

TEMA 66

Dimensión cultural de la anglofonía en el mundo actual. El inglés británico y el inglés americano. Presencia de la lengua inglesa en España. Los anglicismos

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1. The World of English

Language is the most important vehicle of communication among people. It is founded on the need for communication that a community of people sharing the same social and cultural context feels. Hence, language constitutes a distinctive feature of a particular culture.

The need for communication among people belonging to different cultural communities has impulse the learning of foreign languages. People may communicate by means of a common language which is not their mother tongue and whose cultural features they do not share. This language is called *lingua franca*. French language gave origin to the term due to its popular use by merchants and soldiers who participated in the Crusades, but its use was not restricted to French, e.g. Latin was used as 'lingua franca' by scholars from many different countries in the western world during the Middle Ages.

Learning a language implies acquiring knowledge about language rules and vocabulary, but also acquiring knowledge about social norms and cultural values. In turn, when a language spreads to other countries and other cultures, it also carries its social and cultural values within.

English language has gained an enormous importance in the world. Its worldwide prestige is mainly due to its social, economical and cultural supremacy from the period of splendour of the British Empire, and the influence of British Institutions in the modern world.

1.1. English as an international language

Nowadays English is not only a well-known and international language, but it is also used as *lingua franca* in almost every communicative situation where speakers do not share the same mother tongue. This use of English also contributes to its supremacy as an international language.

Some facts that illustrate the role of English in the world are:

a) Number of **speakers**:

- About 1,400 million people speak English as their mother tongue.
- 45 countries consider English their official language.
- 20 countries consider English their second or first educated language.

b) The British Empire spread on every **continent** and now English is an official language in over 50 countries:

- **Africa**: Cameroon, Gambia, Ghana, Kenya, Liberia, Madagascar, Malawi, Mauritius, Nigeria, Sierra Leone, the Seychelles, South Africa, Tanzania, Uganda, Zambia, and Zimbabwe.

- **America:** Bahamas, Barbados, Belize, Bermuda, Canada, the Falklands, Guyana, Jamaica, Trinidad y Tobago, the USA, and West Indies.
- **Asia:** Bangladesh, Hong Kong, India, Malaysia, Pakistan, Nepal, Singapore, Sri Lanka, and Tonga.
- **Oceania:** Australia, Borneo, Fiji, Papua New Guinea, Philippines, and New Zealand.
- **Europe:** Gibraltar, Malta, Ireland, and the United Kingdom.

The Commonwealth still keeps a unity in certain aspects, i.e. political agreements, economical treaties, social events, sport competitions...

c) **Industrial and technological** achievements:

- High technology projects are usually developed in English, e.g. Space technology has traditionally been developed by the USA (NASA) and demands knowledge of specific technical terms in English.
- Computers jargon is also traditionally English, as it is software development.

d) **Scientific** research. English has overpassed other languages in this field with few exceptions, e.g. French research on the AIDS virus. Relevant research is always translated into English for international diffusion. International conferences are also usually given in English in order to reach a wider audience.

e) International **communication**:

- International codes have generally been developed in English, e.g. air traffic control code, sea navigation code.
- English is also the most used language in messages sent by electronic mail (email).

f) Predominance of British and American **music**. A list of types of music that have their origin, or have fully developed, in English-speaking countries would include the following:

- Jazz Soul Blues Rhythm & Blues.
- Rock & Roll Reggae Rap...
- Historically, the Pop revolution of the music in the sixties was made by English-speaking musicians who sang in English: Elvis Presley, Muddy Waters, Bob Dylan, the Beatles, the Rolling Stones...

g) Competitive **sports**. Most of modern sports have been invented, or developed to actual popularity level, in England and USA:

- **British sports:** soccer football, rugby football, golf, tennis, cricket, squash, boxing, competitive swimming, rowing, horse racing, ping-pong, badminton...
- **American sports:** football, volley ball, basket ball, baseball...

1.2. Famous British institutions

There are some British Institutions that render a direct or indirect service to the English language, i.e. the British Council, the BBC... They can be classified according to its main goal: either promoting English abroad or as a means of communication.

