

# Age and gender differences in the recognition, use and perception of a selection of Anglicisms

## Diferencias de edad y género en el reconocimiento, uso y percepción de una selección de anglicismos

### Autoría

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### Abstract

It is undeniable that, in recent years, the English language has had a considerable and growing impact on the language and culture of Spain. The present research aims to explore and examine the knowledge, use and perception of a specific selection of Anglicisms, taking into consideration age and gender variables, in a group of one hundred randomly chosen native Spanish individuals. Firstly, a theoretical framework that defines the concept of Anglicism, is presented emphasising its pragmatic functions, in order to understand the purpose behind their use and the general population's perception of them. The influence of English on Spanish society throughout history is also addressed, along with potential factors that have contributed to the increase of English terms in the Spanish vocabulary. For the implementation of this study, a survey was designed and distributed online targeting one hundred individuals. The first part of the survey included questions about personal traits: age within a suggested range, gender, highest level of education, and English proficiency level. On the other hand, the second part focused on answering questions about a selection of eight Anglicisms with the aim of gathering relevant information. These eight terms were grouped into four categories: *curvy* and *outfit* for fashion; *gadget* and *streaming* for technology; *bagel* and *detox* for gastronomy; and finally, *red flag* and *staff* for society. In this way, the aim was to determine the frequency, context and reasons for the use of these terms, as well as the opinions they elicit, taking into account potential age and gender differences. The main findings reveal that young people, for the most part, show a largely positive attitude towards Anglicisms, preferring to use them primarily in oral and informal contexts. Additionally, significant differences were observed between genders in the familiarity with certain Anglicisms, and it was found that context influences and plays an important role in their knowledge and use. Therefore, the findings obtained in this study can be useful for future research on Anglicisms and for broadening the understanding of this current phenomenon.

### Keywords:

age; attitudes; anglicisms; context; gender; pragmatic functions; questionnaire.

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## Resumen

Es indiscutible que, en los últimos años, la lengua inglesa ha tenido un impacto considerable y creciente en el lenguaje y la cultura de España. La presente investigación tiene como objetivo explorar y examinar el conocimiento, uso y percepción de una selección específica de anglicismos, tomando en consideración las variables de edad y género, en un grupo de cien personas españolas nativas seleccionadas de manera aleatoria. En primer lugar, se presenta un marco teórico que define el concepto de *anglicismo*, enfatizando en sus funciones pragmáticas, para comprender el propósito detrás de su uso y la apreciación general de la población hacia ellos. También se aborda la influencia del inglés en la sociedad española a lo largo de la historia, así como los posibles factores que han contribuido al aumento de términos ingleses en el vocabulario español. Para llevar a cabo este estudio, se diseñó y se difundió una encuesta en línea dirigida a cien personas que incluía en una primera parte preguntas sobre rasgos personales: edad dentro de un intervalo sugerido, género, nivel de estudios más alto y nivel de inglés. Por otro lado, la segunda parte se centró en responder a cuestiones en torno a una selección de ocho anglicismos con el objetivo de recopilar información relevante. Estos ocho términos fueron agrupados en cuatro categorías: *curvy* y *outfit*, para moda; *gadget* y *streaming*, para tecnología; *bagel* y *detox*, para gastronomía; y finalmente, *red flag* y *staff*, para sociedad. De este modo, se lograría conocer la frecuencia, contexto y razones de uso de estos términos o la opinión que les genera, teniendo en cuenta las posibles diferencias de edad y género que pudieran presentarse. Los resultados principales revelan que los jóvenes, en su mayoría, muestran una actitud mayormente positiva hacia los anglicismos, prefiriendo utilizarlos principalmente en contextos orales y en interacciones informales. Además, se observaron diferencias significativas entre géneros en el conocimiento de ciertos anglicismos, y se encontró que el contexto influye y juega un papel importante en su conocimiento y uso. Así pues, los hallazgos obtenidos en este estudio pueden ser de utilidad para investigaciones futuras sobre anglicismos y para ampliar la comprensión de este fenómeno actual.

### Palabras clave:

edad; actitudes; anglicismos; contexto; género; funciones pragmáticas; encuesta.

## 1. INTRODUCTION

In this century, English was introduced as a primary foreign language in the Spanish school system and has now become a significant component in our lives in various forms. Nowadays, it is recognised as the worldwide common language. Regardless of each user's personal level, there is no doubt that the Spanish peninsular culture is progressively adopting English in different areas and is even gaining foothold in fields where it did not previously exist. For instance, sports are one domain where English-origin terms are abundant, many of which we have incorporated into our speaking since our early years, without ever realising their English origin. The most obvious example can be found in *gol*, meaning *goal*, or even *fútbol*, which was formed by combining the terms *foot* and *ball* and became an undisputed substitute for the Spanish word *balompié* (Rodríguez 1999, p. 114).

The effect of Anglicisms in our everyday conversations is a fact, as well as a very current and popular topic of dispute. One of the reasons for this phenomenon, among others, is the widespread adaptation of new technologies, which has contributed to the increasing use of these terms (Vélez 2003, p. 45). Through the different technological devices, the sender of a message usually has a specific purpose or objective to achieve, and the use of Anglicisms in messages, whether written or oral, is no exception. Consequently, several hypotheses and motivations have addressed the question of their likely applications in discourses due to their considerable flexibility (Kirvalidze 2017, p. 297).

The awareness of this linguistic trend change in everyday life has been sparked by the increasing incorporation of Anglicisms into press news, advertisements, and social media. Consequently, the study project was initiated to investigate the reasons behind this lingual

and cultural phenomenon and its potential future scope. The coexistence of English and Spanish language in a multicultural country like Spain is quite interesting, and the hypothesis underlying the study suggests that the ongoing societal changes are mirrored in the language we use. As a result, direct contact with Anglicisms can lead to an expansion of our vocabulary.

This paper aims to bring answers to different questions that may arise regarding Anglicisms:

- What is the general knowledge, use, and perception of these English terms in a group of peninsular Spanish people?
- What are the factors that can influence significant differences between age and gender in the three categories of the previous question?
- To what extent is it appropriate to normalise Anglicisms in a near future?

The study also has specific objectives, which include:

- To provide several definitions of the concept of Anglicism and emphasise its pragmatic functions.
- To provide a general historical context for the English language in our country and the multiple factors that have contributed to its growth.
- To provide the main general positions in favour and against regarding these terms.

The overall structure of this work consists of a theoretical framework that provides definitions of *Anglicism* and its key features. Then, general perceptions and attitudes towards the use of Anglicisms will be discussed, and finally, the section will offer an insight into the impact of globalisation and the status of the English language. The methodology section explains how the research was conducted and the tools that were used, including the selection criteria for the Anglicisms, a questionnaire and the profiles of 100 respondents. In the next section, the obtained responses will be presented, analysed, and discussed based on

a series of questions regarding the general recognition, use, and perception of these terms. The work concludes with final conclusions and a bibliography.

## 2. AN OVERVIEW TO UNDERSTAND ANGLICISMS

It is undeniable that English has become the predominant language worldwide, and Spain is no exception, as it has also come to exert a considerable influence on Spanish language and culture with significant impact. The use of English as a *lingua franca* and as a language of acquisition contributes to an increasing familiarisation with the English language, thereby positively impacting the dissemination and assimilation of Anglicisms into the receiver language (Fischer 2008, p. 2). Penny (2002, p. 320) also states that English has also achieved the position of a genuine global language as is viewed and utilised as a second language in the vast majority of countries with their own official language, in contrast to Spanish.

However, when it comes to English language proficiency, it is common knowledge that our country does not exactly have a formidable reputation (Soler 2017). It is well documented that Spain ranks poorly in terms of English proficiency compared to other European countries and indicates a need for improvement. Ignacio Zafra's article in *El País* (2019) cites the 2019 English Proficiency Index, which places Spain at 25th out of 33 European countries.

There are several probable explanations for a considerable proportion of the adult population's lack of understanding of English, the most common of which are historical and cultural. For example, during the Francoist dictatorship, there were closed language rules and censorship that exclusively guaranteed the use and protection of Spanish as the only language in the country. Dworkin (2012, p. 217) mentions that "there was a drop-off in the entry of new Anglicisms during the Spanish Civil War (1936-39)" [...] as "Spain had little contact with the English-speaking world". On the other hand, it is crucial to note that the function that English now plays as the primary

foreign language in the Spanish educational system was formerly held by French during the twentieth century, and “the swing from French to English occurred in the late 1970s and early 1980s in Spain” (Truchot 2002, p. 7). Therefore, this was an initial step for preparing the path for English to assume a prominent role, not only in classrooms but also in wider society.

## 2.1. Anglicisms: definition and key features

The term *Anglicism* has been defined in several ways and has evolved over time, as well as it has different points of view. Mainly we can identify them in a simple way because they are terms in another language and are distinguished by their differing syntactic and morphological structures, which “are often found in italics or quotation marks at the initial stage of adoption” (Rodríguez 2008, p. 252). As with neologisms, an Anglicism may experience different stages of integration as it becomes assimilated into a language. Furthermore, after a long process of assimilation, certain Anglicisms can eventually lose the connotation of *Anglicism* and some of them have also received the support of linguistic institutions (Fischer 2008, p. 8).

First and foremost, one must consider the borrowing process. Fischer (2008, pp. 6-7) suggests that it is the action that occurs when a word or its meaning is imported into another language. In the instance of semantic borrowing, it involves transferring only the meaning of a term, whereas lexical borrowing is the process by which loanwords are formed. It involves the importation of both the form and some aspects of the meaning of the foreign word. Moreover, hybrid formations are created through a combination of lexical and semantic borrowing, resulting in a word or phrase containing elements from both the source and host language. The term *total substitution* is occasionally used to describe semantic borrowing, whereas *partial substitution* is used to refer to hybrid formations. As opposed to substitutions in semantic borrowing, lexical borrowings are considered importations rather than replacements.

Dworkin (2012, p. 216) emphasises that during its early stages, the term *Anglicism*

referred to those practices or manners designed to imitate the British way of life, with Fernández de Moratín being the first to use it in this context. On the other hand, the *Diccionario Nacional* of 1849 and the DRAE of 1869 first recorded the term as the practice of using English words, describing it as a defect.

