

Západočeská univerzita v Plzni

Fakulta filozofická

Bakalářská práce

2015

Štěpánka Kučerová

Západočeská univerzita v Plzni

Fakulta filozofická

Bakalářská práce

**Living Down Under – A Practical Analysis
with a Thematic Dictionary**

Štěpánka Kučerová

Plzeň 2015

Západočeská univerzita v Plzni

Fakulta filozofická

Katedra anglického jazyka a literatury

Studijní program Filologie

Studijní obor Cizí jazyky pro komerční praxi

angličtina - němčina

Bakalářská práce

**Living Down Under – A Practical Analysis
with a Thematic Dictionary**

Štěpánka Kučerová

Vedoucí práce:

Mgr. et Mgr. Jana Kašparová

Katedra anglického jazyka a literatury

Fakulty filozofické Západočeské univerzity v Plzni

Plzeň 2015

Acknowledgement

First of all, I would like to thank my supervisor Mgr. et Mgr. Jana Kašparová. I appreciate her helpful, excellent and valuable ideas and advice. She sacrificed her time to support me and to lead me the right way while I was working on the thesis.

My thanks also go to PhDr. Marie Smolíková and PhDr. Eva Raisová for giving advice about thesis writing within courses they led in the summer semester 2015.

Prohlašuji, že jsem práci zpracovala samostatně a použila jen uvedených pramenů a literatury.

Plzeň, duben 2015

Table of Contents

1. Introduction	1
2. English and Its Variants	3
2.1 Reasons for English language expansion	3
2.2 British English	4
2.3 American English	5
2.4 Canadian English	5
2.5 Australian and New Zealand English	6
2.6 Australian English	7
2.6.1 History	8
2.6.2 Grammar and spelling	8
2.6.3 Phonology and pronunciation	9
2.6.4 Vocabulary	10
2.7 New Zealand English	11
2.7.1 History	11
2.7.2 Grammar and spelling	12
2.7.3 Phonology and pronunciation	12
2.7.4 Vocabulary	13
2.8 Aboriginal English	14
2.8.1 History of Aboriginal English	14
2.8.2 Status of Aboriginal English	16
2.8.3 Impact of Aboriginal languages	17
3. Ordinary Year of an Average Australian	20
3.1 Schooling and Family Holiday	20

3.2 Free Time Activities	21
3.3 Australian Public Holidays	21
3.4 Australian Week-long Life Cycle	24
4. Field Research	26
4.1 Results	27
4.2 More Elaborated Results	28
4.3 Field Research Conclusion	38
5. Conclusion	39
6. Bibliography	41
7. Resumé	44
8. Abstract	45
9. Appendices	46

1. Introduction

English is one of the most important languages in the world that is spoken not only for working purpose but also in everyday use. Its basic knowledge has begun to be required from world's population. It is used daily for arrangements of the international business as well as cross-border communication. Nevertheless, the fact is that there is more than just one main variant of the English language spoken in the world and all of these variants, except for the British and the American one, are often overlooked.

David Crystal writes in his book *English as a global language* that English is a language of opportunity and empowerment which would not have been achieved without explorations at sea out of Europe under the aegis of the British Crown since the 15th century, which will be discussed in the thesis in accordance to all main variants of English language. Another valuable source of information will be the course of *Australian and New Zealand culture* attended by the author of the thesis in 2011 and led by Mrs Fay Berglind who said that "Strine", Australian English, is often incorrectly rated to be New Zealand English, even if there are unmistakable differences between them. We will prove her right in corresponding chapters of the thesis.

The main aim of this thesis is to practically analyse a life of ordinary people living Down Under. "Down Under" is a term that refers regionally to the southern hemisphere, concretely to Australia and New Zealand. Based on the personal experience of the author as well as to narrow the topic of the thesis down, the attention will be given mainly to Australia. Nevertheless, such topic is too extensive to give the readers, who are interested in it, even basic knowledge of all issues attached to the Australian continent and a way of living on it. Therefore, the thesis focuses predominantly on the English language, on its use in both neighbouring states, its variants, its dissimilarities and uniformities or its uniqueness, as language is used every day and constitutes a substantial part of human life. The narrower view of the issue under question also corresponds with the author's field of study and meets her interests, too. The thesis should help the readers understand the discussed topic, make them aware of different variants of English language and give them essential information about how English came to the Australian continent and how it is used there in modern days.

The main part of the thesis will be therefore dedicated to the issue of English language, its variants and their development and importance in Australia. Since the time when a mixture of British English and its dialects came with convicts and first settlers to Australia in 1770, it has started to live its own life. Through a partial freeing from its original British form and influence of the indigenous languages, Australian and New Zealand English became self-reliant distinctive languages that are worth discussing. They do not only sponge on their original form but they also influence other languages with their peculiar contribution and act like the other world languages' mediator for borrowing words originating in indigenous vocabulary. Therefore, a short part of the thesis will be dedicated to the Aboriginal English that has recently been on the uptrend.

A short part of the thesis will be also devoted to a life of ordinary Australians. To completely understand their lives, attention will be paid to an overview of Australian most important days and public holidays to show briefly how Australians spend them. Attention will also be paid to what Australians usually do every day in an ordinary week to display that there can be differences between Australian and European perception of a week.

The last part of the thesis is intended for the practical analysis of chosen set of slang words that are used most in everyday life within Australian English. The analysis is based on a field research done by means of an online questionnaire with a primary purpose to find out what awareness the native Czech speakers have of famous Australian slang words or at least what aggregate of these words they have in their general knowledge. The list of words used in the research will be shown in a thematic dictionary in the Appendices. Supposedly, the knowledge of such phrases in the Czech Republic will not be high. Still, we are about to find in the practical part.

2. English and Its Variants

The English language belongs to the Germanic language family, precisely to the West Germanic languages, and it was originally spoken at a relatively small area in the north-western Europe. It had taken several centuries before it became a global language – lingua franca – from an ordinary language that used to be spoken only in British Isles (Great Britain). (CRYSTAL, English as a global language. 2nd ed., 2003, p. 6) Nevertheless, the purpose of this part of the work is not to describe English and its evolution, but to provide a view of its variants that are spoken now. English has not become only a lingua franca for immense number of people all around the world, who can thus communicate with foreign people, but it is also a mother tongue of millions people. Several countries in the world accepted English as their first language, here are examples of the larger ones: United States of America (USA), Canada (except the French speaking province Quebec), Australia, Ireland and New Zealand (CRYSTAL, English as a global language. 2nd ed., 2003, pp. 108 - 109) – not excluding Great Britain where English, in the main form as it is known today, has been evolved – and few examples of the smaller yet sovereign countries (in descending order in accordance with their region and population): Nigeria, Kenya, Uganda, Ghana, Zimbabwe, Namibia and other countries in Africa; Jamaica, Trinidad and Tobago, Bahamas, Barbados, Belize and other countries in Caribbean; or Cook Islands in Oceania, and many others. (CIA.gov, 2015) Of course, there are also countries in the world where English has been accepted as a secondary language and where it is used as one of the official languages that are also spoken in chief institutions, for example in countries like India, Singapore, Malawi and over fifty other territories. (CRYSTAL, English as a global language. 2nd ed., 2003, pp. 108 - 109) All varieties of English language that are used in these countries (see Appendix 3) have their own unique grammar, stylistics and vocabulary, which differ a bit from each other not only in spoken form but also in the written one.

2.1 Reasons for English language expansion

The fact that English became a global language is not groundless. There are two main reasons of such progress. According to the Crystal's book *English as a global language*, the cause is a mixture of geographical-historical and sociological-cultural reasons. The geographical-historical reason is based on the fact that explorers were sent

from Britain to all cardinal points and beyond, in short to America, Asia and Australia. The British Empire used to be a world power that used to have several colonies all around the world. It is no wonder then that some of the colonies (USA, Australia, Canada, New Zealand and Ireland), which became independent on Great Britain as a follow-up to end of the WW1 and the WW2 (HUGNES, 1999, pp. 361, 662, 664, 674, 678), adopted English, the language of colonizers, as their own. Anyway, the sociological-cultural influence also needs to be considered. People from all corners of the world have become dependent on the English language because of its frequent use on economic and social level. There are at least few English words in every aspect of people's lives that have become predominant to words of the native language. "*Several domains, as we shall see, have come to be totally dependent on it – the computer software industry being a prime example.*" (CRYSTAL, English as a global language. 2nd ed., 2003, p. 30) People got used to the benefit of this lingua franca; nowadays, it is appreciated that millions are able to make themselves understood in English. Nevertheless, there are several other formal forms of English that are shortly described below.

2.2 British English

British English is the original variant of English that was evolved in British Isles, where it is also used until today, and is sometimes called *Queen's English*. Other main variants of English have been derived from it.

There is a difference between British English spelling and spelling in other variants of English – familiar examples are words derived from Latin with “-our”-ending (*colour*), “-re”-ending (*theatre*), or “-ce”-ending (*defence*), words derived from Greek with “-ise”-ending (*organise*), “-isation”-ending (*organisation*), “-ogue”-ending (*catalogue*) or “-yse”-ending (*analyse*).

British English and other variants of English may differ in pronunciation, as well. The formal British pronunciation is called *Received Pronunciation* (RP) which is treated as a model for foreign speakers who learn English, even if it is barely used in everyday life in Great Britain.

2.3 American English

This variant of English is spoken in the United States of America (USA). Although the first English was carried to the continent in 1584 by a group of researchers and sailors from England led by Walter Raleigh, the mission was not successful and English got anchored in America later since 1607. (CRYSTAL, English as a global language. 2nd ed., 2003, p. 31)

The most familiar spelling differences to British English are those mentioned above – words derived from Latin with “-or”-ending (*color*), “-er”-ending (*theater*) or “-se”-ending (*defense*), derived from Greek with “-ize”-ending (*organize*), “-ization”-ending (*organization*), “-og”-ending (*catalog*) or “-yze”-ending (*analyze*).

There is also a difference in the use of past tense. American English speakers do not strictly follow any grammar rules that adjust English grammar use. Past simple is often used instead of present perfect or past perfect, for example – American English version with use of past simple: “*Did you see Angela?*” - “*No, I did not see her.*” instead of British English version with use of present perfect tense: “*Have you seen Angela?*” - “*No, I have not seen her.*”

American English also differs from the British one in pronunciation. A good example could be that American English does not use the “intrusive ‘r’” (it is pronouncing “r” in words where it does not belong at all, for example “*I have no idear what is going on!*”) or “open back vowels” (which are related to “a” and “o” vowels, for example “*bath*” pronounced as [ba:θ]) that are used in British English.

2.4 Canadian English

English came to Canada from the USA with people who did not respect the US Declaration of Independence (1776) and who still treated British Crown as their superiority. Even if there are two official languages – English and French – about two thirds perceive English as their mother tongue. (CRYSTAL, English as a global language. 2nd ed., 2003, p. 37)

Canadian English contains its own in-the-course-of-time-emerged so called *Canadainisms* but it predominantly follows British English writing system as well as

pronunciation because of its historical and political linking with the United Kingdom. Although both attributes are, of course, under a huge influence from the USA, that is its neighbour state, and from French language, especially in pronunciation. (LABOV, ASH, & BOBERG, 2006, p. 222) For example, Canadians pronounce [aʊ] sound (like “*about*” [ə'baʊt]) more like [u:] (like “*about*” [ə'bu:t]).

2.5 Australian and New Zealand English

English was first brought to Australia (see Appendix 4) when it was discovered by James Cook in 1770. (CRYSTAL, English as a global language. 2nd ed., 2003, p. 40) After few years first British penal colony was established at Sydney. However, English language arrived in New Zealand in 1790s when settlers started coming from Australia to expand in a new land. (CRYSTAL, English as a global language. 2nd ed., 2003, p. 41) Anyway, these two variants do not have exactly the same vocabulary, pronunciation or grammar, even if they could be thought as one. More detailed attention will be paid to Australian English later in the work.

2.6 Australian English

Further, we will discuss Australian English – its origin and history, grammar and stylistics, phonology and pronunciation, vocabulary and mostly linguistic comparison with other variants of English language. Australian variant is one of the major ones because it is predominantly spoken by more than 22 million (Statistics, 2013) of people as their mother tongue at the major part of the Australian continent.

This unique variant of English that has evolved from British English within several decades is also called “Aussie” or “Strine” (DALY, 2003, p. 1282) by local residents. Both expressions were created by abbreviating the word “Australian”.¹ Australian English is based on a mixture of old London Cockney dialect, Irish language and many loanwords from Aboriginal languages. A foreigner would claim that even if Australia is a large country, there are almost no regional accents as it is a general rule for such countries, which could be considered as truth because the differences are small.

A common feature is a plentiful usage of words like expressions on the line of decency *bloody* or *bugger*, or friendly expressions like *mate* or *no worries*. Especially, a popular salutation *mate* should not be overlooked, as well. It is quite usual to call any person by this friendly expression, for example when a passenger expresses thanks to a bus driver while getting off the bus: “*Thanks, mate!*” An interesting thing is that this is the only form main variants of English where people personify non-living things when they use pronouns for them, for example “*Take him (a bottle of water) and go already!*”.