Promoting English abroad

- a) **The British Council (BC).** It was originally called *The British Committee for Relations with other Countries*. It was founded in 1934 in order to counter the propaganda of the Nazis in Britain and outside. Nowadays, the BC has its own governing board that is free of direct political influences.

Its main objective now is 'to ensure an enduring understanding and appreciation of Britain abroad'. This effort is specially addressed to the diffusion of British culture in the fields of Education, Professional training, Culture, Science and Technology.

The British Council activities are now centred mainly on two areas:

- The teaching of English as a foreign language.
- Facilitating exchanges with the rest of the world.

“...in the arts it's mainly a flow from Britain of theatre companies, music, exhibitions ... and exchange of professionals in science, medicine and in other areas...” (Spaven 1993).

The British Council also provides information about Britain through its libraries –it has libraries in most countries where it operates– and through the Council offices.

- b) **Mass media.**

1. The Press: **The Times.** *The Times* first appeared as *The Daily Universal Register* on January 1st 1785. It is said to have produced 'first-hand reports on such epic events as the execution of Louis XVI during the French Revolution, the massacres in St. Petersburg during the Russian Revolution, or the death of Queen Victoria'.
2. The Media: **The British Broadcasting Corporation (BBC).** The BBC was founded by 1925 and it has regulated British radio and television since then. It has been financed by the licence fees paid by U.K. citizens with a television set and by an annual grant voted by Parliament.

This monopoly has continued until 1990 when 'The Broadcasting act' was finally proclaimed, lifting many restrictions on who and what can be broadcast, and allowing private radio stations to set up in England.

New radio stations broadcast now in the UK for a specialised public:

- **United Christian Broadcasters** do it for committed Christians.
- **Radio Lollipop** has established itself as Britain’s leading children’s radio station and aims to provide comfort and help to sick children.
- **Sunrise Radio** has proved a great success with the Asian Community and broadcast in three languages.

2. Standard English and Standard American English

“English has become a world language because its establishment as a mother tongue outside England. This carrying of English to other parts of the world began in the seventeenth century, with the first settlements in North America, and continued with increasing impetus through the eighteenth and nineteenth centuries”. (Barber 1972:228).

During the 18th and 19th century the attempts of grammarians and educators to define a set of phonetic, grammatical and lexical features which could be regarded as ‘correct’ English resulted in the final standard models that can now be appreciated in Britain and in America: Standard English and Standard American English.

“The prestige of **British English** is often assessed, however, in terms of its ‘purity’ (a baseless notion) or its elegance and style (highly subjective but nonetheless powerful concepts). Even those Americans who are put off by ‘posh accents’ may be impressed by them and hence likely to suppose that **standard British English** is somehow ‘better’ English than their own variety. From a purely linguistic point of view, this is nonsense, but it is a safe bet that it will survive any past or future loss of British influence in world affairs” (Algeo 2010).

2.1. Standard English

Within the limits of any language there are as many varieties as different groups of people marked by their class, education, location, occupation, etc. Three main types can be distinguished: a spoken standard variety, a written literary language, and vulgar speech. The most general and common variety occupies the middle ground and corresponds to educated speakers that are aware of the rules of grammar and the social conventions of language. This is considered a standard form of language.

The term Standard English or British Standard English refers to a variety of English commonly associated to recognised British institutions: the Queen’s English, BBC English, Oxford English... as well as to the speech and accent of the so-called Received Pronunciation (RP).

2.1.1. RP English

RP is the standard accent of English as used in professional communication in Britain. The term was first coined by linguist A.J. Ellis in 1869 and it became widely known when phonetician Daniel Jones used it in the second edition of his *English Pronouncing Dictionary* (1924).

Main features:

a) **Linguistically:**

- RP speakers follow a consistency and uniformity in pronunciation.
- They also make an accurate use of grammar rules and appropriate word choice.

b) **Geographically:**

- RP accent is associated with the Southeast of England, but its use is not geographically located.
- It is used with a fair degree of uniformity in all parts of the country.
- It is commonly taught in schools nationwide.

c) **Socially:**

- RP speakers avoid any regional or local features, such as dialectal expressions or slang, revealing a solid social and educated background.
- RP is associated to high middle-class circles, as it emerged from people attending public boarding schools, such as Eton, Harrow, Rugby and Winchester, and were educated at Oxford and Cambridge.
- It is commonly identified with the standard pronunciation that was traditionally required to work in BBC radio and television from 1922.