On the other hand, a fairly widely used definition is that of Pratt from 1980, who argues that “Anglicisms are loans whose immediate etymon is an English word or expression, irrespective of the source of the English word (whose ultimate etymon is often a word or expression of a third language)” (as cited in Penny 2002, pp. 277-278). This definition receives greater attention since it is more precise than prior ones. It keeps in mind the “consideration of immediate etymology, which also includes those words that are not of English origin, but which come into Spanish through this language” (Rodríguez 2000, p. 105). In other words, and to make it simpler, the Oxford Learner Dictionary defines *Anglicism* as follows: “a word or phrase from the English language that is used in another language”. Sometimes, in order to specify the origin of an Anglicism, the term *Americanism* is also used for borrowings originating from the United States, which is a subordinate of the term *Anglicism* (Fischer 2008, p. 8). In addition, Víbora (2022, p. 18) explains that Anglicisms can be classified in two main categories based on the level of adaptation to the recipient language: non-adapted Anglicisms, as in *chat*, while adapted Anglicisms have been modified to conform to Spanish spelling rules, such as *friqui* from *freaky*.

### 2.1.1. CALQUES, PSEUDO-ANGLICISMS AND HYBRIDS

There are other concepts connected to Anglicisms that should be considered: calques, false or pseudo-anglicisms and hybrids.

Penny (2002, p. 323) defines a *calque* as “a word or phrase constructed by using a word or phrase in another language as a model and translating it piece by piece”. Basically speaking, the meaning of these type of terms has been literally translated and integrated into another language. An example of a calque, or loan translation is *rascacielos*, which comes



from *skyscraper* (Rodríguez 1999, p. 117) or “the expression *cuarto oscuro* is a calque of the Anglicism *dark room*, which also sometimes appears in the specialised press” (Rodríguez 2008, p. 257).

Pseudo-borrowings are terms that do not originate in the English language but have a strong effect on it, and there is some debate about whether they should be classified as Anglicisms. Fischer’s (2008, pp. 7-9) definition for these terms, which are also known as *false anglicisms*, is that they are “words or word elements in languages other than English that were borrowed from English but are used in a way native English speakers would not recognize”. They can be formed in different ways, for example, “by coining a new word based on an English free morpheme and an English suffix, e.g., *footing* (foot + -ing)” (Núñez 2018, p. 217).

Finally, in relation to these pseudo-borrowings, García (2019, p. 6) proposes a similar definition for hybrid anglicisms, stating that “in the combination of words from different languages, at least one of them must be English”. Among the examples proposed by Núñez (2018, p. 224), they are based on multiword units, as in the case of *ciberataque* or *compra online*. However, she also points out that this category includes words formed by combining an imported English base with a Spanish affix, such as *liderazgo* or *boicoteo*.

### 2.1.2. GENDER AND NUMBER IN ANGLICISMS

Diéguez (2004, p. 126) points out some essential criteria for assigning gender in Anglicisms, such as the assignment through translation: as in *la primera clase*, *la first class*. Núñez (2017, p. 18) makes a perfect summary in her piece of research on this question:

First, the author remarks the fact that English gender has lost its function as a grammatical category, which only remains in the case of pronouns. Thus, since nouns, adjectives and articles do not present a specific gender in English, speakers/writers must assign them a certain gender when using them in Spanish texts.

In terms of number, “normally the plural of Anglicisms is formed by following the English rules; however, there are also cases in which the Spanish patterns are applied” (Núñez 2017, p. 18). Among the most common forms, for example, we can “add the morpheme -s to simple or complex one-membered lexemes ending in a vowel or consonant” as in *container-containers* (Diéguez 2004, p. 125).

The following figure offers a concise summary of the main findings in Anglicisms:

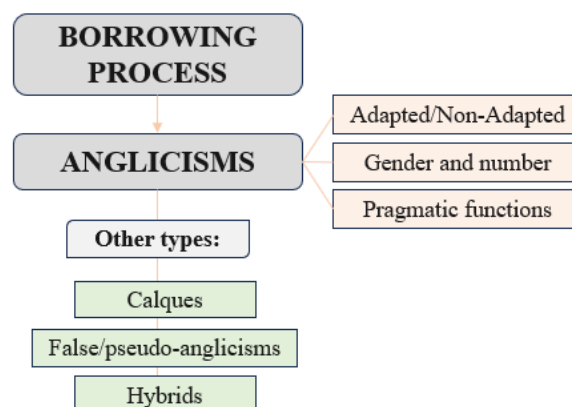


Figure 1. Overview of the term *Anglicism* and its different characteristics and types

### 2.1.3. THE PRAGMATIC FUNCTIONS OF ANGLICISMS

Anglicisms play a significant part at each of the many levels of linguistics, and there seems to be a correlation between their usage and the age brackets of the users involved. The first reason that is frequently discussed and that encourages their use is that we are usually attracted to anything that has to do with a country other than our own. Their unique and eye-catching qualities make them a popular advertising strategy for many firms, shops and restaurants seeking to capture the attention of consumers. “This provides evidence that English is commonly associated with values such as modernity and fashion” (Luján 2012, p. 8). However, this could result into a challenge for many consumers who do not comprehend the language at all, resulting in ineffective communication. “In addition, the variable use of Anglicisms seems to be dependant on many sociolinguistic factors such as the speaker’s social status, the channel

of communication and the topic” (González & Rodríguez 2011, p. 258).

Thus, looking into the pragmatic function of Anglicisms, Rodríguez (1996) provides an extensive analysis based on Halliday’s *Functions of Language* of 1978, which includes the ideational or referential function, interpersonal or expressive function and textual function. The latter two functions were emphasised by Rodríguez as they had “a more pragmatic nature than the ideational or referential function” (González & Rodríguez 2011, p. 259).

First off, in terms of ideational function, the clearest examples of Anglicisms that fit these criteria are those that frequently have no other equivalents that immediately convey the same meaning or whose direct translation may be difficult and lack a precise equivalent. This is the reason why they are therefore required to fill the lexical gap. For example, as “for sandwich, one might think that Sp.<sup>1</sup> *bocadillo* is a perfect equivalent, but this equivalence is inexact” (Rodríguez 1996, pp. 110-111). González and Rodríguez (2011) took the study carried out by Danbolt to classify into different subcategories the borrowings that perform an ideational or referential function. These can include:

- Proper loanwords which refer to new objects or inventions and are commonly related to technology, like the term *e-mail*.
- Loanwords that refer to customs, objects, or realities from another culture, such as the titles *lord* or *lady*.
- English-language brands that maintain their original names when translated into another language, like the app *Messenger*.
- Titles, expressions, and references from popular media that make direct reference to globalised cultural topics, like the franchise *Star Wars*.
- Proper names of English origin for people and those that can be replaced with an English accent, like the name *Michael* instead of *Miguel* (2011, p. 260).

Secondly, the interpersonal function is involved with Anglicisms that have an emotional undertone and define social or personal relationships. The same term can be interpreted differently, either negatively or usually positively, depending on the context in which it is used or how it is employed in a conversation. This is explained by Rodríguez (1996, pp. 112-113) in *Functions of anglicisms in contemporary Spanish*:

Similarly, the term *business* has a positive or neutral connotation in the air travel jargon expression *business class* and the colloquial phrase *business is business*. By contrast, the negative sense is prominent in the slang of the underworld (e.g., drugs, prostitution) where it means *illegal business*.

This example is intended to demonstrate that sometimes “the foreign nature of the Anglicism contributes to soften or to hide the harshness of some concepts, performing a sort of euphemistic function” (González & Rodríguez 2011, p. 259). Danbolt (2009, p. 191) compiles that the intention of the user will depend very much on the attitude, as the reasons he may have chosen to use one term or another, can be ambiguous if the voice and intonation he may have offered are not accurately interpreted. The most frequent motivations behind the reason for use are conveying superiority, adjusting message intensity, or give a humorous aim to it.

And finally, exploring the textual function, “the inclusion of Anglicisms seems to be motivated by the trend to obtain a higher degree of information, clarity and accuracy in the expression of ideas” (González & Rodríguez 2011, p. 259). For this reason and as shown by Rodríguez (1996), multiple methods are applied. Among others, these include simplification, as Anglicisms are often shorter and feature more monosyllables than other languages. For example, *best-seller* refers to a book that has sold a large number of copies (1996, p. 116). This can lead to greater language economy, which is especially significant in the digital media where brevity is often valued. Over the past decade, written language on

1 “Sp.” is the abbreviation for Spanish (language).

these platforms has been characterised exactly by this motive in order to promote faster communication.

Nonetheless, as stated by Rodríguez (1996), if a term often needs to be clarified, since it has not been consolidated enough to be understood by the vast majority of people, this will lead to a certain redundancy in texts when the same term is used in both languages. This will form a translation couplet and it could be separated with the conjunction *or*, by parentheses, *or*, for a more stylistic effect, a hyphen or comma (1996, p. 118). An example of this phenomenon in a text mixing English and Spanish language would be: “*la lucha contra el terrorismo exige una dedicación exclusiva y full time del titular de Interior*” (1996, p. 119). Although when these two words are further apart and between them there are other terms, this mode of use “is used as a co-referential device aimed at providing the text with elegance and greater cohesiveness” (1996, p. 120). So, there is no doubt that Anglicisms are also frequently utilised as resources to generate more fluid texts and reduce repetition of Spanish words. As a result, it is not unexpected that the Spanish press already uses them in virtually all news categories, both print and online. In fact, today’s headlines and newspaper articles are also major sources of Anglicisms and are easily accessible to all audiences.

In Figure 2, we can see a visual representation of the main pragmatic functions that can be applied to Anglicisms:

## 2.2. General perceptions and attitudes towards Anglicisms

There are different attitudes regarding the continued use of Anglicisms, ranging from those who advocate for their usage due to language and multicultural benefits, to those who argue against them as being unhelpful and causing confusion in society. In addition, some individuals hold neutral or indifferent positions on this matter.

Among some advantages they offer, it is evident that the previous guide about their functions has been well accepted by journalists and translators for its remarkable use in choosing on certain terminology for specific contexts. Rodríguez (2000, p. 109) expresses the following: “it demonstrates, for the first time, the need to apply criteria based on usage and pragmatics in order to accept terms which, while having a clear linguistic function in a given context, have traditionally been categorically rejected as superfluous”. In this way, it is possible to determine the exact purpose behind each Anglicism.

