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FACULTAD DE COMUNICACIÓN, LINGÜÍSTICA Y LITERATURA
ESCUELA DE LINGÜÍSTICA APLICADA CON MENCIÓN EN TRADUCCIÓN

DISERTACIÓN PREVIA A LA OBTENCIÓN DEL TÍTULO DE LICENCIADA EN
LINGÜÍSTICA APLICADA MENCIÓN EN TRADUCCIÓN

**Analysis on how adolescent girls ages 12-18 use the anglicisms found in the
teen magazines: *Tú, Generación 21, and Seventeen***

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QUITO 2014

ACKNOWLEDGEMENTS

First and foremost I would like to thank God whose many, many blessings have made me who I am today.

To my family, words cannot express how thankful I am for their unconditional love, patience and support throughout my career and for all the sacrifices they have made on my behalf.

To Mary Ortega, for her endless amount of support and encouragement because, honestly, if not for her this dissertation would never have been finished. And contrary to what others think, SHE IS THE BEST DISSERTATION WRITER IN THE WORLD.

I also thank Veronica Montero, my dissertation advisor, who has guided me through the process, and whose input has been extremely invaluable to this dissertation.

To Elizabeth Feinstein who helped me count surveys, cheered me on, and for being a wonderful proofreader.

To Gabriel Del Castillo, because he is really awesome (also because of his love and support to me while writing this dissertation and his acceptance to my crazy ideas about unicorns, zombies, food, among other random things).

To Anita Perez who also helped me with surveys. (You're the best!).

Special thanks to everyone else who I may have forgotten and have in some way helped for this dissertation to be completed. Thank you.

"Even when the music was still playing, the applause began. Because the wild modern creature on stage was showing them all, showing Betsy Groom and everyone else in the house, that there was more than one way to be a girl. There was Anna's way, a way that, today, was going to twist and stomp and dance its way to first place."

Anna's Way, Seventeen Magazine August 2001

Special dedication to Campanita, the editor cat, who had sat on my lap and bit me when I tried to procrastinate writing this dissertation, therefore proving that she, deep down in the recesses of her evil soul, loves her human mama cat.

Because of this, and many other generous actions by this editor cat, warrants dedication in this paperweight you have in your hand -I mean- academic contribution to the Linguistics community.

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BACKGROUND AND JUSTIFICATION

The world is going through globalization. It's not a theory, idea, or notion, it is a fact. One of the effects of globalization is the spread of English to other countries and Ecuador is not immune to this spread. Anglicisms such as *trendy*, *in*, *looks*, *sexy*, and *girly* are being incorporated into Ecuadorian Spanish through mass media such as magazines, particularly teen magazines. Teenagers, especially teenage girls, read these publications and adopt English words and phrases into their speech. Teen magazines are important to girls because they have always been a source of information for girls to find out about the latest fashion or gadget. They have the power to sway its readers on what is popular and what is not, what kind of product or cosmetic to use, who is the hottest celebrity, which is the latest "must have" technology and so on and so forth. Adolescents also use these magazines to discover new ways to improve their self-image.

In order to attract consumers' attention, magazine editors and product advertisers also use English in their pages so they can promote a certain prestige (Paramo 2008: 28-29). This strategy is not exactly new. There have been examples that have appeared in German advertisements dating from the early 20th century.¹

¹ Gerritsen, M., C. Nickerson, A. Van Hooft, F. Van Meurs, U. Nederstigt, M. Starren, and R. Crijns. "English in product advertisements in Belgium, France, Germany, the Netherlands and Spain." *World Englishes*. (2007): 291–315. Web. 11, July, 2011. <<http://onlinelibrary.wiley.com/doi/10.1111/j.1467-971X.2007.00510.x/full>>.

Previous studies prove that English usage is increasing in Ecuador (in store signs, food branding, newspapers, general magazines, etc.), as well as their attitudinal perceptions towards that language. However, what they have not established, at least theoretically, is to what extent these words and phrases have been incorporated into daily usage, nor is there an analysis on anglicisms themselves or on their usage.

Also, as a linguist and a native English speaker, I think it is important to investigate the current situation of the English language here in Ecuador, especially in Quito, where English has a large presence, despite the fact that it does not have an official status in the country. I have chosen to investigate teenage girls since they are the ones that are most likely to read and benefit from the source material of this study, which are teen magazines.

Social reasons for this study is that it will help linguists and researchers at least in a small way, since the research analysis, results and conclusions will be a measure of how English is a presence in magazines sold in Quito, as well as in Quitenian female teenagers.

Additionally, this study will help other people who are interested in language contact between two language communities and its influence on teenagers within one of these communities. It will also help English language teachers here in Ecuador to know of this situation so that they can create lesson plans accordingly that can help teenagers'

language acquisition. This study will also be helpful as a reference for possible future studies in relation to language contact.

INTRODUCTION

This dissertation is titled: Analysis on How Adolescent Girls Ages 12-18 Use the Anglicisms Found in the Teen Magazines: *Tú*, *Generación21*, and *Seventeen*. It describes the way anglicisms are used by teenagers ages 12-18. This dissertation will only cover words that have been found in the three magazines above dating from January 2011 to December 2011.

It is important to note that this dissertation will not discuss the positive or negative effects these magazines have on adolescents nor determine if these words influence them. This study will also not deal with the positive or negative effects the English language has on Spanish.

This dissertation is divided into three chapters:

Chapter 1 covers the linguistic theoretical background topics that are necessary to carry out the description and analysis of the surveys. This chapter includes topics such as linguistics and its branches: morphology, and semantics.

Chapter 2 contains the sociolinguistic aspects that will provide the basis for this topic. Some of these topics are language contact, borrowing, English in Ecuador and the three concentric circles of English.

Chapter 3 will be devoted to the actual survey description and analysis.

This dissertation also contains a conclusions section as well as an annex which contains the results for the first survey done before the dissertation plan, as well as a copy of the second survey. It also contains all the words found in the magazines as well as their frequent occurrence.

OBJECTIVES

Main Objective

- To determine the most frequently used anglicisms in *Tú*, *Generación21*, and *Seventeen*, and how these forms are used within a target group of teenagers.

Specific Objectives

- To establish whether the adolescent readers of *Generación21*, *Seventeen*, and *Tú* use and understand the meaning of the anglicisms that appear in these publications.
- To analyze these anglicisms regarding semantic, and morphological aspects.
- To determine if these adolescents learn these terms through magazines or, if not, determine where they have learned them.

METHODOLOGY

Dissertation Methodology

This dissertation uses a descriptive-analytic method and is divided into two phases. The first phase is descriptive in which the linguistic elements needed for the analysis are explained. The second phase, the analytical one, consists of analyzing the data obtained from the surveys.

Investigation Methodology

The investigator determined that to obtain the data on which this dissertation is based, it was necessary to create surveys. There were two surveys made in this study. The first survey was created and applied to a group of teenage girls, in order to determine whether teenagers read magazines and which are the most popular among them. The result showed that the top three read magazines are *Generación21*, *Tú*, and *Seventeen*, after which the investigator examined them to determine and write down on a list, all English words that appear within their pages. On the basis of the frequency of occurrence, eighteen words were chosen from the previous list, in order to be used in the second survey. With this survey, the author of this dissertation wanted to determine whether the girls used these words, how they used them, and where they had learned them.

The next step was to find out whether these words have actually been borrowed into Spanish. Since eight of them occur in Spanish dictionaries, only the remaining ten were analyzed in terms of their form and usage. In order to achieve this, an extensive

bibliographical research was conducted in terms of linguistic and sociolinguistic aspects. The literature review of this dissertation was written to serve as a theoretical background for the analysis.