Three types of RP have been identified:

- a) **Conservative:** It refers to a traditional variety associated with highly educated old people and aristocrats.
- b) **Mainstream:** It refers to a neutral accent in terms of signals revealing the speaker's background: age, occupation, locality...
- c) **Contemporary:** It refers to young speakers who are able to mix their middle class and educated RP accent with some personal regional features.

RP is also a theoretical linguistic concept. It is used in the phonemic transcriptions of English sounds in dictionaries and other linguistic materials, providing scholars with a model of comparison and general public with a common reference.

2.1.2. English as a Foreign Language

English as a Foreign Language (EFL) is defined: 'English as taught to people whose main language is not English and who live in a country where English is not the official or main language'. (Cambridge Dictionary).

The number of EFL students worldwide is nearly two billion, according to the British Council, one of the largest providers of English language instruction in the world with more than 3,000 full-time English teachers worldwide in 2014. The demand for English teachers worldwide is huge and continues to grow.

This is mainly due to the importance of English as the international language of commerce and culture:

- English has played an instrumental role in the massive economic growth of countries such as Vietnam, Thailand, Malaysia, and Indonesia.
- In the developing world, English language is required to improve and expand connectivity across the globe.
- English is used worldwide to conduct business, education and diplomacy, but also to enjoy culture and entertainment.

The English proficiency index has released statistics on the countries with the highest proficiency in EFL:

- Sweden: 70.94.
- Netherlands: 70.58.
- Denmark: 70.05.
- Norway: 67.83.
- Finland: 65.32.
- Slovenia: 64.97.
- Estonia: 63.73.
- Luxembourg: 63.45.
- Poland: 62.95.
- Germany: 61.83.

2.2. Standard American English

The main quality attributed to American English is **homogeneity**. In spite of the diversity of people who formed the primitive States and the huge surface of its

territory, or maybe because of these features, the language has kept a fair degree of uniformity. Among the factors that could justify this uniformity are:

- The influence of Webster’s spelling book and dictionary.
- Lindley Murray’s grammar.
- The standardised influence of public education.
- The respect of the authority and faith in the experts.
- The instinct of conformity.

As the USA grew more influential in the world the variety Standard American English also became more popular worldwide –with the exception of Europe. Today American English is probably the most important language in the world, its influence clearly present through: air control, air travel, commerce, economy, films, Internet, military aids, music, publications, research, scientific world and television.

2.2.1. Main features

The two main features of American English are its **uniformity** and the tendency to **preserve** already old-fashioned words.

- a) **Uniformity.** In spite of the fact that settlers came from many different countries and, consequently, spoke different languages, American English kept a standard uniformity. The constant movement of people from the eastern coast to the central and western regions might have evidenced the need to keep this standard.

“Except for a few districts, such as the region around Massachusetts Bay and the tidewater section of Virginia, the most prominent characteristic of the occupation of the United States is the constant mingling of settlers from one part with settlers from other parts” (Baugh 1957:412).

J. F. Cooper declared:

“It is another peculiarity of our institutions, that the language of the country, instead of becoming more divided into provincial dialects, is becoming, not only more assimilated to itself as a whole, but more assimilated to a standard which sound general principles, and the best authorities among our old writers, would justify”. (Cooper 1828).

- b) **Archaism.** It represents the process of preservation of old features of the language which have gone out of use in Standard English. Some examples:

1. **Phonetic:**

- Intervocalic [r]: *more interesting*.
- Preserving flat [æ] instead of [a:]: *fast, grass*.
- Preserving [i:] instead of diphthong [ai]: *either*.

2. **Morphological:** Using the archaic past participle form of some verbs: *gotten*.
3. **Lexical:** Keeping the old meaning of words such as *mad, sick, rare, fall...*

On the other hand, American English is known to have developed **tolerant of innovations**. This can be illustrated both by attempts to consolidate the language independently of Standard English –Webster’s dictionary– and by the number of new words that were accepted during the period of colonial expansion.

