2008), p. 70.

vulgarity	fucked-off	fed-up	naštvaný
desire to impress	cunt	a vulgar term for woman	děvka
hybridism	loco	insane	bláznivý
localism	whistle and flute	suit	oblek
colour	flummox	failure	prohra
impertinence	Paki	Pakistani	Pákistánec
offensiveness	faggot, lesbo	homosexual	homosexuál
secrecy	pinch	to steal	krást
musicality	hotsy-totsy	satisfactory	dostatečný
privacy	fox	attractive girl	atraktivní dívka
aggressiveness	goof	idiot	hlupák
technicality	slot	to kill by shooting	zastřelit
spontaneity	ginormous	enormous	velký

3. Classification of slang within non-standard varieties

3.1 Specific, general slang

The classification of slang is as ambiguous as its definition. Comparison of classification of other similar language varieties, e.g. jargon, argot, dialect, shows that classification of slang seems to be more implicit due to its conceptual and terminological overlap. Slang, as a social variety, is associated with a particular group (e.g. student slang, military slang, drug slang), as a regional variety with an area or district (American slang, Cockney slang). It must be remembered that the nature of slang is characterized by extent and it is all-encompassing. In consequence, it allows further sub-distinction between specific and general slang terminology.

Specific slang is language used by members of a particular group to show their respect for that group and solidarity with other group members. It is also used in order to underline speakers' identity, social status, age, education, special interests as well as their geographical belonging. Therefore, it is mainly spoken by people of similar age (teenagers: *chick* 'a girl', *cool* 'OK'), similar occupation (military: *flak* 'an aviator'); or by people sharing similar lifestyle (homosexuals, drug addicts: *smack* 'heroin') or the same living conditions (criminals: *axe* 'a knife'). **General slang**, on the other hand, is language used by speakers to avoid conventions, seriousness. It is used instead of clichés and standard language to change the level of formality (*bevvy* 'a drink', *footy* 'football'). Some words can be both specific and general according to context, e.g. the word *grass* is in specific drug slang 'marijuana' whereas in general slang it stands for 'green vegetables'. (Mattiello 2008:35, 39, 40).

3.2 Slang vs. dialect

Like slang, several similar language varieties can be distinguished within language register depending on their social, regional and temporal factors as well as their function and purpose of their usage. Therefore, non-standard English comprises varieties of language such as dialect, colloquial language, vernacular, etc. featuring characteristics common for all of them. Distinctions between slang and other varieties are discussed in this chapter. Specific examples of texts written in slang, dialect and vernacular are given in the final sub-chapter, as well.

Wolfram and Estes (1998:2) define dialect as a variety of language referring to a given group of speakers. It may be said that classification of dialect is quite similar to slang classification and three categories are given (Vogel 2007:10):

- **Geographical** (region in which the dialect is spoken, e.g. Australian, Southern England, African American).
- **Temporal** (dialect used at different periods or by members of different age, sex groups, e.g. Old English, Middle English).

- **Social** (dialect spoken by members of different social class, e.g. upper class, middle class).

Mattiello (2008:37) refers to Chambers, Trudgill and Romaine who claim that dialect is geographically restricted, unlike slang, in spite of the fact that slang may vary from region to region. Slang does not strictly associate with one place or social group, but its use and understanding is more general. Mattiello also points out that a word in British English slang may be standard in American English and vice versa, or it may be of different meaning within the two regional varieties. The concrete example is given, as well. British vulgar slang word *fanny* refers to 'female genitals', but in American English it means 'posterior'.

3.3 Slang vs. vernacular language

It may be said that slang is characterised by common linguistic features as vernacular. Comparison of their properties shows that both slang and vernacular are languages realized mainly in a spoken form. Though there are certain similarities within slang and vernacular, there is still a little difference. The origin of the word *vernacular* comes from Latin *vernaculus* meaning 'native'. Thus, unlike slang, vernacular rather indicates indigenous language referring to inhabitants of a certain locality or region and is defined as "the native speech of a particular country or district frequently includes variation of sounds or mispronunciation of words which are typical of a limited area." (Mattiello 2008:38); while slang, as a hybrid language, often cooperates with foreign lexical background as it can be given in the example of word *smack* meaning 'heroin' derived from Yiddish *schmeck*. (Mattiello 2008).

3.4 Slang vs. colloquial language

Colloquial language does not correspond to slang, and although it is characterized by similar features of informality and realized in ordinary spoken or written form, it is still considered as a part of Standard English. Colloquial language may be used when talking to friends as well as in the newspaper or during informal

business meetings. Slang is regarded more informal and covers words and expressions that are not considered part of the standard language. As mentioned above, slang is informally used by members of some particular social or ethnic groups, e.g. teenagers, thus purpose of its using is slightly different from colloquial familiarity. Mattiello (2008:39) points out the sociological properties of slang, such as secrecy, vulgarity, privacy producing various effects of humour, aggressiveness, etc. which do not display within colloquial language. As an example she compares expressions *belly* and *beer belly*. Colloquial word *belly* indicates 'stomach', whereas *beer belly* as a slang word stands for 'a person having an overhanging stomach due to often drinking large quantities of it'. Another example is given comparing colloquial word *nana* derived from banana with exactly the same meaning of 'yellow fruit' with slang word *nana* referring to a 'silly person'. (Mattiello 2008:39).

3.5 Comparison of the slang, dialect and vernacular text

To run deeply into the question of non-standard languages, I focused my attention on concrete examples supported by the same text which was translated by a web- translator¹². As the key text, I used the introduction of my questionnaire dealing with student slang, which is a part of my practical part and was distributed to my students to fill in. This abstract is translated into Cockney rhyme slang, Scottish dialect and Australian vernacular. Particular words and phrases expressing the same meaning are marked in the same colours to point out possible written ambiguities.

Dear students, I would like to kindly ask you for reading and finally filling in this questionnaire. It concerns with slang terminology which influences the speech mainly of young people. Please, respond carefully each of these questions and give more possible examples. Results of this questionnaire serve as a material for final thesis on student slang. Thank you very much.

¹² <http://www.whoohoo.co.uk>

Dear students, I would loike ter kindly ask ya for readin' and finally fillin' in this questionnaire. It concerns wif Matheson Lang terminology which influences the bloody speech mainly of young people. Hairy Biscuits and Cheese, respond carefully to each of these questions and give more possible examples. Results of this questionnaire serve as a material for final thesis on students Matheson Lang. Thank ya very much.

(Cockney rhyme slang)

Hen students, Ah woods loch tae kindly ask ye fur readin' an' finally fillin' in thes questionnaire. It concerns wi' slang terminology which influences th' speech mainly ay yoong fowk. Please, respond canny to each ay these questions an' gie mair possible examples. Results ay thes questionnaire serve as a material fur final thesis oan student slang. Thank ye huir uv a much.

(Scottish dialect)

Dear students, I would like to kindly ask you for reading 'n' finally filling in this questionnaire. It concerns with slang terminology which influences the speech mainly of young people. Please, respond carefully to each of these questions 'n' give more possible examples. Results of this questionnaire serve as a material for final thesis on student slang. Thank you very much.

(Australian vernacular)

4. Student slang in modern technology

4.1 Web slang

Slang is for most part attributed to speech of young generation which is closely associated with modern trends in the way of its life, thinking, clothing, acting as well as speaking. Slang is considered as a one of the most important tools of students' realisation, thus it contributes to all forms of their communication and it is highly represented in a written informal form of various web chats, discussions, e-mails or text messaging. Just as values of young people change rapidly and their way of living goes faster, their communication is adapted, as well. There is no doubt that slang expressions are those of no long persistency in the field of speaking but innovative, fresh and rapidly growing as a reflection of user's way of living. Slang is represented in virtual communication enormously. Slang words are expressed by many acronyms, lingos or

symbols, called emoticons¹³, used to display one's emotions and feelings. Those symbols may vary according to user's geographical or culture factors, e.g. Asian style, European style, South-American style, etc. The more acronyms and symbols are used the quicker communication is. Nevertheless, frequent use of such a communication form affects everyday speech acts so much, thus the boundary between standard and non-standard language seems to be ambiguous.

Web communication has become a part of students' everyday life. Its role is to communicate rapidly, briefly, usually with a lot of slang words and no grammar rules. Therefore, it demands to be skilled and educated in various acronyms and symbols which help to make communication easier and quicker. Typical examples of web communications are writing e-mails or messages containing series of letters expressing the meaning in abbreviated forms

Table 7. The list of e-mails and SMS acronyms¹⁴.

b4 – Before, **BAK** - Back at the Keyboard, **BBS** - Be Back Soon , **bf** - Boyfriend , **BTW** - By The Way , **DIKU** - Do I Know You?, **F2F** - Face To Face , **FAQ** - Frequently Asked Question, **fu** - f*** you, **GR or GTR** - Gotta Run, **H&K** - Hugs and Kisses, **HAGD** - Have A Good Day, **JK** - Just Kidding, **KIT** - Keep In Touch, **L8R** – Later, **LOL** - Laughing Out Loud, **SOL** - Shit Out Of Luck, **SPST** - Same Place, Same Time, **SYL** - See You Later, **TC** - Take Care, **TTYL** - Talk To You Later, **US** - You Suck.

Like abbreviations, replaced letters frequently occur in web slang words and we speak about letter-saving quality. It usually happens within letters producing the same sound, e.g. *rox* (rocks), *thanx* (thanks), *X-mas* (Christmas); single letter might replace whole words as *b* (be), *c* (see) *r* (are), *y* (you); -ing form is in most cases replaced by shorten *-in* such as in words *comin*, *eatin*, *havin*, etc. As was mentioned above, web slang words are accompanied by various emoticons (smileys or smiley faces) to convey

¹³ See tables 5, 6 adapted from <http://en.wikipedia.org/wiki/Emoticon>, p. 71.

¹⁴ Adapted from <http://www.all-acronyms.com/tag/sms>

user's intonation and emotional statement to avoid possible misinterpretation. To see the difference an emoticon can make, look at those two statements:

Hey buddy, you look like a real geek! *Hey buddy, you look like a real geek!:-)*

4.2 SMS slang

Concerning student slang, specific attention must be drawn to texting short messages via mobile phones. Writing SMS (the abbreviation refers to *short message service*) centres on student slang realisation in a form of short messages sent via mobile. Crystal (2008:164) sees texting as “just another variety of language, which has arisen as a result of a particular technology. It takes its place alongside the other mediums of electronic communication which have resulted from the internet revolution.” As the abbreviation of SMS prompts, the more needs to be written the shorter language has to be used. Thus, the user usually treats as much letter-saving quality as possible. Acronyms occur even in a shorter way than in e-mails. Like replaced letters and acronyms, using numbers, instead of some letters, is also frequently used while writing text messages. E.g. *4Y* (for you), *U2* (you too), *Gr8* (great), *Gt2gthr* (get together), *NE1* (anyone), *rUf2t?* (Are you free to talk?), *Il b l8 cuz cRs bin im£ed.* (I'll be late because my car has been impounded.), *fanC gOn clubn 2nite?* (Fancy going clubbing tonight?), *hve I told U l8tly that I luv u?* (Have I told you lately that I love you?)¹⁵, etc. Messages are linguistically and stylistically obvious and transparent for the users of such a communication so that the process is made quicker and clear. To successfully achieve this, it is necessary to be aware of all acronyms, symbols and abbreviations

5. Methodology – research on student slang

5.1 Research techniques used for corpus

When defining the procedure of using possible methods I started from the given goal of my final thesis. At first, I devoted my attention to specialized linguistic

¹⁵ Adapted from http://en.wikipedia.org/wiki/SMS_language

bibliography concerning the given topic, and I gained appropriate pieces of knowledge suitable for setting further research techniques. I carried out some kind of pre-research in order to elicit some information about specific student slang expressions. The aim of this pre-research was:

- To give students basic information about the research process and its goal.
- To find out the scale of used slang expressions.
- To divide those expressions into several groups.