The second part was the survey analysis. This analysis was divided into three parts. Part One consists of questions one to four and analyzes magazine usage and reading frequency. Part Two consists of questions five, six, seven, ten and eleven, which were related to word usage and where the students learned these words. This section includes a word by word analysis starting from the most popular to the least. Part Three, which consists of question nine, twelve and thirteen, deals with the girls' usage of these words, and each question was analyzed individually.

CHAPTER 1

LINGUISTIC ASPECTS

This chapter deals with the theoretical concepts, as well as information, that can be considered relevant to the dissertation topic. This chapter consists of the following topics: linguistics, morphology, semantics, and their respective branches.

1.1. Linguistics and its Branches

What is linguistics? John Lyons in his book, Language and Linguistics defines linguistics as the “*scientific study of language*” (Lyons 2002: 34). David Crystal, in his book Linguistics, says that the reason why linguistics was created was to find out more information on language because earlier approaches have been unsatisfactory, unhelpful, and often wrong.

According to Lyons, in English, the word *language* has caused some confusion since it can refer to language in general, but it is also applied to systems of communication, whether natural or artificial, human or non-human, spoken or written. Several European languages have two words to translate the English word *language*, such as *lenguaje* and *lengua* in Spanish (Lyons 2002: 2-3). Ferdinand de Saussure had therefore introduced three terms to help differentiate it: *langage*, *langue*, and *parole*. *Langage* is, according to The Concise Oxford Dictionary of Linguistics, “*a system in the mind of the individual*” or the phenomenon of human language itself (Matthews 1997: 198). *Langue* is the language system in any language, a

social reality constraining the speaker, whereas *parole* is the instances of language use, the *executive* aspect of language comprising the combination of signs in the mind of the speaker, and the “*psycho-physical mechanisms*” by which they are externalized, or better explained as linguistic production. (Lyons 2002: 9-10, Matthews 1997: 200, 266 and Malmkjaer 2004: xxvi) *Langue* and *parole* are more focused on the social aspects of language.

Other authors, mainly Noam Chomsky, focus on psychological aspects of language: *competence* and *performance*. *Competence* refers to a person’s intuitive knowledge of the rules and structure of his or her language as a native speaker, and presumes individual differences between humans. *Performance* is the actual use of these rules and structures (Lyons 2002: 9 and Malmkjaer 2004: xxxviii). These two views have generated debate on which should be the main focus of linguistics. (Malmkjaer 2004: xxxi-xxxiii and Matthews 1997: 198)

Peter Matthews’ definition takes both views (Saussure and Chomsky) into account, and states that: *Language is the phenomenon of vocal and written communication among human beings generally again as in ordinary usage. Thus the subject matter in linguistics includes both language as a general property of our species and particular languages.*”

Matthews also gives more information on linguistics, giving a glimpse on how it relates to other subjects.

Linguistics is defined in general dictionaries as the science of language or the scientific study of language... Even though only the academic discipline deals with language alone, and there are aspects of language that it alone is concerned with, its practitioners cannot claim a monopoly of the whole of their subject matter. A range of other disciplines, from the study of literature to

computer science, deal with language one way or another, and the boundaries between them and linguistics are not fixed. (Matthews 1997: vii)

This is significant because this author establishes links between linguistics and other fields of study. However, linguistics studies all aspects related to language. According to Crystal, several branches and approaches of linguistics can be distinguished, depending on the linguist's focus and range of interest. For this dissertation, linguistics branches are divided according to what Randy Allen Harris² in his book The Linguistic Wars has determined, which includes the following:

- Phonology and phonetics³ deal with speech sounds within the systems of individual languages (phonology), as well as the nature and typology of speech sounds themselves (phonetics). The basic unit is the *phoneme*.
- Morphology is concerned with the *forms of words* in different uses and constructions. The basic unit is the *morpheme*.
- Syntax traditionally covers both construction of phrases and sentences. The basic unit is the *sentence*.
- Semantics is the study of word meanings and what these mean in the real world. The area of study is the meaning of *signs* and the study of relations between different linguistic units and compounds.

² This author is not the first author (nor last) to divide it this way, but the investigator considered it the most straightforward version of it.

³ Crystal states that there is some controversy in considering phonetics as a branch of linguistics or a separate subject. *In terms of methods, it is certainly very different and phonetic research of type (a)* [general studies of articulation, acoustics, etc.] *have little to do with linguistics. But phonetic research of type (b)* [studies of the phonetic properties of specific languages] *is plainly part of linguistic enquiry- some would say, an indispensable foundation.* (Crystal 2003:349) Some people, to prevent these controversies, had been to talk about linguistic sciences: linguistics AND phonetics.

Of course, these fields are not separate, and they interact and overlap with each other. Each level has its own importance which cannot be completely ignored when analyzing language in any context.

Crystal says that since linguistics has links to other sciences and fields, it has given way to the setting up of new branches of the subject in both pure and applied contexts, such as anthropological linguistics, developmental linguistics, psycholinguistics, sociolinguistics, statistical linguistics, among many others.

This dissertation will not focus on phonology and syntax, but it will focus on morphology and semantics. The reason for this is that in order to focus on all four branches, the author of this work would also have to make and evaluate recordings (for phonology) as well as analyze how the anglicisms are used within the sentence as it appears in the magazines (for syntax). This is not possible to achieve for this dissertation, due to time constraints, however, it would make an excellent follow-up study to analyze the phonological and syntactic aspects.

1.2. Morphology

According to Geert E. Booij, the term *morphology* has been adopted from biology where it was used to denote the study of the forms of plants and animals. The first linguist to use this term was by the German linguist August Schleicher in 1859 who had used it to refer to the study of the forms of words.

Nowadays, many linguists (O'Grady (1997), Radford (1999), Fromkin (2000), among others) define morphology as "*the study of the internal structure of words*". Crystal defines morphology

as *“the branch of grammar which studies the structure or forms of words, primarily through the use of the morpheme construct.”* (Crystal 2003: 300-1). As seen from these definitions, it can be pointed out that they all use *structure of words* to define morphology; however, other authors take into account meaning. Matthews, in his book entitled Morphology, defines this branch of linguistics as follows: *“...morphology is a term for that branch of linguistics which is concerned with the form of words in different uses and constructions”* (Matthews 1991: 8). He also states that even though word is a unit which is familiar in our culture, the notion that this has a form is not.

Booij sees morphology as *the study of the internal structure of words, and of the systematic form-meaning correspondences between words* (Booij 2012: 7). The word *systematic* is important because, as Booij states: *“for instance, we might observe a form difference and a corresponding meaning difference between the English noun “ear” and the verb “hear”. However, this pattern is not systematic: there are no similar word pairs, and we cannot form new English verbs by adding h- to a noun”* (Booij 2012: 7).

It is important at this time to define the term *word*. According to Andrew Radford, the term *word* hides an important ambiguity. For this reason, he introduces the following: *lexeme, word form, and morphosyntactic word*.

A lexeme is an abstract notion of a word; different lexemes refer to different concepts (Radford 1999: 165-6 and Katamba 1993: 18). Crystal states that it is the abstract unit underlying such sets of grammatical variants. He gives the following example: *walk, walks, walking, walked* which are the variants of the word *walk*. He also considers idiomatic phrases as lexemic (e.g.

kick the bucket = die). These are the units which are listed in dictionaries as separate entries. (Crystal 2003: 265)

Word forms are different forms of the same lexeme, and do not refer to different concepts. Radford uses this as an example: *cat* and *dog* are lexemes, whereas *cat* and *cats* are word forms of the lexeme *cat*. *Cat* and *cats* are the singular and plural forms of *cat*. (Radford 1999:166)

A morphosyntactic word (also known as grammatical word) is as defined by Matthews: “a representation of a word in terms of its grammatical properties, as opposed to a phonetic or written *word form” (Matthews 1997: 234). Radford gives this as an example: *crossed* is the past tense and the past participle of the word *cross*, however *crossed* (past) does not have the same function as *crossed* (past participle) (Radford 1999: 169). Francis Katamba mentions that the nature of the grammatical word is important in the discussion of the relationship between words and sentences as well as the boundary between morphology and syntax (Katamba 1993: 19).