Unfortunately, as a result of globalisation, influence of American English through mass media and of immigrants’ languages, typical Australian accent has become less distinct from other English variants. On the other hand, it cannot be said that Australian English in the way it is now would be endangered. “*Most speakers of a language appear to become relatively fixed in many linguistic traits by the time they develop their adult linguistic system.*” (GRADDOL, LEITH, & SWANN, 1996, p. 289) This means that people do not adopt naturally any other pronunciation or accent after

¹ The expression “Aussie” was abbreviated from the word “Australian” by the typical Australian “-ie”-ending (where double “s” was needed) and the expression “Strine” was phonetically abbreviated thanks to the strong Australian pronunciation.

reaching their maturity because their own mother accent that they are taught from the day they are born is inherently rooted in them. Of course, people that are taught different accent or language due to determination of a foreign environment from their tender young age may be an exception.

2.6.1 History

The subject of this subchapter is to recount history of British English in the Australian continent and its development through hundreds of years into Australian English, as it is known today, through life stories of peoples who were attached to Australia.

It is clear that Britons were not the first people who “discovered” Australia but they were the first ones who appropriated it as an official colony. To the best knowledge, the first English speaking person who came to Australia was Captain James Cook with his crew on a ship called *Endeavour* in 1770. (CRYSTAL, English as a global language. 2nd ed., 2003, p. 40) After approximately twenty years, Great Britain solved out a problem with a lack of places in English jails and started using Australia as a natural prison when a first penal colony was established in the area of Sydney Cove. (DALY, 2003, p. 1238) Originally, there was no such plan to establish anything in Australia, it did not seem interesting to Britons, but after American Revolution there was no more place to send prisoners from Britain to America. Since 1793 (DALY, 2003, p. 1238) free English settlers were coming to Australia, who in this way assured English as the main language. A combination of free settlers’ English language, London prisoners’ Cockney accent, other prisoners’ Irish language and Aboriginal expressions resulted in today’s Australian English. (CRYSTAL, English as a global language. 2nd ed., 2003, p. 41)

2.6.2 Grammar and spelling

As it was mentioned previously, Australian English is very close to British English as a result of coming of white people predominantly from Great Britain who were English dialects speakers. That is why Australian standard register does not differ from the British one that much, for example verbs like *learn* and *spell* are conjugated as

irregular verbs (*learnt* and *spelt*). Also, inconsistent spelling of following words is rather British – words that were derived from Latin with “-our”-ending (*favour*) and with “-ce”-ending (*offence*) or expressions that were derived from Greek words with “-ise”-ending (*recognise*), “-isation”-ending (*globalisation*), “-ogue”-ending (*monologue*) and “-yse”-ending (*paralyse*). Anyway, nowadays a big part of the Australian population does not observe these rules and they incline to American English writing system of such derived words because it appears “too French” to write it this way. (BERGLIND, 2011) However, there are also few differences like usage of prepositions in connection with days in a week, for example “*Well, see you Thursday!*” instead of British “*Well, see you on Thursday!*” (BERGLIND, 2011) It is also important to mention that there is no official Australian grammar that would be taught at schools or would be required to be used in official documents.

2.6.3 Phonology and pronunciation

Australian English does not belong to rhotic variants of English but its sound is more than peculiar as it is common for dialects. The difference between British and Australian English is especially in a modified pronunciation of vowels and in specific Australian intonation.

This variant of English is distinguished by its typical high rising tone (HRT), by the so-called Australian questioning intonation (AQI). Australian pronunciation has gained such title because an interrogative sentence has a syntactic structure of a declarative sentence but it acquires a meaning of a question through the high rising questioning intonation. “*As to where it came from, linguistically speaking, it seems to us that AQI is best understood as an extension with a modified meaning of the ordinary English usage of HRT-in-declarative as a device for asking questions.*” (GRADDOL, LEITH, & SWANN, 1996, p. 291) Such declarative construction that appears as an interrogative one could be compared to Slavonic sentence construction where an interrogative sentence could be recognised only thanks to the questioning tone (in spoken form) or thanks to question marks (in written form).

Australian English differs from the British one not only in pronunciation of whole sentences but also in pronunciation of individual words and especially vowels that themselves sound in Australian English flatter and longer, which makes this variant

of English extraordinary. (MANNELL, 2009) According to A. G. Mitchell's comprehensive phonetic description of Australian English in 1946 (MANNELL, 2009), there is a main difference in comparison of Australian and British pronunciations. Vowels like [ɪ], [e], [æ], [ɜ:], [ə] and [o:] are in Australian English closer than in British English (MANNELL, 2009), which can raise a feeling of the most significant feature of Australian pronunciation to a foreign listener's ear. Of course, there are exceptions in using these vowels when this system is not strictly followed. It means that there are variations in Australian pronunciation between people descending from different regions of Australia or from different social classes. (GRADDOL, LEITH, & SWANN, 1996, p. 290)

2.6.4 Vocabulary

Australian English is popular for its distinctive vocabulary. There are plenty of amusing words and especially idioms, meaning of which is mostly not clear at first sight. Few examples are mentioned in the practical part of the thesis (see appendix 2).

Characteristic for "*Strine*" are words that are derived from words of standard register. The issue is that original standard-register words are abbreviated and then given suffix "-o" or suffix "-ie", which results in two typical Australian word groups – a group of words with "-o"-ending and a group of words with "-ie"-ending. Whether a word gets "-o" or "-ie"-ending, depends on its final onomatopoeia. (BERGLIND, 2011) Sometimes doubling of a letter that stands between the newly-emerged abbreviation and the "-o" or "-ie"-ending needs to be done, for example *Brizzie* or *chokkie*. The plural form of such created expressions is made usual way thanks to the "-s"-suffixation, for example *surfies* or *vedgies*. These kinds of words are most common in the non-standard Australian register, for example *arvo* and *sunnies*.

2.7 New Zealand English

New Zealand English is a variant of English language that is spoken by “Kiwis” – people living in New Zealand. In this chapter we will discuss its history, grammar, pronunciation and, in case, distinctive vocabulary. New Zealand English will be compared predominantly to Australian English from which it surprisingly did not completely evolve and which has its origin in British English.

2.7.1 History

English language came to New Zealand for the very first time with Captain James Cook who arrived with his crew to its islands in 1769-1770 (CRYSTAL, English as a global language. 2nd ed., 2003, p. 41) after exploration of Australia. However, the western settlement was not on these islands as fast as in Australia. New Zealand was not used as a penal colony of the British Crown, so the influx of immigrants was not as sudden and numerous as to Australia. First Europeans who started there the main settlement in 1790s (CRYSTAL, English as a global language. 2nd ed., 2003, p. 41) were people interested in whale fishing and trade who, however, did not come straight from Europe but had already lived and worked in Australia and wanted their business to expand. A big growth of Europeans came by the end of 18th century when there was 750 000 immigrants in New Zealand. (CRYSTAL, English as a global language. 2nd ed., 2003, p. 41) This staggering amount of incoming Europeans caused that there was adopted English as the first language in New Zealand. Anyway, because of historical circumstances it is said that New Zealand English somehow differs from the Australian variant and is phonetically much closer to the British one.

There are three socio-historical reasons for having British accent in New Zealand, according to the David Crystal’s book *English as a global language*. First of all, in contrary to Australia, New Zealanders have felt responsibility, devotion and allegiance in connection to the British Crown. There are, therefore, plenty of people who speak with the British accent. Another reason is that there has been a patriotic feeling for the country that has supported the Australian and New Zealand distinction, which led to bigger differences not only in accents, but also in vocabulary in such similar and geographically close countries. The last reason is that before Europeans came to these islands and started to spread all over them, there had lived before them

indigenous peoples – the so-called Maori. Even if Maori create only about 10 per cent (CRYSTAL, English as a global language. 2nd ed., 2003, p. 42) of all inhabitants, some of their original words have become a part of New Zealand distinctive vocabulary, as it has happened with Aboriginal loanwords in Australian English.

2.7.2 Grammar and spelling

New Zealand English follows predominantly British English grammar and spelling from the previously-mentioned socio-historical reasons. In accordance to British and Australian English, this variant also supports following spelling of derived words from Latin with “-our”-ending (*behaviour*) and with “-ce”-ending (*defence*) or from Greek with “-ise”-ending (*customise*), “-isation”-ending (*banalisation*), “-ogue”-ending (*analogue*) and “-yse”-ending (*analyse*). New Zealand English also uses mostly irregular past tense and past participle forms of verbs, “-t” suffix instead of “-ed” suffix, like *dream* or *learn* (then *dreamt* and *learnt*). Nevertheless, British and American writing is accepted and none of the types of spelling is correct or wrong. (BERGLIND, 2011)

There is one very peculiar difference from other variants of the English language, the application of the so-called *macrons* that are borrowed from Maori language and that are used to highlight long vowels (BERGLIND, 2011), for example *Maori* is originally written with a macron *Māori*. It is, however, necessary to mention that macrons are not used in the New Zealand standard register writing. Nevertheless, the usage of macrons in non-standard register is increasing. (BERGLIND, 2011)

2.7.3 Phonology and pronunciation

New Zealand English belongs to non-rhotic languages together with British and Australian English, for example the word “*better*” that includes “-r” is pronounced as [ˈbetə].

As it was mentioned previously, this variant of English follows British English, for example the word “*dance*” is pronounced [dɑːns] as in Received Pronunciation and not as [dæns] as it is common nowadays due to the American influence. Anyway,

because Australian and New Zealand nations live geographically nearby each other, they do not avoid mocking on one another under terms of their slightly different accents, which could be compared to Prague and Ostrava accent jokes in the Czech Republic. Australian and New Zealand accent can be exemplified in pronunciation of famous meal called “*fish and chips*” (pronounced in formal register as [fɪʃ] [ən] [tʃɪps]). Australians are mocked by New Zealanders whom it seems that they pronounce it as [fi:ʃ] [ən] [tʃi:ps] and vice versa New Zealanders are mocked by Australians that they pronounce it with schwa as [fəʃ] [ən] [tʃəps]. (CRYSTAL, *The Cambridge encyclopedia of the English language*. 2nd ed., 2003, p. 354)

2.7.4 Vocabulary

As it has been indicated before (see 1.1 History), indigenous people – Maori – have had a big influence on the development of the New Zealand English vocabulary. The most of words that have been borrowed from Maori language are words attached to nature (names of animals, plants, places, etc.) or to the everyday usage. (BERGLIND, 2011) Most of the every-day-spoken loanwords are used by Maori inhabitants, who understand it as their cultural heritage, and by non-Maori young people for whom it is in a sort of way a question of the fashionable young life style because such loanwords are used within the non-standard register of New Zealand English, for example *kia ora* for *hello*, *kai* for *food* or *whanau* for *family*. (BERGLIND, 2011)

2.8 Aboriginal English

Aboriginal English is a kind of English that came into existence by mixing up Australian English and one of the original Aboriginal languages. Its existence cannot be overlooked because the amount of Aboriginal people who speak it in Australia is not negligible. Aboriginal English has become a variant of English that is also called “pidgin”, which is, however, initially a Chinese expression that originates from the 19th century and was created by a wrong pronunciation of the word “business”. (ARTHUR, 1996, p. 1)

2.8.1 History of Aboriginal English

When British arrived to Australian continent in 1788 (ARTHUR, 1996, p. 1), it had already been populated with the indigenous people, the Aboriginal people (also called only “Aborigines”). They lived in many tribes for hundreds of years, so it was unavoidable that every single tribe had its own language. More than two hundred languages are known involving also five hundred dialects that were spoken at that time. Nevertheless, almost all Aboriginal people were able to speak and understand more than one language. It may be said that their culture used to be multilingual. Unfortunately, after the colonization by the British Empire, Aboriginal peoples were forced to forget their culture and start to behave and, of course, speak as Europeans, which caused that hundreds of dialects got lost in time. Reasons for extinction of such a huge amount of languages and their dialects were predominantly of two kinds. Either all members of a tribe died out and their language with them or last members of such tribe were accepted by another tribe. Then, such survivors did not keep their language anymore because they thought that for their children and next generations within the new tribe it would be for nothing to adopt their knowledge. Later, several other events also supported disappearance of Aboriginal languages – the British Empire forced the indigenous peoples to live in sort of reservations where it was difficult for them to understand each other. *“In such places one Aboriginal language, or a form of English, became the lingua franca, and other languages ceased to be spoken.”* (ARTHUR, 1996, p. 1) Aboriginal people were forced not to hand on their original languages to their children but to speak English that became the primary language in Australia. Nowadays, only about eighty Aboriginal languages are still used in daily communication but mostly only by elderly people, so its use has been diminishing. However, Australian government

nowadays supports a recovery of the Aboriginal culture and a sudden interest by indigenous people about their cultural roots, and thereby some of the almost extinct Aboriginal languages started being taught again. (DALY, 2003, p. 1250)

After this development there were two big diverse communities in Australia – the European one, mostly with English speakers, and the Aboriginal one that spoke hundreds of dialects, as it was mentioned above. Therefore, it is no wonder that some type of a universal language had to come naturally thanks to need of the everyday use. The newly created form of a language has been called “pidgin”. As it was mentioned in the introduction to this chapter, pidgin is a term not only for this language made of a mixture of British English and Aboriginal languages, but also for other similarly mixed-up languages all around the world, especially in colonized places where people wanted to trade with each other – colonizers with indigenous inhabitants and vice versa. Such a new language then usually adopts words and phrases from both languages but mostly one language is still superordinate to the other language. In the matter of colonization, the dominant colonizing language, in this case English, became the dominant one. Anyway, even though English had been the dominant language, it took over several words from Aboriginal languages, such as boomerang, dingo or koala, that were taken over into other world languages, as well.