Secondly, I prepared the questionnaire, drawing on pre-research, for gathering appropriate linguistic material according to given criteria using qualitative and quantitative evaluation. The results served for:

- Making the list of the most used slang words.
- Creating graphs showing the top Czech slang word representing each sub-category compared with American slang expressions.
- Producing graphs showing the percentage of all used slang words in each category.
- Creating dictionary of all used slang words among Czech and American students.

5.2 Questionnaire

The research was done in a form of open questionnaire based on student slang vocabulary. I divided words into five main categories such as *types of schools, names of subjects, names of people, school activities, out-of-school activities* which are further sub-divided into several subcategories. Czech students were familiarized with the research and made sure about its anonymity in advance. American students were enquired via e-mails. For my research I chose:

- 30 Czech students of Tertiary Vocational School of Hotel Industry and Tourist Management. The informants were 24 females and 6 males from the age of 20 to 25.
- 30 American students, 18 females and 12 males, attending San José State University in the state of California. Those students are at the age of 22 to 25.

5.2.1 Czech informants

Tertiary Vocational School of Hotel Industry and Tourist Management (30 informants)

Year of birth	The number of informants	Percentage
1984	4	13%
1985	8	27%
1986	7	23%
1987	5	17%
1988	4	13%
1989	2	7%

5.2.2 Information on school

Tertiary Vocational School of Hotel Industry and Tourist Management in Opava prepares students for various careers in the hotel and tourism area depending on students' skills, abilities and educational qualities. Therefore, there is a possibility of studying two branches such as hotel industry and tourism. During their studies, they are trained in the areas of marketing and management, information technology, travelling or hotel industry. They are learned in foreign languages, as well. This school offers day and distance study programmes, both for standard length of 3 years finished by *DiS – Specialist with a diploma*.

Students of 'Hotel Industry' study the following subjects:

English, German, Computer Technology, Psychology, Communicative Skills, Business Correspondence, Economics, Excursions, Law, Economics, Gastronomy, Marketing, Excursions, Financial Management, International Cuisine, Diet Cuisine, Food and Beverage Industry, Practice in Hotel, Spa Service.

Students of 'Tourist Management' study the following subjects:

English, German, Spanish, Computer Technology, Psychology, Tourism, Communicative Skills, Business Correspondence, Economics, Excursions, Tour Guiding, Law, Accounting, Travel Agency practice, History of Culture.

5.2.3 American informants

San José State University (30 informants)

Year of birth	The number of informants	Percentage
1984	12	40%
1985	7	23%
1986	8	27%
1987	3	10%

5.2.4 Information on school¹⁶

San José State University in the USA, state of California (known as SJSU) offers more than 134 bachelor's and master's degrees in about 110 studying branches related to 7 different colleges or departments, such as *Applied Science and Arts, Business, Education, Engineering, Humanities and the Arts, Science, Social Sciences*. Informants of my questionnaire were students studying different subjects.

¹⁶ Adapted from <http://www.sjsu.edu/>

5.3 The most used Czech slang words according to given categories

5.3.1 Types of schools

The first category is aimed at different types of schools. I selected 4 key words connecting with school institutions and ask for student slang words denoting those terms: *Grammar school* (gymnázium), *Hotel school* (hotelová škola), *School of Education* (pedagogická škola), *Tertiary Vocational School* (vyšší odborná škola).

- **Grammar school**

Gympl (the process of clipping combined with morphological adaptation in which the word is shortened and pronounced in an easier way), *gymnázka* (clipping), *ústav* (denoting a school institution in general, is created in the base of transferred meaning), *zvláštní* (pejorative meaning or irony), *rychlokurz* (compound), *šrotárna* (underlines the greater emphasis on learning), *Oxford* (example of metonymy, underlining the questionable prestige of that school using the irony).

- **Hotel school**

This subcategory was not represented by great number of slang words. The most often used slang word, denoting this type of school, is *hotelovka*, *hotel* (created in the process of clipping with morphological adaptation), *buchtárna* (an example of metonymy referring to the character of hotel school with a little negative conotation).

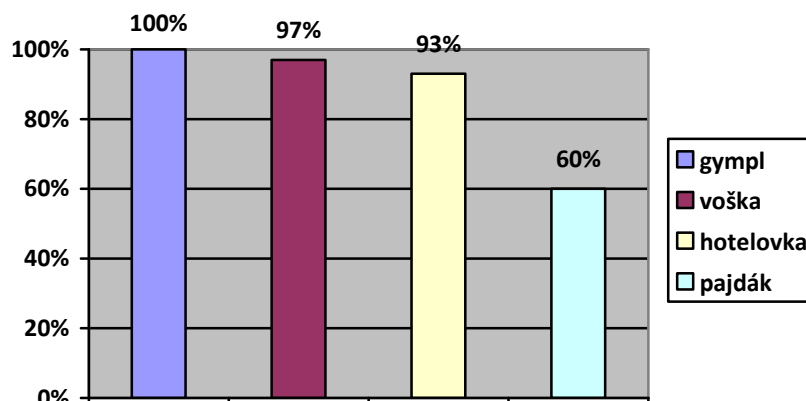
- **School of Education**

Pajdák (modified in the process of clipping with morphological adaptation by adding *-ák* suffix), *peďák*, *pedák*, *pedárna* (shortened words by adding *-ák*, *-árna* suffixes), *učitelská* (points out the future students' profession coming out of attending this type of school).

- **Tertiary Vocational School**

This school is highly represented by acronym *voška* pronounced as a word by 97% of students or by simpler version *voš* or *vošárna* (clipping with morphological adaptation).

5.3.1.1 Graph 1. Top Czech slang words of schools.



5.3.2 Names of subjects

Concerning the subjects, I paid special attention to those ones which seem to be the most suitable for using slang. I also tried to choose subjects common for both study branches, i.e. *Hotel Industry* and *Tourist Management*. Therefore, the group of subjects includes: *English* (angličtina) *German* (němčina), *Economics* (ekonomie), *Tourism* (cestovní ruch), *Gastronomy* (gastronomie), *Psychology* (psychologie). The list of all study subjects is mentioned above. This category is remarkable by using almost the same slang words among all students. As a result, the top slang word in each subcategory reaches quite a high percentage.

▪ English

Anglina (morphological adaptation in the process of clipping), *ájina* (morphological adaptation), *AJ* (alphabetism), *English* (English loan), *ingliš* (corrupted English word written in the Czech spelling).

▪ German

Němina (clipped word combined with morphological adaptation), *němák* (morphological adaptation), *NJ* (alphabetisms), *German* (English loan), *Deutsch* (German loan), *dojč*, *dojčina*, *šprechtina* (examples of corrupted German words with

the Czech spelling). Less frequently used were *skopčárna* or *hnus* expressing popularity of this subject.

- **Economics**

Eko, *ekona*, *ekoška* (examples of clipped words), *strašná blbost* (evaluation of the subject used in the questionnaire for humorous purpose).

- **Tourism**

This subcategory included only two examples of abbreviated forms created from Czech term *cestovní ruch*, i.e. *cest'ák* (clipped word with morphological adaptation) or simply *CR* (alphabetisms).

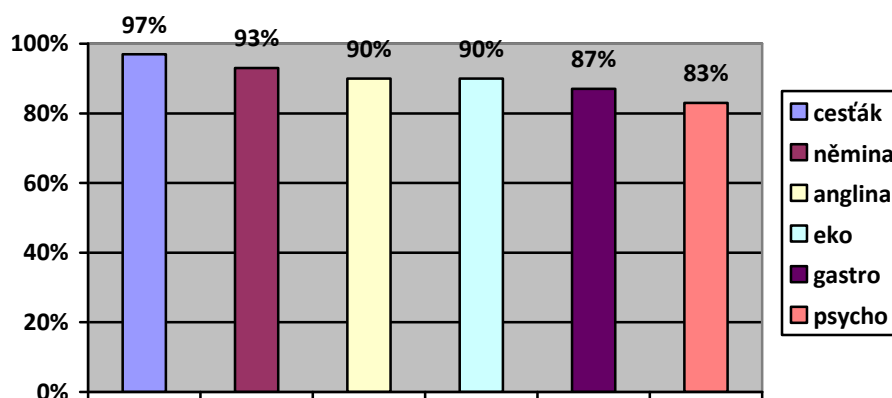
- **Gastronomy**

Clipped words such *gastro*, *gas*, *gastroška* were used. Another example referres to Czech term *vařeníčko* (diminutive, denoting the activity).

- **Psychology**

Terms, usually made up in the processes of clipping or clipping with morphological adaptation, such as *psycho*, *psychina*, *psychoška*, *psychola*.

5.3.2.1 **Graph 2.** Top Czech slang words of subjects.



5.3.3 Names of people

This category contains four persons who have a connection to school such as *headmaster* (ředitel), *teacher* (učitel/ka), *cleaning lady* (uklízečka), *school porter* (školník) and three types of students showing different personal qualities. This group was highly represented by various slang terms and expressions due to using many teachers' nicknames.

- **Headmaster**

The most often used word was *říd'a* (clipped word with morphological adaptation). A lot of terms are addressed to higher status or position of its profession, sometimes adapted from English or example of hyperboles, e.g. *velký boss*, *king*, *hlava* (figurative meaning), *hlavní šéf*, *velitel*, *nejvyšší*. Using first name is also very common example such as *Jirka*.

- **Teacher**

If we look at the word teacher in general sense of a profession, the most common clipped and modified words are *úča* (derived from *učitelka*), *profa* (from *profesorka*) or *megeera* (negative connotation to the master degree *Mgr. (magistra)*). The more specified using of slang words are focused on teachers' name. Therefore, modified surnames of teachers are used in the greatest measure, e.g. *Kurečkova* > *Kurec*. If the teacher is popular with students first names are used more than surnames.