Those who favour the use of Anglicisms on a regular basis frequently argue that it is part of their language and that, in the end, it helps them build their own identity. Nogués (2021) cites Pierre Bourdieu’s work and concepts, arguing that the words we use are, after all, our means of identifying ourselves, acting and thinking, and that their use should not be viewed negatively or as a loss of our

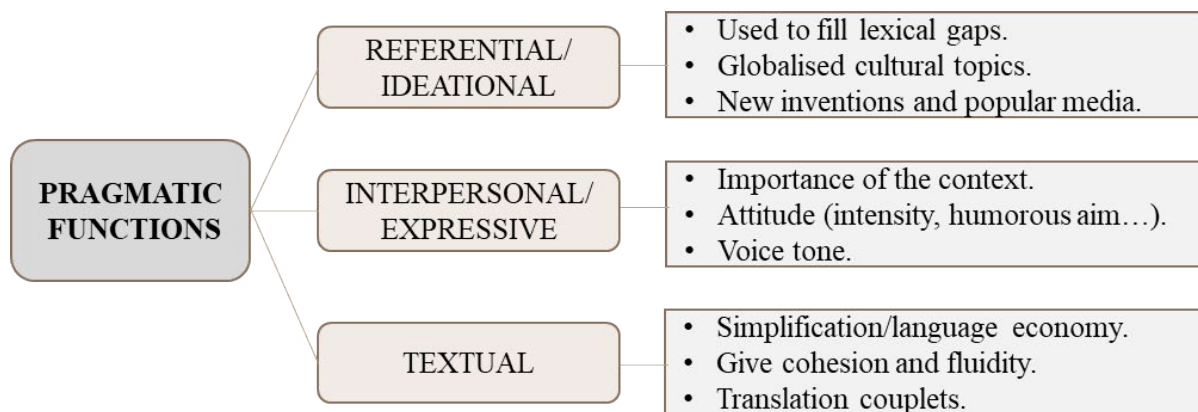


Figure 2. Overview of pragmatic functions of Anglicisms

own identity. In this regard, it may be argued that they should be viewed as the nexus that connects many multicultural societies.

Moreover, combining the use of both languages can also be beneficial, as it ultimately serves to better understand the languages. Gonzalo Capellán, the president of the Spanish Ministry of Education in the UK and Ireland, noted:

The approach is wrong: we should not think that one language is the enemy, that one language loses and the other wins. Today there is a complementarity of cultures, the richness of a country lies in having a population that is fluent in both languages, that understands messages and produces them in both languages (“El inglés y el español...”, *La Vanguardia* 2019).

On the other hand, those who are contrary to its employment believe that it might pose a threat to the authenticity of one’s own language, much like an invasion. Rodríguez (1999, p. 107) mentions that “criticism levelled against Anglicisms (and also acronyms) is basically founded in their exotic nature” and “foreign terms should be considered not only from a purely linguistic perspective but also from a more social angle”. Indeed, it should not be forgotten that because of their huge influence, Anglicisms end up being part of the social fabric of the country, and individuals with strongly nationalist ideals may be dissatisfied when they see that “Anglicisms evoke the hegemony of Anglosaxon countries” (1999, p. 108).

Furthermore, their use and popularity are always increasing, and the extreme lack of relevance in many of them frequently leads to a shortage of time to assimilate them. Therefore, “many have not had sufficient time to adapt the phonological and orthographic norms of the recipient language, and thus remain as unintegrated borrowings” (Dworkin 2012, p. 228). Winter-Froemel (2008, p. 17) emphasises the contrary of the usage of Anglicisms in academic language as they are likely unintelligible to many individuals. This would be problematic since there would be

a language barrier, prohibiting people from appropriately speaking or writing them.

In terms of the formal position of Spain’s most important linguistic institution, the *Real Academia Española de la Lengua* (RAE), for example, does not agree with the usage of Anglicisms if Spanish already provides synonyms for these terms. The reason behind this motive is that the institution’s goal is to protect, maintain, and promote the Spanish language. As Giménez (2022, p. 7) points out, the RAE in 2001 even divided foreign terms into two groups based on a set of patterns that met a particular frequency of use, temporality, or effectiveness in their contribution to the Spanish language. On the one hand, those without a Spanish equivalent would be considered a necessary Anglicism, such as the example of the term *rock*. And, on the other hand, the unnecessary foreign words that try to substitute those equivalent terms that the Spanish language already has. A clear example could be *mail*, possibly trying to avoid the use of the term *correo electrónico*. Núñez (2017) highlights Pratt’s criticism of the difficulty that Anglicisms have in being adopted into the Academic Dictionary since they do not actually match the real and present period of their use. Alternatively, when they are accepted, they have often already lost their degree of relevance. This can be confusing for sociolinguistic researchers who rely on untrustworthy data to determine the dates of first recording of Anglicisms in Spanish. Nonetheless, the presence of several modern corpora ameliorates this issue nowadays (2017, p. 16).

A purist classification of Anglicisms similar to the one supported by the *Real Academia de la Lengua* was found many years before in Alfaro’s (1948) first typology, which divided Anglicisms into eleven different groups, including, among others, pure foreignisms and pseudo-anglicisms. However, in his extensive analysis, he was also willing to accept, to a certain extent, some of the terms that were profitable for the language. Once he made a classification of the eleven groups, they could be grouped into two main categories. Firstly, those which he considered should be avoided at all costs and fight against their use as they



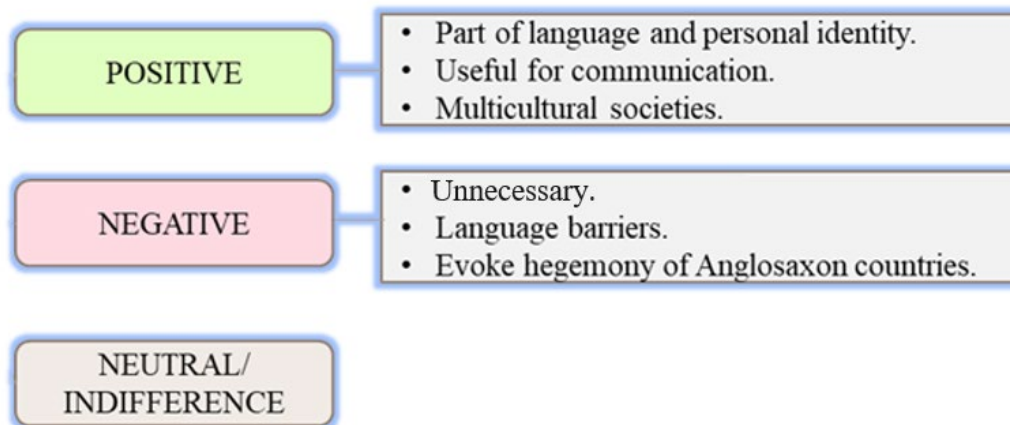


Figure 3. Overview of general perceptions and attitudes towards Anglicisms

were the most abundant, the “superfluous, vicious and unjustified” ones; and on the other hand, those which “can and should be adopted in order to enrich the language, and those compounds and derivatives, which are formed in accordance with the processes recognised by Castilian” (1948, pp. 115-119). With this point of view, we can confirm that “even for those branded as staunch purists, it is impossible to deny the usefulness of language contact as a source of lexical enlargement” (Rodríguez 2000, p. 100).

Figure 3 highlights some of the most prominent reasons supporting different positions on Anglicisms.

### 2.3. Factors contributing to the rise of Anglicisms

As previously mentioned, English has a significant impact on our language at the lexical level. Therefore, it is essential to consider all the external factors that have shaped the adoption and incorporation of Anglicisms to comprehend their prevalent usage in our language.

The influence of Britain’s cultural and social life, as well as English literature, had a significant impact on Spanish intellectuals and can be considered one of the most important Anglo-Spanish interactions at the beginning of the nineteenth century. During this period, French ceased to be the primary source of foreign loans, while Britain emerged as a global influence impacting nearly all European

languages. Following the conclusion of World War II, specifically in 1950 and beyond, this period also marked the initial cultural interaction with what is commonly referred to as the *American way of life* and the influence of the English language greatly intensified (Rodríguez 1996, pp. 103-105).

Amongst the different factors where terms of English origin could be found, Alfaro (1948, p. 107) states: “industry and business are two other sources where Anglicisms abound. A consistent and vigorous exchange of goods, services, and business with the Hispanic countries was determined by the economic might of England and the United States”. In this sense, English might have become the common language as a result of increased exports and the need to build commercial relationships with people from other nations. By doing so, these people who contact with foreign people as part of their employment may also receive some impact in their native language to some extent. In the past, being proficient in English was not necessarily a requirement for employment. Curiously enough, those individuals who did not have an English language learning experience in the past, due to present circumstances are now doing so. According to the latest EF EPI report (2022, p. 14), “contact with the language at work provides daily practice – the essential component so often missing from English classes in school”. With the evolution of different job sectors, there has been a shift towards prioritising language skills, sometimes

in multiple languages, including French or German. Even in present times, we can still come across job titles that retain their English names in the Spanish society, such as *wedding planner*, *coach*, or *community manager*. Whereas *deadline*, *break* or *staff* could be some of the most common Anglicisms that an employee may encounter in the workplace nowadays.

In addition to the employment sector, Dworkin (2012) points out that during the 20th century, several factors, whether via oral or written channels, facilitated language contact during the twentieth century, but not necessarily directly among speakers. Among these were the North American cinema and TV programmes, music, or the press with simple translations. In fact, the increasing prevalence of English vocabulary was further facilitated by the higher literacy rates during that time (2012, p. 218). As a result, it was not long before projects emerged that would thoroughly investigate this phenomenon. The *Dictionary of European Anglicisms* by Manfred Gölarich conducted an analysis in the early 1990s of sixteen European languages. This work, which was published in 2001, was the first to systematically examine and assess the influence and impact of Anglicisms in recipient languages from different families, including Slavic languages like Polish and Bulgarian, as well as Romance languages like Italian and Spanish (Núñez 2017, pp. 3-4).