Some examples of these new words are:

- About landscape: *foothill, gap, notch*.
- About growing things: *sweet potato, egg plant, squash*.
- Indian loans: *wigwam, tomahawk, canoe, toboggan, moccasin, squaw*.
- Related to disasters: *locust, scalp*.
- New political system: *congressman, presidential, statehouse*.
- French loans: *portage, bureau, cache*.
- German loans: *noodle, pretzel, smearcase*.
- Dutch loans: *cookie, boss, scow*.
- Spanish loans: *coyote, alfalfa, marihuana*.
- Old words with a new meaning: *robin, turkey, corn*.
- Two words indicate a new meaning: *egg plant...*
- The use of acronyms, which is also a feature of English language: FBI, NASA, CIA, USA...

2.2.2. The declaration of the American Language

Noah Webster (1758-1843) was a famous lexicographer. He had been trained as a lawyer, but preferred working as a teacher and writing textbooks and essays on the English language.

- He wrote *The American Spelling Book* (1806), which quickly became very popular and is considered the main responsible for the spelling of those words that now distinguish American from British English.
- His second dictionary, *An American Dictionary of the English Language* (1828), is the real ancestor of the dictionaries that today are called ‘Webster’s dictionary...’
- Webster’s work gave American English a dignity and vitality of its own by reflecting the principle that language spelling, grammar, and speech should be based upon practical usage rather than on artificial rules.

“As an independent nation, our honor requires us to have a system of our own, in language as well as government. Great Britain, whose

children we are, should no longer be our standard; for the taste of her writers is already corrupted, and her language on the decline. But if it were not so, she is at too great a distance to be our model, and to instruct us in the principles of our own tongue" (Webster 1789).

He was also considered a man who defended his ideas of independence by means of language:

"Noah Webster was a patriot who carried his sentiment from questions of political and social organization over into matters of language" (Baugh 1957:428).

An American Dictionary of the English Language (1828)

Main features:

- Stress on American usage and pronunciation.
- Adopting a number of distinctive spellings.
- Introducing quotations from American authors.

Influences on American spelling:

- *our/or: honor, color, behavior...*
- double consonants: *traveler, wagon...*
- *re/er: fiber, center, theater...*
- *c/s: defense, offense, pretense...*
- *iae/ie: medieval...*
- *e/-: determin, examin, medicin, axe/ax...*
- others: *plough/plow, tyre/tire, tsar/czar...*

Influences on American pronunciation. "A good articulation consists in giving every letter in a syllable its due proportion of sound, according to the most approved custom of pronouncing it..." (Webster 1828).

E.g. *clus-ter, ha-bit, nos-tril, bish-op...*

The most notorious differences between American English (AmE) and Standard (RP) English are:

- a) RP /a:/ is pronounced AmE /æ/.
- e.g. *fast, path, grass, dancehalf...*

In American English the old sound /æ/ was preserved.

- b) RP /r/ disappears except before vowels.

In the Middle and West States, /r/ is pronounced in all positions.

- c) RP /o/ is pronounced with the lips rounded.
e.g. *not, lot, hot, top...*
In AmE it is pronounced unrounded.
- d) In RP unaccented syllables are very slightly pronounced.
E.g. *necessary, secretary, literature...*
In AmE unaccented syllables are pronounced with greater clearness.
- e) Concerning individual words:
 - RP /ai/ is pronounced AmE /i:/: *either, neither...*
 - RP /ai/ is pronounced AmE /ə/: *fertile, sterile...*
 - RP /e/ is pronounced AmE /i:/: *leisure...*

2.3. Lexical infiltration

Examples of British lexical infiltration by American usage:

- a) **Early words:** *backwoods, beeline, belittle, blizzard, bunkum, caucus, cloudburst, prairie, swamp.*
- b) **Modern words:** *alibi, allergy, angle, blurb, breakdown, cafeteria, cocktail, crash, egghead, electrocute, fan, filling station, go back on, highbrow, know-how, lowbrow, maybe, OK, radio, sales resistance, slip up, stand up to, TV, way of life.*

3. The English language in Spain

As with many other countries in the world, English is the first foreign language in Spain. It has displaced French from this position, and about 90% of students in Primary and Secondary Schools decide to study English nowadays. English is also very important in order to get a job, to train professionals in technical and commercial fields, and to train students for scientific research. It is also present in the music, the sports, and the films that we listen to and watch every day. It has an important place as a means of communication in television programmes, radio interviews, press, and the Internet.