“Over time, this colonial language changed. It became no longer a restricted form of communication, a pidgin, but a complete and sufficient form of English, although it still differed to a greater or lesser degree from the English spoken by non-Aboriginal people.” (ARTHUR, 1996, p. 2) This change did not happen overnight, but it took over a hundred years, since first Europeans came to Australia. This process resulted in a new kind of pidgin that is known now as “Aboriginal English”. Aboriginal English is perceived as a type of Australian English that sounds differently to a native Australian, though they are still able to understand it. An important point needs to be mentioned – there are several types of Aboriginal English. If we realize that Australia is a huge country, one of the continents on the Earth actually, and there used to be hundreds of dialects of Aboriginal languages, it is quite understandable that many types of Aboriginal English had arisen.

Nevertheless, if we talk only about the main form of Aboriginal English, it is necessary to mention that its frequency of use has been in every part of Australia quite

different. In some parts it is spoken as a secondary language only to have a communication channel, if there are some foreign people, who do not speak Aboriginal English. But, Aboriginal English is considered by speakers as a primary language in other parts of the country.

2.8.2 Status of Aboriginal English

Not that long time ago, Aboriginal English has been formally indicated as a form of Australian English. As it was mentioned previously, Aboriginal English used to be called “pidgin” or “broken English” and it was probably thought that it would be beneficial for the whole society to pay attention to it because people who speak it have been also a part of the mentioned society. There are Aboriginal inhabitants that speak English, in this case Australian English, as a secondary language and it has been thought that a managed help would be needed, as other ordinary people need a hand when they are supposed to learn another language than their mother tongue. Therefore, Aboriginal English has been acknowledged as a new existing and avowed language during a few recent years, which according to Jay Arthur’s book refers to the second half of the 20th century.

This new form of Australian English has begun appearing in mass media, such as newspapers or television. Of course, there had immediately appeared a problem that it had to be faced to – actually only for the non-speakers of Aboriginal English, who had never experienced this form of English before. Some of them did not really understand the information which they were supposed to receive. However, the Aboriginal English speakers finally saw a written form of their language and also heard the most common spoken form of it. To solve the newly arisen problem was not that complicated. On the television, the subtitles that were written in the general form of English were added on the screen, so that anybody who watched such programme could understand every single fact that was said in it. The solution in the newspapers did not differ that much from the one that was used on the television. Standard newspapers pages were divided into two parts – on one of them was the text written in Aboriginal English and on the other part was the same text “translated” in the general form of English. Actually, it was a chance for some of the Aboriginal English non-speakers to meet the language for the very first time and to get to know something about it. Of course, it is important to

remark that such an easy solution of getting these two “Englishes” together was not without difficulties. Editors of major newspapers who tried to divide every page into two parts where one was written in Aboriginal English and one in the general form of English had to face one significant obstruction. Aboriginal English does not have strict rules for morphology nor grammar. Actually, no one who was involved in this sort of project was sure about the correct transcription of Aboriginal English words, phrases or collocations. The only way how to write in Aboriginal English was to transcribe the oral speech, which was not trivial to understand in any case. *“Aboriginal English now is still primarily a spoken rather than written language, but with the number of Aboriginal authors producing written work, it may evolve a distinctive printed form as other Englishes have done.”* (ARTHUR, 1996, p. 4) Unfortunately, we experienced scarcity of sources that has been written in Aboriginal English and that could actually provide a wide spectrum of fixed and stable written forms of words, phrases and collocations. Further, a lot of Aboriginal English words are used only in particular parts in Australia and in some parts the same words are not used at all. Of course, it does not mean that some words are not common in every single place where Aboriginal English is spoken. It is necessary to mention that Aboriginal English has behaved, as any other language, as a living organism that changes and evolves and has also been under influence of many factors.

2.8.3 Impact of Aboriginal languages

Every language has its typical features of pronunciation – languages simply differ from each other not only by the type of the language but also by the elements of the oral speech. There could be a difference in intonation, in putting stress in particular parts of sentences or words, or in pronunciation of particular letters. Basically, in Aboriginal languages is no difference between voiced and unvoiced consonants, it means that Aboriginal letters like *b*, *d* and *g* might sound similar as letters *k*, *p* and *t*. There also might be a problem with pronunciation of *f*, *s*, *sh*, *th* and *v* or with a complex of letters like *st*, *str* and *spl* by Aboriginal people because they have no such letters or complex of letters in their language sound systems. The pronunciations of English vowels like *a*, *i* and *u* might sound as still the same vowel. (ARTHUR, 1996, p. 6) All these dissimilarities and transitions have led to a change in English words pronunciation which has also influenced the written form of Aboriginal English. Therefore, there may

be plenty of words that are of one exact meaning but are written in several different ways because of the pronunciation. This might be very confusing for a reader. Only basic Aboriginal words that are most common and known also by non-aboriginal speakers have their own stable correct spelling but unfortunately there are heaps of Aboriginal words that can be written many ways. This matter also differs from region to region in Australia. For instance, there are letters with almost the same pronunciation in the Kimberley region in the northern Australia where letters like *c*, *g* and *k* sound too similar to each other to be discerned by the sense of hearing of a non-trained non-aboriginal speaker, which also bears on letters like *t* and *d*, and *i*, *y*, *j* and *h*. (ARTHUR, 1996, p. 6)

Aboriginal English also differs from British English in using genitive, or actually in not using it. British English expresses genitive in two possible ways – by the Saxon genitive or by the Norman genitive (also called the *of*-genitive).² In contrast, Aboriginal English does not use any of them. Nevertheless, the possession in Aboriginal English is expressed similarly to the Saxon genitive – by suffixation – but not by the “s”-ending but by different endings. Such system of suffixation can be compared to the Slavonic language family. Suffixation also replaces using other prepositions like *on*, *to* or *for*, as well. There are also no expressions for definite and indefinite articles *the* and *a/an* in the Aboriginal English. (ARTHUR, 1996, p. 7) The reason is that in this case Aboriginal languages had bigger influence on creation of Aboriginal English than British English because the same system ruled Aboriginal languages.

There is also a difference in putting emphasis on thoughts or words in Aboriginal languages that are meant to show its bigger importance of the given information. To emphasise such word, the word is said two times over or its vowel is lengthily extended, which is sometimes observed in Aboriginal English using. However, what Aboriginal English adopted from British English is creating the grammatical number of nouns – expressing plural by suffixation “-s”, for example “one boomerang” and “two boomerangs”.

² The Saxon genitive expresses possession through an apostrophe and the typical suffix “-s”, for example “Leonard’s bicycle”. However, the Norman genitive (the *of*-genitive) uses preposition “*of*” to express the possession, for example “a friend *of* mine”.

Aboriginal English has gone through many phases of evolution while it has been significantly influenced from one side by the Aboriginal languages and from other side by British English. It is a process of creating a new independent language because its forming has not been at the end yet, and there are not many languages of that kind in the world that could be observed this way.

3. Ordinary Year of an Average Australian

After a theoretical introduction to the English language and its variants used all over the world, paying special attention to Australian³, New Zealand and Aboriginal English, we should also mention more practical specifics of living Down Under⁴. When reading about Australia in magazines or advertisements of travel agencies, it is usually beautiful remarkable nature, kangaroos⁵, sun, surfing and course behaviour of people (see Appendix 5 and Appendix 6) that are most conspicuous in connection with the region. However, Australian life is more than these stereotypes. This chapter therefore represents a short peek into a life of common people and presents the reader with a narration about an ordinary year of an average Australian⁶, still taking into account that there may be enormous contrasts between individual lives of Australian population. To describe an ordinary year in as much neutral way as possible, public holidays will be included in the description because these free days show the best how Australians like spending their time. It is also important to say that children and also young families with children perceive a year a bit differently from Europeans.

3.1 Schooling and Family Holiday

An academic year in Australia imitates a usual calendar year, which is completely dissimilar to the European one that starts in autumn and finishes in summer. The Australian academic year starts from early February and finishes in late November when the exact days are set for every state individually by territory governments. (BERGLIND, 2011) Main Australian holidays are under way during Australian summer, which means that they start from late November and finish in early February. (Government Q. , 2015) Of course, exact days depend on the current calendar and territory governments' judgement. Apart from the fact that children have main holidays at that time, it is also summer in Australia, which is another reason for most of

³ Australian English is known among natives as *strine* (see Appendix 1)

⁴ Down Under is a term referring to Australia and New Zealand. (see Appendix 1)

⁵ Kangaroos can be also called as *roos*, *boomers* or *joeys* according to their size. (see Appendix 1)

⁶ Australians call themselves *Aussies*, they might make difference between men, *blokes*, and women, *sheilas*. (see Appendix 1)

Australian families to go for vacations during Christmas holidays and January, something the majority of European families cannot even imagine.

3.2 Free Time Activities

One free time activity is, however, more prevailing than other – making barbecues⁷. It is a favourite social activity that is organised every week or at least several times a month by families, groups of friends or companies within a teambuilding. Heaps of barbecue tables that are situated throughout the city parks and other natural places and that are free to use make such social event possible. For example, there are more than 400 places in Brisbane⁸ where anyone can come and enjoy a barbecue. (Council, 2015) There are also custodians, who walk from barbecue to barbecue to check, if everything is all right (public order, keeping the area from rubbish, etc.), and there are also people who arrange tidiness of all barbecue tables and of nearest surroundings, which is however not necessary because barbecue users usually clean everything out of decency before they leave.

3.3 Australian Public Holidays⁹

All public holidays that are common in all Australian states will be mentioned in this subchapter. All of these free days are indicated in *The Holidays Act* (Government A. , 2015) that adjusts their dates in a particular year. Of course, some of the territory governments have enacted more than just common public holidays by law and people can thus enjoy some more special public holidays in accordance to the territory (see Appendix 4) where they live. (Government A. , 2015) These extra public holidays are mentioned bellow for the state Queensland (see Appendix 4) where the author of this bachelor thesis spent a year of her life.

⁷ Australians call barbecues with an abbreviated word *barbie*. (see Appendix 1)

⁸ Brisbane, the capital city of the state Queensland (see Appendix 4), is called *Brizzie* by local inhabitants. (see Appendix 1)

⁹ Most of facts written at every public holiday are based on the course *Australian and New Zealand culture* led by Mrs Faye Berglind that the author of this bachelor thesis attended at EF school in Brisbane, Queensland, in 2011, and author's own experience.

New Year's Day. This public holiday is observed on January 1st. Most people stay the first day of a new year with their families at home or in vacancy. They eat traditional meals, organise barbecues, go surfing¹⁰ or watch football matches¹¹. Who is a faithful, goes to church (or to some other place according to their religion, for example to synagogue or to mosque).

Australia Day. It is Australia's national day and it is celebrated on January 26th. This date is a memorial of a day when the first settlement was established by English in Australia. Australians are essentially patriotic and thereby one of the biggest celebrations of the year is made at this day. There are barbecues, concerts or huge fireworks across the whole country, plentifully attended by families or group of friends.

Good Friday. In year 2015 Good Friday is on April 3rd but, as in other cultures based on Christian religion, it is a moveable feast that represents Crucifixion of Jesus Christ. Anyway, people, who are not religious and do not go to church, take advantage of this day and enjoy a day off making barbecues and trips with families and friends.

Easter Monday. As this public holiday is a moveable Christian feast, as well, it takes place in year 2015 on April 6th. Australians do not only work but they also make their children happy because it is the day when children participate in the Easter egg hunt as in the United Kingdom.

Anzac Day. The Anzac Day is celebrated on April 25th. The word ANZAC is an acronym for the *Australian and New Zealand Army Corps* and originally, it was to remember Australian and New Zealand soldiers that were killed in WW1. There are many memorials and other ceremonies with war veterans across the country. Australians have an enormous respect for their army corps, which can be considered as a part of their patriotism. Australians also bake the so-called Anzac biscuits¹².