- **Cleaning lady**

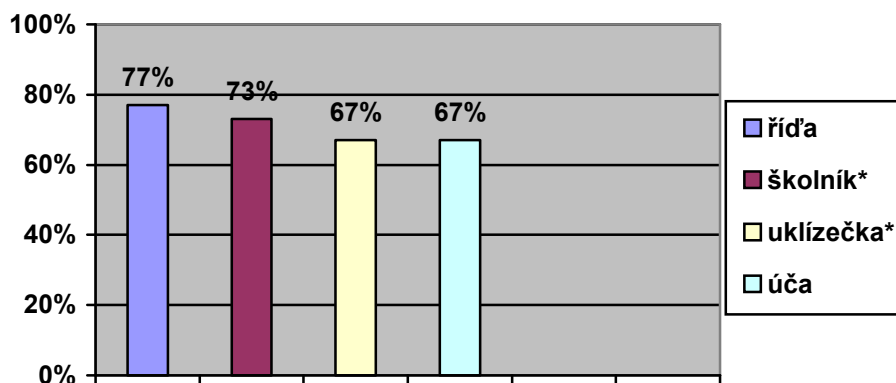
With regards to students' age, the questionnaire did not stress any pejorative slang words for this kind of profession. I was quite surprised about the fact that *paní uklízečka* was the most presented word with the percentage of 67%. Further terms are closely related to the character of this job and created by suffix *-ka*, e.g. *zametačka*, *umetačka*, *hadroška*.

- **School porter**

73% of informants have no special term for this job. The word they use is *školník* without any linguistic changes. Further examples were *kličař*, *školas*, *dozorce*,

bachař (created by adding *-ík, -ař, -as, -ce* suffixes), *Pepa, Jarda* (denoting first names with negative connotation).

5.3.3.1 Graph 3. Top Czech slang words of people. (* not slang words)



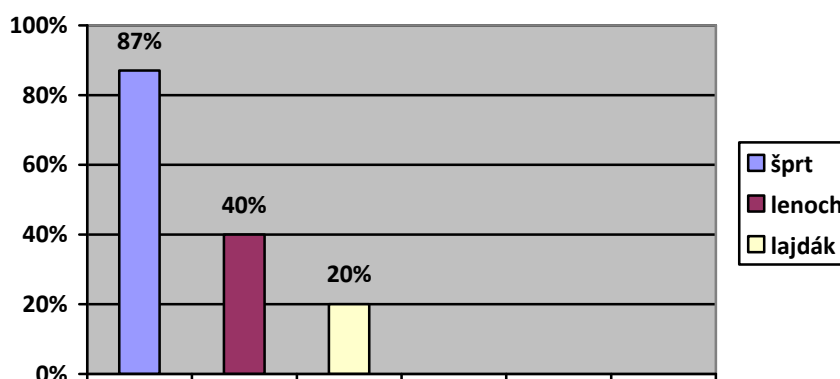
Concerning the personal qualities of the classmates, students were very creative and many expressions were given. The first type was student who

is very intelligent and prepares carefully for each lesson: although approximately 14 different terms for that student were mentioned, the one word *šprt* was common for 26 informants. Further examples were *Hujer* (according to one Czech movie character), *chytrák, chytrolín, aktivka, borec, šplhoun* (created by adding common suffixes), *vlezdoprdelka* (adapted compound), *šrot* (metaphor, based on negative connotation), etc.

attends school just to be there with no knowledge: this type of student was characterized by 26 distinct expressions varied among students, thus the top word did not reach such a high percentage, e.g. *lajdák, flink, bulač, dálkař, lempl, ulejšvák, hajzlík, haluzář*, etc. words made up with typical suffixes *-ák, -ík, -ač*

is lazy: 14 different terms were used for being lazy, e.g. *lenoch, lemra, shniloch, povaleč, lenochod, salámista, mimoň*, etc.

5.3.3.2 Graph 4. Top Czech slang words of classmates.



5.3.4 School activities

This category includes some of the activities that are somehow connected to school. I chose such a kind of activities suitable mainly for students of mine, i.e. *to pass the exam* (prospěť u zkoušky), *to fail the exam* (neprospěť u zkoušky), *to truant* (chodit za školu), *to learn* (učit se), *final thesis* (absolventská práce), *holidays* (prázdniny).

- **To pass the exam**

The expressions used for this kind of activity underline its aim, which is to achieve the goal successfully. Therefore, the verbs confirm the matter of possessing something as in metaphoric sayings *mít to v kapse*, *je to doma* or the process of movement towards to final goal such as *projít*, *prolézt*. The most common is **dát to**.

- **To fail the exam**

This group of words is represented by some same words as in *to pass the exam* group just in an opposite meaning, e.g. *nemít to*, **nedat to**, *neprolézt*, *neprojit* (created by adding *ne-* prefix), *vyhořet*, *rupnout*, *projet to*, etc.

- **To truant**

The top slang word for this subcategory is **bulat** which is spoken mainly in the region of North Moravia. Many students coming from Bohemia did not know this term

but they adopted it during their studies in Moravia and started to use it. Quite similar to *bulat* is a term *vybulat* (created by adding the prefix *vy-*). Further examples were *flinkat*, *flákat se*, *lakovat*, *rekreovat*, etc.

- **To learn**

This subcategory contains a large number of expressions related to this activity. If *šprt* is the most used word denoting a clever student, then ***šprtat*** is obviously the top slang verb expressing the activity that *šprt* does. Some given examples are based on metonymic relation between the activity of learning and organ that is necessary for such an activity, *brain*. Therefore, colloquial phrases *drtit mozek*, *soukat do hlavy*, *zapálit mozkové závity*, *trychtýřovat info* are mentioned. Some expressions are loans from foreign languages, written in the way of Czech spelling, such as *lernit* or *biflovat*.

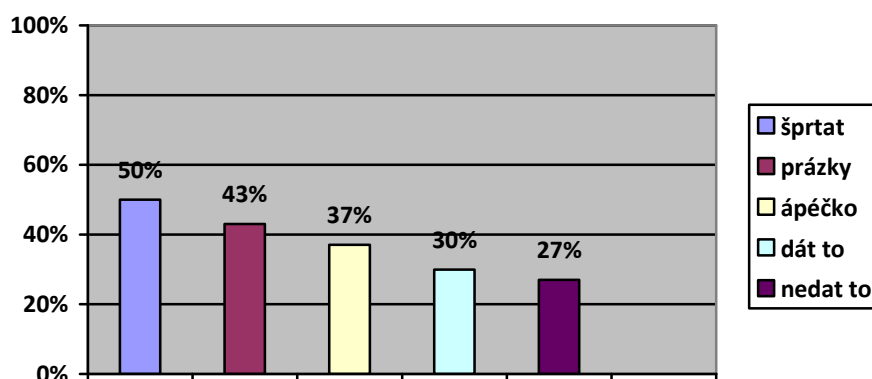
- **Final thesis**

Study of Tertiary Vocational School is finished by the final exam, called *absolutorium*. As a part of this final exam, students are obliged to write the final thesis, called *absolventská práce*, on given topic. Students' topics are usually those of a marketing and management analysis representing a kind of students' product realized in the area of hotel or tourism. Slang terms, mainly used, are clipped words of a term *absolventská práce*, such as ***ápěčko***, *ápé*, *absolventka*, *AP* (alphabetisms), *absoluták* (clipping with morphological adaptation).

- **Holidays**

This term represents the most pleasant activity connecting with school. Ten various expressions may be found for this activity in the questionnaire. ***Prázky*** (derived from Czech term 'prázdniny' and shortened in the process of clipping with morphological adaptation). Further examples stand for foreign terms expressing the fact when students do not have to learn, e.g. *free* (English loan), *fráje* (derived from German 'frei'), *vagace* (adapted and corrupted from French word 'vacances'). Czech words are *leháro*, *volno* or dialect *fajront*.

5.3.4.1 Graph 5. Top Czech slang words of school activities.



5.3.5 Out-of-school activities

When I was thinking about the conception of the questionnaire I was convinced of popularity particularly of that group. I focused my attention on expressions somehow connected with young people of 20 years old. Therefore, this category is divided into further subcategories represented by highly spoken words relating to having a party, relationship, modern technology, etc. As was mentioned above, students enjoyed mostly filling in this category. This category is large enough, thus I split it into further small groups, which are topically related.

- **Funny situation**

If something is funny, it is *prdel*, *bomba*, *sranda*, *prča*, *funny*, *hustý*, etc.

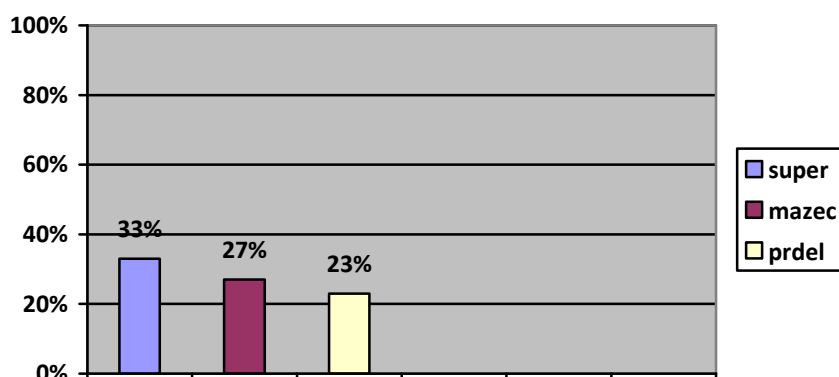
- **Great situation**

If something is great, it is usually *super*, *pecka*, *mazec*, *bomba*, *cool*, *špica*, etc.

- **Terrible situation**

If something is terrible, it is *mazec*, *masakr*, *hustý*, *maras*, *hnus*, *sado-maso*, etc.

5.3.5.1 Graph 6. Top Czech slang words of out-of-school activities.



- **Mobile phone**

Slang words denoting mobile phones are mainly clipped and combined with morphological adaptation, such as *mobil*, *mob*, *mobajls*, *foun*, *tydlifón*. Some words remind of telephone shape, thus *cihla*, *cihlička* is used. In the other hand, *handy* derived from the noun by adding *-y* suffix and underlines the most useful function of the mobile. *Mobílek debílek* is based on features of musicality and rhyme.

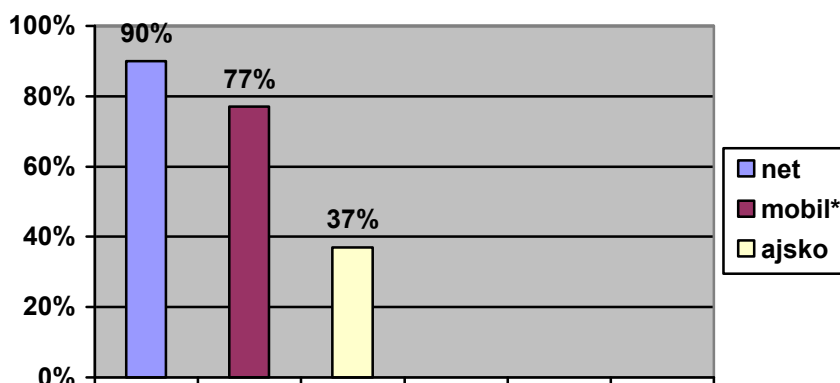
- **Internet**

In the process of clipping the final part is preserved, i.e. *internet* > *net*; and it is the top slang word.

- **ICQ**

ICQ, as an *instant messaging program*, is abbreviation with “I seek you” meaning. It is a kind on-line chatting highly used by young people nowadays. Students themselves do not know what the abbreviation stands for, but they use other modified words for ICQ, such as *ajsko*, *ičko*, *ícekvé*.