3.1. English in Spanish daily life

There are many studies that have placed the focus on the role of the English language in Spanish life, covering different areas such as:

- Economy and finances.
- The legal domain.

- Advertising.
- Music.
- Computers.
- New technologies.
- Youth’s speech.

Special attention requires the uses of English by young Spaniards, ‘as they seem to be the most influential section of the population in terms of the way English and Spanish co-exist in contemporary Spanish and with regard to their cultural production’ (González *et al.* 2009).

“The fact that English is present in all these settings in Spain is more evidence of the increasing interconnectedness and mutual influence among languages, largely brought about as a result of globalisation” (Luján-García 2010).

3.1.1. Education

English as a Foreign Language (EFL) is introduced in the **Primary** Education curriculum as a compulsory subject. Most of the students from 8 to 12 take English as their 1st foreign language.

EFL is also part of the **Secondary** Education curriculum. Students from 12 to 18 can take English as their first foreign language, and those who take another foreign language can also take English as their second foreign language. English has also an important role in the curricula of Vocational Studies that are related to the world of communication, i.e. administration, service...

New trends in EFL education have prompted educational schemes and policy supporting Content and Language Integrated Learning (**CLIL**) in both primary and secondary education. More and more schools are selected every year as Bilingual schools where CLIL is implemented.

A government’s scheme to promote Public **Language schools** for adult education, where English is again the favourite option, has been running for about 15 years. These language schools also offer teachers the opportunity to develop the language skills they need to participate in the CLIL scheme.

At the **higher** education level, the development of the Bologna Process (1999), which encouraged students mobility within participant universities, have resulted in an increasing interest in foreign languages among university students. Besides, most careers require students achieve certain proficiency level in a FL to graduate, which has also raised the number of students attending FL courses –specially English.

3.1.2. Linguistic landscape

The presence of English in Spain can be described by observing the language samples within the social communication space, i.e. the texts produced and found in the city or town environment. For example:

a) **Shop-signs:**

- Different types of messages with different uses of the language: Isolated English words, English sentences, genitive constructions, expressions, and hybrid Spanish-English sentences.
- Mostly found in: Fashion shops, Telecommunication shops, and restaurants.

b) **Advertisements:**

- Similarly, advertising companies re-use their campaign materials and posters with the original ideas and English texts.
- English is the most chosen language for publicity by Spanish companies.

3.1.3. Getting a job

General requirements to find a job in Spain at the moment include knowledge of modern languages and computers. Most of the jobs that are part of the public offer require a qualification in English. Agencies in charge of the selection of candidates include a test on written English and an interview in oral English.

3.1.4. Computers jargon

Computer technicians have always needed a good competence in English, as primary operations and programming instructions must be made in this language. Nowadays, computer users need some competence in English in order to control interface operating orders, e.g. 'dir' for directory, 'cd' for change directory, 'del' for delete, 'cls' for clear screen. Direct commands are also in English, e.g. 'run', 'list', 'input'...

Computer users are also using English as part of the interactive process when they are running a programme. Most of the software is made in English, which is the best way to ensure international communication.

3.1.5. Scientific research

In scientific research, English plays two important roles:

- As a source of information in order to form a corpus of knowledge where everybody can get access, i.e. most important documents are in English or have been translated into this language.

- As a means of communication –lingua franca– among researchers from different parts of the world, i.e. via fax, e-mail... or in a Skype conference.

English is so important for this field that every researcher in every department of every University needs to have some competence in, at least, written English.

3.1.6. Business

The importance of English as a means of communication in the world of business has impelled the creation of many networks of Language Schools where business English is taught. In big cities, important business centres use a complex network of instant Internet connections with other companies abroad. The language of communication is usually English.