Christmas Day. The Christmas Day is held on December 25th and is a celebration of Jesus's birth. In fact, celebrations on this day do not differ from the

¹⁰ Australians call people who surf a lot *surfies* instead of the word surfers of the standard register. (see Appendix 1)

¹¹ Football, a favourite free-time activity, is called *footy* by Australians. (see Appendix 1)

¹² Exact name for *Anzac biscuits* is *Anzac bikkies*. (see Appendix 1)

British or American ones. The only difference is that Australians like to spend their Christmas holidays somewhere in a beach resort making barbecues, relaxing, surfing and drinking beer¹³.

Boxing Day. This day comes after Christmas Day on December 26th and it is the day when people get Christmas presents as in the United Kingdom or USA.

Additional Day. This is an interesting term for an extra public holiday that is provided by *The Holidays Act* and that is added in the case when Christmas Day, Boxing Day or New Year's Day is at a weekend, which happens once in few years. (Government A. , 2015)

There are also public holidays that are in force only in individual Australian states. Queensland, one of the Australian states, was picked as an example where such extra public holidays – *Easter Saturday*, *Queen's birthday* and *Labour Day* – are held.

Easter Saturday. This day is a part of whole Christian Easter and is found on Saturday after Good Friday and before Easter Sunday. It is a part of a longer weekend that Australians use predominantly for having a nice time with families and friends and for relaxing. Barbecue and festive meals are not a rare.

Queen's birthday. Australia is a part of the Commonwealth of Nations, and even though the British Queen has actually almost no executive power within Australia, it shows an official respect to Queen through this public holiday. Interesting information is attached to this day. In view of the fact that an ordinary birthday of any person is not of a moveable date, yet this public holiday is. It is held on the second Monday in June in the majority of states, even if none of the former British Queens (Queen Victoria and Queen Elisabeth I) or still reigning Queen (Elisabeth II) were born in June. This day does not mean only a day off for Australians but it is also a day when several people are awarded with the *Order of Australia*.¹⁴ (BERGLIND, 2011)

¹³ Almost no Australian calls beer “*beer*” – they use expressions like *coldie* or *roadie*. (see Appendix 1)

¹⁴ *Order of Australia* is a merit award given to Australians who have achieved something praiseworthy and served thus to the whole society.

Labour Day. Labour Day is one of the moveable feasts. It is held on Monday but the exact month differs throughout all states. This day could be compared to the Czech May Day. It celebrates all workers and especially the *Australian labour movement* when eight-hour day was achieved. (BERGLIND, 2011)

As it was mentioned previously, Australians are very patriotic. All of the days, that are designated for remembrance of the Australian nation, do not mean only free days out of work to them, they really remind of the historical importance of every public holiday. Australians are also very family-oriented and treat their group of friends as a part of their wider family, which they prove through often barbecues.

3.4 Australian Week-long Life Cycle

From the socio-economical point of view, every nation has set up its own shorter life cycle within an ordinary year. In comparison with the Czech one, that lasts a month, the Australian one lasts a week and is therefore quicker. The issue is that this shorter cycle is usually derived from the day when people get wage that is paid in Australia once a week.

Therefore, a week “begins” especially for young adults with Wednesday (BERGLIND, 2011) when the wage is paid, it means when they get earned money or pocket money from their parents who have just got their wage. Of course, in this quicker economic system a week rent and other payments of utility bills must be paid, as well. Then, Thursday comes, which is a notorious day for barbecues in the afternoon¹⁵ and all-night partying. All clubs in city are open and a tight schedule and discount drinks tempt to visit them. Since there are many people who party until Friday morning, so-called sick days¹⁶ are needed at work on Friday. Many people who live nearby a coast go surfing with a group of friends at weekends. Weekends also belong to sports and other outdoor kinds of spending of free time as Australians like active

¹⁵ Afternoon is rarely used by Australians, they call it *arvo*, which is one of the most frequently used slang words. (see Appendix 1)

¹⁶ A “sick day”, so-called *sickie* (see Appendix 1), is designated as a day that workers can use when they suddenly become ill. In this case, it is implied that these sick days are often misused for a hangover recovery after spending whole night on drinking.

relaxing in the sun. Mondays are nothing apparently different from the usual ones except the fact that especially young adults almost run out of money. This issue is solved on Tuesdays when almost every shop, especially the big ones (retail chains and similar to them), offer various sorts of discounts. For example, cinemas offer a ticket for a half price, pizza retail chains offer two pizzas for price of one, etc. These discounts mean to many people such call and invitation that their last money is spent for them. Thereafter, Australians can look forward to their pleasures and obligations that the next day, Wednesday, brings when their wages are paid.

This week-long life cycle shows that especially young adults in Australia like sticking together thanks to going out with other friends, making barbecues and enjoying various events. However, they are also led to a beneficial way of live and they are therefore able to realise where the line between fun and work is.

4. Field Research

The author of the thesis has done a short field research in a form of an online questionnaire. The questionnaire form can be seen in appendix 2 of this thesis. The questionnaire comprised 64 most frequent Australian slang words chosen by the author (see Appendix 1). The choice of the words was based on the author's own experience with the Australian culture. Therefore, the final pick-and-mix selection of in-the-questionnaire-used words was dependent on author's consideration about what words or expressions were most used in a general conversation between native Australians; it means what words or expressions she heard and also used most often in social interactions when she was in Australia in 2011. All expressions were also translated to Czech by the author being aware of their correct meanings. To check all translations from English to Czech, a book *The Penguin book of Australian slang* written by Lenie Johansen was used. (JOHANSEN, 1996) After finishing the selection of Australian words and expressions and creation of a sample vocabulary list, a questionnaire was made by erasing the Czech part of the vocabulary sheet (see Appendix 2).

The purpose of this field research was to find out to what extent are Czech native speakers who live in the Czech Republic familiar with Australian slang. Therefore, the questionnaire was sent intentionally to Czech native speakers via the social network Facebook. All of the respondents were picked from the author's Friends list and were given clear instructions – to open received file that contained the questionnaire and to fill the questionnaire in with answers that they thought were correct without using any dictionary. Respondents were instructed to use the same social network to send the questionnaire back to author, and thereby to simplify the evaluation of it.

The results of the field research mostly validate the author's original assumption that Czech native speakers do not have much experience with or knowledge of about Australian English. One of the conclusions of the research is that young people (from the studied group) with quite good English language skills have only little awareness of the Australian English.

Almost every respondent mentioned in the free space reserved for their notes in the questionnaire that they had read such expressions for the very first time in their lives. They also mentioned that Australia and New Zealand are geographically too far from Europe to have any influence on citizens of the Czech Republic and their foreign

language abilities, in this case English language abilities. According to respondents' notes, there are almost no Australian TV-shows or movies on the Czech televisions or in the Czech cinemas that could get such expressions, as were asked in the questionnaire, into public awareness.

4.1 Results

There are number basic yes/no questions and complementary questions on the first page of the questionnaire that were meant to gain information about every single respondent. In accordance to these information, a final summary was made to facilitate correct and incorrect answers that were also attached to respondents' gender, age, completed education, level of English knowledge (according to CEFR), if they have been to Australia or are aware of Australian slang, or if they have been to other English speaking countries. Other personal information was not required so that the respondents could stay in anonymity.

There were 44 respondents who participated in the questionnaire. 18 (40.91%) were women, the rest 26 (59.09%) were men. All of them were between 20 and 25 years old. All 44 respondents were Czech native speakers who had completed at least secondary education at the moment of filling in the questionnaire. All respondents estimated their level of English knowledge at least intermediate (B1 and B2 according to CEFR). None of the 44 respondents had been to Australia before and overwhelming majority said that they were not aware of Australian slang at all. Only 2 out of 44 respondents mentioned that they had ever been to another English speaking country, namely to Great Britain. In the final common evaluation, male respondents reached 131 correct out of 1664 possible answers and female respondents reached 131 correct out of 1152 possible answers.

The results, which were gained from the questionnaire, show that public awareness of Australian slang is very low in the Czech Republic.

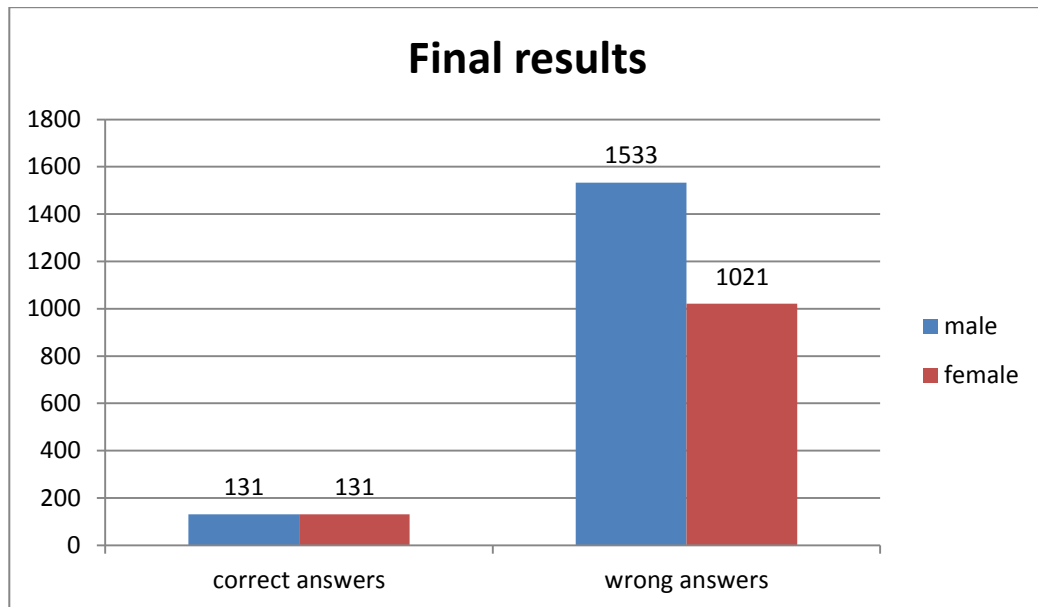


Chart 1 - Final results

4.2 More Elaborated Results

The Australian slang words that were picked to the questionnaire by the author can be divided in categories according to their morphology or use. There is a clear sorting of answers in accordance to respondents' gender and correctness of the answers in the following categories.

There are two groups of typical Australian slang words that cannot be overlooked. A group of words with the “-o”-ending and a group of words with the “-ie”-ending (see subchapter 2.4.6). There are 4 examples of words with the “-o”-ending in the questionnaire - *arvo*, *bizzo*, *fisho*, *smoko*; and there are 21 examples of words with the “-ie”-ending in the questionnaire - *Aussie/Ozzie*, *barbie*, *bikkie*, *bities*, *bookie*, *breckie*, *Brizzie*, *chewie*, *chokkie*, *coldie*, *greenie*, *kindie*, *lollies*, *mozzies*, *postie*, *roadie*, *sickie*, *sunnies*, *surfies*, *undies/grundies*, *vedgies*. The rest 39 words are of some other type of words whose form and sound is not as typical for Australian English as these two above mentioned groups of words.

There are two expressions in the questionnaire – *G'Day* and *No worries!* – that are signs of a good manner and are used in a polite conversation. Even for a tourist it is quite easy to come into contact with them because of their often usage over a day. The

success rate of these words is shown in the following bar chart. 13 out of 26 male respondents and 9 out of 18 female respondents answered correctly.

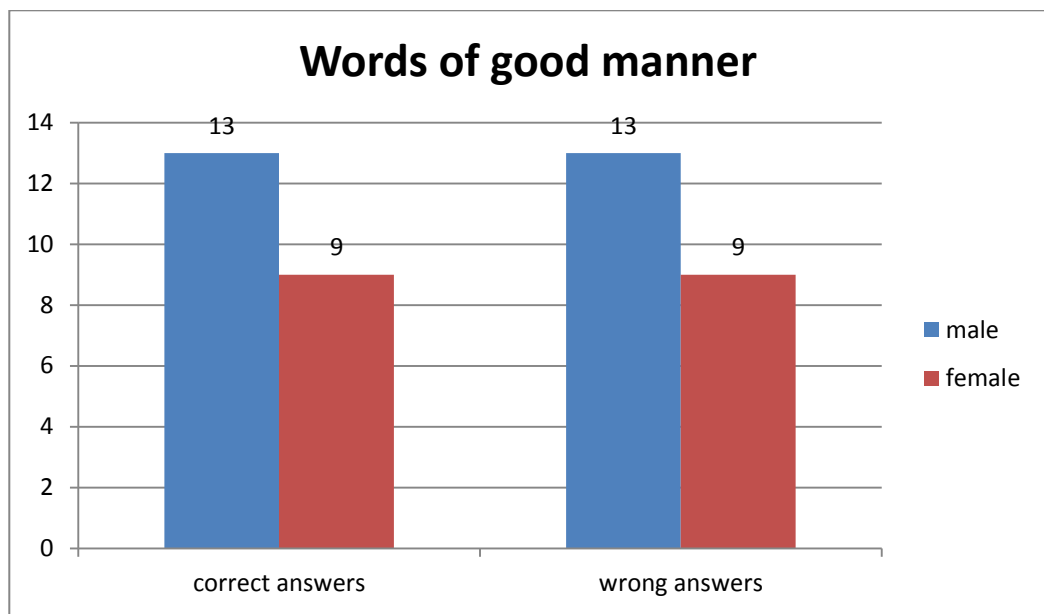


Chart 2 - Words of good manner

There is another group of words and expressions that are used quite often during a day or are terms for indication of a part of a day - *arvo*, *sickie*, *smoko*, *tucker time*. Despite of their often usage, only 4 out of 26 male respondents and only 6 out of 18 female respondents were correct in their answers, which is displayed in the following bar chart.