5.3.5.2 **Graph 7.** Top Czech slang words of out-of-school activities. (* not slang word)



- **To go for beer**

This activity counts various expressions with synonymic meanings. Most of them are combination of two words, the verb + the noun, in which the noun, *beer*, is expressed in several ways: as a clipped or modified word, e.g. *jít na pivko*, *pivčo*, *pifko*, *pivsonadu*; or as a word with metaphorical meaning, e.g. *jít na schůzi*, *meeting*, *jedno*; or as loan from a foreign language, such as *jít na bira*.

- **To get drunk**

The most mentioned words were *ožrat se*, *zkárovat se*, *zmastit se*, *zkoulet se*, *společensky se unavit*, *nadrat se*, *být na šrot*, etc.

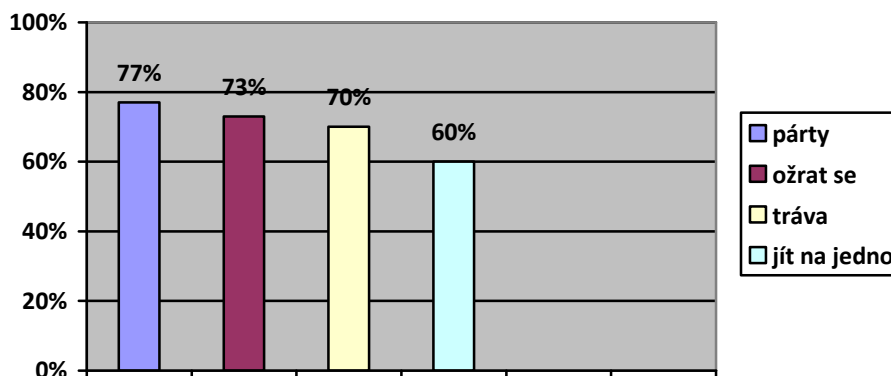
- **Marijuana**

Fifteen different words were found for marijuana. Some of them are *tráva*, *travka*, *zeli*, *máňa*, *hulčo*, *konopí*, *ganja*, etc.

- **Party**

Although the Czech term is *večirek*, English loan written in a Czech way *párty* is used instead. Further examples of Czech slangs are *akce*, *chlastačka*, *mejdló*, *slezina*, *kalba*, etc.

5.3.5.3 Graph 8. Top Czech slang words of out-of-school activities



▪ Boyfriend/girlfriend

Concerning the category of boyfriend and girlfriend, both groups are almost identical in used terms. They only vary in a male and a female gender. Hence, if boyfriend is *starý/mladý/můj muž/nabíječ*/, girlfriend is *stará/mladá/moje ženana/nabíječka*.

▪ To have sex

This group is represented by many vulgar and obscene words. According to students, it depends on the situation itself and people they do this activity with. If they say any of vulgar words it usually represents to have sex not with their partner, e.g. *šukat*. If they have sex with a person close to their heart, they use *milovat se*. Nevertheless, the top word is vulgar.

▪ To break up

Only six different words are included in this category. The most frequently used word, *dostat kopačky*, was mentioned by 53% of informants, *adios amigos* (Spanish loan), *poslat do fucku* (combination of Czech-English).

▪ Attractive/sexy boy

This category contains the largest number of possible slang words from all given categories in the questionnaire. The total number of those words is 23 and two words

are at the top position with the same percentage, i.e. *kus* and an obscene one *kund'ák* (adding *-ák* suffix). Besides typical ones, such as *kocour*, *fešák*, *frajér*, *kořen*, students often used terms being specific for present time, such as *šampón* (allusion to good-looking and fashionable man), *metrouš* (shortened form of 'meterosexuál'), *borec*, *týpek*, *sexouš* (corrupted word derived from the adjective 'sexy'), *šukézni* (derogative adjective on the basis of vulgar Czech term for 'to have sex') etc. I was surprised by quite a lot of vulgar words used in this category.

- **Attractive/sexy girl**

Comparison of those two categories showed that students of male gender do not use more vulgar and obscene slang words. Boys, as well as girls, use similar vocabulary. Despite of various vulgar and pejorative words such as *kundička*, *kunda* (referring to female genitalia), *roštěnka*, *fena*, top word is *kočka* (colloquial).

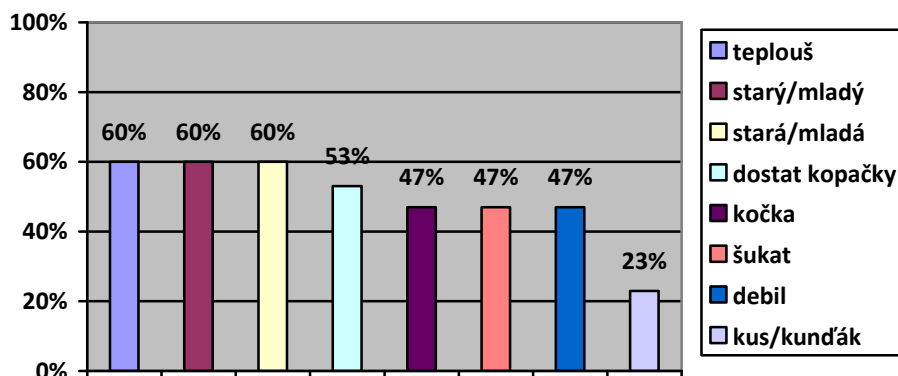
- **Homosexual**

This group contains mainly obscene words, such as *teplouš*, *buzerant*, *buzík* (derived from 'buzerant' by adding *-ík* suffix), *buzna* (shortened form of 'buzerant'), *bukvice* (derogatory word), *hulibrk* (offensive compound underlines the intercourse between two men), *čtyřprocentní* (compound on the basis of possible percentage of homosexual people), etc.

- **Silly person**

Slang words denoting silly person are mainly of derogatory connotations, e.g. *debil*, *kokot*, *tupec*, *vypatlanec*, *magor*, *idiot*, *hlupoň* (clipped word derived from 'hloupý člověk' and combined with morphological adaptation), *IQ tykve* (compound based on musicality and rhyme), *retard* (clipped word from 'retardovaný člověk'), etc.

5.3.5.4 **Graph 9.** Top Czech slang words of out-of-school activities.



5.4 Statistics of Czech questionnaire

Overall assessment shows that **422** student slang expressions were used in the questionnaire. The largest number of words, 240, was used in the category of *Out-of-school activities* whereas the category *Types of schools* counts the minimum of slang words, i.e. 20.

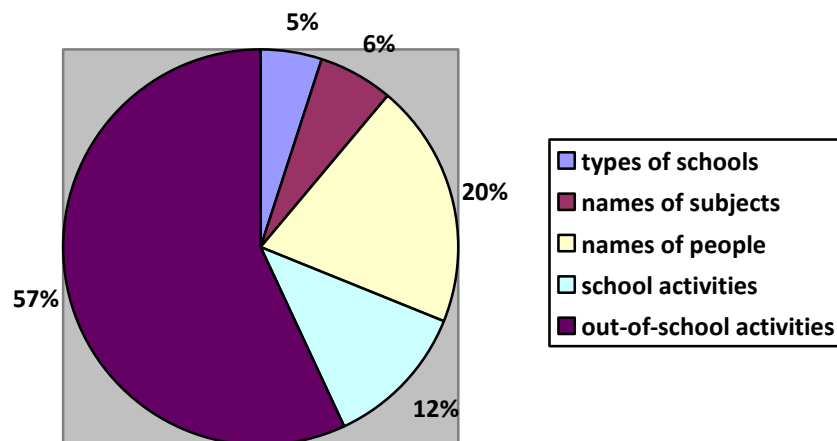
Concerning subcategories, the most various slang expressions - 26 - were used for the group of *Students without knowledge*; on the other hand, only 2 slangs were mentioned for the subject of *Tourism*.

Table 7 and graph 10 show the number of given words in each category and its percentage with respect to overall number of words.

Table 8. Total review of all slang words among Czech students.

Total review of all slang words	422	100%
Types of schools	20	5%
Names of subjects	26	6%
Names of people	84	20%
School activities	52	12%
Out-of-school activities	240	57%

Graph 10. Total review of all Czech slang words in percentage.



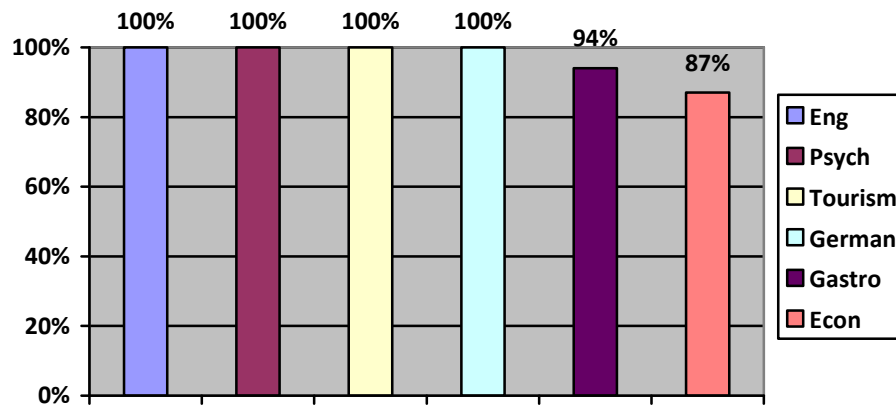
5.5 The most used American slang words according to given categories

I eliminated the “types of schools” category from the questionnaire intended for American informants for that reason. Americans have a completely different concept of educational system which is not identical with Czech one at all. Therefore, American students were not able to answer and find appropriate slang words for that category since they were not aware of such types of schools. Almost 99% of informants put *elementary school* as another expression for grammar school.

5.5.1 Names of subjects

As a result of different studying subjects quite a few slang expressions were given in this category. The most are abbreviations created in the process of clipping in which the initial part is preserved, i.e. English > **Eng**, Economics > **Econ**, Gastronomy > **Gastro**, Psychology > **Psych**. Another terms used for Economics was *Business* and for Gastronomy *Culinary* the loan from Latin word *culina* (kitchen) or *Cooking course*. Some subjects are said in the same way without any other word, such as **Tourism**, **German**.