Moreover, other crucial aspects that should be considered include tourism and education, as more individuals go abroad for short visits or longer stays, which has boosted interest in learning and using English. On the other side, foreign people who live in Spain have a substantial influence on the Spanish people, especially on the streets because of the businesses they own. According to Luján (2012, pp. 8-9), in the majority of cases, these tourists use English to interact with locals, leading to a necessity for Spaniards to comprehend and express themselves in the English language. Consequently, passive learning of these concepts can occur simply by reading them on store signs on the way home or to work. The interest is also growing among young people because “the ERASMUS programme

encourages University pupils to acquire a good level of English to be able to study at a foreign institution” (Núñez 2017, p. 5).

On the other hand, technology and the Internet have recently played a vital role in the language’s spread. It is important to note the technological advancements of the current century, where many of the electronic devices and software that we use are primarily designed and configured in English. According to Truchot (2002, p. 19), the most extensively used search engine today was founded totally in English in the United States, and by the end of the twentieth century, roughly 100 % of web pages were in English. So, it is not unexpected that social networks are places where the use of Anglicisms is prevalent. Furthermore, online communities are multilingual environments with users from all over the world and having English as a common tongue, the fusion of languages will be inevitable. Unsurprisingly, younger people are the most likely to use Anglicisms on a more frequent basis “since, among other factors, they are in greater contact with other digital media where they appear and, therefore, this group increases their knowledge and use” (Giménez 2022, p. 27).

Rodríguez (2019, p. 804) also adds that a complete examination of the influences of English in the Spanish language should consider paralinguistic aspects and other forms of nonverbal communication as well, such as gestures, road signs or American traditions such as *Halloween* or *Black Friday*.

In short, it has become plainly evident that English is the driving force behind all of society’s components, “the ideas that control the worlds of business and finance, science and technology, and, most importantly, the media and social networks, are now thought and expressed in English” (Nogués 2021). It finally then became the *lingua franca* and a worldwide mode of communication due to significant advancements such as international trade, with globalisation being a crucial factor. This process is often regarded as the contemporary form of *imperialism* in the 21st century, with the American empire and English language as its leading forces (Luján 2013, p. 1).

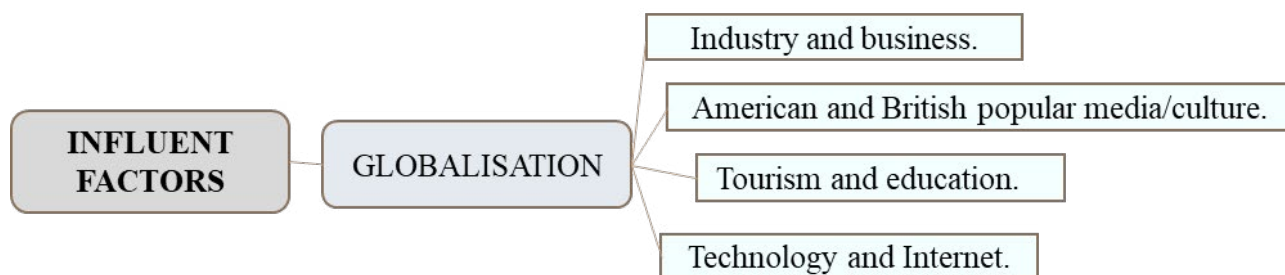


Figure 4. Overview of factors contributing to the rise of Anglicisms

The information presented in Figure 4 provides a clear illustration of the main factors that contributed to the expansion of English words.

### 3. METHODOLOGY

The corpus of this paper has been created with the intention of exploring the knowledge, use, and opinion of a selection of Anglicisms. As a result, it will be possible to know the general perception of them in a sample of 100 native Spanish speakers and possible patterns, including age and gender differences.

The study employs a quantitative and qualitative approach, which will allow us to thoroughly analyse and contrast the results in several categories. In order to carry out this research, which will be presented in detail below, a series of questions were initially established around selected Anglicisms, which were then collected in a survey. Following the completion of the questionnaire, a compilation of the one hundred responses was obtained and the results were analysed.

#### 3.1. Criteria for the selection of Anglicisms

The final number of Anglicisms to be used in the survey was set at eight, so its length would be neither too short nor too long for the respondent. This decision was made considering the length of similar questionnaires. Subsequently, it was decided to choose two terms from four different categories that stand out among the population. The Anglicisms that formed part of the study were: *curvy* and *outfit*, for fashion; *gadget* and

*streaming*, for technology; *bagel* and *detox*, for gastronomy; and finally, *red flag* and *staff*, for society. The idea was that, for each pair of selected Anglicisms, one of them would be more frequent and widely known than the other, based on statistics derived from their appearance in media such as newspapers or books. The sources used to review this data will be mentioned below. By doing this, it would allow us to confirm whether the respondents' recognition of the Anglicisms matches the frequency of their occurrence in these contexts.

In order to check statistics, the online tools used to determine their degree of relevance and use were Google Books NGram Viewer (NGram), which compiles and compares the frequency of the term in a set of digitised books over a specified time period, and *Observatorio Lázaro* (O.L.), which automatically extracts all the Anglicisms that appear in daily news from more than twenty Spanish newspapers and other journalistic sources. With NGram, the percentage was taken from the most recent year allowed by the search engine, in this case 2019, to ensure that the data was as current as possible. While with O.L., the average frequency per million words from August 2020 to the present (2023) was used. Finally, both tools agreed that Anglicisms such as *outfit*, *streaming*, *detox*, and *staff* are more well-known than *curvy*, *gadget*, *bagel*, and *red flag*.

The following table collects general data on these eight Anglicisms: their category, frequency in both NGram and O.L., and which has the highest proportion, as well as a definition supplied by the Cambridge Dictionary:

CATEGORY	ANGLICISM	G.B. NGRAM DATA	O.L. DATA	CAMBRIDGE D. DEFINITION
FASHION (less popular)	<b>Curvy</b>	0.0000018432 %	0.068	(adj.) having a body with rounded parts, especially large breasts, and hips.
FASHION (more popular)	<b>Outfit</b>	0.0000094238 %	18.063	(n.) a set of clothes worn for a particular occasion or activity.
TECHNOLOGY (less popular)	<b>Gadget</b>	0.0000059995 %	7.947	(n.) a small device or machine with a particular purpose.
TECHNOLOGY (more popular)	<b>Streaming</b>	0.0000534844 %	76.3	(n.) the activity of listening to or watching sound or video directly from the Internet.
GASTRONOMY (less popular)	<b>Bagel</b>	0.0000134543 %	0.123	(n.) a type of bread that is small, hard, and in the shape of a ring.
GASTRONOMY (more popular)	<b>Detox</b>	0.0000179659 %	0.78	(n.) a period when you stop taking unhealthy or harmful foods.
SOCIETY (less popular)	<b>Red flag</b>	0.0000001781 %	0.269	(n.) a flag used as a sign of danger.
SOCIETY (more popular)	<b>Staff</b>	0.0000728176 %	2.994	(n.) the group of people who work for an organization.

Table 1. Information on the Anglicisms selected for the survey

### 3.2. Questionnaire and design of the study

A survey was created using the online tool Google Forms to answer the above-mentioned purposes. It was written in Spanish, which made it more accessible by allowing completion without the need to log in to Google and by employing a range of fonts to make it less complicated to read. It was spread through the WhatsApp application, which is the most widely used messaging software across all age groups. An attempt was therefore made to achieve the highest possible number of responses, with a minimum objective of seventy. In the end, it was satisfactorily surpassed after reaching one hundred. These answers were collected automatically in Google Sheets, which is comparable to Microsoft Excel.

The questions were divided into ten different sections. In the first section, there was a brief introduction explaining the survey

and a personal presentation, followed by four questions about the respondent's traits: age within a suggested range, gender, highest level of education and level of English. Then, from the second to the ninth section, each section was devoted to an Anglicism with the same five questions and possible answer options for all of them, plus a final sixth question that varied depending on the Anglicism of the section:

- Question 1: Do you know this Anglicism?
- Answer 1: (Yes/No).

If the respondent answered *No* in Question 1, he/she had to proceed to the next section without answering questions 2 to 6 of that section. Each question uses a specific selection method. For example, question 2 employs a Likert scale to indicate frequency of use, and the remaining questions (3-6) are multiple-choice with different options for each:



- Question 2: If yes, how often do you use it?
- Answer 2: (On a scale of 1 to 5, where 1 is almost never and 5 is always).
  
- Question 3: If yes, in what contexts do you usually use the term?
- Answer 3: (Orally, in writing, or both).
  
- Question 4: If yes, with whom do you usually use this term (you can select more than one option)?
- Answer 4: (With friends, family, in an educational setting, at work, other).
  
- Question 5: If yes, why do you think you use this Anglicism (You can select more than one option and/or write your reason in the option Other...).
- Answer 5: (Because there is no alternative concept in Spanish, because it sounds better than the Spanish translation or other).

However, the sixth question included two types of model questions. For the four least frequent Anglicisms according to NGram and O.L., which were *curvy*, *gadget*, *bagel*, and *red flag*, they were asked to be able to name the Spanish equivalent by looking at an example of the term in context, with the support of an image where the Anglicism is in its context to facilitate the question:

- Question 6: Look at the term X in context: can you name its Spanish equivalent?
- Answer 6: (Yes/No; if yes, please indicate).

On the other hand, for the four most frequent Anglicisms according to the NGram data and the O.L. of each category; *outfit*, *streaming*, *detox*, and *staff*, they were asked to write a short sentence where the term is used in some context:

- Question 6: If yes, give an example in context (short sentence) where the term X is used:
- Answer 6.

Finally, the last section consisted of four general questions asking about final thoughts once they had answered questions that might make them reflect on their use of them, when, with whom, for or why:

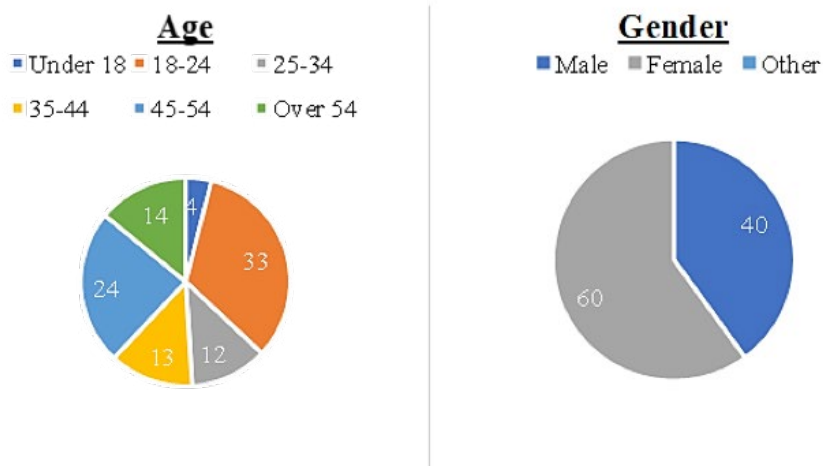
- Question 1: Do you consider the use of Anglicisms in Spanish to be appropriate?
- Answer 1: (Yes/No/Indifferent).
  