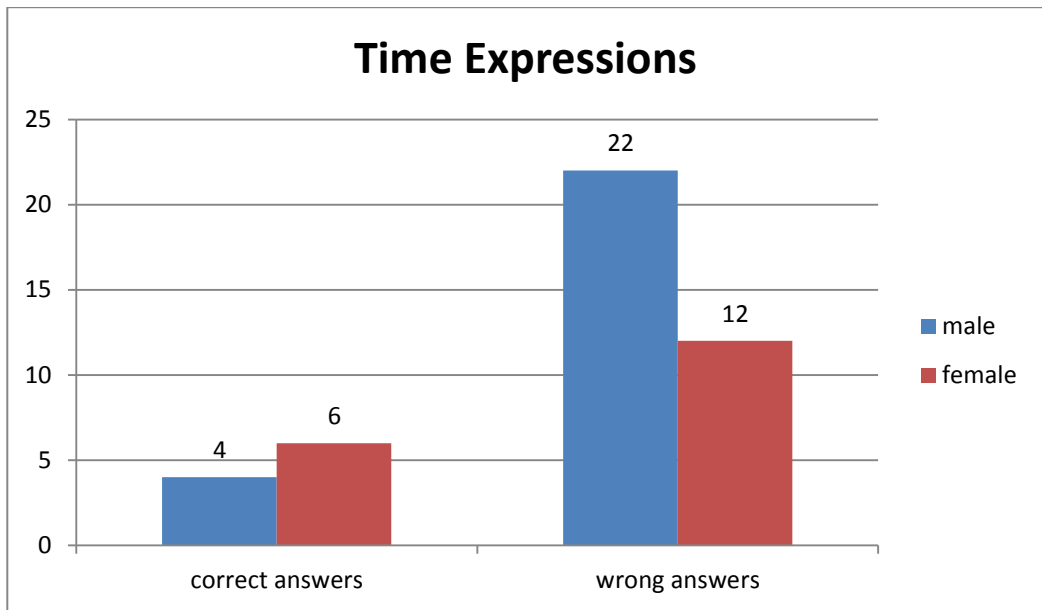


Chart 3 – Time expressions

There are 3 examples of adverbs of manner in the questionnaire – *Ace!*, *Bonza/bonzer!* and *bloody* – that are also used quite often to express an intense emotion. Even if some of these words appear in British English, as well, it is not guaranteed that native Czech speakers are aware of them, in accordance to the results. Only 6 out of 26 male respondents and 8 out of 18 female respondents were correct in their answers.

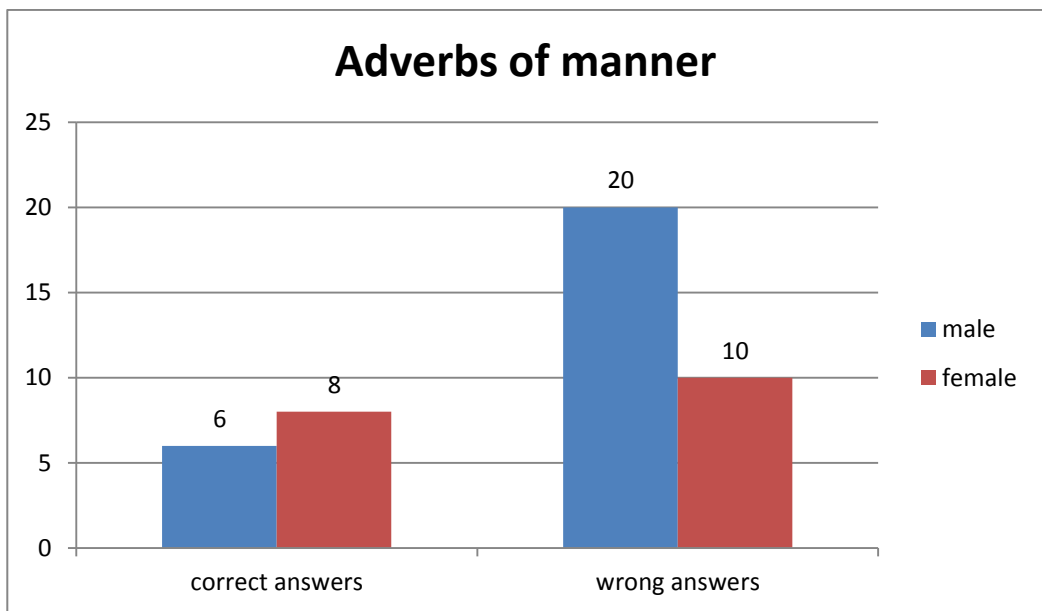


Chart 4 - Adverbs of manner

There is only one example of an Australian slang verb in the questionnaire – *to bugger* – that is an impolite expression of a command to leave. As it is well known, impolite expressions of coarse language are mostly the one of the first expressions that people get to know when they start learning a foreign language. That is why it is a bit unexpected, in relation to author’s opinion, that only 8 of 44 respondents answered correctly, it means 2 out of 26 male respondents and 6 out of 18 female respondents were correct, as it is displayed bellow.

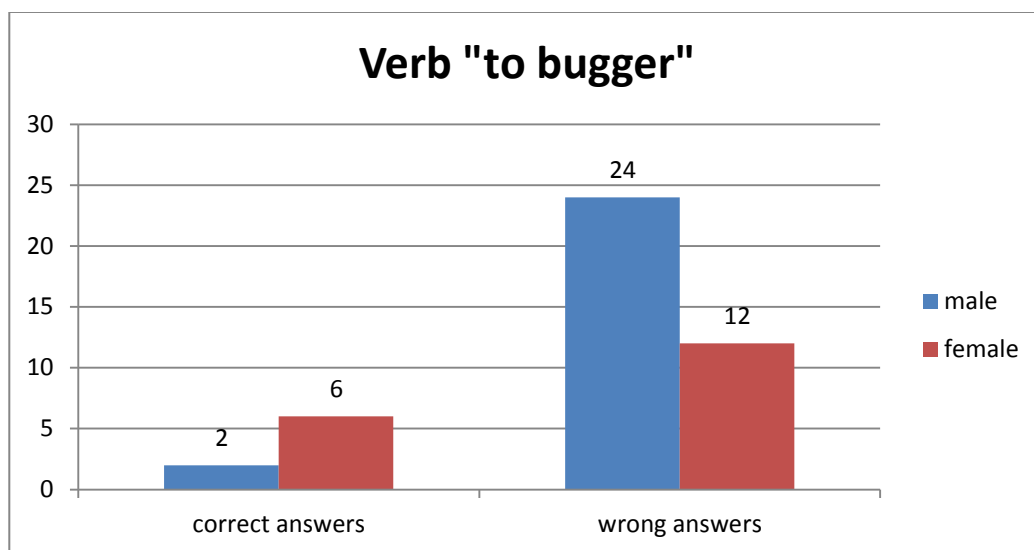


Chart 5 - Verb "to bugger"

There is a bit larger group of words in the questionnaire that represent Australian expressions for food – *bikkie, breckie, chewie, chokkie, lollies, sammich/sanger, tea, tucker, vedgies*. Even if a majority of these words can be recognized and the correct meaning can be deduced, results show that only 6 out of 26 male respondents and 8 out of 18 female respondents were correct.

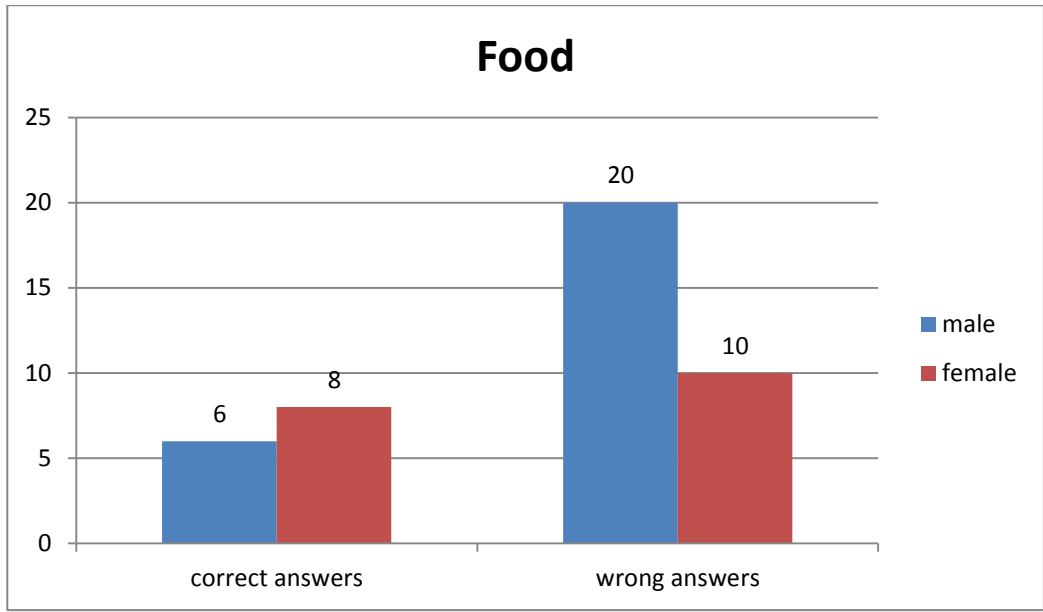


Chart 6 - Food

There is another category related to eatables in the questionnaire that shows examples of expressions for drinks – *coldie*, *jug of beer* and *roadie* – when all of them refer to beer. 6 out of 26 male respondents and 8 out of 18 female respondents reached correct answers, as it is displayed in the bar chart below.

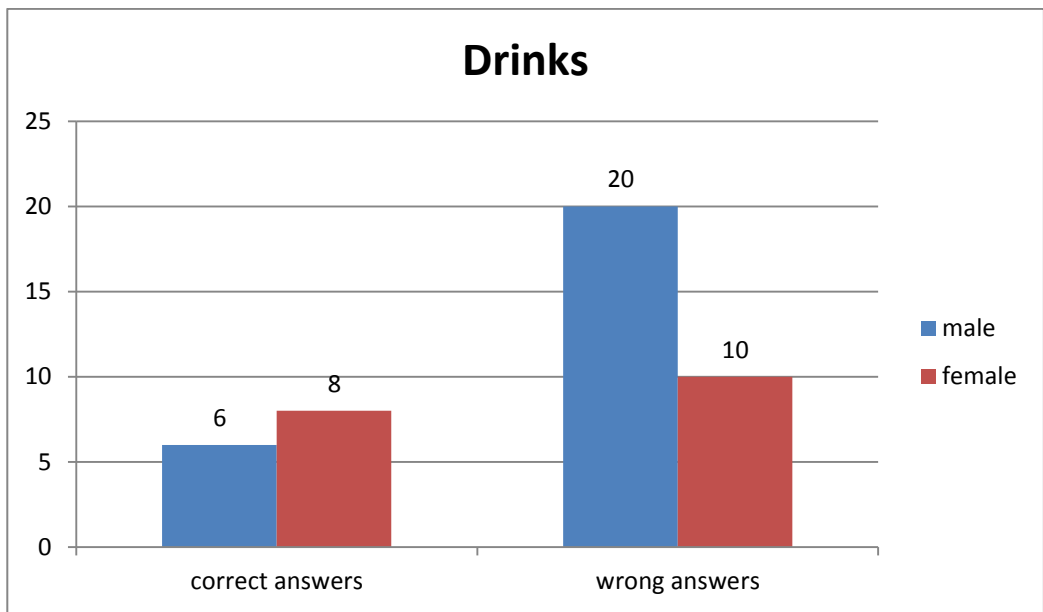


Chart 7 - Drinks

As it is well known, Australia significantly differs from other continents thanks to its fauna and flora. The most noticeable elements of this flora are kangaroos (*boomer, joey, roo*) and insects (*bities, mozzies*) and therefore they are also represented in the questionnaire. Only 2 out of 26 male respondents and 8 out of 18 female respondents had correct answers.