1.2.1. Morpheme vs. Word

As we saw previously in Crystal’s definition of morphology, he mentioned the word *morpheme*. Many linguists define morpheme as *the “minimal unit of grammar”*. Crystal (1971: 187-199) mentions that there are some controversies on whether to use *word* or *morpheme*.

There were some difficulties presented if using the term word. First of all, there were problems identifying words. Identifying words in written form was simple; however, in spoken situations,

it became difficult. People normally do not pause after every word; also, when a person listens to the speech of a foreign language, they are temporarily unable to decipher neither individual words nor where the boundaries between them go. He mentions a few solutions to this problem; however, each of them has their drawbacks. The word can be considered as a *unit of sense* is one; however, this does not include idioms which consist of more than one word (like *spick and span*, and *a rolling stone gathers no moss*). The *potential pause criterion* is another one, but how does one convey compound words such as *washing-machine*? A third way would be to see words as the smallest units that can be understood on their own in a sentence, but even then, there are difficulties. Function words, such as pronouns, cannot be used on their own but they are necessary for grammatical reasons (For example: *This is **my** mother* does not convey the same meaning as: *This is **his** mother*). He also mentions other ways. Another problem with using the term *word* is word classification. Some languages have more “word-like”- units and others, mostly agglutinative languages, do not have words. He uses this as an example: *the* (in English) is hard to be considered as a word, but {-en} in *children*, it is less of a word. This is contrasted with Rumanian, in which the definite article is always added to the noun as a suffix (as in *pumul, the tree*) but is not a free morpheme and therefore, cannot be separated from the noun as in English (***the** nice policeman*). We also see this phenomenon in Hebrew. Articles and prepositions become a part of the noun when used. For example, the word *chair* is written כִּסֵּא, and is pronounced as *quise*, while *the chair* is written הַכִּסֵּא and pronounced *haquise*. The ה which represents [h], attaches as a suffix (Hebrew is always written from right to left) and cannot be separated from the word it modifies as in Rumanian.

As seen above, it is difficult to create a notion of a word that encompasses these and other forms of grammatical patterning of a language. However, using the *morpheme* is also

problematic. Morphemes were artificially created as a reaction to the existing word-based grammars. It was not a novel way of doing this; people have dealt with word structure before (prefixes, suffixes, etc.); this was just on a wider scale, but it was easier to use morphemes to compare languages (such as English and Turkish). Crystal stated that a morpheme should have phonetic shape, meaning and a syntactic role to play in the construction of larger units; however, this process of identifying morphemes should enable us to identify them, but to be able to identify it again when it appears in another context. However, there was a problem; what would happen if one of the three (phonetic shape, meaning and syntactic function) changed? Also, the morpheme concept is in itself of only limited value and the concept is not as all-encompassing as initially thought.

There is no linguistic theory that is primarily based on the morpheme concept; however, linguists would recognize the existence of morphemic units, since linguists view the inventory of morphemes in a language as the basis of that language's lexicon. The role of morphemes has thus changed considerably since they were first introduced, but they are still vastly used instead of the word. This dissertation will deal with the morpheme, because this analysis will be more based on certain modifications based on words.

1.3. Morphological Processes: Derivation and Inflection

Morphology is generally divided, according to Crystal, into two branches: inflection and word-formation, word formation is further divided into derivational morphology and compounding. (Crystal 2005: 197)

According to Crystal (2005: 197), inflection is an affix that signals a grammatical relationship e.g.: case (*girl's* – possessive form of *girl*) and tense (*played* – past form of *play*). Inflection studies the way words vary in their forms to express a grammatical contrast (as in the case of *horses*, where the s-ending marks plurality). The base of an inflectional affix is sometimes called the *stem*. In the case of most English nouns, inflection marks the plural subclass by adding the plural morpheme {-s}. In the case of English verbs, inflections usually marks a distinction between past and non-past subclasses by adding the suffix {-ed} to indicate the past tense.

Derivation is a major process of word formation; it studies the way in which new items of vocabulary can be built out of a combination of elements (as in the case of in-describ-able). George Yule elaborates further and states that, these words are combined with affixes such as *un-*, *mis-*, *-ism*, and *ness* to create new words such as *unhappy*, *miscommunicate*, *terrorism* and *sadness* (Yule 1985: 55).

Matthews states that affixes are part of derivational processes and that they are any element in the morphological structure of a word other than its root. (Matthews 1991: 131) Thus, affixation is the process of adding an affix to a word. Affixes are traditionally divided into prefixes and suffixes. Prefixes precede the word that to which they are attached while suffixes follow it. Other forms are circumfixes and superfixes. There are also affixes known as infixes, which are not common in English, but they come within the word. Another familiar form of infixation is expletive infixation, as in *abso-fucking-lutely*, where the infix serves to intensify the

expression. Less rude is *abso-bloody-lutely*, and milder still, but retaining the structure is *abso-freaking-lutely*.⁴

So, derivational affixes are added to morphemes to form new words that may or may not change their part of speech, and inflectional affixes are added to the end of a word for purely grammatical reasons. Derivation is different from inflection as it uses another kind of affix to create variants of the same word. An example in English is **determine/determine-s/determined/determin-ing**. To be more precise, inflection applies to all members of a part of speech (e.g. all English verbs have a past tense form) while derivation applies only to some members of a part of speech (the suffix {-er} is used with the adjectives *big* and *small*, but not with *important* or *beautiful*). Except for these few instances previously mentioned, English is generally not an inflectional language. This is important to keep that in mind because Spanish generally is.

To conclude, morphology is important for this dissertation because some of the anglicisms analyzed in this dissertation have been modified. These changes are important to consider because these words can change their form when adopted into a new language such as Spanish.

1.3.1. Compounding

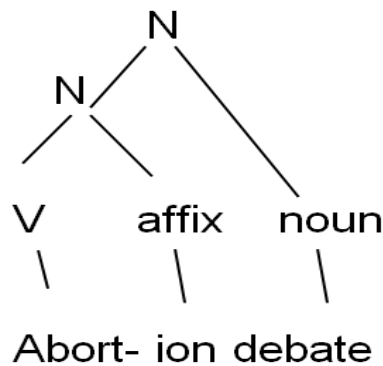
Another way to build words in English is compounding. According to Matthews, a compound is a word that is formed by two components that are themselves words (Matthews 1997:66) For example: *sunflower* comes from the nouns *sun* and *flower*, or Spanish *cortauñas* (nail clippers)

⁴Carey, Stan. "Absopositutely infixed." . N.p., 07 Oct 2011. Web. 10 Jun 2013. <<http://stancarey.wordpress.com/2011/10/07/absopositutely-infixed/>>.

from the verb *cortar* (cut) and the noun *uña* (nail). Another term for this process is *composition*. Fromkin et al. considers compounding the most common way a word enters a language and states that the meaning of the compounds cannot be predicted from the meaning of the individual morphemes and words (Fromkin 1988: 137). These words have to be learned and memorized separately in our internalized dictionaries. Yule also notes that compounding is more common in Germanic languages such as English and German, rather than Romance languages such as Spanish and French (Yule 1985: 53)

William O’Grady states that the final component in a word determines the category of the word. For example the word *sunflower* is a noun because the last component, *flower*, is a noun. *Breakdance* is a noun since *dance* is a noun. *Nationwide* is an adjective since *wide* is an adjective. Verbs rarely appear in compounds in English (O’Grady 1997: 133).