5.5.1.1 Graph 11. Top American slang words of subjects.



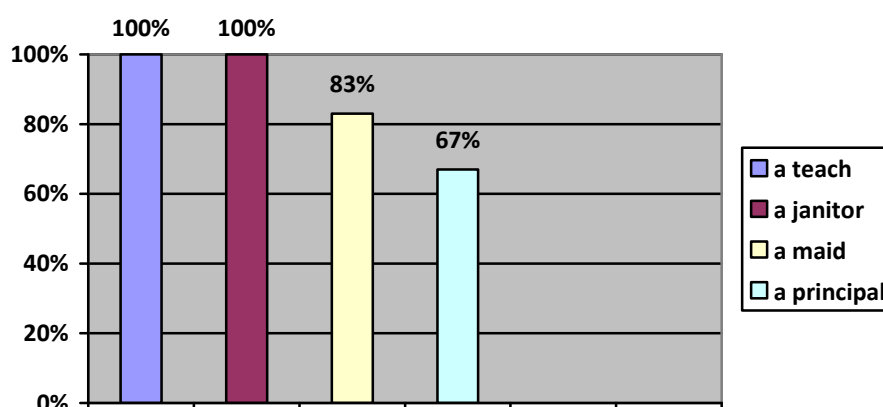
5.5.2 Names of people

Concerning the names of people, students were less creative in the names of school persons. Headmaster is for most students **principal** with the meaning of the head administrator of school, *boss* as someone who manages the school and generally, he holds the top position. The slang word *top banana*¹⁷ denotes an important person occupying a leading post. This compound consists of two nouns in which banana might stand for an allusion to a comedian Frank Lebowitz who used bananas in his acts; on the other hand *banana* may work as a general substitute, such as *dog* or *guy* in *top dog*, *top guy*, etc.

¹⁷ <http://dictionary.reference.com/browse/top%20banana>

Like abbreviated subjects, *teach* is a reduced word from a teacher created in the process of clipping. Slang expressions for a cleaning lady were mostly *maid* a clipped form of *chambermaid*, in which a final part of the unabbreviated word is preserved, or *cleaner* created by adding *-er* suffix to the verb *to clean*. American did not know the meaning of the British word *school porter*. Thus, the word had to be properly explained to them. American *janitor* is used instead.

5.5.2.1 Graph 12. Top American slang words of people.



Concerning the personal qualities of the classmates, students were more creative and many expressions were given. The first type was student who

is very intelligent and prepares carefully for each lesson: although approximately 12 different terms for that student were mentioned, two words *geek* and *nerd* were common for 24 informants. The Etymology of the word *nerd*¹⁸ comes from children’s book *If I Ran the Zoo* written by Dr. Seuss “in which the narrator Gerald McGrew claims that he would collect "a Nerkle, a Nerd, and a Seersucker too" for his imaginary zoo.” As a slang word, it has been used since 1951 with a meaning of a highly intellectual person not much socially skilled and not popular. Similarly mentioned word *geek*¹⁹ with an ambiguous origin of either an English dialect of *geck* (fool) or a Low-German dialect *geck* (to croak), still survives in Dutch *gek* (crazy).

¹⁸ <http://en.wikipedia.org/wiki/Nerd>

¹⁹ <http://en.wikipedia.org/wiki/Geek>

Further examples are *dweeb* (with unknown origin), *poindexter* (based on similarity of a cartoon character Felix the Cat), *brain* (metaphoric expression based on linkage between the part of human body necessary required for the process of thinking and its successful result) and *brainy* (adding -y suffix to *brain*), *smart-ass* (pejorative denoting for smart person created in the process of compounding of the adjective and the noun in which *smart* means clever and *ass* stands for a human part of body that is usually obscenely associated with a smart student, *ass-sucker*, who tries to catch the fancy of a teacher), *studious*²⁰ (originated in Latin language is a name for student gathering too much information from books), *teacher's pet* (metaphoric expression relating to teacher's favorite student), *overachiever* (derived by prefixation from the agent noun itself, which is further derived from the verb *to achieve* by adding -er suffix).

_ attends school just to be there with no knowledge: this type of student was characterized by 7 distinct expressions. The top slang word is ***drifter***. This word was created in the process of adding -er suffix to the verb *to drift* (to move). Thus *drifter* is someone who does not stay in the same place for a long time. Another word, highly represented in the questionnaire, is *jerk*²¹ possibly originated in the ME word *yerk* with a meaning of a sudden motion. Further slang word denoting such a student was *flake* derived in the process of back formation from the word *flaky* (odd). *Loser* and *floater* are created by adding -er suffix to verbs *to lose* (to miss) and *to float* (to move slowly). *Average*²², with the meaning of neither good nor bad, modification of Middle French word *avarie* (cargo) or Old Italian *avaria* or Arabic *awārīya* (damaged merchandise).

_ is lazy: 8 different terms were used for being lazy, e.g. ***slacker*** created by adding -er suffix to the verb *to slack* (to hang around). Similarly made, in the process of suffixation is *loafer* abbreviated from *a landloafer*, the compound of two nouns derived from the verb *to loaf* (to hang around) by particular suffix. The slang expression *couch potato* is based on compounding of two nouns *couch* + *potato* in which the first noun comes from the old French word *la couche* (a bed) and it is forced by a figurative expression of *potato*, that may refer either to such a kind of vegetable that only “sits” or

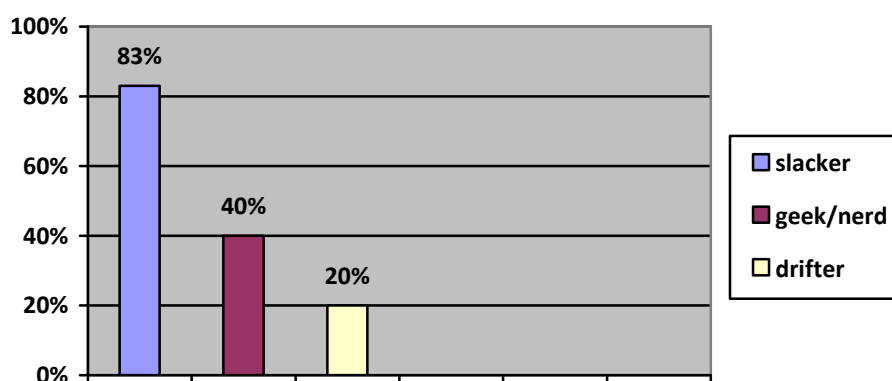
²⁰ <http://en.wiktionary.org/wiki/studious>

²¹ <http://en.wiktionary.org/wiki/jerk>

²² <http://www.merriam-webster.com/dictionary/average>

potato chips that are usually eaten while watching TV and doing nothing. *Deadbeat* is the slang compound consists of the adjective *dead* (not alive) and the noun *beat* (pulsation) figuratively expressing a lazy person who is almost dead to do something. *Bum* is another term related to a lazy student probably derived in the process of back formation from *bummer* (poor). *Slouch*²³ originated in Old Norse *slókr* (a lazy fellow). Further examples of such a student are *underachiever* the opposite of *overachiever* mentioned above or *daft*²⁴ from Old English *dæfte* (silly).

5.5.2.2 Graph 13. Top American slang words of classmates.



5.5.3 School activities

- **To pass the exam**

This subcategory includes four different slang expressions mostly consisting of more than one word. The top slang, which was mentioned by 9 informants, is ***to make the grade*** as a synonym for this activity. Further examples were *to breeze through*, *to sail through* expressing the fact 'to achieve something without any strong effort'. Similarly meant *to coast*²⁵, created by the functional shift from the noun to the verb, originated in Old French noun *coste* (a shore) or Latin *costa* (a rib), figuratively expressing 'to pass' coming from 'to sail along the coast'.

²³ <http://en.wiktionary.org/wiki/slouch>

²⁴ <http://en.wiktionary.org/wiki/daft>

²⁵ <http://www.etymonline.com/index.php?search=coast>

- **To fail the exam**

Concerning this subcategory, I find American top slang verb *to be bombed* close to the Czech slang term *vybouchnout*. Its figurative meaning reflects the matter of 'to be failed'. Further given examples used in the same meaning are *to flunk*²⁶ considered as American college slang regarded as an alteration of British slang *funk* (to be frightened), *to blow* (to explode), *to crash* (probably onomatopoeic word in the sense of 'break into pieces') and *to burn*.

- **To truant**

The top slang word is *to skip* mentioned by 77% of American informants. This word, as well as *to cut class*, figuratively means 'be absent'. The noun *hooky*²⁷ derived from the verb *to hook* (to escape) by adding -y suffix occurs mainly in the phrase *to play hooky* (to be absent).

- **To learn**

No specific slang terms used for this subcategory. *To learn* was mentioned almost by each student. Another term *to get gnosis*²⁸ originated in Ancient Greek word *gnósis* (knowledge).

- **Final thesis**

No slang terms in this category: *final paper*, *last test*.

- **Holidays/vacation**

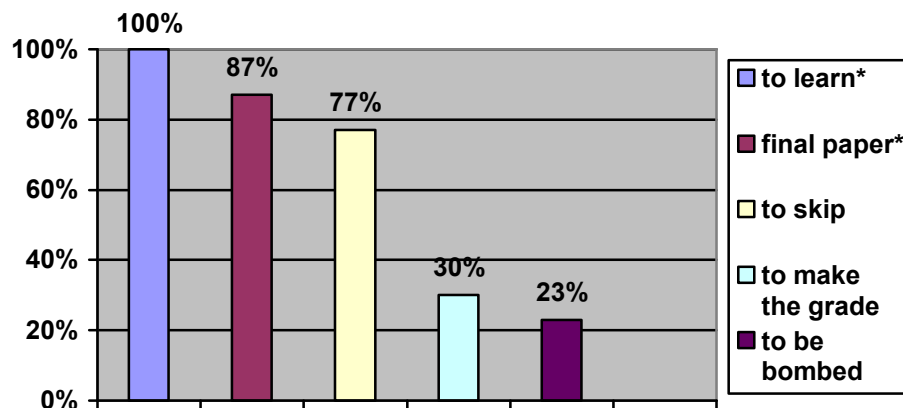
Vacay (term derived from *vacation* in the process of clipping adapted by adding -y suffix), *vaca* (clipped word *vaca* < *vacation* when the initial part occurs), *FTO* (the acronym pronounced as a sequence of letters with the meaning of *flexible time off*).

²⁶ <http://www.etymonline.com/index.php?search=flunk>

²⁷ <http://dictionary.reference.com/search?q=hooky>

²⁸ <http://en.wiktionary.org/wiki/gnosis>

5.5.3.1 **Graph 14.** Top American slang words of school activities. (* not slang words)



5.5.4 Out-of-school activities

Several different slang expressions can be distinguished within this category. This is apparently caused by closeness of terms offered in the questionnaire to student's personal way of living and things they use a lot. Therefore, this group is represented by the highest number of slangs as it was among Czech students, as well.

- **Funny situation**

If something seems to be funny it is regarded as *hilarious*²⁹ or *hilarity* for most of the students. The adjective comes from Latin *hilaris* (cheerful). *Goofy* (the adjective derived from the noun *a goof* (silly person) by adding -y suffix), *hysterical* (very funny) or *silly*.