- Question 1.1: Why?
- Answer 1.1.
  
- Question 2: In general, do you prefer to use the Anglicism or its Spanish equivalent?
- Answer 2: (Anglicism/Spanish term/Indifferent).
  
- Question 2.1: Why?
- Answer 2.1.

### 3.3. General traits of the respondents

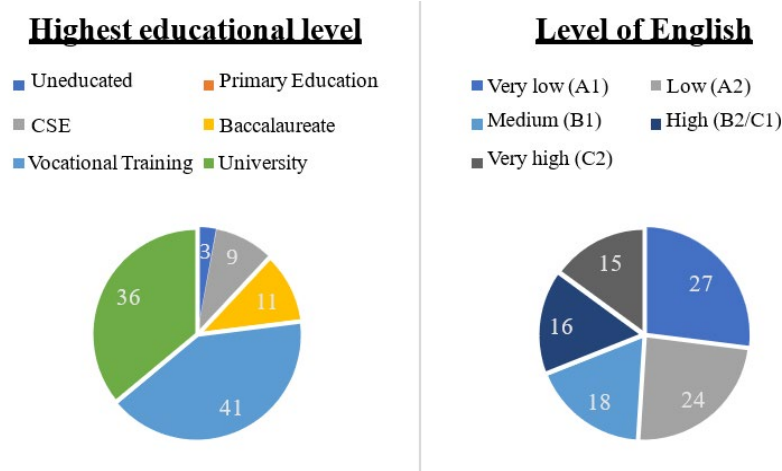
In order to make the results as accurate and precise as possible, the questionnaire was closed when one hundred responses were reached. This group of peninsular Spanish participants was selected in this way to help identify complex patterns or relationships, as well as differences among the possible different groups that can be formed within that total (100). Most of these came from two quite distinct age groups, 33 from the 18-24 youth group and 24 from the 45-54 adult group. As far as gender is concerned, the majority of responses came from women, 60.0 % compared to 40.0 % from men, and the option to indicate another gender had no response at all.

The level of studies of 77.0 % of the respondents is mainly divided into 41 who studied Vocational Training and 36 University students. It should also be noted that the Primary Education option had 0 responses. Finally, with regard to the level of English, the overall result was quite balanced with no major differences, with the option *very low/A1 level* being the most voted (27.0 %).





Graph 1 and 2. Age and gender of the respondents



Graph 3 and 4. Highest educational level and English level of the respondents

## 4. RESULTS AND DISCUSSION

In this section, detailed results accompanied by critical discussion will be presented under various subsections using tables and graphs. Through these results, we aim to address our initial hypothesis and research questions in order to achieve our overall objectives.

### 4.1. General recognition of the selected Anglicisms

This initial Table 2 will be crucial, as these data show for the rest of the section-specific questions, the number of active participants for each Anglicism. On this basis, sections 4.2., 4.3., and 4.4. are developed from the results of Tables 2 and 3.

When it comes to the overall ranking, seven of the eight Anglicisms are recognised by more than half of the respondents, with *bagel* and *detox*, which are part of the gastronomy category, being the least known. This is also the case in the male ranking, being the only ones below 50.0 %, and *streaming* as the most known Anglicism among men. Within the general classification, the top three is distributed in the top four of both genders, except *gadget*, recognised by 72.5 % of men in third position, and yet, being the least recognised Anglicism by women with 46.7 %. It is the only one that does not exceed 50.0 % in females. Possibly, this is because this term, which falls under the technology category, is more commonly found in contexts

Table 2. Initial results for knowledge of Anglicisms

MALES AND FEMALES (40+60)							
1 <sup>st</sup>	Streaming	77/100	77.0 %	5 <sup>th</sup>	Gadget	57/100	57.0 %
2 <sup>nd</sup>	Outfit	76/100	76.0 %	6 <sup>th</sup>	Red flag	56/100	56.0 %
3 <sup>rd</sup>	Staff	73/100	73.0 %	7 <sup>th</sup>	Bagel	54/100	54.0 %
4 <sup>th</sup>	Curvy	69/100	69.0 %	8 <sup>th</sup>	Detox	47/100	47.0 %

Table 3. Initial results for knowledge of Anglicisms depending on the gender variable

MALES (40/100)				FEMALES (60/100)			
1 <sup>st</sup>	Streaming	32/40	80.0 %	1 <sup>st</sup>	Outfit	50/60	83.3 %
2 <sup>nd</sup>	Staff	30/40	75.0 %	2 <sup>nd</sup>	Curvy	47/60	78.3 %
3 <sup>rd</sup>	Gadget	29/40	72.5 %	3 <sup>rd</sup>	Streaming	45/60	75.0 %
4 <sup>th</sup>	Outfit	26/40	65.0 %	4 <sup>th</sup>	Staff	43/60	71.7 %
5 <sup>th</sup> /6 <sup>th</sup>	Curvy	22/40	55.0 %	5 <sup>th</sup>	Bagel	39/60	65.0 %
5 <sup>th</sup> /6 <sup>th</sup>	Red flag	22/40	55.0 %	6 <sup>th</sup> /7 <sup>th</sup>	Red flag	34/60	56.7 %
7 <sup>th</sup>	Bagel	15/40	37.5 %	6 <sup>th</sup> /7 <sup>th</sup>	Detox	34/60	56.7 %
8 <sup>th</sup>	Detox	13/40	32.5 %	8 <sup>th</sup>	Gadget	28/60	46.7 %

that are usually frequented by men, such as mechanical or technological companies.

The other exception is *curvy*, being the second best known by women, but it drops to fifth/sixth place in men and with a lower percentage. The two Anglicisms within the fashion category, *curvy* and *outfit*, are the most recognised in the female gender, and the latter has the highest percentage of popularity in the whole ranking. In this case, it could be confirmed that the results obtained are consistent with the fact that the frequent use of these terms in the fashion world, primarily referencing models with curves and plus-size women, influences the process of becoming familiar with these terms more among females than males.

#### 4.1.1. RECOGNITION OF THE SELECTED ANGLICISMS BY AGE AND GENDER

For a more detailed and in-depth analysis, the main recognition and appreciation questions were taken, and new groups were formed within the overall results of the survey.

For this sub-section, emphasis is placed on possible differences that may arise when dividing respondents by age and gender.

Firstly, two main groups were formed, young people and adults. Youth would comprise those under 18 to 34 years of age, comprising the first three age range groups of the questionnaire. Next, adults would comprise those aged 35 to 54 and over, finally comprising the last three groups. This would result in 49 youngsters and 51 adults. The following table summarises this distribution:

Table 4. Respondents divided by age

YOUTH (49)		M (14)	F (35)	ADULTS (51)		M (26)	F (25)
Under 18	4	0	4	35-44	13	4	9
18-24	33	10	23	45-54	24	16	8
25-34	12	4	8	Over 54	14	6	8

Table 5 divides the 100 participants into young and adult, without distinction of gender:



Table 5. Results for knowledge of Anglicisms depending on the age variable

YOUNG PEOPLE (M+F=49)				ADULT PEOPLE (M+F=51)			
1 <sup>st</sup>	<b>Outfit</b>	49/49	100 %	1 <sup>st</sup>	<b>Staff</b>	31/51	60.8 %
2 <sup>nd</sup>	<b>Streaming</b>	48/49	98.0 %	2 <sup>nd</sup>	<b>Streaming</b>	29/51	56.9 %
3 <sup>rd</sup> /4 <sup>th</sup>	<b>Red flag</b>	42/49	85.7 %	3 <sup>rd</sup>	<b>Curvy</b>	28/51	55.0 %
3 <sup>rd</sup> /4 <sup>th</sup>	<b>Staff</b>	42/49	85.7 %	4 <sup>th</sup>	<b>Outfit</b>	27/51	52.9 %
5 <sup>th</sup>	<b>Curvy</b>	41/49	83.7 %	5 <sup>th</sup>	<b>Gadget</b>	24/51	47.1 %
6 <sup>th</sup>	<b>Bagel</b>	37/49	75.5 %	6 <sup>th</sup>	<b>Bagel</b>	17/51	33.3 %
7 <sup>th</sup>	<b>Gadget</b>	33/49	67.3 %	7 <sup>th</sup>	<b>Detox</b>	16/51	31.4 %
8 <sup>th</sup>	<b>Detox</b>	31/49	63.3 %	8 <sup>th</sup>	<b>Red flag</b>	14/51	27.5 %

The first visible difference is the different percentages of knowledge of Anglicisms. Young people exceed 60.0 % in all eight examples, while adults barely exceed 50.0 % in only four of them. One of the possible reasons behind this is that “it is believed that younger people tend to choose the English words due to their growing knowledge of English” (Mykytka 2017, p. 82).

*Red flag*, the least known among adults, is third/fourth among young people, and *streaming* is the only Anglicism that both age groups agree that they are quite familiar with. In recent years, *red flag* has gained a lot of popularity. While the general and primary meaning of this compound Anglicism refers to a danger, its use has gained strength in the context of relationships, referring to behaviours or attitudes that could cause concern or aversion. This usage has become popular on social media and dating apps, which are probably frequented by younger and more current generations. This is one of the reasons why it has become more widely known among young people. On the other hand, *streaming* is more accessible to a majority of users through different platforms that are prevalent in a household setting. These may include subscription-based television and movie services, music

applications, and live broadcasts that can be accessed over the Internet.

Table 6 divides the 49 young participants by gender, with 14 boys and 35 girls.