Additionally, the word formation processes responsible for derivation and compounding can interact with each other. O’Grady uses the following as an example (O’Grady 1997:134).



A compound is formed by combining a single word *debate* with the derived word *abortion* which consists of the verb *abort* and the affix *-ion*.

1.3.1.1. Properties of Compounds

O'Grady states that English orthography is not consistent in representing compounds since they are sometimes written as single words; sometimes these words are separated by hyphens, and sometimes they occur as separate words (O'Grady 1997: 135). However, in pronunciation, we can state a very general rule: adjective/noun compounds are characterized by their stress on the first component. In non-compound words consisting of an adjective and a noun, the second is generally stressed.

GREEN house (an indoor garden)

green **HOUSE** (a house painted green)

Another distinguishing feature of compounds in English is that tense and plural markers can typically not be attached to the first element. However, they can be added to the compound as a whole.

1.4. Other Word Formation Processes

O'Grady states that derivation and compounding are the most common word formation processes, but they are not the only ones (O'Grady 1997: 138). He notes that many speakers may not know that a word in their vocabulary originated using these word formation processes.

1.4.1. Coinage

Yule states that coinage is the word formation process which consists of the creation of completely new words (Yule 1985: 52). He also states that the most typical sources are invented trade names for a company without capital letters for any version of that product. He states words such as *aspirin*, *nylon*, and *zipper* as examples (Yule 1985: 52). Fromkin expands this and states that coined words usually fulfill a purpose of some kind (Fromkin 1988: 135). She states that Madison Avenue has added many new words to English such as: *Kleenex*, *Xerox*, *Frigidaire*, *Vaseline*, and *Kodak*. Some of these word names were created from existing words like *Kleenex* from *clean* or *Frigidaire* from *frigid* and *air*. Sometimes, a brand name becomes so popular it becomes the generic term for a product. An example in Spanish is *gillette*, which is a company name that became the name and what a large population calls *razors*. Yule also notes that this process is the least common word formation process (Yule 1985: 52), and is mostly used when a company or industry requires a new and attractive name for a product. Some literature authors (like J.K. Rowling) have also created words to describe objects or people in their fictitious worlds they have created like *muggle* or *quidditch*.

A related practice can be seen by words such as *watt*, *fahrenheit*, and *boycott*, which are words derived from the names of individuals (usually inventors or discoverers) associated with the things to which they refer.

1.4.2. Blending

Matthews states that *blending* refers to words that are formed by the joining of the beginning of one lexical unit to the end of another (Matthews 1997: 40). O'Grady has a similar definition; he says that a blend is usually formed from the initial part of one word and the final part of a second one (O'Grady 1997: 139). Their meaning is often a combination of these words. For example: *smog* is formed by blending *smoke* and *fog*. *Motel* is from *motor* and *hotel*. *Spanglish* is formed by combining the words *Spanish* and *English*. *Bash* is formed by combining the words *bang* and *smash*.

O'Grady also states that sometimes a word is formed by a process that seems to be on the border between compounding and blending in that it combines all one word with part of another such as *perma-press* (from *permanent press*) and *medicare* (from *medical care*) (O'Grady 1997: 139)

Some blends have been so assimilated into a language that some people are unaware that the words they use are a blended form of two words: (*chortle* from *chuckle* and *snort*, *bit* from *binary* and *digit*, and *modem* from *modulator* and *demodulator*).

1.4.3. Clipping

Matthews and O'Grady (Matthews 1997: 56 & O'Grady 1997: 139) explain that clipping is a word-formation process in which an existing form of a polysyllabic word is abbreviated by deleting one or more syllables, for example: *fan* (devotee, enthusiast) was created by shortening *fanatic*. O'Grady adds that this process is popular with students where it has

created words such as *home-ec* (from home economics), *gym* (from gymnasium), *math* (from mathematics) (O'Grady 1997: 139). In Spanish, we can see *profe* from *professor*, *tele* from *television*, *doc* from *doctor*, etc. Fromkin expands this and states that some of these forms have become used as whole words and accepted into general usage. She uses these words as examples: *ad*, *bike*, *gas*, *phone*, *bus*, *fax* and *van*. (Fromkin 2011: 504)

1.4.4. Backformation

Matthews states that *backformation* is the formation of a simple or simpler word from what it appears to be its derivative, usually by removing actual or supposed affixes (Matthews 1997: 33). Examples in English include *resurrect* from *resurrection*, *edit* from *editor*, *donate* from *donation*, *beg* from *beggar*, *difficult* from *difficulty* etc. O'Grady adds to this, stating that backformation sometimes involves an incorrect assumption of a word's form: for example *pea* was derived from the singular noun *pease*, whose final /z/ was incorrectly interpreted as the plural (O'Grady 1997: 139-140). He also states that a major source of backformations in English have been words that end in *-or* or *-er* and have meanings involving the notion of an agent, such as *editor*, and *peddler*. Since hundreds of these words are the result of affixation it was assumed that these words too have been formed by adding {-or} or {-er} to a verb. By the process of backformation, the verbs, *edit* and *peddle* were formed.

In Spanish, this process is used to create nouns from verbs, examples: *corte* from *cortar*, *debate* from *debatir*, *marchar* from *marcha*. Backformation is different from clipping in that clipping shortens words but does not change the part of speech or meaning of the word. According to Fromkin, language purists sometimes consider backformations as examples of

language corruption. Despite this, many words have entered the language this way (Fromkin et al .2011: 508).

1.4.5. Conversion

O’Grady and Matthews go on to explain that conversion – also known as zero derivation- is a process that transforms a form of speech such as a noun, to another form of speech, without changing in its form. O’Grady says that this is often considered a type of derivation because of the change of category and meaning that it brings about (O’Grady 1997: 138). For example, *access* as in “access the file”, which was previously a noun, as in “gain access to the file”. Other examples include: *host* (noun) transforms into a verb as in “host a party” or *chair* (noun) to a verb “chair the meeting.” Radford states that this commonly happens to transform nouns into verbs and it is sometimes difficult to determine which the original category was. He uses this as an example: *rain* is basically a verb and a noun; however, it is not known which one was coined first (Radford 1999:165).

In English, as explained by O’Grady, conversion usually changes from a noun to a verb as demonstrated in the previous examples; however, he adds, there are two more common types of conversion in English: verbs to nouns and adjectives to nouns. (O’Grady 1997:138) Examples from verbs to nouns include: *permit* (*to give permission* versus *a document indicating that one has permission to do something*), *call* (*to cry out to someone or to telephone someone* versus *a telephone call*), and *report* (*to give a spoken or written account that someone has done something* versus *a document that describes an account*). Examples from adjectives to verbs are: *dirty* (*covered or marked with an unclean substance* versus *to cover or mark with an unclean substance*), *right* (*correct* versus *to correct*). Less common

types of conversion are: adjectives to nouns (the) *poor* (*lacking money or resources* versus *a group of people*), *green* (*color* versus *a spot of grassy plain or plot*) and even preposition to verb: *down* (*from a higher to a lower point of something* versus *knock or bring to the ground*), *up* (*from a lower to a higher point on something* versus *to increase*).