- **Great situation**

If something is great it is usually *awesome* (-some suffix is added to the noun *awe*), *cool*³⁰ (Old English derivation of *cōl*, *cōlian*), *mega* (from the prefix *mega-*), *da bomb*³¹ (African-American slang word in which *da* stands for the definite article *the* and *bomb* for 'an explosive'), *phat*³² (from Black English Vernacular or misspelled word *fat*

²⁹ <http://en.wiktionary.org/wiki/hilarious>

³⁰ <http://en.wiktionary.org/wiki/cool>

³¹ <http://www.englishdaily626.com/slang.php?034>

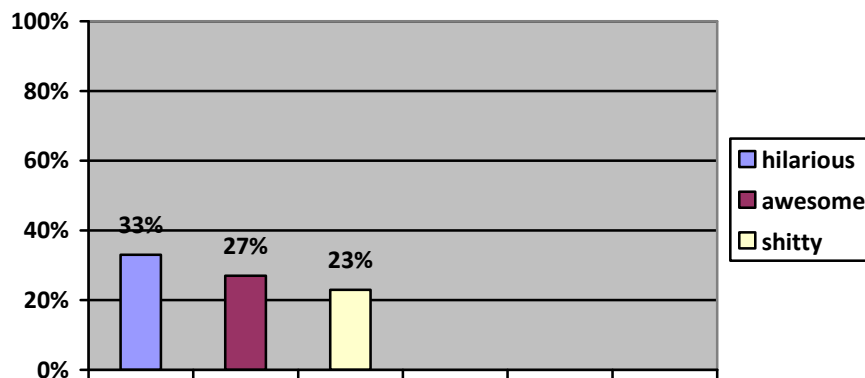
³² <http://en.wiktionary.org/wiki/phat>

figuratively means 'the best part' = *great*), *a blast*³³ (from Old English *blæft* 'an explosive').

- **Terrible situation**

Shitty is the top slang denoting a terrible situation. The word is derived from the noun *shit* adding by *-y* suffix. Further examples are *fucked up* (characterised by vulgarity), *lame* (the opposite of funny), *gross* (disgusting), etc. Quite a lot of terms are made up by adding *un-* prefix to words bearing the positive qualities, e.g. *unfunny*, *uncool*.

5.5.4.1 **Graph 15.** Top American slang words of out-of-school activities.



- **Mobile phone/Cell phone**

The most given expression are mostly clipped words, such as *celly* (morphologically adapted by adding *-y* suffix), *cell*, *mobile*, *mob* or *handy* made up by adding *-y* suffix to the noun.

- **Internet**

The term itself is abbreviated in the process of compound clipping (*internet* <*international network*). Top slang among Americans is *web*³⁴ based on the resemblance between the silken structure and virtual structure. Further examples are *world wide web*, *intranet*, *the set* or *online*.

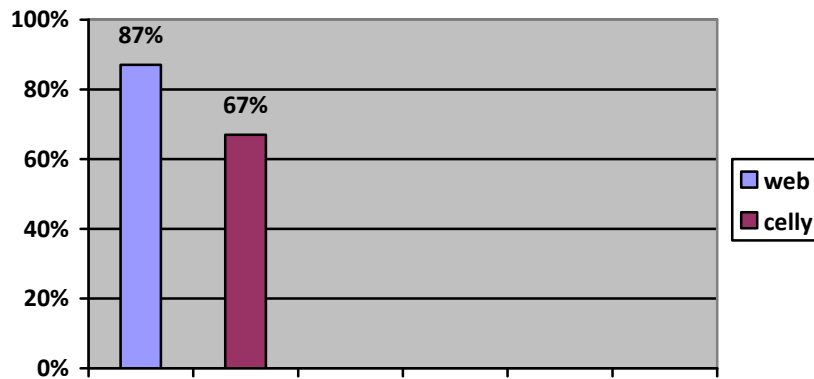
³³ <http://en.wiktionary.org/wiki/blast>

³⁴ <http://en.wiktionary.org/wiki/web>

- **ICQ**

Concerning ICQ, no American student has an idea what ICQ stands for.

5.5.4.2 **Graph 16.** Top American slang words of out-of-school activities.



- **To go for beer**

9 different American slang and idiomatic expressions can be found for this subcategory, such as *to have some drinks*, which is the top one, *to do beverages*, *hang out* (doing nothing), *hit the bar*, *to go for a pint* (metonymy for a beer), *goof off* (idiom for 'doing nothing'), *put a few back* (idiom for 'drink fast'), *to do brewski* (slang denoting beer derived from the verb 'to brew'), *beer run*.

- **To get drunk**

To most represented group by 32 different slang idioms, such as *to be trashed*, *to get crunked*, *to be crashed*, *to get hammered*, *to be wasted*, *to get fucked up*, *to have a hangover*, *to be plastered*, *to be tipsy*, *to be pissed*, *to be bombed*, *to be loaded*, *to be slashed*, etc.

- **Marijuana**

*Pot*³⁵ (shortened Mexican Spanish word *potiguaya* which referred to marijuana leaves), *weed*, *grass*, *herb*³⁶ (all terms are metaphorical expressions using domestic word-stock), *joint*³⁷ (originally 'hypodermic outfit' in earlier drug slang or the meaning

³⁵ <http://www.etymonline.com/index.php?search=pot>

³⁶ <http://en.wiktionary.org/wiki/weed>

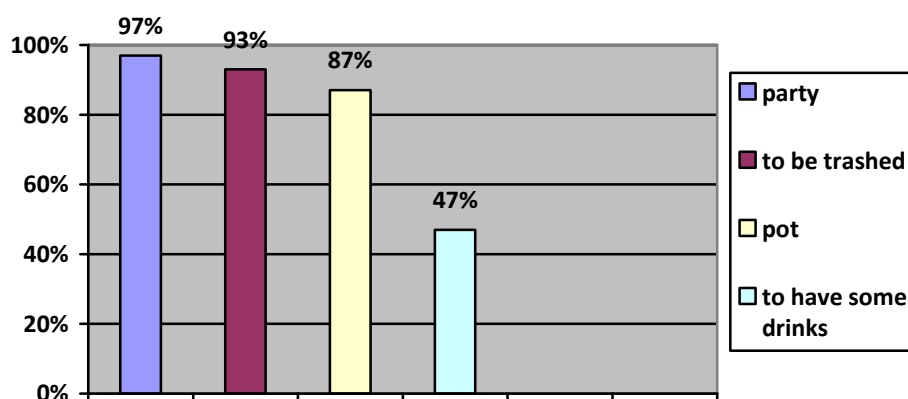
³⁷ <http://www.etymonline.com/index.php?search=joint>

relates to French word *joint* = connected > 'to smoke in common'), *Maryjane*³⁸ (adapted from Spanish proper name *Maria Juana*), *bud* (uncertain origin), *blunt*³⁹ (it is said to be derived from a 'Phillies Blunt' brand cigars).

- **Party**

Despite of a few slangs on party, the top one remains the same. Quite a lot of Americans pointed out the fact that it depends on the concrete type of the party. *A bash* with the meaning of 'a large party' is used, as well.

5.5.4.3 **Graph 17.** Top American slang words of out-of-school activities.



- **Boyfriend/girlfriend**

Concerning those two groups, some words seem to be common for both male and female and occur simultaneously in those categories, such as *boo* (probably distortion of French word *beau* > 'nice'), *beau* (the French loan), *darling*, *sweetie* (derived from the adjective by adding -y suffix), *cutie* (derived from *cute*), *darling*. Further examples are represented in each group separately, e.g. *my boy/my girl*, *bf* (the acronym of boyfriend)/*gf* (acronym of girlfriend), *my man/my woman*. Further examples, included only in the group of female, are *my bitch* (with sociological properties of vulgarity), *my shorty* (derived from the adjective by adding -y suffix), *baby mama* (with sociological properties of offensiveness), *my squeeze* (uncertain origin) or idiom expression *ball and chain* (denotes marriage; it can have negative connotations, but it is not always the case).

³⁸ <http://www.etymonline.com/index.php?search=mary+jane>

³⁹ <http://www.etymonline.com/index.php?search=blunt>

- **To have sex**

Common features for that group is: vulgarity and obscenity: (**to fuck**, *to hook up*, *to get it on*, *to screw*, *to get some ass*, *to roll in the hay*), typical shortened *-ing* form: (*doin' it*, *baggin'*, *bumpin' uglies*), verbs shifted from nouns imitating sounds: (*to bang*, *to boink*, *to smash*, *to boff*), verbs expressing the movement: (*to poke*, *to get laid*), another expression *to make love*.

- **To break up**

To dump (shifted verb from the noun expressing 'the garbage' transferred into the meaning of 'to leave sb.' > *to get dumped*), *to be over*, *to split*, *to cut the chord* (idiom).

- **Attractive/sexy boy and girl**

Some expressions are common for both male and female, such as **hot** > **hottie**, **sexy** (derived by adding *-y* suffix). Some expressions are remarkable by the similarity to the Czech terms, e.g. *a piece* = *kus*, *grade A* = *první třída* or colloquial *stud* = *hřebec*, offensive *fine ass guy* = *dupák*. Concerning sexy girls, more words were given, such as **foxy** (derived by adding *-y* suffix), **chick** (abbreviation of chicken), **biddy**, **jiggy** (*-y* suffix), **betty** (slightly pejorative), **slammin'**, **smokin'** (reduced *-ing* form)

- **Homosexual**

Homo (clipped word), **gay**⁴⁰ (colloquial based on stereotypical sense of homosexual appearance and behaviour), **lezzy**, **lesbo** (on the basis of back formation process in *lesbian*), **gayer than mayer** (sociological property of musicality). Comparison of Czech and American slangs for this group shows that most words and idioms are characterised by strong offensiveness or even vulgarity, such as *queer*, *butt pirate*, *light in the loafer*, *shit stabbler*, *fag*, *marmite miner*, *fudge packer* etc.

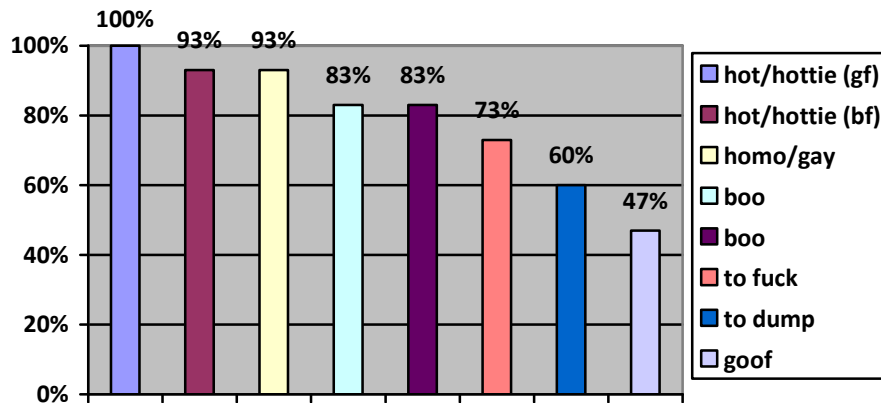
- **Silly person**

Goof (denoting a foolish person with a little bit of offensiveness), **clown** (on the basis of resemblance to person acting in a silly way), **jerk** (mentioned above), **dork** (pejorative word), **airhead** (compound of two nouns *air* + *head*, fig. means 'to have nothing in the head'), **asshole** (vulgar compound of *ass* + *hole*, fig. means 'to have shit in the head'), **blockhead** (compound of *block* + *head*), **klutz**⁴¹ (from Yiddish *klots* = wooden beam, pejoratively transferred to indicate 'a stupid person'), **ditz** (back formation of the adjective *ditzy* = stupid), **dumbass** (compound of *dump* + *ass*), **meathead** (compound of *meat* + *head*), **goofball** (compound of *goof* + *ball*), **donkey** (allusion to the animal), **moron** (the Greek loan), etc.