*Outfit* is successful among the young respondents and is in the top position in both cases with 100 %. *Streaming* was also very close to sharing the first place for a single male response. *Curvy* confirms that it is better known among women than among men and on the other hand, *gadget* is more popular among males. However, it occupies the eighth position among women, even so with a high 60.0 % of recognition. *Detox* coincides in both groups as one of the least recognised.

Then, Table 7 divides the 51 adult participants by gender, with 26 men and 25 women.

*Curvy* once again stands out among women, this time in first position among those aged 35 to over 54. *Outfit* is less prominent among adult men, with 46.2 % tied with *curvy*. *Gadget*, which had already stood out among the male youth, does so again among adult men in second/third position and fails among women (28.0 %). The only Anglicism that is repeated in both gender top three is *staff*. This is possibly because it is an Anglicism that is commonly



Table 6. Results for knowledge of Anglicisms depending on the gender variable in youth people

YOUNG MALES (14/49)				YOUNG FEMALES (35/49)			
1 <sup>st</sup>	Outfit	14/14	100 %	1 <sup>st</sup> /2 <sup>nd</sup>	Outfit	35/35	100 %
2 <sup>nd</sup> /3 <sup>rd</sup>	Streaming	13/14	92.9 %	1 <sup>st</sup> /2 <sup>nd</sup>	Streaming	35/35	100 %
2 <sup>nd</sup> /3 <sup>rd</sup>	Staff	13/14	92.9 %	3 <sup>rd</sup>	Curvy	31/35	88.6 %
4 <sup>th</sup> /5 <sup>th</sup>	Red flag	12/14	85.7 %	4 <sup>th</sup>	Red flag	30/35	85.7 %
4 <sup>th</sup> /5 <sup>th</sup>	Gadget	12/14	85.7 %	5 <sup>th</sup> /6 <sup>th</sup>	Staff	29/35	82.9 %
6 <sup>th</sup>	Curvy	10/14	71.4 %	5 <sup>th</sup> /6 <sup>th</sup>	Bagel	29/35	82.9 %
7 <sup>th</sup> /8 <sup>th</sup>	Bagel	8/14	57.1 %	7 <sup>th</sup>	Detox	23/35	65.7 %
7 <sup>th</sup> /8 <sup>th</sup>	Detox	8/14	57.1 %	8 <sup>th</sup>	Gadget	21/35	60.0 %

Table 7. Results for knowledge of the Anglicisms depending on the gender variable in adult people

ADULT MALES (26/51)				ADULT FEMALES (25/51)			
1 <sup>st</sup>	Streaming	19/26	73.1 %	1 <sup>st</sup>	Curvy	16/25	64.0 %
2 <sup>nd</sup> /3 <sup>rd</sup>	Staff	17/26	65.4 %	2 <sup>nd</sup>	Outfit	15/25	60.0 %
2 <sup>nd</sup> /3 <sup>rd</sup>	Gadget	17/26	65.4 %	3 <sup>rd</sup>	Staff	14/25	56.0 %
4 <sup>th</sup> /5 <sup>th</sup>	Curvy	12/26	46.2 %	4 <sup>th</sup>	Detox	11/25	44.0 %
4 <sup>th</sup> /5 <sup>th</sup>	Outfit	12/26	46.2 %	5 <sup>th</sup> /6 <sup>th</sup>	Streaming	10/25	40.0 %
6 <sup>th</sup>	Red flag	10/26	38.5 %	5 <sup>th</sup> /6 <sup>th</sup>	Bagel	10/25	40.0 %
7 <sup>th</sup>	Bagel	7/26	26.9 %	7 <sup>th</sup>	Gadget	7/25	28.0 %
8 <sup>th</sup>	Detox	5/26	19.2 %	8 <sup>th</sup>	Red flag	4/25	16.0 %

found in a work context and its presence usually does not go unnoticed among adults. *Streaming*, which occupies the top positions in almost all age and gender classifications, however, in adult women, it falls to fifth/sixth position. Also interesting is the term *red flag*, which was confirmed to be successful among young people, as it is hardly known among both genders of adults, especially among women: only 4 out of 25 knew the term.

It is worth noting that of the 25 adult women surveyed, none of them surpassed a medium level of English proficiency, with *very low (A1)* being the most voted option by 12 of them (48.0 %). In fact, in the case of adult men the percentage in this option is higher, 13 out of 26 (50.0 %). Therefore,

the recognition percentages were lower in females compared to adult men.

#### 4.2. Frequency and forms of use of Anglicisms

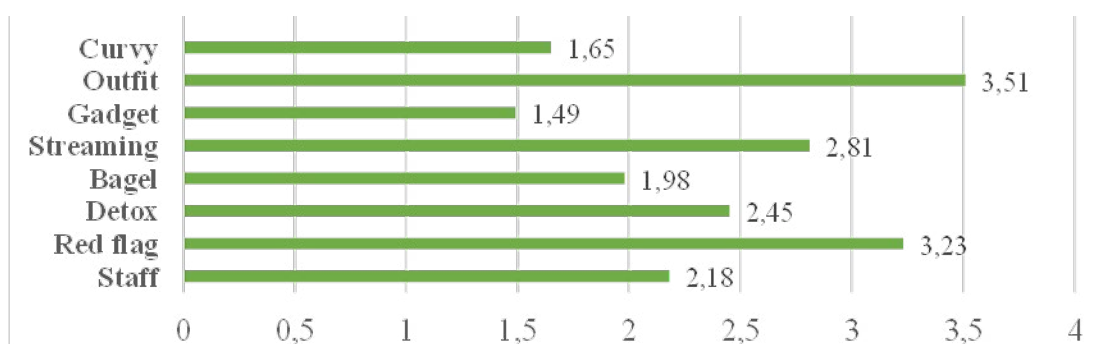
Graph 5 displays the frequency of use of each Anglicism among the participants, providing insights into their relevance and patterns of usage:

Applying a Likert scale from 1 to 5, where 1 is almost never and 5 is always, *outfit* ranks first as the most commonly used Anglicism among out 100 respondents on a daily basis, with an average score of 3,51 out of 5. *Red flag* is the only one, together with *outfit*, to exceed

the average of 3,0. *Red flag* ranks sixth in the overall classification of Anglicism recognition and is one of the least known (56/100). However, those who are familiar with it tend to use it frequently. This is mainly because young people, in addition to being the ones who recognised these two Anglicisms the most, also indicated that they frequently use them, which increased their respective averages. It is also worth noting the case for *detox*, the least recognised Anglicism, but more commonly used than *curvy* or *staff*, which ranked higher.

The overall average of respondents' use of the eight Anglicisms is 2,41. The results suggest that Anglicisms are not used excessively or equally, nor with the same frequency, since the overall average is not particularly high and there will always be certain terms that are more popular and more commonly used.

For the selection of how participants make use of the selected English terms, three methods were proposed: orally, in writing, and both forms (oral and written). Detailed results are presented in Table 8.



Graph 5. Average frequency of use

Table 8. Triple ranking of the different ways of use

JUST ORALLY					
1 <sup>st</sup>	Bagel	83.3 % (45/54)	5 <sup>th</sup>	Streaming	58.4 % (45/77)
2 <sup>nd</sup>	Detox	68.1 % (32/47)	6 <sup>th</sup>	Gadget	57.9 % (33/57)
3 <sup>rd</sup>	Curvy	66.7 % (46/69)	7 <sup>th</sup>	Red flag	53.6 % (30/56)
4 <sup>th</sup>	Staff	61.6 % (45/73)	8 <sup>th</sup>	Outfit	51.3 % (39/76)
JUST IN WRITTEN					
1 <sup>st</sup>	Gadget	19.3 % (11/57)	5 <sup>th</sup>	Outfit	4.0 % (3/76)
2 <sup>nd</sup>	Curvy	7.2 % (5/69)	6 <sup>th</sup>	Bagel	3.7 % (2/54)
3 <sup>rd</sup>	Staff	6.9 % (5/73)	7 <sup>th</sup>	Detox	2.1 % (1/47)
4 <sup>th</sup>	Streaming	5.2 % (4/77)	8 <sup>th</sup>	Red flag	0.0 % (0/56)
BOTH (ORALLY + WRITTEN)					
1 <sup>st</sup>	Red flag	46.4 % (26/56)	5 <sup>th</sup>	Detox	29.8 % (14/47)
2 <sup>nd</sup>	Outfit	44.7 % (34/76)	6 <sup>th</sup>	Curvy	26.1 % (18/69)
3 <sup>rd</sup>	Streaming	36.4 % (28/77)	7 <sup>th</sup>	Gadget	22.8 % (13/57)
4 <sup>th</sup>	Staff	31.5 % (23/73)	8 <sup>th</sup>	Bagel	13.0 % (7/54)

As far as the domains of use are concerned, it is clear that the use of Anglicisms is mainly limited to the spoken domain, with all eight examples surpassing at least 50.0 %. The only Anglicism that is used more only in writing and exceeds at least 10.0 % is *gadget*. Furthermore, it is worth noting that the two most frequently used Anglicisms, *outfit* and *red flag*, are at the bottom of the list in the only spoken option, whereas in the third option including speaking and writing, they are top 2. This shows that respondents dominate these terms in both forms of communication. Nonetheless, there is no response for *red flag* when it comes to being used only in written form, and therefore we are talking about an Anglicism that is 100 % at least going to be used in spoken form.

A study conducted by Rodríguez (2004, p. 118) showed a correlation between the increasing use of Anglicisms in colloquial language among young people, particularly as a means to achieve humorous, ironic, and parodic effects. Based on this, it is suggested that eventually, they may contribute to the development of new lexical resources in the Spanish language.

### 4.3. Contexts and reasons of use of Anglicisms

Table 9, presented below, provides information on the situations in which the surveyed participants typically employ the Anglicisms they are familiar with. The most voted context for each Anglicism is marked in bold, and in yellow, the most voted Anglicism for each context. These results emerged on the basis of four possible main contexts already offered, which included: circle of friends, family, educational setting, and work environment. The respondent could choose one or more for each Anglicism. In the overall count, up to ten possible combinations between the four circles emerged. All possible combinations that could have arisen for each Anglicism are summed up in the row of the table labelled *other combinations*.