This process is usually restricted to morphologically simple words; however, there are a few exceptions such as noun to verb: *proposition* (*an idea* versus *to offer an idea*) or noun to verb: *referee* (*someone who supervises a sporting game* versus *supervising a game*).

1.4.6. Acronyms

Matthews, as well as O'Grady, state that an acronym is a word that is formed from the initial letters of two or more successive words, or in a phrase, and pronouncing them as a word (Matthews 1997: 6 & O'Grady 1997: 140). For example: *laser* from *Light Amplification by Stimulated Emission of Radiation*, or *NASA* from *National Aeronautics and Space Administration*. We also see this in Spanish with these examples: *SIDA* from *síndrome de inmuno deficiencia adquirida*, *Mercosur* from *Mercado Común del Sur*. These acronyms can consist of capital letters (like UN, FAQ, or FBI) or can lose their capitals to become everyday words such as *scuba* (self-contained underwater breathing apparatus). Crystal states that there are two types: initialisms (or alphabetisms) pronounce each letter separately, (like FBI, CIA, SRI) and abbreviations which pronounces the entire construction as one word (*scuba*, *laser*, *NATO*). (Crystal 2003: 1). O'Grady notes that this type of word formation is especially common in names of organizations and in military and scientific terminology (O'Grady 1997:140).

1.4.7. Onomatopoeia

According to O'Grady, *all languages have words that have been created to sound like that thing that they name* (O'Grady 1997: 140). Examples of these onomatopoeia words in English are *moo*, *buzz*, *hiss*, *neigh*, etc. These words are not exact phonetic copies of noises; therefore, their form can differ from language to language. Examples: cat sound *meow* in English is *nya* in Japanese, dog sound *woof* in English is *guau-guau* in Spanish. The sound of a rooster is *cock-a-doodle-doo* (English) *kokekoko* (Japanese) and *kikiri-ki* (Spanish). English also does not always have an equivalent for onomatopoeic words found in other languages. For example: *herahera* is a Japanese onomatopoeia which means *acting foolishly* or *frivolous*.

1.4.8. Multiple Processes

According to Fromkin, word formation is not limited to just one of these methods; sometimes words are created with more than one process. For example, in the expression “waspy attitudes”, the form WASP, which is an acronym (White Anglo-Saxon Protestant) has lost its capital letters and gained a suffix (ish) in the derivational process (Fromkin et al. 2011: 531). Yule gives other examples such as *yuppie*, which was an acronym for *young urban professional* plus the suffix *ie* (Yule 1997:56). He adds that the formation of this word was also helped by a different process known as analogy in which words are formed to be similar in some ways to existing words. *Yuppie* was made possible from the earlier existence of *hippie*. He also says that it is possible that sometimes these words could have a brief life span and generally one way to know if a word was accepted or not would be to see if it had been integrated into a dictionary. However, even this may not occur without protest. He states an

example where Noah Webster was criticized for adding words such as *advisory*, *presidential* and *test* (as a verb).

1.5. Semantics

What is semantics? Lyons has defined semantics as *the study of meaning* (Lyons 1978: 1). Other authors such as Fromkin defined semantics as *the study of linguistic meanings of words, expressions, phrases, and sentences* (Fromkin et al. 1974:124).

F.R. Palmer defines semantics as the technical term used to refer to the study of meaning, (Palmer 1977: 1) and, since meaning is part of language, semantics is part of linguistics. However, Palmer also notes that “meaning” covers a variety of aspects of language and that there is no consensus either, on the definition of “meaning” or how it should be described, nor which language aspects it includes. Stephen Ullmann agrees with this and theorizes that this may be so because of its earlier history, as well as its role in other branches of linguistics such as syntax and morphology (Ullmann 1962:10, 33).

Semantics is a relatively new term, compared with other linguistic terms. Palmer gives a brief summary of its history, stating that the first example of its use is found in an article from 1894 entitled Reflected Meanings: A Point in Semantics. The previous year, M. Bréal coined the word *sémantique* which was borrowed from Greek into French. In both of these cases, semantics was not used to refer to meaning but to its development, or what is now currently known as historical semantics. Later, Bréal would publish a book titled Semantics: Studies in the Science in Meaning; this is the first book that considered semantics as the “science of meaning” and was not concerned with its historical meaning. (Palmer: 1977: 1)

Crystal defines semantics “as a major branch of linguistics devoted to the study of meaning in language” (Crystal 2003: 410). He also mentions that this term is also used in philosophy and logic; however, it does not have the same range of meaning as in linguistics (Crystal 2003: 410). In linguistics, semantics emphasizes the study of semantic properties of natural languages. Many different linguists’ approaches to meaning nonetheless illustrate the influence of general philosophical or psychological positions.

Crystal also stresses the importance of *structural semantics*, which displays the application of the principles of structural linguistics to the study of meaning through semantic relations (sense or meaning relations such as synonymy and antonymy). He also says semantic meaning may be used in contrast to grammatical meaning. He also talks about semantic fields (Crystal 2003: 137-138).

1.5.1. Semantic Field

Semantic field is an approach which was developed in the 1930s. It took the view that the vocabulary of a language is not simply a listing of independent items (as in dictionaries) but is organized in areas or fields, within which words interrelate and define each other in various ways. Crystal uses *color* as an example of a semantic field. The precise meaning of a color word can only be understood by placing it in relation to the other terms which occur with it, demarcating the color spectrum (Crystal 2003: 138). Laurel J. Brinton (2000: 112) gives more examples on this subject:

Let's consider some examples of semantic fields. . . . The field of 'stages of life' is arranged sequentially, though there is considerable overlap between terms (e.g., child, toddler) as well as

some apparent gaps (e.g., there are no simple terms for the different stages of adulthood). Note that a term such as *minor* or *juvenile* belongs to a technical register, a term such as *kid* or *tot* to a colloquial register, and a term such as *sexagenarian* or *octogenarian* to a more formal register. The semantic field of 'water' could be divided into a number of subfields; in addition, there would appear to be a great deal of overlap between terms such as *sound/fjord* or *cove/harbor/bay*.

1.5.2. Semantic Change

Other areas of semantics include the diachronic study of word meanings (etymology), the synchronic analysis of a word usage (lexicology), and the compilation of dictionaries (lexicography). Crystal also talks about semantic change and that linguists have distinguished several kinds of semantic change (Crystal 2003: 138). He gives four types:

- (1) Extension or generalization
- (2) Narrowing or specialization
- (3) Amelioration
- (4) Pejoration or deterioration.

1.5.2.1. Extension

Extension is also known as *generalization*. Extension occurs when a lexeme widens its meaning. Numerous examples of this process have occurred in the religious field where *office*, *doctrine*, *novice* and other terms have taken a general meaning. Crystal uses *flower* as an example; the extension of *flower* would be the set of all kinds of flowers (Crystal 2003: 173)

Terry Crowley (2000: 200) states:

“Quite a number of words have undergone semantic broadening in the history of English. The modern English word dog, for example, derives from the earlier form dogge, which was originally a

particularly powerful breed of dog that originated in England. The word bird derives from the earlier word bridde, which originally referred only to young birds while still in the nest, but it has now been semantically broadened to refer to any birds at all.”