⁴⁰ <http://en.wiktionary.org/wiki/gay>

⁴¹ <http://en.wiktionary.org/wiki/klutz>

5.5.4.4 **Graph 18.** Top American slang words of out-of-school activities.



5.6 Statistics of American questionnaire

Overall assessment shows that **253** student slang expressions were used in the questionnaire. The largest number of words, 187, was used in the category of *Out-of-school activities*. As was mentioned above, I eliminated the category *Types of schools* in consequence of a different American educational system. Therefore, the category of *Names of subjects* counts the minimum of slang words, i.e. 10.

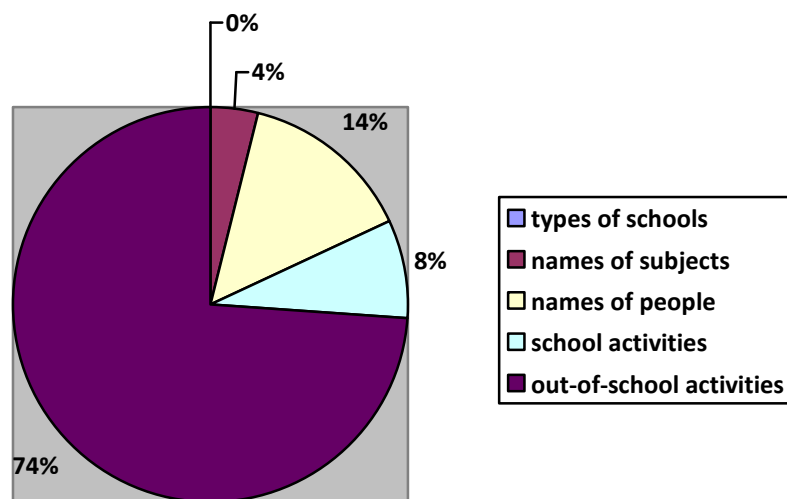
As regards the most numerous subcategory, *To get drunk* contains 32 different expressions whereas *English, German, Psychology, Tourism, School porter* just 1 term.

Table 8 and graph 11 show the number of given words in each category and its percentage with respect to overall number of words.

Table 9. Total review of all slang words among American students.

Total review of all slang words	253	100%
Types of schools	0	0%
Names of subjects	10	4%
Names of people	36	14%
School activities	20	8%
Out-of-school activities	187	74%

Graph 19. Total review of all American slang words in percentage.



CONCLUSION

Creativeness, innovativeness, freshness and imaginativeness, as well as vulgarity, obscenity, offensiveness and unconventionality, etc. are characteristic features referring to student slang terminology. Student slang is created on the basis of students' need to be *cool* at all points of their life, i.e. acting, clothing, thinking and speaking, as well. Slang is trendy and fashionable and it must be remembered that following the students speech means to be open to new terms existing in language and creating them.

Slang does not belong only to students but it is closely related to school environment consisting of teachers, parents, school and out-of-school activities and expresses a specific form of students' perception of reality. Slang is usually restricted to a specific time, which means it is topical only for a short time period and replaced by other terms soon; however, it may cover some invariable expressions passing through time. Moreover it is restricted to a concrete place, which means it might be used and understood by particular school institution and people there. It is usually created by the idea of an individual adapted to people nearby, enriched by various semantic associations, synonyms or corrupted words. Therefore, instances are found in which one concept is represented by a great number of slang terms.

Concerning the research on student slang, 60 informants (30 Czechs and 30 Americans) were asked about slang terminology used in their everyday speech. 422 Czech and 253 American slang terms were found. In general, this thesis contains the collection of 675 different Czech and American slang words.

Czech terminology is strongly influenced by modern technology and media. Students tend to use a lot of abbreviations and acronyms while speaking to make the communication quicker and easier. Loans from foreign languages, mainly English, are highly represented and often use Czech spelling (*English* × *Inglíš*). Some words are invariable through the time, mainly names of subjects and people (*říd'a, uča*).

Like many Czech terms, American slangs are vulgar, offensive or remarkable by aggressiveness. They tend to express the negative connotation through various figurative meanings expressed through metaphoric, metonymic or colloquial sayings and idioms (*dostat kopačky* × *get dumped*). Vulgarity of some terms is associated mainly with sex (*šukat* × *fuck*) and out-of-school activities (*ožrat se* × *be fucked*). French and Latin loans are frequent. The most productive word-formation processes referring to both Czech and American slangs are affixation (Czech suffix *-ák, -áč* × English *-y*) shortening (Czech *mechanické krácení* × English *clipping, back formation*) and compounding (*IQ tykve* × *asshole*).

The aim of my final thesis was to chart the variability, richness, level and variety of current speech among Czech and American students in the field of different topics related to school and out-of-school activities. It must be borne in mind that student slang

is not permanent, thus many expressions may differ soon. Despite of that fact, the most important aspect has to be remembered that student slang has always maintained the prime position in their communication and had a great influence on the development of language.

My final thesis, *Student slang*, can be used as an additional educational material for classes of Czech or English language devoting attention to the given style or as a school slang dictionary summarising some of student slang expressions.

RESUMÉ

Hlavním cílem této práce s názvem *Studentský slang* je představit rozmanitost, kreativnost a fantazii ve tvorbě a používání slovní zásoby u českých a amerických studentů s důrazem na tvoření těchto slov, charakteristické prvky a její vliv na spisovný jazyk. Práce je rozdělena na dvě hlavní části. Část teoretická pojednává o způsobu tvoření slangové terminologie z hlediska teoretického. Tato část je zpracována na základě odborné literatury na dané téma. Část praktická, která navazuje na teoretickou a vychází z jejích poznatků, je zpracována na základě dotazníkového výzkumu prováděného mezi českými a americkými studenty. Dotazník tvoří stěžejní část celé práce a na jeho základě jsou získány a zpracovány informace o výskytu a různorodosti studentské slangové terminologie užívané mezi českými a americkými studenty.

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Graph 19. Total review of all American slang words in percentage.

Table 2. The linguistic properties of slang in the relevant studies.

Relevant studies	phonology	morphology	grammar	lexis/semantics	pragmatics
Allen (1998)					+
Andersson & Trudgill (1990)				+	
Dumas & Lighter (1978)				+	+
Dundes & Schonhorn (1963)	+	+		+	+
Eble (1996)	+	+		+	+
Flexner (1960)				+	+
Franklyn (1961)		+		+	+
Jespersen (1922)		+	+	+	+
Longman Dictionary (1984)				+	+
Matthews (ed.) (1997)				+	
McHenry (ed.) (1993)	+	+		+	+
Mencken (1967)				+	+
Munto (ed.) (1997)	+	+	+	+	+
OED				+	
Olesen & Whittaker (1968)				+	
Patridge (1974)				+	
Pearsall (ed.) (1998)				+	
Quirk et al. (1985)				+	
Sornig (1981)	+	+	+	+	+
Stein (ed.) (1966)				+	+
Stenström (2000)	+		+	+	+
Stenström et al. (2002)				+	+
Trudgill (1999)				+	
Webster & McKechnie (eds) (1963)				+	
Yust (ed.) (1950)	+	+		+	

Table 3. A review of the linguistic and sociological (speaker and hearer-oriented) properties of slang.

SLANG		
LINGUISTIC PROPERTIES	SOCIOLINGUISTIC PROPERTIES	
	Speaker-oriented	Hearer-oriented
grammatical and extra-grammatical morphology	group-restriction subject-restriction secrecy privacy informality debasement	playfulness humour freshness novelty desire to impress faddishness
lexical organization and disorganization	vulgarity obscenity time-restriction ephemerality localism	colour musicality impertinence offensiveness aggressiveness

Table 5. The list of common western examples of emoticons.

Icon	Meaning	Icon	Meaning	Icon	Meaning
:) :) = =)	smiling, happy	:(=(: :<	frowning, sad	;-) ;) ;	wink
:D =D XD BD	large grin or laugh	:P =P XP	tongue out, or after a joke	<3 :>	love
:O =O	shocked or surprised	=I :/	bored, annoyed or awkward	:S =S :?	confused, embarrassed or uneasy

Table 6. The list of common eastern examples of emoticons.

Icon	Meaning	Icon	Meaning	Icon	Meaning
(^_^)	smile	(^o^)	laughing out loud	d(^_^)b	thumbs up (not ears)
(T_T)	sad (crying face)	(-.)Zzz	sleeping	(Z.Z)	sleepy person
\(^_^)/	cheers, "Hurrah!"	(*^^*)	shyness	(-_-);	sweating (as in ashamed)
3	"Surprise !."	(?_?)	"Nonsense, I don't know."	(^_~)	wink
(o.O)	surprise	(<<)	suspicious	v(^_^)v	victory

Table 10. Dictionary of all Czech slang terms used in the questionnaire.

Types of schools	
GRAMMAR SCHOOL	Gypl Gymnázka Oxford Rychlokurz Šroťárna Ústav Zvláštní
HOTEL SCHOOL	Buchtárna Hotel Hotelovka Ústav
SCHOOL OF EDUCATION	Pedagogga Pedák Pedárna Peďák Pajdák Učitelská
TERTIARY VOCATIONAL SCHOOL	VOŠ Vošárna Voška
Names of subjects	
ENGLISH	Angličtina Anglina AJ Ájina English Inglíš
GERMAN	Dojč Dojčina Hnus Němák Němina NJ Skopčárna Šprechtina
ECONOMICS	Eko Ekona Ekoška Strašná blbost
TOURISM	Cest'ák CR
GASTRONOMY	Gas Gastro Gastroška Vařeníčko
PSYCHOLOGY	Psychina Psycho Psychola

	Psychoška
Names of people	
HEADMASTER	Hlava Hlavní šéf Jirka King Nejvyšší Velitel Velký boss Říd'á
TEACHER	Magor Megera Múza Kantor Křestní jméno Prófa Zkomolené příjmení úča
CLEANING LADY	Bordelmáma Hadroš Hajzlbába Jaruška Smeťák manager Ukla Uklízečka Umetačka Zametačka
SCHOOL PORTER	Bachař Dozorce Jarda Klíčař Pepa Školas Školník
VERY INTELLIGENT STUDENT	Aktivka Borec Hujer Chytrák Chytrolín Chytrouš Šplhoun Šprcka Šprt Šprtka Šprt'ák Šrot Šrot'ák Vlezdoprdelka
STUDENT WITHOUT KNOWLEDGE	Bordelář Buláč Dálkař Dálkový student denního studia

	Dement Flákač Flegmatik Flegmoš Flink Hajzlík Haluzák Haluzář Hlupák Idiot Inteligent Lajdák Lempl Machr Model Návštěva Středoškolák Sere na to Účastník Ulejšák Záškolák Zbytečně tu zabírá místo
LAZY STUDENT	Flegmatik Flegmoš Lempl Lemra Lenoch Lenochod Lenora Mimoň Povaleč Salámista Shniloch
School activities	
TO PASS THE EXAM	Dát to Je to doma Mít to Mít to v kapse OK Projít Prolézt Zabodovat
TO FAIL THE EXAM	KO Nedat to Nemít to Projet to Propadnout Rupnout Vybuchnout Vyletět Vyhořet