It is clear that respondents make greater use of Anglicisms with their friends, that is, people who might normally share the same age group and in an informal way. In this case, *red flag* is the most commonly used in this context. *Outfit* was the most selected Anglicism when used in different contexts (51.3 %) and not in a single circle. Among the possible options, the most repeated was the combination of friends

Table 9. Results of the most frequent contexts for the use of Anglicisms

	CONTEXTS				
	With friends	With family	Educational setting	At work	Other combinations
Curvy	40/69 (58.0 %)	11/69 (15.9 %)	3/69 (4.3 %)	1/69 (1.5 %)	14/69 (20.3 %)
Outfit	30/76 (39.5 %)	5/76 (6.6 %)	0/76 (0.0 %)	2/76 (2.6 %)	39/76 (51.3 %)
Gadget	23/57 (40.3 %)	5/57 (8.8 %)	9/57 (15.8 %)	6/57 (10.5 %)	14/57 (24.6 %)
Streaming	34/77 (44.1 %)	6/77 (7.8 %)	3/77 (3.9 %)	2/77 (2.6 %)	32/77 (41.6 %)
Bagel	23/54 (42.5 %)	12/54 (22.2 %)	2/54 (3.7 %)	1/54 (1.9 %)	16/54 (29.7 %)
Detox	23/47 (48.9 %)	3/47 (6.4 %)	1/47 (2.1 %)	1/47 (2.1 %)	19/47 (40.5 %)
Red flag	34/56 (60.7 %)	4/56 (7.0 %)	2/56 (3.6 %)	1/56 (1.8 %)	15/56 (26.9 %)
Staff	23/73 (31.5 %)	2/73 (2.7 %)	2/73 (2.7 %)	21/73 (28.8 %)	25/73 (34.3 %)



and family, occurring in 22 instances (28.9 %) out of the 39 achieved. In short, this is the most widespread Anglicism for the different combinations of contexts because of its meaning, as it can be used in a more general way in any field. Moreover, it is one of the most familiar Anglicisms to the public surveyed, as well as *streaming*. On the other hand, *bagel* is also widely used in family contexts, while *gadget* and *staff* stand out in work spheres as they are even part of the context itself.

Then, Table 10 highlights some of the most frequent reasons behind their use. The most voted motive for each Anglicism is marked in bold, and in yellow, the most voted Anglicism for each motive. The possible reasons included in the selection of answers to indicate why the Anglicism is used are: because it sounds better than its translation into Spanish, because there is no alternative concept to the Anglicism, both (sounds good and no alternative concept), and the fourth option allowed for the writing of another possible personal reason that was not included in the questionnaire.

In seven of the eight proposed examples, 87.5 % of the cases, the most voted option by far was that participants usually consider that they think they use Anglicisms because they sound better than their possible equivalent

term in Spanish. It is evident that this is related to the expressive function more than ever since the respondents can use some of these terms to achieve a certain effect or attitude in the message they want to express. Respondents suggested as well different reasons for their use, including that they know them from seeing them in different environments: “it is used in shops”, “because it is used a lot now in cafés”; also from current trends: “because it has become fashionable”, “because it is used often” or from personal issues: “I am forced to use it at work”, “I know it from advertisements”. In conclusion, the context in which we communicate is definitely significant since it demonstrates, according to survey respondents, the several ways in which it affects our use of language, ultimately influencing our word choice.

#### 4.4. General knowledge applied to the use of Anglicisms

In this section, the participants tested themselves by using these English forms either through translation into Spanish or by creating sentences with these terms in some context. Firstly, the ranking in Table 11 shows how easy it was for respondents to come up with

Table 10. Results of the most frequent reasons behind the use of Anglicisms

	MOTIVES			
	Sounds better than Spanish translation	No alternative concept	Both (sounds better + no alternative concept)	Other motives
Curvy	72.5 % (50/69)	13.0 % (9/69)	4.4 % (3/69)	10.1 % (7/69)
Outfit	65.8 % (50/76)	19.7 % (15/76)	1.3 % (1/76)	13.2 % (10/76)
Gadget	64.9 % (37/57)	19.3 % (11/57)	3.5 % (2/57)	12.3 % (7/57)
Streaming	58.4 % (45/77)	26.0 % (20/77)	2.6 % (2/77)	13.0 % (10/77)
Bagel	25.9 % (14/54)	63.0 % (34/54)	0.0 % (0/54)	11.1 % (6/54)
Detox	68.1 % (32/47)	27.7 % (13/47)	0.0 % (0/47)	4.2 % (2/47)
Red flag	46.4 % (26/56)	33.9 % (19/56)	8.9 % (5/56)	10.8 % (6/56)
Staff	71.2 % (52/73)	8.2 % (6/73)	0.0 % (0/73)	20.6 % (15/73)



possible translations for the four proposed Anglicisms considered more complicated than their partner within their category according to Google NGram and *Observatorio Lázaro*.

There was not much of a problem with *gadget*, which ranked first, followed closely by *curvy*. However, the most complicated was *bagel*, as the majority response was *No, I do not know a possible translation* (51.9 %) and their most voted reason for using, previously shown on Table 10, was that they believe there is no alternative term in Spanish. In this way, the referential function is used since that term is very precise in the world of gastronomy and is not so commonly used among our typical food products. In general, the translations were correct and many of them also used synonyms, and Table 11 shows the most repeated possibilities. Perhaps the most complicated to deal with might be *red flag*, as it is mostly used in a figurative sense. Some respondents opted for a literal translation of the term, *bandera roja*, but others took the effort to explain and define the meaning in detail. Respondent 64, a young woman aged 18-25 with a high level of English, expressed the following: “the literal translation is *bandera roja*, which is supposed to indicate “danger”, i.e., behaviours you need to be aware of because it could end badly (usually in a relationship)”.

Secondly, this Table 12 shows how easy it was for respondents to come up with examples using the term in some context over the four proposed Anglicisms. In addition, the participation rates were generally higher than in Table 11. In this case, they are considered to be easier than their partner within their category according to Google NGram and O.L.:

Table 12. Respondents propose examples in use for the *best known* Anglicisms

		N. OF RESPONSES AND MOST REPEATED EXAMPLES
1 <sup>st</sup>	<b>Outfit</b>	82.9 % (63/76)
	“My <i>outfit</i> today is shirt and trousers”. “I like/love your <i>outfit</i> ”, “do you like my <i>outfit</i> ?”, “look at my <i>outfit</i> ” ...	
2 <sup>nd</sup>	<b>Detox</b>	80.9 % (38/47)
	“ <i>Detox</i> smoothies are very trendy”. “Diet/week/ <i>detox</i> method” ...	
3 <sup>rd</sup>	<b>Staff</b>	76.7 % (56/73)
	“Pub/shop/nightclub/festival/venue <i>staff</i> ” ...	
4 <sup>th</sup>	<b>Streaming</b>	71.4 % (55/77)
	“Netflix is a <i>streaming</i> platform”. “Youtuber’s/video game channel/football match <i>streaming</i> ” ...	

Regarding *outfit*, most of the examples were based on questions and statements addressing issues of personal assessment, and therefore validation verbs were used. On the other hand, some examples did not use the term correctly. Respondent 81, an adult woman aged 35-44, with an A2 level, expressed: “It’s very *outfit*”, possibly confusing the term with *fashion* or *trendy*. As for *detox*, respondents used almost all examples based on a gastronomic context, revalidating its category. But other uses of the term could also be found. Respondent 3, a young man with a B2/C1 level of English, used the term in a different, but also valid, context: “I am using Instagram a lot

Table 11. Respondents propose translations for *lesser known* Anglicisms with the help of images

		N. OF RESPONSES	MOST REPEATED TRANSLATIONS
1 <sup>st</sup>	<b>Gadget</b>	77.2 % (44/57)	<i>Aparato, accesorio, artilugio, herramienta...</i>
2 <sup>nd</sup>	<b>Curvy</b>	76.8 % (53/69)	<i>Con curvas, gorda, talla grande, curvilínea...</i>
3 <sup>rd</sup>	<b>Red flag</b>	66.1 % (37/56)	<i>Bandera roja, alerta/s, defectos...</i>
4 <sup>th</sup>	<b>Bagel</b>	48.1 % (26/54)	<i>Rosca, pan, panecillo...</i>

lately, I think I need a little *detox*". For *streaming*, many respondents relied on platforms such as YouTube and personalities within them to imply that they were familiar with the term. However, some individuals simply provided a correct translation of the term into Spanish to explain the term, but without using it in context. Respondent 32 indicated: "Payment platform for entertainment". Finally, it is clear that the term *staff* is used to refer to a group of people working in some establishment or location, and respondents suggested a variety of examples of places. However, the term can sometimes be used redundantly, as did respondent 13, a 25-34-year-old male with an intermediate level of English, who wrote: "*Reunir al personal de staff en una sala*".

#### 4.5. General perception and evaluation of Anglicisms

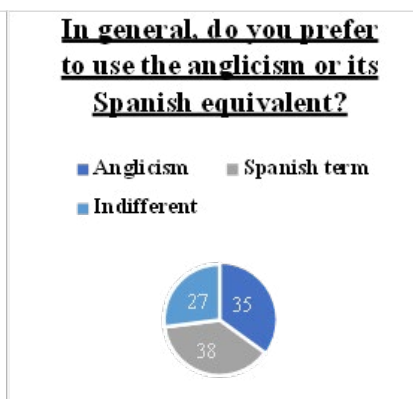
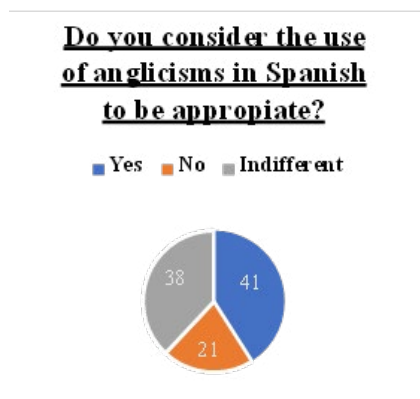
As can be seen in Graphs 6 and 7, the most voted option by participants was that they consider the use of Anglicisms appropriate, and within that 41.0 %, 36.6 % of the responses came from men (15/41) and 63.4 % from women (26/41). The second most voted option, indifference, closely follows with 38 responses. However, when it comes to applying the use of Anglicisms in everyday language, 38.0 % of those surveyed prefer to use the equivalent term in Spanish, compared to a close 35.0 % of those in favour of the English term. Within this 38.0 %, 55.3 % of the responses came from the male gender (21/38) and within this 35.0 % for

the English option, a high 68.6 % came from the female gender (24/35). Therefore, these results show that in general, women are the ones who best consider and apply the use of Anglicisms. They "are the ones who appreciate these English forms the most, attributing to their use a nuance of relevance, renewal, or modernity" (Sanou *et al.* 2017, p. 46).