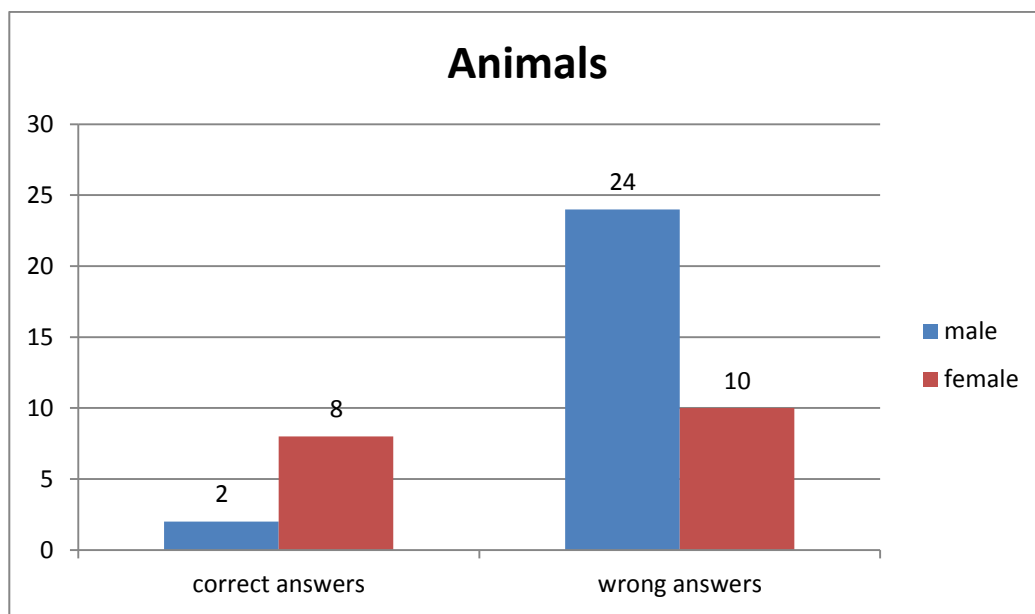


Chart 8 - Animals

There is only one word in the questionnaire that represents social events – *barbie* – which is an expression for *barbecue*, a favourite Australian free-time activity. In accordance to the results, it seems that public awareness of this word in the Czech Republic is a bit higher than that of other words contained in the questionnaire. 6 out of 26 male respondents and 6 out of 18 female respondents reached correct answers.

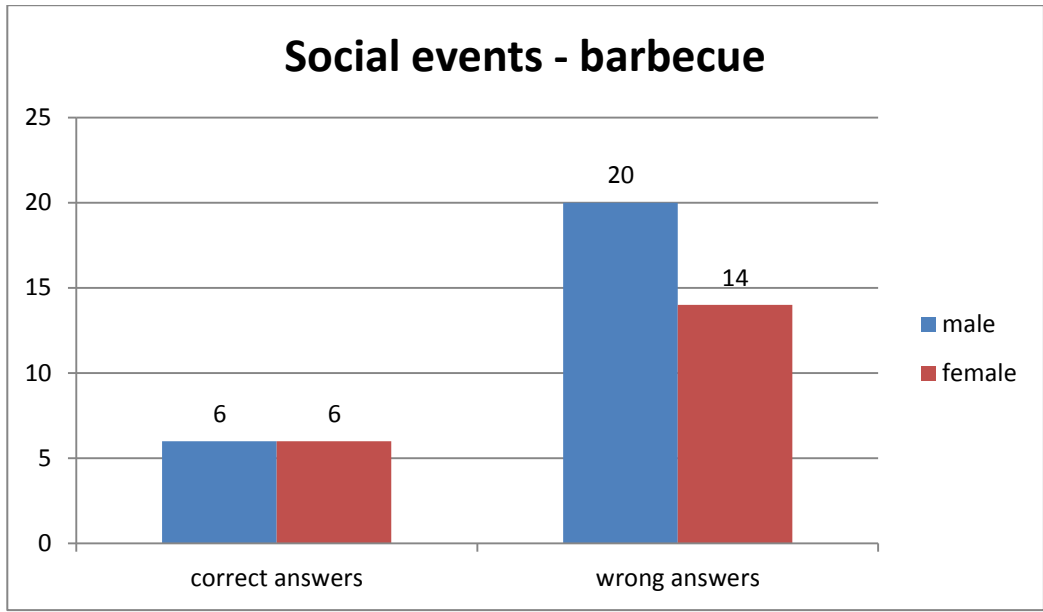


Chart 9 - Social events-barbeque

In the questionnaire are also represented typical Australian terms of geography - *billabong, Brisvegas/Brizzie, bush, Down Under, outback, Oz*. Even if it could seem that some of them are well known worldwide, results show something else. Only 6 out of 26 male respondents but 14 out of 18 female respondents answered correctly, as it is displayed below.

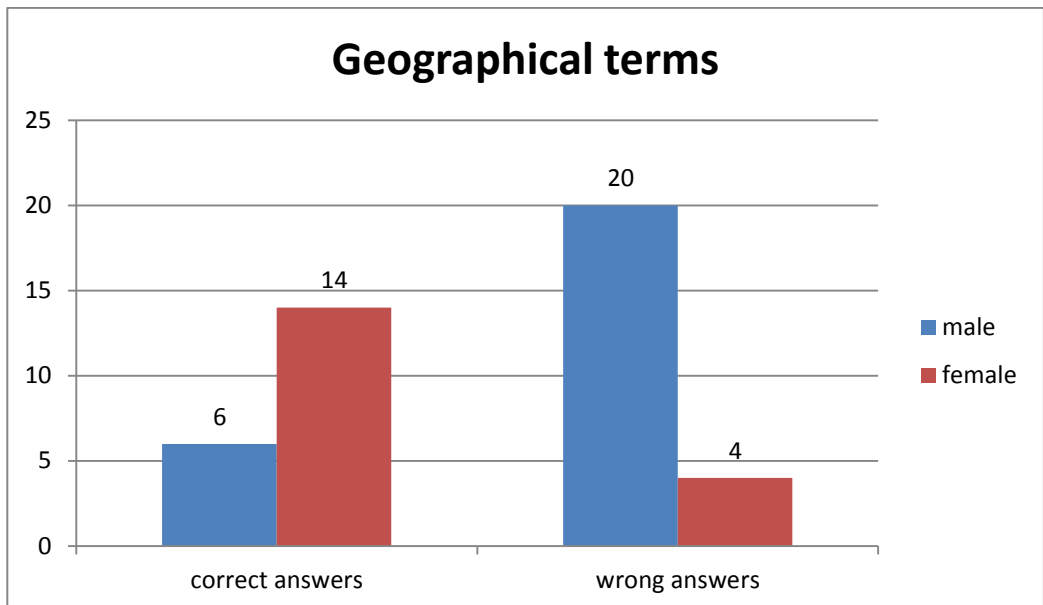


Chart 10 - Geographical terms

The expression – *billabong* – was chosen on purpose as an example of a loanword from Aboriginal language. Several respondents mentioned that they had heard this word before but only in connection with a brand name, so they thought it means nothing. That is probably why the success rate is so low, male respondents had no correct answer and only 4 out of 18 female respondents answered this question correctly.

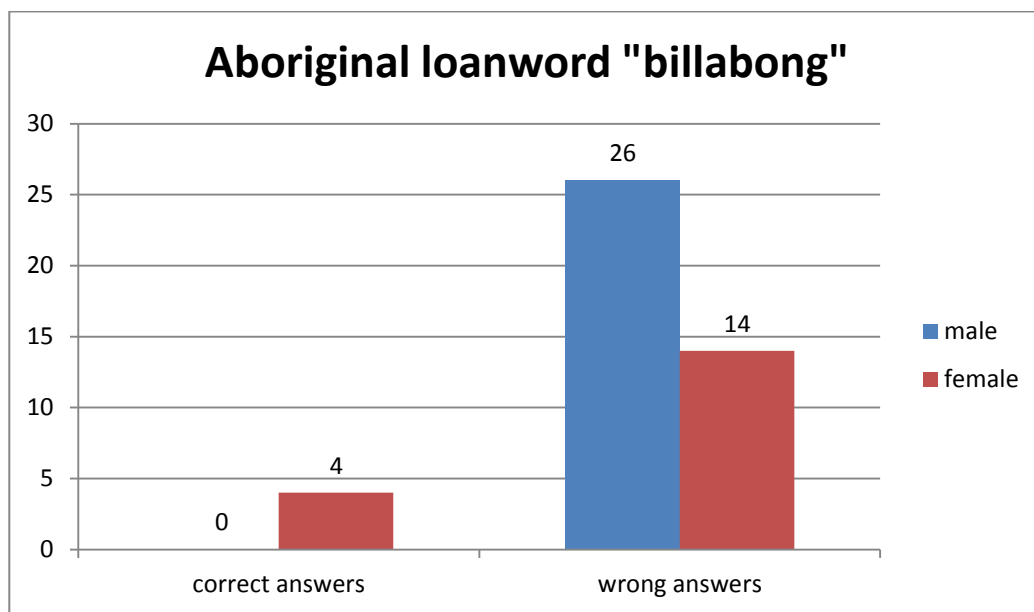


Chart 11 - Aboriginal loanword "billabong"

There are many examples of expressions in the questionnaire that are used to name people – *Aussie/Ozzie, bloke, bookie, digger, fisho, greenie, mate, nipper, postie, sheila, surfies, tucker, whacker/whacka, white pointers*. Almost a half of them correspond to the typical “-o” or “-ie”-ending that was mentioned previously. 14 out of 26 male respondents and 8 out of 18 female respondents answered correctly.

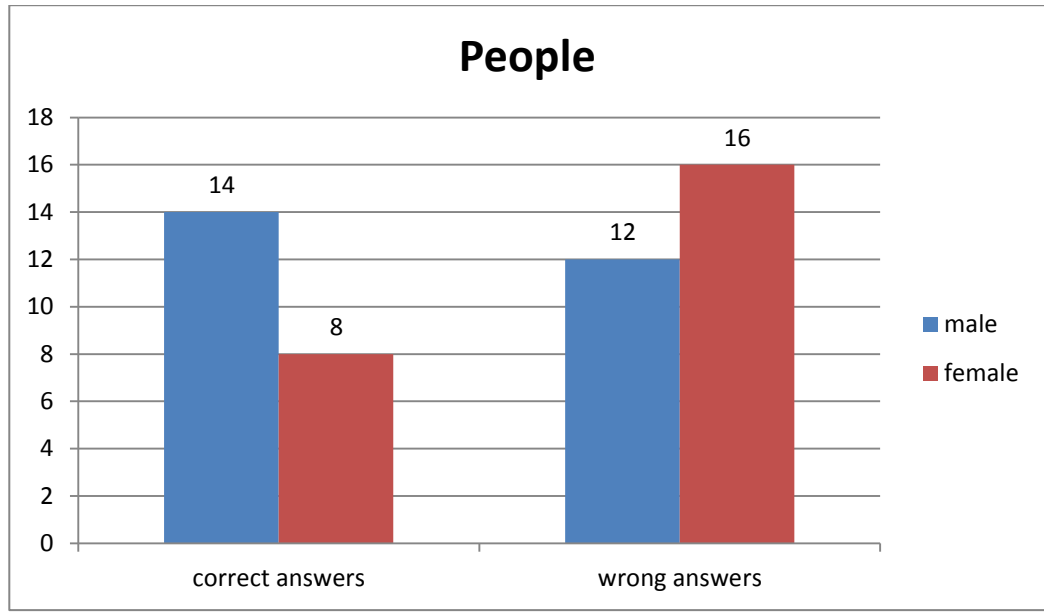


Chart 12 - People

There is a group of expressions for clothing in the questionnaire – *sunnies*, *thongs*, *undies/grundies*. The expression *undies/grundies* was included to the questionnaire due to its typical Australian “-ie”-ending form. The word *thongs* was included because in other English speaking countries it is rather used for a piece of underwear, not for shoes; and because without them and *sunnies* a typical Australian cannot get along. 14 out of 26 male respondents had correct answers and 12 out of 18 female respondents answered correctly.

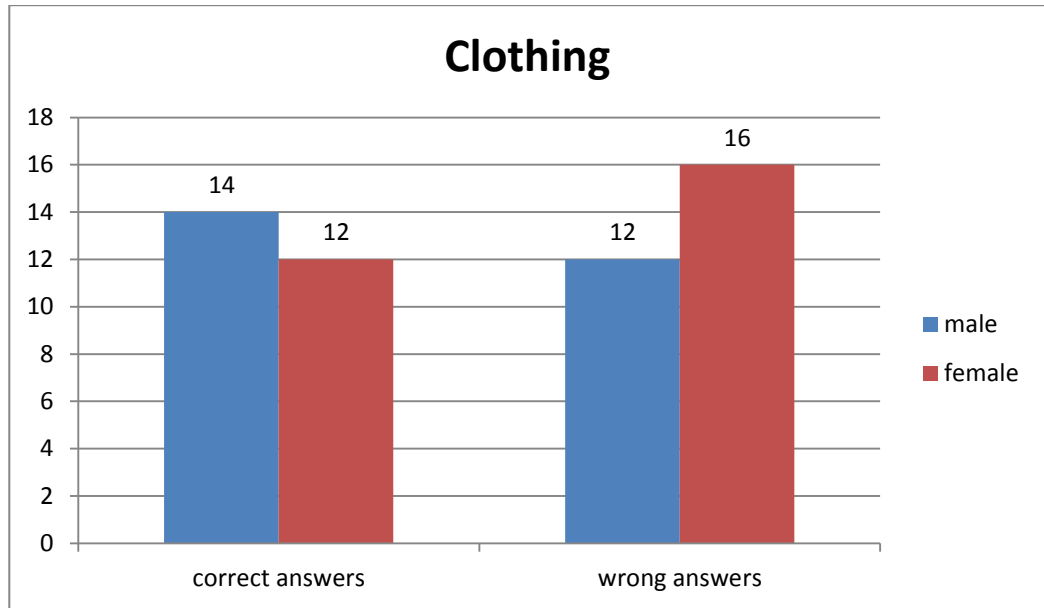


Chart 13 - Clothing

The last group that is represented in the questionnaire are Australian expressions – *chook, click, franger, ice pole/ice block, laughing Jack, mull, old fella, strine, swag, yewy* – for terms whose form is completely different from any other English word or whose meaning is mostly very far from the original one or from anything that could be logically deduced. That might be the main reason that contributed to such low success rate. Only 2 out of 26 male respondents and 2 out of 18 female respondents answered correctly, as it is displayed in the bar chart below.