1.5.2.2. Narrowing

Narrowing is also referred as specialization in some linguistics sources. Narrowing occurs when a lexeme becomes more specialized in meaning. Crowley gives a good example of this:

“The history of the word hound in English neatly illustrates this process. The word was originally pronounced hund in English, and it was the generic word for any kind of dog at all. This original meaning is retained, for example, in German, where the word Hund simply means 'dog.' Over the centuries, however, the meaning of hund or hound in English has become restricted to just those dogs used to chase game in the hunt, such as beagles. . . .” (Crowley 2010: 200)

1.5.2.3. Amelioration

Amelioration is a lexeme that develops a positive sense of approval. Crystal gives some examples: the word *pretty*, in Old English, meant *tricky* or *sly*. Two more examples are *nice* and *mischievous*. *Nice* meant *foolish* or *stupid* in Middle English, while *mischievous* meant *disastrous* and now it means *playfully annoying*. (Crystal 2003: 136-8)

1.5.2.4. Pejoration

Pejoration is also known as deterioration. It is when a lexeme develops a negative sense of disapproval. This is opposite of amelioration. Example: *Silly* used to mean, in Old English, *happy* or *blessed*, whereas nowadays, it refers to someone *foolish* or *empty headed*. Another example is the word *notorious*, it once meant *widely known*, whereas now it means *widely and unfavorably known*. (Crystal 2003:133-134)

It is important to consider semantics in this dissertation because when words are borrowed from another language, their meaning can undergo certain changes.

With this, we conclude the first chapter which covered all the linguistic topics needed to accomplish the analysis. The next chapter, chapter two, will cover all the sociolinguistic areas.

CHAPTER 2

SOCIOLINGUISTIC ASPECTS

2.1. Sociolinguistics

R.A. Hudson defines sociolinguistics as *the study of language in relation to society*. (Hudson 2001: 4) According to Crystal, sociolinguistics *is a branch of linguistics and is a term including the aspects of linguistics applied toward the connections between language and society, and the way we use it in different social situations*. (Crystal 2003: 422) It ranges from the study of the wide variety of dialects across a given region down to the analysis between the way men and women speak to one another. Sociolinguistics often shows us the reality of human speech and how a dialect of a given language can often describe the age, sex, and social class of the speaker; it codes the social function of a language. (Crystal 1992: 45) Sociolinguistics is important to the study because it will not only analyze anglicisms from a linguistic point of view, but also how teenage girls use them.

2.2. Diglossia

Crystal defines diglossia as a term used in sociolinguistics to refer to a situation where two different varieties of a language co-occur in a speech community each with a distinct range of social function (Crystal 2003, 138). Both varieties are standardized to a certain degree and are felt to be alternatives by native speakers while usually having special names. Sociolinguists talk in terms of a high variety and a low variety which correspond to a difference in formality.

The high variety tends to be learned in school, church, or in other high social prestige areas. Low variety, on the other hand, is used at family gatherings, with friends, and other informal settings. One example in the USA, Black English is considered as a low variety, while Standard English is a high variety. In early American settlements, the black slaves had a different way of communicating than the white slave owners. Black English developed in this context and it was considered lower than the standard, giving Black English the title of low variety, and Standard English the title of high variety (Crystal, 2003: 96).

Susan Romaine expands this and says that the standard language is used for high functions such as giving a lecture reading or broadcasting, while the home variety is reserved for low functions such as interacting with friends or speaking at home (Romaine 1994: 45).

She also says that this has also extended to other communities in which the varieties of diglossic distribution have the status of separate languages, such as Spanish and Guarani (an indigenous language native to Paraguay that is unrelated to Spanish) (Romaine 1994:47). In Paraguay, Spanish is the high variety and is used for high functions, as well as the language of the government and education, although 90% of the population speaks Guarani, which has the status of national language. Recent attempts of extending this language into education have met with resistance.

2.3. Language Contact

Factors like migration, business, colonial expansion, globalization, and mass media have contributed to create a world where speakers of one language live with speakers of another language, creating situations of languages in contact (Appel and Muysken 1987:7). With

easier ways to communicate and travel, distances between communities and people are getting shorter and shorter and, therefore, contact between our current 6000 languages is increasing, as mentioned by McWhorter as well as Crystal (Crystal 2003: 3), especially with languages such as English and Spanish, which have been in contact at least since the 1800s. (Lipski 1985: 12)

Language contact can occur along language borders, as a result of migration, or between two languages, that have the same prestige. According to Rene Appel and Pieter Muysken, two languages in contact inevitably lead to bilingualism (Appel and Muysken:1987 9). This belief is supported by Silva – Corvalán (qtd. In Martinez 2005: 5), who says: *two or more languages are in contact when they are used by the same individuals; in other words, within a bilingual or multilingual situation, where the bilingual speakers constitute the contact locus.*

As seen below, language contact is important in this work because it will show that there is contact between English and Spanish in teen magazines, despite the geographical distance between Spanish speaking countries and English speaking countries.

As a result of language contact between English and Ecuadorian Spanish, many concepts have entered people's vocabularies. The processes that have been used to adopt these words into Spanish are the following:

2.4. Borrowing

According to Fromkin et al, borrowing occurs when one language adds a word or morpheme from another language into its own lexicon (2011: 505). Yule states that this is the most

common source of new words in the English language. Throughout its history, English has acquired a vast amount of loan-words from other languages such as *cookie* (Dutch), *delicatessen* (German), *mafia* (Italian), and *tsunami* (Japanese). Spanish has given English many words such as *mosquito*, *adobe*, *corral*, *llama*, *nacho*, *patio*, and *tornado*. Other languages have borrowed words from English such as *party* - パーティー (Japanese), *football* - futbal (Hungarian), and *the weekend* - le weekend (French). English has also been a great source of words to the Spanish language, with words such as *pop*, *piercing*, *club*, *sandwich*, *bestseller*, among many others.

According to Molina and Albir (2002:520), borrowing can be classified in into various sub classes, and classified into two types: *pure borrowing* and *naturalized borrowing*. Pure borrowing is also known as *loan word*.

Pure borrowing is an expression or a word is adopted as is into the target language without any changes, like for example the English word *bus*, which has been borrowed into Spanish with no changes. While in naturalized borrowing, it can be adapted or naturalized to fit the spelling rules in the target language, for example the English word *football* had been adapted into Spanish and became *futbol*.

Yule also mentions that there is a special type of borrowing called loan-translation or calque.

2.5. Calque

A calque, or also known as loan translation, is, according to Crystal, *lexical items which are translated part-by-part into another language* (Crystal 2003:27). Pedro Sampedro Losada defines calques as:

*“Se habla de calco lingüístico cuando, para nombrar una noción o un objeto nuevo, una lengua A (en nuestro caso el castellano) traduce una palabra simple o compuesta de otra lengua B (aquí el inglés), mediante una palabra simple ya existente en la lengua A, o mediante un término compuesto formado por palabras ya existentes en esta lengua. Es decir, el calco lingüístico es una palabra o grupo de palabras que imitan el esquema o la significación de una palabra o expresión inglesa o extranjera y no su entidad fonética”.*⁵

This is slightly different from borrowing because in a calque, there is a direct translation of a word into the other language. Examples include: *grate-ciel* which literally translates as “scrape sky” (from the English word *skyscraper*) and *loan word* (from the German word *Lehnwort*). Sampedro Losada uses these as examples of a calque from English to Spanish: *lista de correo* (*mailing list*), *caballo de Troya* (*trojan horse*), *páginas amarillas*, (*yellow pages*), *conexión remota* (*remote login*), and *tarjeta de sonido* (*sound card*).

Crystal also states that English is an “insatiable borrower”, and it is true. English borrows and loan translates from more than 120 languages, especially from French. A humorous example of this is used by J.R.R. Tolkien who named the home of character Bilbo Baggins, *Bag End* which is a calque of *cul-de-sac*, as a way of making fun of the English tendency of borrowing words from French. The main source of calques in Spanish is English, mostly due to the

⁵ Sampedro Losada, Pedro Jose. "Anglicismos, barbarismos, neologismos y «falsos amigos» en el lenguaje informático." . N.p., 06 Jun 2000. Web. 10 May 2013. <<http://www.ati.es/gt/lengua-informatica/externos/sampedr1.html>>.

language contact these two languages have. More information on this will be in the anglicisms section.