In addition to selecting the answer to the question "Do you consider the use of Anglicisms in Spanish to be appropriate?", 74 people wrote their different arguments to justify their chosen answer. The examples extracted for each option, with the respondent's identifying number at the beginning of the quotation, are some of the most repeated answers, up to a minimum of two times. They do not follow a specific order, and this procedure is applied to the following tables in this section.

Table 13. Some random arguments in favour of Anglicisms

3: "The important thing is to convey the message in the most effective way to facilitate communication, no matter what language it is in".
4: "I think it enriches our language and shows cultural variety, energises our written and spoken act and denotes intelligence and wit".
22: "They are more concise".
33: "It is the evolution towards globalisation. It is very much integrated in social networks, Internet, etc. (...)".
58: "There are times when our language has no equivalence".



Graph 6 and 7. Results for the two main questions on the consideration of use of Anglicisms

Those in favour argued the need for them, among other reasons, because of the need to adapt it to the Spanish language and not be forced to create a new term, globalisation, or the lexical advantages of the terms themselves.

Those who argued against them repeated that they consider them dispensable, either because they do not fit or are not useful in the Spanish language, or because they do not know the English language:

Table 14. Some random arguments against Anglicisms

29: "Because they are not necessary".
55: "We must maintain the lexical richness of our language".
88: "Our language is being lost".
97: "Because half the people do not know how to use it".

For those who were indifferent, most saw no problem, as long as they will adapt to a situation and context. Others, however, welcome them as an excuse for being forced to learn new languages:

Table 15. Some random arguments showing indifference about Anglicisms

17: "As long as you know where to use it, there is no problem".
32: "By mixing in English you always learn something more about it".
47: "It is neither positive nor negative, just the evolution of the language".

In the case of the second question, "In general, do you prefer to use the Anglicism or its Spanish equivalent?", 78 people were encouraged to answer *Why?*

The most obvious reason for respondents in favour of using Anglicisms is that in most cases, they end up being easier to use than their Spanish equivalent and have already become part of our everyday language:

Table 16. Some random reasons for those who prefer to use Anglicisms

27: "It tends to summarise and simplify, and if I don't use more it is because of my poor command of English".
43: "Because most of the times, an Anglicism is easier to use, as well as being shorter".
46: "Because I like to mix languages when I speak".
50: "It has become a habit; the Anglicism comes to my mind before the Spanish word".
77: "They usually sound much better than in Spanish".

Those who defend the Spanish language try to protect it and take pride in it. In addition, the term *unnecessary* is again used to refer to the use of Anglicisms. Among other reasons, there are also personal issues that refer to the level of English:

Table 17. Some random reasons for those who prefer to use the Spanish term

24: "Because the Spanish language is quite rich in words, there is no need for Anglicisms".
87: "(...) each language has its own vocabulary, and we should try not to use Anglicisms, no matter how great they may sound to the ear".
92: "It is easier for me to communicate".
93: "I find English words difficult".
98: "I express myself much better and know exactly what I want to say".

Finally, those who selected *indifferent*, the most repeated argument is that they have no problem using one term or the other, as long as it depends on the word itself or the context:

Table 18. Some random reasons for those who show indifference between choosing one term or another

7: "Depending on the word, I will use Anglicism or not".
47: "It depends on the context, with my friends I will probably use Anglicisms, but not with my family".
69: "I adjust language to the context and interlocutor (...)".



#### 4.5.1. PERCEPTION AND EVALUATION OF ANGLICISMS BY AGE AND GENDER

Table 19 shows how the previous results from section 4.5. can vary to some extent if we base them on age and gender variables:

Both genders among youngsters agree that they do think they are appropriate, with *No* being the least voted option in both cases and with 0 answers among young men. However, in the case of adults, the complete opposite occurs, with *Yes* being the least voted option in both genders. While adult men are more opposed (42.3 %), adult women are more indifferent (56.0 %).

And finally, Table 20 presented in the analysis shows the preference of use between one term or another, taking into account the variables of age and gender.

Among young people, women (60.0 %) prefer to use Anglicisms more than men (42.8 %), being the preferred option again among both genders; although among boys, the responses were more evenly distributed. Among adults, men (65.4 %) prefer to use the term in Spanish more than women (60.0 %), being the preferred option in both genders, and the least voted among young people.

Also, it is worth noting that many adults may have selected the option of preferring to use the Spanish term because, of the 51 survey respondents, none of them indicated an English proficiency level higher than B1, and therefore, they may find it difficult to use these terms correctly in any context. However, this does not mean that they do not consider them suitable at all, as shown by the results in Table 19, where they appear indifferent

Table 19. Results on whether they consider Anglicisms to be appropriate divided by age and gender variables

YOUNG PEOPLE (M+F=49)			YOUNG MALES (14/49)		YOUNG FEMALES (35/49)	
Yes	31/49	63.3 %	9/14	64.3 %	22/35	62.8 %
No	3/49	6.1 %	0/14	0.0 %	3/35	8.6 %
Indifferent	15/49	30.6 %	5/14	35.7 %	10/35	28.6 %
ADULT PEOPLE (M+F=51)			ADULT MALES (26/51)		ADULT FEMALES (25/51)	
Yes	10/51	19.6 %	6/26	23.1 %	4/25	16.0 %
No	18/51	35.3 %	11/26	42.3 %	7/25	28.0 %
Indifferent	23/51	45.1 %	9/26	34.6 %	14/25	56.0 %

Table 20. Results on the choice of term divided by age and gender variables

YOUNG PEOPLE (M+F=49)			YOUNG MALES (14/49)		YOUNG FEMALES (35/49)	
Anglicism	27/49	63.3 %	6/14	42.8 %	21/35	60.0 %
Spanish term	6/49	6.1 %	4/14	28.6 %	2/35	5.7 %
Indifferent	16/49	30.6 %	4/14	28.6 %	12/35	34.3 %
ADULT PEOPLE (M+F=51)			ADULT MALES (26/51)		ADULT FEMALES (25/51)	
Anglicism	8/51	15.7 %	5/26	19.2 %	3/25	12.0 %
Spanish term	32/51	62.7 %	17/26	65.4 %	15/25	60.0 %
Indifferent	11/51	21.6 %	4/26	15.4 %	7/25	28.0 %



towards them. Therefore, the youth is the one who best consider and apply the use of English terms by far. This is mainly due to the fact that they have a higher level of English than the adults. Moreover, some of the reasons behind these results indicate that another important factor in these new linguistic tendencies is how young people use Anglicisms to assert their group identity (González & Rodríguez 2011, p. 271).

## 5. CONCLUSIONS

All things considered, it is undeniable that nowadays Anglicisms are already part of our language and the vast majority of them are known by a large part of our population. We will find them wherever we look since social media exposure, globalisation, and the many types of entertainment that originate from an English-speaking market are more than evident and will continue to increase in the coming years.

The idea behind this study has developed satisfactory results from our questions and they could be used for future studies on Anglicisms. The objectives analysing knowledge and use within a diverse group of people, both by age and gender, have been met, as the obtained results align with the sociocultural profiles of the 100 respondents. However, it is important to consider that this study only presents results from a sample of a small group of individuals, and their interpretation should be taken with caution as they may suggest certain trends or patterns. Therefore, the obtained results are purely indicative, as there may be limitations in accurately capturing the characteristics and opinions of the entire Spanish population.

Despite the fact that the general reaction has been half positive and half negative, the analysis has provided useful insights. Firstly, it came to light that young people mainly support Anglicisms. Because of their frequency and importance on language development and identity, they make extensive use of them orally as their own slang and in informal circumstances. Some Anglicisms are very well known and recently used by youths due to their short life and greater knowledge of the

English language than adults, who will not be more familiar with terms like *red flag* until they become increasingly widespread over time. On the other hand, it has been discovered that some Anglicisms are used and known more by women, and others by men, according to where they appear in particular contexts, such as fashion or technology. So, it is worth noting that age and gender differences are influential factors in this regard.

In conclusion, Anglicisms are here to stay and will likely become more prominent in various contexts. Some respondents have indicated that they encounter them in advertisements or in their workplace and this will gradually normalise their usage over time. Therefore, the hypothesis that the context in which we surround ourselves ends up influencing our way of communicating and acquiring new concepts is confirmed. The selection of the eight Anglicisms was intended to support the premise that the more an Anglicism appears in external media, such as the newspaper or literature, the more well recognised it becomes. At the end, except for *detox*, the popularity criteria were satisfied in seven of the eight terms. We avoided using some of the most common Anglicisms or ones that are even in the RAE Dictionary, such as *stop* or *airbag*, to ensure that the responses were as diverse as possible. In reality, none of the eight proposed terms are found in this dictionary, and those who base their criteria on academic institutions would not have a true or contemporary view on the language.

In terms of the limitations of the study, some survey users suggested that they were missing an option for *0* and *never* in the Likert scale when responding the frequency of use for each of them. As a matter of fact, this demonstrated that they may know, have heard or seen the term, but they never actually use it, and so many chose option 1. This method affected how accurately people report the frequency of using Anglicisms. Because of this limitation, the survey results might make Anglicism usage seem more or less frequent than it actually is. It was also asked in the questions regarding the knowledge of use to avoid putting visuals that may visually refer to the term so that respondents could exhibit different sorts of



understanding. Moreover, two of my close respondents suggested that a shorter survey could have been more effective. A possible solution might be to conduct a similar survey with three categories instead of four, which could encourage respondents to write more detailed and complete answers.

Finally, in terms of new research directions, a much more extensive and complete analysis could be made if we analyse each section based on other personal traits such as the English level, as well as the differences and advantages compared to those who do not fully comprehend the language. On the other hand, the theoretical framework and survey could be expanded by conducting an exhaustive analysis of Anglicisms and the code-switching phenomenon in Latin American countries. In these territories, the Spanish language is also spoken, and it would be interesting to look into their possible different uses, prejudices, appreciations, and even a comparison with peninsular Spanish.

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