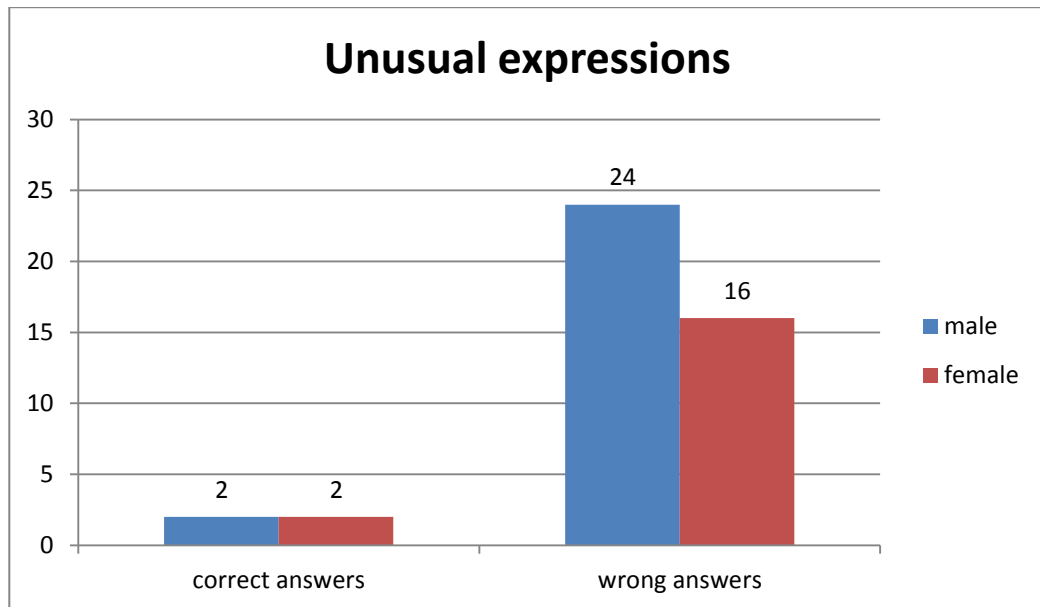


Chart 14 - Unusual expressions

Note: Australian expressions *footy*, *kindie* and *rotten*, that are part of the questionnaire, were not included in any individual group of elaborated evaluations because of their impossibility to integrate them into any of stated groups.

4.3 Field Research Conclusion

On the basis of the results of the field research base on an online questionnaire, in which participated 44 respondents, it can be said that native Czech speakers between 20 and 25 years of age, who live in the Czech Republic, who had completed at least secondary education at the moment of filling in the questionnaire and whose level of English knowledge is intermediate (according to CEFR B1 and B2), are not familiar with Australian slang words. Even if these words were divided into several groups according to their correct meanings and evaluated as smaller subordinate units, results did not show noticeably higher awareness of them in any of the chosen units.

In total, both groups of respondents reached only 131 correct answers of the questionnaire, which is a very low score. However, similar results were expected by the author of the thesis and validate her initial assumptions.

5. Conclusion

The aim of this bachelor thesis was to describe main variants of the English language spoken in the world with concentrating on its coming and usage in the Australian continent. This thesis should have provided the readers with an essential view over them paying the greatest attention to the Australian, New Zealand and Aboriginal English, not forgetting about their dissimilarities and uniformities or their unique vocabulary. Moreover, many people in the world use words that have arisen from the Australian variant of English language without realising that they originate in it.

As the thesis shows, English language entered the Australian continent after the year 1770 when Captain James Cook first visited it. Since this date, during relatively such a short period of time, English language has got through many changes caused by the influence not only from the side of European immigrants' languages but also from the side of the indigenous languages that have had a great impact on it and helped forming it to the forms that are known today – Australian, New Zealand and Aboriginal English as described in subchapters 2.6, 2.7 and 2.8. However, for this purpose it was necessary to describe British English first to help readers understand where all these variants came from and where their origin was, as English is not an Australian domestic language, even if it is the first language spoken in the Australian continent. A short look at an average Australian life was added to show the readers similarities to but also distinction from an average European life. The life Down Under was introduced mainly via different public holidays and certain number of chosen words used further in the practical part.

The final part of the thesis was devoted to the practical analysis that was focused on awareness of the Australian slang words among native Czech speakers. Therefore, a questionnaire that was made for this purpose contained randomly chosen slang words that are, according to author's own experience, used most commonly in Australia. Unfortunately, native Czech speakers did not prove much knowledge of the correct meanings of such basic slang words, even if some of them have expanded to awareness of other variants of English language. Nevertheless, score that was reached by the respondents was also divided into superordinate groups according to the field of the correct meaning of each chosen slang word and evaluated as smaller units whose scores

were in none of the group considerably higher. However, the female part of respondents excelled in *Geographical Terms* (see Chart 10, subchapter 4.2) when they reached 14 correct and only 4 wrong answers. On the other hand, almost all respondents failed in *Aboriginal Loanwords* (see Chart 11, subchapter 4.2) when only 4 answers of all possible were correct, which shows unawareness with such words used in English language.

While working on the thesis, it showed up that one of the most important sources were Faye Berglind's materials from the course of *Australian and New Zealand culture*, as it was considered at the beginning of the work, in which she described many aspects of life Down Under. This source provided information that was almost unable to find in other sources and in this way it became most valuable. Also J. Arthur's book *Aboriginal English: a cultural study* was a valuable source because it gave important general knowledge of Aboriginal culture and its usage of English language that is not a topic of many sources. One of the most significant sources became online websites administrated by the Australian Government that provide a wide spectrum of useful information of any kind focusing on Australia.

One of the significant problems, that the author had to face, was the narrower focus of the work on the life Down Under. It was decided to pay more attention to Australian, New Zealand and Aboriginal English but the work was accompanied by hesitations what belongs to this linguistic topic and what is beyond it. In accordance to this issue, the problem was the lack of printed sources that would be in compliance with the narrower topic of the work and from which information could have been derived. Because of this fact, originally chosen printed sources were found useless and therefore they were not used at all.

According to the author's opinion, this thesis could be, nevertheless, considered as only a starting line for much deeper research that is definitely worth making. In fact, there are too many influences in the world, like globalisation or high-rising immigration, that impact the distinction of all variants of English spoken in the Australian continent and that wane their uniqueness.

6. Bibliography

Print Sources

ARTHUR, J. *Aboriginal English: a cultural study*. New York: Oxford University Press, 1996, 264 p. ISBN 01-955-4018-2.

BERGLIND, Faye. *Course of Australian and New Zealand culture to EF School in Brisbane*. Brisbane, 2011.

CRYSTAL, David. *The Cambridge encyclopedia of the English language*. 2nd ed. New York: Cambridge University Press, 2003, vii, 499 p. ISBN 05-215-3033-4.

CRYSTAL, David. *English as a global language*. 2nd ed. New York: Cambridge University Press, 2003, xv, 212 p. ISBN 05-215-3032-6.

DALY, Margo. *Austrálie: turistický průvodce*. Vyd. 1. Brno: Jota, 2003, 1295 s., [20] s. obr. příl. Livingstone - průvodci. ISBN 80-721-7204-2.

GRADDOL, David, Dick LEITH a Joan SWANN. *English: history, diversity, and change*. New York: Routledge, 1996, vii, 394 p. ISBN 04-151-3118-9.

HUGNES, James. *Velká obrazová všeobecná encyklopedie*. 1. vyd. Praha: Svojtka and Co., 1999, 792 s. ISBN 80-723-7256-4.

JOHANSEN, Lenie. *The Penguin book of Australian slang: a dinkum guide to Oz English*. Ringwood, Victoria: Penguin Books Australia Ltd, 1996. ISBN 0-14-025573-7.

LABOV, William, Sharon ASH and Charles BOBERG. *The atlas of North American English: phonetics, phonology, and sound change : a multimedia reference tool*. New York: Mouton de Gruyter, c2006, 318 p. ISBN 31-101-6746-8.

Online Sources

English Speaking Countries The Immigration Department 39s Lack English Comprehension Grant. *A.i.* [online]. 2015 [Retrieved 2015-04-27]. Available from: <http://alwaysinfo.co.uk/images/g/http-39174-75424-75424www-30365grantwyeth-30365com-75424wp-content-75424uploads-754242015-7542403-75424the-65422English-65422Speaking-65422World-654220-30365png/english-speaking-countries/the-immigration-department-39s-lack-of-english-comprehension-grant-.html>

Language and Identity in Australia. *Convict Creations* [online]. 2013 [Retrieved 2015 04-27]. Available from: <http://www.convictcreations.com/research/languageidentity.html>

MANNELL, Robert. Australian English - Impressionistic Phonetic Studies. *Impressionistic Studies of Australian English Phonetics* [online]. 2009 [Retrieved 2015-04-10]. Available from: <http://clas.mq.edu.au/speech/phonetics/phonetics/ausenglish/impressionistic.html>

Parks with barbecues in Brisbane. *Brisbane City Council* [online]. 2015 [Retrieved 2015-04-11]. Available from: <http://www.brisbane.qld.gov.au/facilities/recreation/parks-venues/parks/park-facilities/parks-barbecues-brisbane#/?i=5>

Population Size and Growth. *Australian Bureau of Statistics* [online]. 2013 [Retrieved 2015-04-07]. Available from: <http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/by%20Subject/1301.0~2012>Main%20Features~Population%20size%20and%20growth~47>

Public holidays. *Australian Government* [online]. 2015 [Retrieved 2015-04-11]. Available from: <http://www.australia.gov.au/topics/australian-facts-and-figures/public-holidays>

Schools holidays and term dates for Queensland schools. *Queensland Government* [online]. 2015 [Retrieved 2015-04-11]. Available from: http://education.qld.gov.au/public_media/calendar/holidays.html

The Well-Tempered Ear. *Wordpress.com* [online]. 2014 [Retrieved 2015-04-27]. Available from: <https://welltempered.wordpress.com/2014/05/15/>

The World Factbook. *CIA.gov* [online]. 2015 [Retrieved 2015-04-07]. Available from: <https://www.cia.gov/library/publications/the-world-factbook/fields/2098.html>

7. Resumé

V dnešní době se často zapomíná na to, že existuje mnohem více variant anglického jazyka než jen ta britská, která je vyučována ve školách, nebo ta americká, která je velmi široce komercializována prostřednictvím filmového a hudebního průmyslu. Základní přehled o zvláštích a výjimkách jazyka v anglicky mluvící zemi, do které se chystáme vycestovat, je však často nezbytnost.

Tato bakalářská práce se zabývá vydělením co největšího počtu variant anglického jazyka a bližším rozebráním jejich totožností, ale i rozdílů převážně v geograficky i demograficky velkých zemích, kde je považován za jazyk mateřský. Vzhledem k tématu se však hlouběji práce zabývá analýzou angličtiny používané v Austrálii, na Novém Zélandě a také analýzou angličtiny australských domorodců. Důraz je u těchto třech diskutovaných variant kladen na jejich původ a vývoj od konce 18. století, kdy se angličtina začala díky trestancům a osadníkům z Evropy rozšiřovat po celém australském kontinentu, avšak také na jejich praktické používání, unikátní slovní zásobu nebo odlišnosti ve výslovnosti. Práce rovněž obsahuje kratší kapitulu, která se zabývá životem průměrného Australana na pozadí nejvýznamnějších státních svátků a v průběhu obvyklého týdne.

Část této práce je také věnována praktickému rozboru několika vybraných denně používaných australských slangových výrazů a tomu, co jaké míry jsou s nimi seznámeni čeští rodilí mluvčí, kteří v době vyplňování dotazníku měli pokročilou úroveň užívání anglického jazyka.

8. Abstract

It is often forgotten nowadays that much more variants of the English language exist and not only the British one that is taught at schools, or the American one, that is widely commercialised. Nevertheless, people should have at least a basic knowledge of curiosities and exceptions of language that is spoken in English speaking countries to which they are about to travel.