3.1.7. Music

The predominance of British and American pop music in popular top lists is evident. This has also influenced the importance that young people give to learning English. Competence in this language guarantees the understanding of songs lyrics, and the access to information about bands and singers, e.g. biographies, anecdotes... In this sense, language and culture come together. By means of the lyrics, people understand both the message and the cultural features of the song.

There are also a number of Spanish singers and bands that compose and perform their songs in English, mainly due to promotional reasons. They usually choose an English name as well: The Singletons (Barcelona), The Blows (Vigo), The Sunday Drivers (Toledo), Cat people (Vigo), The Unfinished Sympathy (Barcelona)...

3.1.8. Sports

As a particular sport becomes popular, the specific terms that rule its practice become popular too. Many words from football have become part of Spanish words in the practice of this sport, e.g. *corner*, *penalty*, *goal*, *'orsaid'*... This has also been the case of tennis, e.g. *drive*, *deuce* ...

3.1.9. Mass media

- The press.** English papers and mags are more and more frequent in Spain, partly because of the number of tourists that spend long periods of holidays here, partly because of their didactic use as authentic material in EFL class. Some examples:
 - The English Press distributed in 'La Costa del sol'.
 - New Gazette in 'Islas Canarias'.
 - Speak up, which has a national distribution.

- b) **Radio.** English is present in Spanish radio mainly through music. However, some radio stations broadcast part of their programmes in English either addressed to an English-speaking community or as part of foreign language education. From over 170 radio stations in Spain that broadcast on the Internet, about 20 of them do it in English.
- c) **Satellite TV.** Satellite television allows Spanish television users the opportunity to watch English-speaking channels. Some of the most popular channels are:
 - News: Euronews, BBC News, NBC News, Skyline, CNN International...
 - Sports: Eurosports, BBC Sports...
 - Films: TNT Films, Cineclassics... always offer original versions.
 - Education: programmes directly aiming at language learning, i.e. That's English.
 - Scientific and cultural diffusion: Sea Animals, Coucteau's travels...

3.1.10. International events

The use of English as a 'lingua franca' is the norm in International events that are organised in Spain. Congresses, Conferences, Symposiums, etc. are held in English as the best –and maybe only– way to ensure communication among the participants coming from all parts of the world.

3.1.11. The Internet

This is the most important vehicle of communication in present-day society. It has transformed the world of communications by breaking the old barriers of time and space. It does not matter where a person is, whether Spain or Britain, as long as he has access to the Internet he is able to gather information about any of the fields named in the sections above: music, sports, press... and can freely interact with other people –including English speakers– by means of email messages, pop-up messages, voice conference and video conference.

Most Spanish large companies offer an English version of their websites, e.g. El Corte Inglés, Telefónica, Grupo Santander, Repsol, Cepsa...

3.2. Anglicisms

Anglicisms can be defined as the Spanish use of English words or expressions. This can be due to several reasons:

- Because there is not an equivalent Spanish word.
- Because the Spanish word is not known.
- Because it is a new concept that originated in English.

Anglicisms can happen at various levels. Although the most important Anglicisms are lexical, there are also morphological and syntactic Anglicisms.

3.2.1. Lexical Anglicisms

The spelling is contrary to Spanish usual spelling.

a) **Doubled-letter**-spelling.

1. **Doubled consonant:** *bitter, cassette, dribbling, ghetto, groggy, hippy, hobby, jazz, jogging, offside, pudding, puzzle, rimmed, sex-appeal, sheriff, stress*. They become single in Spanish spelling.

2. **Consonantal clusters.**

– **Initial position:** *knock-out, sketch, slip, slogan, stock, striptease*. Sometimes it is lost in Spanish spelling, e.g. *noquear*.