Juan Gómez Capuz, in the electronic magazine Tonos⁶, defines calques as:

*...Por tanto, definiremos el **calco estructural o léxico** como la sustitución de una palabra polimorfemática o compuesto nominal de la lengua modelo (con un significado literal o descriptivo), por medio de morfemas o lexías simples ya existentes por sí solos en la lengua receptora, de manera que la unión de estos elementos dé lugar a una expresión polimorfemática o lexía compleja desconocida antes en esta lengua.*

He considers calques (or as he calls calques: *calco estructural* (structural calque) or *calco léxico* (lexical calque) to have the following characteristics:

- This new word does not retain the same pronunciation of the original word. It also consists of the reproduction of a foreign lexical complex by means of native material, usually after having analyzed the elements of this foreign complex.
- Not every word is able to be calqued; there are certain features the original word should have: 1) Have a polimorphemic structure, meaning to be able to divide itself into smaller units, like morphemes. 2) Possess a literal and descriptive meaning, that is, to be able to deduce its meaning from its components. If this is not met, then the word most probably will be borrowed and not calqued. As the model is composed of two or more elements, firstly analyzed and later translated, it becomes clear that the "loan

⁶ Gómez Capuz, Juan. "El tratamiento del préstamo lingüístico y el calco en los libros de texto de bachillerato y en las obras divulgativas." TONOS: REVISTA ELECTRÓNICA DE ESTUDIOS FILOLÓGICOS. Jul 2009: n. page. Web. 16 Mar. 2013. <<https://www.um.es/tonosdigital/znum17/secciones/tritonos-1-librosdetexto.htm>>.

translation" is always a polymorphemic unity (although graphically either univocal or multivocal). (Gómez Capuz: 1997: 88)⁷

- This calque creates a new complex lexis in the target language. This is also what the difference between structural calque and semantic calque is: that the semantic calque only modifies the meaning of a word in a target language and does not create one like a structural one does. *In relation to this, another important idea set out by French and German scholars is that "loan translation" (unlike "semantic borrowing") creates a new lexical unit in the receiving language (Deroy 215-16 and Zindler 31 cited in Gómez Capuz 1997: 88): gratte-ciel (English: sky-scraper) is a new compound in French, whereas realizer in the sense of "be conscious of"(English: to realize) is not a new lexical unit in French, but only a new acquired meaning (Humbley 62 cited in Gómez Capuz 1997: 88)*
- Finally, this new calque has to be faithful to the original in its translation. *As this reproduction tends to be faithful to the model, the loan translation is said to be a borrowing caused by a translation, an "emprunt par traduction" in Deroy's words (215) or a "Lehnübersetzung" as defined in the German tradition (Betz 136 cited in Gómez Capuz 1997: 88)*

Gómez Capuz has noted that loan translations is a large category; therefore, he divided it into the following:

- *Loan translation proper* (a term coined by Weinreich in order to match the German term "Lehnübersetzung") is an exact loan translation, not only in meaning, but also in

⁷ Gómez Capuz, Juan. "Towards a Typological Classification of Linguistic Borrowing." *Revista Alicantina de Estudios Ingleses*. 10. (1997): 81-94. Web. 23 May. 2013.
<http://rua.ua.es/dspace/bitstream/10045/5997/1/RAEI_10_08.pdf>.

structure (Betz 136 and Weinreich 51 cited in Gómez Capuz⁸: 1997: 88). Most calque words from English to Spanish are literal calques, For instance, such as *baloncesto* (basketball), auto defense (self-defense), ciudad jardín (garden city), desempleo (unemployment), and estación de servicio (service station)

- "Loan rendition" (a term also coined by Weinreich in order to match the German term "Lehnübertragung"), is an approximate loan translation (Betz 136 and Weinreich 51); therefore, another valid term is A. Martinet's "calque approximatif" (170 cited in Gómez Capuz: 1997: 89)⁹. The reproduction of the foreign model is less restricted. It is due to the proximity of translation since the word is translated literally or because it is expanded in a composition of a simple word of the model language. This is divided into:

1. Asymmetric loan translations are translations in which part of the model is properly translated and part of it is freely translated: Latin *paen-insula* which means *nearly-island* to German Halb-insel *half-island*; English countdown in is Spanish *cuenta atrás*; English skin head means in Spanish *cabeza rapada*.
2. Contracted loan translations, mainly used to coin native "equivalents" in order to replace "dangerous" foreign words: French *palmares* replaces English *hit-parade*; Spanish *azafata* replaces English *air-hostess*; Spanish *portero* replaces English *goal-keeper*.
3. Expanded loan translations, as polymorphemic German *Vaterland* (and therefore English *fatherland*) from monomorphemic Latin *patria*. This kind of approximate loan translation is also useful in the coining of native equivalents, as seen above: in

^{9,10} Gómez Capuz, Juan. "Towards a Typological Classification of Linguistic Borrowing." Revista Alicantina de Estudios Ingleses. 10. (1997): 81-94. Web. 23 May. 2013. <http://rua.ua.es/dspace/bitstream/10045/5997/1/RAEI_10_08.pdf>.

Spanish, *quiebra comercial* replaces English *crash* (which usually becomes *crack* in the Romance languages) and *auge súbito* replaces English *boom* (Gómez Capuz¹⁰ 1997: 89).

2.5.1. Semantic Calques

Semantic calque (or semantic loan) is a process of borrowing semantic meaning rather than the lexical item from another language. It is limited to change functions or meanings of an existing simple word in the target language. It is used, generally, for semantic extension. Example, *halcón* meaning *político de línea dura*. Semantic calque is defined as:

“El calco semántico se trata de una clase de préstamo en el cual se toma prestado de la lengua extranjera el sintagma, pero se traducen literalmente los elementos que lo componen. El calco evita el extranjerismo y contribuye a enriquecer la lengua receptora. A diferencia del préstamo, que es una adaptación fónica y morfológica, el calco es una construcción. “Football” sería un extranjerismo puro; “fútbol” un préstamo (o extranjerismo adaptado); y “balompié” un calco.”¹¹

This is different from structural calque as the complete word in the borrowing language already exists; the change is that its meaning is extended to include another meaning which its existing translation has in the lending language. Semantic loans may be adopted by many different languages: Hebrew *kokháv*, Russian *zvezdá*, Polish *gwiazda*, Finnish *tähti* and Vietnamese *sao* all originally meant *star* in the astronomical sense, and then went on to adopt the meaning *star*, as in a famous entertainer, from English¹². More on this subject will be expanded in the anglicisms section.

¹¹ "¿Qué es un calco semántico?" Trusted Translations. N.p., 27 Feb 2009. Web. 13 April 2013. <<http://blog-de-traduccion.trustedtranslations.com/¿que-es-un-calco-semantico-2009-02-27.html>>.

¹² "Semantic Loan" *Wikipedia*. February 27, 2013. Web. 23 May 2013. <http://en.wikipedia.org/wiki/Semantic_loan>.

2.6. English Around the World/English As a Global Language

English has become a widespread language, due to globalization, it has even been considered as the *lingua franca* of the modern era as affirmed by David Graddol in his book the Future of English? (Graddol 2000: 3)¹³ David Crystal (Crystal 2003: 2) agrees with this when he stated that English is a language that has been recognized as a global language. With approximately 335 million native speakers, according to Ethnologue: Languages of the World,(2013: 15), it has become a language of commerce, science, technology, media, and almost every other aspect of life despite being only the third most spoken language in the world (after Mandarin Chinese and Hindi).