This bachelor thesis deals with a number of English language variants and with an analysis of their correspondence, but also of their differences predominantly in geographically and demographically large countries where English language is considered mother tongue. However, the thesis is centred on an analysis of English language that is used in Australia, New Zealand and by Australian Aborigines. The emphasis concerning these three discussed variants is put on their origin and development since the end of the 18th century, when the English language began to expand all over the Australian continent thanks to the convicts and settlers from Europe, but also on their practical usage, unique vocabulary or differences in pronunciation. Additionally, one of shorter chapters also provides a look at a life of an average Australian through most common public holidays and in the course of an ordinary week.

The last part of this thesis is dedicated to a practical analysis of several chosen every-day-used Australian slang words and the awareness of such words among native Czech speakers who had at least upper-intermediate level of English language while filling in the questionnaire.

9. Appendices

List of Appendices

Appendix 1 Thematic dictionary based on the slang words from the practical research

Appendix 2 Questionnaire form used for the practical part of the thesis

Appendix 3 Map of the world with highlighted English speaking countries

Appendix 4 Australia and New Zealand Political Map

Appendix 5 Stereotypical appearance and language usage – Australian men

Appendix 6 Stereotypical appearance and language usage – Australian women

Appendix 1

Thematic dictionary based on the slang words from the practical research

Australian English	Czech
<i>Words of good manner:</i>	
G'Day!	Dobrý den!
No worries!	Bez obav/v pořádku/není zač!
<i>Time expressions:</i>	
arvo (n.)	odpoledne
sickie (n.)	den volna z práce ze zdravotních důvodů
smoko (n.)	pauza na cigaretu/kávu
tucker time	čas oběda nebo večeře
<i>Adverbs of manner:</i>	
Ace! (adv.)	Skvěle!
Bonza/bonzer! (adv.)	Skvěle!
bloody (adj./adv.)	zatracený/zatraceně
<i>Verb "to bugger":</i>	
Bugger! (v.)	Odejdi/zmiz!
<i>Food:</i>	
bikkie (n.)	sušenka
breckie (n.)	snídaně
chewie (n.)	žvýkačka
chokkie (n.)	čokoláda
lollies (n.)	sladkosti
sammich/sanger (n.)	sandwich
tea (n.)	(teplá) večeře
tucker (n.)	jídlo
vedgies (n.)	zelenina
<i>Drinks:</i>	
coldie (n.)	pivo
jug of beer	1-2 litrový džbán piva
roadie (n.)	pivo pité na veřejnosti/na ulici

<i>Animals:</i>	
bities (n.)	bodavý hmyz
boomer (n.)	velký samec klokana
joey (n.)	klokaní mládě
mozzies (n.)	komáři
roo (n.)	klokan
<i>Social events:</i>	
barbie (n.)	barbecue, grilovačka
<i>Geographical terms:</i>	
billabong (n.)	slepé rameno řeky
Brisvegas/Brizzie (n.)	Brisbane
bush (n.)	buš, vše mimo města
Down Under	Austrálie a Nový Zéland
outback (n.)	vnitrozemí Austrálie
Oz (n.)	Austrálie
<i>Aboriginal loanwords:</i>	
billabong (n.)	slepé rameno řeky
<i>People:</i>	
Aussie/Ozzie (n.)	Australan, Australanka
bloke (n.)	australský muž, chlapík, cápek
bookie (n.)	bookmaker
digger (n.)	voják
fisho (n.)	prodejce ryb
greenie (n.)	ekolog, ochránce životního prostředí
mate (n.)	kamarád (oslovení – chlape, kámo)
nipper (n.)	mladý surfařský záchranář
postie (n.)	pošťák
sheila (n.)	australská žena
surfies (n.)	surfaři
tucker (n.)	člověk hledající jídlo v buši
whacker/whacka (n.)	idiot, blbec
white pointers	ženy opalující se “nahore bez”
<i>Clothing:</i>	
sunnies (n.)	sluneční brýle
thongs (n.)	žabky (letní plážová obuv)
undies/grundies (n.)	spodní prádlo
<i>Unusual expressions:</i>	
chook (n.)	kuře, slepice
click (n.)	kilometr
franger/rubber (n.)	kondom

ice pole/ice block	nanuk na špejli, lízátko
laughing Jack	kukubara/ledňák obrovský
mull (n.)	marihuana, tráva
old fella	penis
strine (n.)	australský slang a výslovnost
swag (n.)	srolované lůžkoviny nošené tulákem
yewy (n.)	obrat do protisměru (na silnici)
<i>Expressions unused in more elaborated results:</i>	
footy (n.)	australský fotbal podobný rugby
kindie (n.)	mateřská škola
rotten (adj.)	opilý

Appendix 2

Questionnaire form used for the practical part of the thesis

Questionnaire - Australian Slang

Dear Sir, dear Madam,

thank you for your time and filling in this questionnaire. Your answers will be very helpful.

This questionnaire is focused on understanding of a few chosen words that are typical for Australian English. Your task is to write (or at least guess) the correct translation to the Czech language.

To be as precise as possible while evaluating results, please complete following data first:

Sex:	F / M
Age:	_____
Completed education:	_____
Level of English knowledge (CEFR):	_____
Ever been to Australia?	Yes / No
Aware of Australian slang?	Yes / No
Ever been to any English speaking country?	Yes / No
If yes, which:	_____

Thank you for completing this part truthfully.

The questionnaire is anonymous.

Please turn the page and start with the questionnaire.

Here is a space for your notes or suggestions after completing the questionnaire:

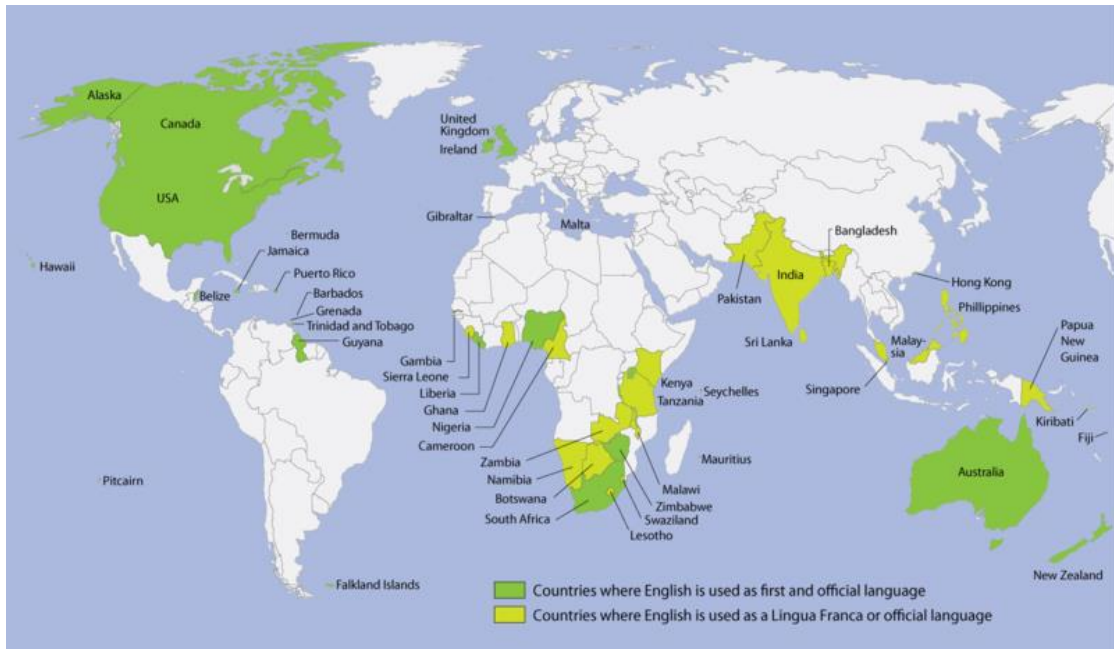
Australian English v. Czech language vocabulary

Australian English	Czech
<p> Ace! (adv.) arvo (n.) Aussie/Ozzie (n.) barbie (n.) bikkie (n.) billabong (n.) bities (n.) bizzo (n.) bloke (n.) bloody (adv.) Bonza/bonzer! (adv.) bookie (n.) boomer (n.) breckie (n.) Brisvegas/Brizzie (n.) Bugger! (v.) bush (n.) chewie (n.) chokkie (n.) chook (n.) click (n.) coldie (n.) digger (n.) Down Under fisho (n.) footy (n.) franger/rubber (n.) G´Day greenie (n.) icy pole/ice block joey (n.) jug of beer kindie (n.) laughing Jack lollies (n.) mate (n.) mozzies (n.) </p>	

mull (n.) nipper (n.) No worries! old fella outback (n.) Oz (n.) postie (n.) roadie (n.) roo (n.) rotten (adj.) sammich/sanger (n.) sheila (n.) sickie (n.) smoko (n.) strine (n.) sunnies (n.) surfies (n.) swag (n.) tea (n.) thongs (n.) tucker (n.) tucker time (n.) undies/grundies (n.) vedgies (n.) whacker/whacka (n.) white pointers yewy (n.)	
---	--

Appendix 3

Map of the world with highlighted English speaking countries



Picture 1 - English speaking countries

Source: English Speaking Countries The Immigration Department 39s Lack English Comprehension Grant. *A.i.* [online].

Appendix 4

Australia and New Zealand Political Map

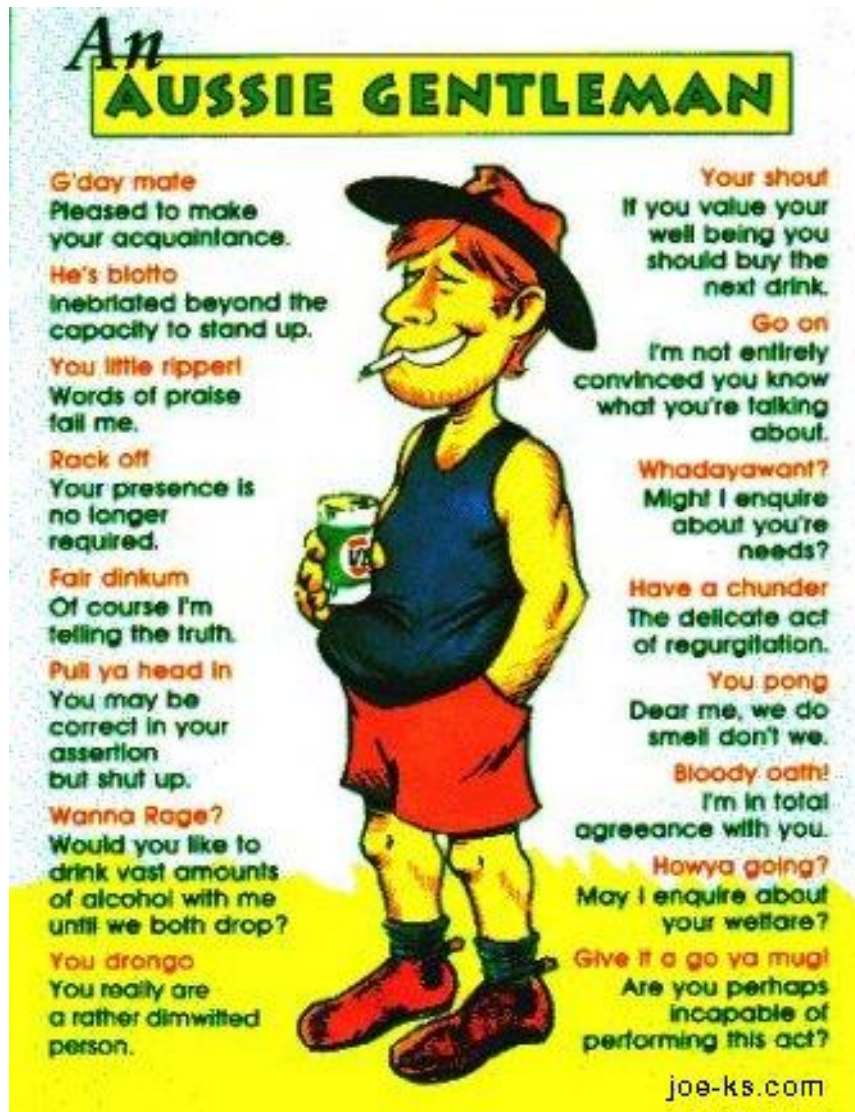


Picture 2 - Australia and New Zealand Political Map

Source: The Well-Tempered Ear. *Wordpress.com* [online].

Appendix 5

Stereotypical appearance and language usage – Australian men



Picture 3 - Stereotypical appearance and language usage – Australian men

Source: Language and Identity in Australia. *Convict Creations* [online].

Appendix 6

Stereotypical appearance and language usage – Australian women



Picture 4 - Stereotypical appearance and language usage – Australian women

Source: Language and Identity in Australia. *Convict Creations* [online].