TO TRUANT	Bulat Flákat se Flinkat Kašlat na školu Lakovat Lemplačit Rekreovat Vybulat Zazdívat
TO LEARN	Biflovat Drtit Drtit mozek Hrotit Makat Lernit Soukat do hlavy Šprtat Šrotit Trychtýřovat info Zapálit mozkové závity
FINAL THESIS	Absolventka Absolutňák AP Ápé Ápěčko
HOLIDAYS	Fajront Fráj Fráje Free holidays Leháro Lenošení Prázky Vagace Volno
Out-of-school activities	
FUNNY SITUATION	Bomba Boží Funny Hustý Joke Komédie Lochec Prča Prdel Pšunda Sranda Šprým Řezba
GREAT SITUATION	Bezva Bomba Bombastické

	Boží Cool Eňo ňuňo Mazec Nádhera Pecka Perfekt Príma Senza Super Supr-trupr Špica Žůžo
TERRIBLE SITUATION	Brutus Děs Hnus Humus Hustý Kentus Masakr Maras Mazec Opruz Sado-maso Vopruz
MOBILE PHONE	Cihlička Cihla Foun Debil Handy Mob Mobajls Mobák Mobil Móbilek debílek Tydlifón
INTERNET	Net Pavučina Síť Zabiječ času
ICQ	Ajsko Ícékvé Íčko Našíkšu
TO GO FOR BEER	Jít na bíra Jít na jedno Jít na meeting Jít na pífko Jít na pivánko Jít na pivec Jít na pivsonádu Jít na schůzi Jít na škopek

	Jít se kulturně vyžít Jít zachlastat
TO GET DRUNK	Být jako dělo Být jetý Být na sračky Být na šrot Mít naváto Nadrat se Nalejt se Ožrat se Společensky se unavit Sřat se Zflákat se Zkárovat se Zkoulet se Zlít se Zmastit se Ztřískat se Vylít mozek
MARIJUANA	Brko Čoud Hulčo Hulení Hulo Ganja Konopí Máňa Mařka Pokouřeníčko Seno Travka Tráva Špek Zelí
PARTY	Akce Akcička Dýchánek Ekšn Chlastačka Kalba Mecheche Mejdan Mejdlo Pařba Párty Slezina Večůrek
BOYFRIEND	Bobek Brouček Boyfriend Drahá polovička

	Koblížek Miláček Milášek Mladý Muž Můj Můj kluk Nabíječ Starý Šamstr Šohaj Zlato
GIRLFRIEND	Baba Beruška Brouček Buchta Drahá polovička Kopretina Mladá Moje Nabíječka Stará Stíhačka Srdíčko Žena
TO HAVE SEX	Bušit Dělat to Drtit Druzgat Dupat Jebat Kousat Miloušovat se Milovat se Mrdat Prcat Rozdat si to Sexovat Souložit Spát Šmoulovat se Šoustat Šukat Trkat
TO BREAK UP	Adios amigos Dát košem Dostat kopačky Dostat kopy Poslat do fucku Pustit k vodě
ATTRACTIVE/SEXY BOY	Bárbín Borec Dupák

	<p>Fešák Frajer George Cloony Hezoun Hřebec Kanec Ken Kocour Kořen Krasavec Kundatýpek Kund'ák Kus Kusan Metrouš Sexouš Sympoš Šampón Šukézni Týpek</p>
ATTRACTIVE/SEXY GIRL	<p>Bárbína Borka Fena Kobra Kočka Kotě Kost Kus Kunda Kundička Modelka Roštěnka Sexoška Šampónka Št'abajzna</p>
HOMOSEXUAL	<p>Bukvice Buzerant Buzík Buzna Čtyřprocentní Gay Homouš Hulibrk Příteplenej Řiťopich Schwul Teplouš</p>
SILLY PERSON	<p>Blbec Debil Dement Dutec Dutá hlava Einstein</p>

	Hňup Hlupoň Idiot Ichtyl Imbecil IQ tykve Kokot Magor Negramot Retard Stupidní Tupec Vylízanec Vypatlanec
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Table 11. Dictionary of all American slang terms used in the questionnaire.

Names of subjects	
ENGLISH	Eng
GERMAN	German
ECONOMICS	Business Econ
TOURISM	Tourism
GASTRONOMY	Cooking course Culinary Gastro Gastro astro
PSYCHOLOGY	Psych
Names of people	
HEADMASTER	Boss Dean Principal Submaster Top banana
TEACHER	Teach
CLEANING LADY	Cleaner Maid
SCHOOL PORTER	Janitor
VERY INTELLIGENT STUDENT	Ass-sucker Brain Brainy Dweeb Geek Nerd Overachiever Poindexter Smart Smart-ass Studious Teacher's pet
STUDENT WITHOUT KNOWLEDGE	Average Drifter Flake Floater Jerk Loser slacker
LAZY STUDENT	Bum Couch potato Daft Deadbeat Loafer Slacker Slouch Underachiever

School activities	
TO PASS THE EXAM	Breeze through Coast Make the grade Sail through
TO FAIL THE EXAM	Be bombed Blow Burn Crash Flunk
TO TRUANT	Absent Cut the class Hooky Skip
TO LEARN	Get that gnosis Learn
FINAL THESIS	Final paper Last test
HOLIDAYS/VACATION	FTO (Flexible time off) Vaca Vacay
Out-of-school activities	
FUNNY SITUATION	Goofy Hilarity Hilarious Hysterical Silly
GREAT SITUATION	Awesome Blast Brilliant Cool Da bomb Gorgeous Hot Mega Phat Super Rock Wonderful
TERRIBLE SITUATION	Awful Fucked up Gross Lame Miserable Shitty That sucks Uncool Unfunny
MOBILE PHONE/CELL PHONE	Cell Celly Handy Mob

	Mobile
INTERNET	Online set Tranet Web World wide web
ICQ	-
TO GO FOR BEER	Beer run Do beverages Fancy a pint Go for brewski Goof off Hang around Have some drinks Hit the bar Put a few back
TO GET DRUNK	Be bent Be blasted Be bombed Be crushed Be drunk Be faded Be folded Be fucked Be high Be lifted Be loaded Be loopy Be lushed Be merry Be pissed Be plastered Be ripped Be ruined Be shitfaced Be slashed Be smashed Be stoned Be tanked Be tipsy Be toasted Be trashed Be twisted Be wasted Be wankered Get crunked Get hammered To have hangover
MARIJUANA	Bud Blunt Cannabis Grass

	Herb Joint Maryjane Pot weed
PARTY	Bash Partay Party
BOYFRIEND	Beau Bf Boo Cutie Darling My boy My man Sweety
GIRLFRIEND	Baby mama Ball and chain Beau Bitch Boo Cutie Darling Gf My girl My lady My woman Shorty Squeeze
TO HAVE SEX	Bang Baggin' Boff Boink Bumpin' uglies Doin' it fuck Get it on Get laid Get some ass Hook up Make love Poke Roll in the hay Screw Smash
TO BREAK UP	Be over Cut the chord Dump Get dumped split
ATTRACTIVE/SEXY BOY	Fine ass guy Hot Hottie

	Grade A Piece Prime beef Stud Sweet piece
ATTRACTIVE/SEXY GIRL	Babe Betty Biddy Chick Fine Foxy Grade A Hot Hottie Jiggy Piece Sexy Slammin' Smokin'
HOMOSEXUAL	Butt pirate Bull dyke Fag Fudge packer Gay Gayer than mayer Homo Lesbo Lezzy Light in the loafer Marmite miner Mo Pillow biter Queer Shit stabbler To be out
SILLY PERSON	Airhead Asshole Blothead Clown Ditz Donkey Dope Dork Douche Dumbass Goof Goofball Goose Idiot Jerk Klutz Meathead Moron

APPENDIX I. Questionnaire (Czech version)

Dotazník – Studentský slang

Milí studenti, chtěla bych vás poprosit o přečtení a následné vyplnění tohoto dotazníku. Dotazník se týká slangové slovní zásoby, která ovlivňuje mluvu zejména mladých lidí. Odpovězte, prosím, důkladně na každou z těchto otázek a uveďte i více možných příkladů. Výsledky tohoto dotazníku slouží k evidenci slangové studentské terminologie a jako materiál pro zpracování diplomové práce.

Děkuji za vaši ochotu, Veronika Burdová.

Pohlaví: muž - žena

Rok narození:

Název školy:

1. Typy škol (jakým slovem, popř. slovy označujete)

Gymnázium

Hotelová škola

Pedagogická škola

Vyšší odborná škola

2. Názvy předmětů

Anglický jazyk

Německý jazyk

Ekonomie

Cestovní ruch

Gastronomie

Psychologie

3. Názvy osob

Ředitel

Učitel

Uklízečka

Školník

Jak nazýváte spolužáka, který

_ vyniká vysokou inteligencí a připravuje se na hodiny:

_ chodí se do školy jen ukázat a neprokazuje žádné znalosti:

_ je líný:

4. Školní aktivity

Prospěť u zkoušky
Neprospěť u zkoušky
Chodit za školu
Učit se
Absolventská práce
Prázdniny

5. Mimoškolní aktivity

Jakým slovem označujete zábavnou, **vtipnou situaci**?

Jaké označení používáte, když chcete vyjádřit, že je něco **skvělé**?

Jaké označení používáte, když chcete vyjádřit, že je něco **hrozné**?

Jak slangově označujete tato slova:

Mobilní telefon
Internet
ICQ

Jít na pivo
Opít se
Marihuana
Večírek

Partnerka/přítelkyně
Partner/přítel
Mít sex
Rozejít se v partnerském vztahu
Hezká/zajímavá holka
Hezký/zajímavý kluk
Homosexuál
Hloupý člověk

APPENDIX II. Questionnaire (English version)

Questionnaire – Student slang

Dear students, I would like to kindly ask you for reading and finally filling in this questionnaire. It concerns with slang terminology which influences the speech mainly of young people. Please, respond carefully to each of these questions and give more possible examples. Results of this questionnaire serve as a material for final thesis on student slang.

Thank you very much, Veronika Burdová.

Sex: male - female

Date of birth:

Name of school:

1. Names of subjects

English

German

Economics

Tourism

Gastronomy

Psychology

2. Names of people

Headmaster

Teacher

Cleaning woman

School porter

How do you name your classmate who

_ is very intelligent and carefully prepares for each lesson:

_ attends school just to be there without knowledge:

_ is lazy person:

3. School activities

To pass the exam

To fail the exam

To truant

To learn

Final thesis
Holidays/vacation

4. Out-of-school activities

What term do you use for denoting **funny situation**?

What term do you use if something is **great**?

What term do you use if something is **terrible**?

What **slang** expressions do you use for:

Mobile phone/cell phone

Internet

ICQ

To go for beer

To get drunk

Marijuana

Party

Girlfriend

Boyfriend

To have sex

To break up

Attractive/sexy girl

Attractive/sexy guy

Homosexual

Silly person