– **Medial position:** *basketball, beefsteak, bridge, bunker, cocktail, folklore, football, gangster, hockey, jockey, recordman, roastbeef, rugby, ticket*. Some consonants are lost in Spanish spelling, e.g. *coctel, jokey, bistec, rosbif, ganster...*

– **Final position:** *block, camping, crack, film, golf, iceberg, marketing, parking, playback, record, shock, stand, tourism, Viking, yacht, yard, yoghurt*. Some of these are adapted to Spanish spelling by adding either a verbal ending, e.g. *bloquear, filmar, standarizar...* Or a genre morpheme, e.g. *yate, yarda, vikingo, turismo...* Sometimes some consonants are lost, e.g. *yogur, crac, recor...*

3. **Doubled vowels:** *boom, footing, jeep, meeting, pedigree*.

b) **Letter w:** *bungalow, clown, cowboy, interview, sandwich, show, water, whisky*.

c) **Single final consonant:** *bat, bulldog, clip, club, comic, handicap, pivot, reporter, snob*. Some of these are adapted to Spanish spelling by adding a final morpheme, e.g. *bate, pivote, reportero*.

d) **'Y' preceded by consonant:** *baby, brandy, penalty, pony*. Some of these are adapted to Spanish spelling by changing the "y" to "i", e.g. *brandi, penalti, poni...*

e) **Acceptable spelling:** *jersey, magazine, manager, poker*.

f) **Spelling imitating English pronunciation:** *champú, futbol, gol, lider, orsaid, rosbif, volibol*.

3.2.2. Pronunciation

Spanish sound imitating English pronunciation:

– /ei/: *bakon, hit-parade, plumcake...*

– /u/: *football, footing, boom...*

- /o/: *-ball, hall...*
- /ai/: *nylon...*
- /e/: *sweater...*
- /dʒ/: *jet, jockey, junior...*
- /h/ is used instead of mute 'h' in: *hall, hockey, hippy...*
- /ʃ/ occasionally in: *passing-shot, aftershave...*

3.2.3. Morphology

Spanish morphemes are used to adapt the English word to Spanish inflection and rules of morphemic coinage.

- *-ista: futbolista, golfista, esnobista...*
- *-ador: boxeador, goleador...*
- *-eo: bloqueo, flirteo, boxeo...*
- *-ato: liderato...*
- *-ismo: esnobismo...*

3.2.4. Not obvious Anglicisms

Adicto, agenda, agresivo, apartamento, área, canales, década, doble, evento, expectación.

a) **Neologisms:** *accesorio, aditivo, alergia, astronáutica, binoculares, biodegradable, cibernética, ciclón, colesterol, colisión, compresor, cosmética, depilación, desodorante, detergente, helicóptero, módulo, predador, supermercado, telespectador, televisión.*

b) **Prefixation:**

- *anti-: antibaby, antigas, antioxidante...*
- *auto-: autodeterminación, autopromoción...*
- *contra-: contraatacar, contraofensiva...*
- *co-: copiloto, coproducción...*
- *de-: delimitar, devaluación...*
- *des-: desactivar, descodificar...*
- *dis-: disociar, distensión...*
- *hiper-: hipersensible...*
- *i-: ilegal, irrelevante...*
- *infra-: infraestructura, infravalorar...*

- inter-: *intercomunicación, interconexión...*
- macro-: *macroeconomía, macroproyecto...*
- micro-: *microfilm, microorganismo...*
- mini-: *minigolf...*
- multi-: *multigrado, multinacional...*
- pos-: *posgraduado, postventa...*
- pre-: *prefabricar...*
- re-: *reactivar, reestructurar...*
- sub-: *subestimar, subproducto...*
- super-: *superpotencia...*

c) **Suffixation**

- -izar: *flexibilizar, hospitalizar...*
- -ificar: *intensificar...*
- -al: *educacional, emocional...*
- -ismo: *activismo, proteccionismo...*
- -ista: *activista, proteccionista...*
- -ivo: *educativo...*
- -orio: *discriminatorio...*

3.2.5. Anglicisms consisting of more than one word

- a) **Literal translations:** *aeropuerto, bus, campin, cine, club, escena-pública, escuela, gas, radiomotor, self-service.*
- b) **South American translations:** *una rapada, deliberar groserías, parquear el carro...*

3.2.6. Morphological and syntactic Anglicisms

- **Morphological Anglicisms:**
 - * Some articles are omitted: *Sabe jugar a fútbol.*
 - * Some prepositions are also omitted: *Esto es sábado noche.*
 - * Use of possessive adjectives: *Cayó en mi cabeza.*
- **And syntactic Anglicisms:**
 - * Use of the passive voice: *Están siendo revisados ahora.*
 - * Use of premodifying adjective: *No es tu culpa.*