Crystal (Crystal 2003: 29) stated that the reason why English has become a global language is because of two main factors: a historical factor and a socio-cultural factor. Historically, English has expanded through the world through colonization (1583-1914), migration, and trade. As a result, variations of English called *World Englishes* have been created as a result of language contact between English and other languages. Examples include: American English, Australian English, British English, etc. It has also given way to various pidgins such as Spanglish (Spanish and English), Chinglish (Chinese and English), and Tok Pisin (Malay and English).

The socio-cultural factor implies that English has a large presence in important socio-cultural areas such as business, education, entertainment, technology, and the media (such as television, internet and magazines). The reasons for this are largely due to the fact that newspapers, telegraph, the telephone, radio, and the internet were developed in either Great

¹³ Graddol, David. "The future of English?". The English Company (UK) Ltd, 1997. eBook. Web. 14 September, 2011. <<http://www.britishcouncil.org/de/learning-elt-future.pdf>>.

Britain or the United States. Since these are English speaking countries, English was used in their development, usage and equipment. This forces English on users from other countries so that English has become the *lingua franca*.

This large presence can be seen especially in media. English has influenced media in every aspect: in movies, television, music, internet and printed media such as magazines.

- Movies: In 2010 and 2011, 1199 movies and 773 television shows were made in the United States¹⁴. One of the largest movie production studios is located in Hollywood; therefore, it is only natural that the main language used in this medium would be English.
- Television: International news reports such as CNN, BBC and NBC are in English. Cable and/or satellite television, in Ecuador, for instance, allows you to watch many different channels which broadcast all over the world, and a vast majority of them are in the English language with subtitles in Spanish, One example is *Friends*, an American sitcom. This practice has also made some English words popular among teenagers.
- Music: Popular music containing English in its lyrics, either in total or in part are heard all the time on the radio. For example, at the moment of writing this dissertation (May 2013), in the *Billboard's Hot 100*¹⁵, which is the 100 most popular songs in the week; according to Billboard, the top 25 songs were in English. At spot number 26 is a Korean song which is mainly in that language; however, the title and a couple of its

¹⁴ "State by State Statistics." *Motion Picture Association Of America*. N.p.. Web. June 12 2013. <<http://www.mpa.org/policy/state-by-state>>.

¹⁵ "The Top 100". *Billboard*. N.p.. Web. May 12, 2013 <<http://www.billboard.com/charts/2013-05-11/hot-100?page=2>>

lyrics are in English. (Gentleman –PSY). Other examples include *Frijolero* (Molotov) and *Te Busqué* (Nelly Furtado). In Ecuador, the Ecuadorian band *Eso es Eso* hit song *Light it Up* has bilingual English and Spanish lyrics.

- Internet: According to statistics presented by Crystal, three quarters of the world's mail is in English, as well as 80% of the world's electronically stored information. Two of the largest email servers (Outlook and Gmail) default language is in English. Most of the published articles (scientific, news, gossip, etc.) in the internet are in English in order to attract a wider reader base than they would have had in their native language. A study made by W3Techs¹⁶ showed that in April 2013, almost 55% of the most visited websites used English as their content language. Online games and applications have their servers in an English speaking country and, therefore, their main language is English. Even though these games or applications might have a language patch, a person would still need to know basic English in order to change its settings to another language.
- According to Crystal, in printed media such as newspapers and magazines, he estimates that about 25% of the world's newspapers are published in English-speaking nations. (Crystal 2012: 94) This refers to all kinds of publications: literary reviews, comics, technical reviews, among others. However, he stresses that it is difficult to determine the influence of English on all print media at a world scale. As for magazines, he states that there are at least 288 English language magazines which

¹⁶ "Usage of Content Languages for Websites." W3Techs. N.p.. Web. Jan 30, 2014. <http://w3techs.com/technologies/overview/content_language/all>.

are published and edited in English speaking countries and distributed all over the world¹⁷.

Crystal would state various other reasons why English is a global language:

Economic Reasons: The United States is a leader in technical innovation, science, economic development, and is a constant source of international business and trade. People who want to tap into the U.S. market find themselves pressured to learn English. Other industries such as tourism and advertising require English for English speaking tourists. (Crystal 2003: 28)

Intellectual Reasons: The majority of the scientific, philosophical, and academic information in the world is in English. (Crystal 2003:28)

As a result, English is geographically represented in five continents, and it is also the language of international travel and diplomacy. In countries where English is not an official language, it is the most taught foreign language like here in Ecuador (Paramo 2008: 23).

As we can see here, English has dominated various aspects of daily life, and therefore, proves its status of global language.

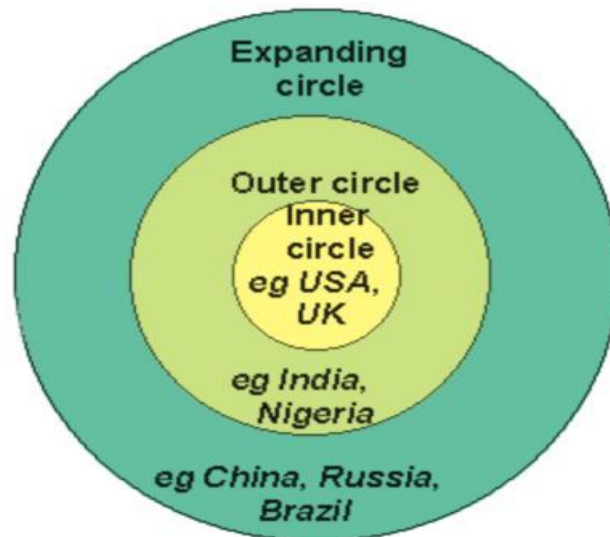
Crystal in his book English as a Global Language insists that this growing linguistic expansion of English has more positive benefits than negative (2012: 14), while Robert Phillipson

¹⁷ "[Category:English-language magazines](http://en.wikipedia.org/wiki/Category:English-language_magazines)". *Wikipedia*. March 14, 2013. Web. May 16, 2013 <http://en.wikipedia.org/wiki/Category:English-language_magazines>.

disagrees in his book Linguistic Imperialism. He says that the consequences of English expansion will be the cause of the decline and death of various minority languages (2003: 46).

Phillipson and Crystal (who in turn cites Braj B. Kachru) agree that English has three concentric circles which are used to indicate where English was created, its current use and status in countries.

2.6.1. Three Concentric Circles of English



To better understand the use of English in different countries, Braj Kachru conceived the idea of three concentric circles of the language. The three concentric circles are:

The Inner Circle: English is either the official and/or is a native language. Examples include The United States, England, Australia, Canada, New Zealand, etc... The number of English speakers in this circle is approximately 380 million, of whom 120 million do not reside in the United States.

The Outer Circle: English is used as a second language, has official status and plays an important role in international communication. These are countries that can be considered as Outer Circle countries because they were once colonies of a country of the Inner Circle. Examples include India, Kenya, Singapore, and Jamaica. The number of speakers in this circle is between 150 million to 300 million people.

The Expanding Circle: This is the circle that is the largest and the most rapidly growing. These countries recognize the importance of English and are taught it as a second and/or foreign language in many schools, yet it does not have official status. Just like the Outer Circle, English is also used for international communication. However, unlike countries which are in the Outer Circle, these countries were not colonized by members of the Inner Circle. Examples include Sweden, Russia, Taiwan, Chile etc. It is to be noted that the number of speakers in this circle is very difficult to estimate, since this language could be used for limited purposes only. With this in mind, the estimated number of these users is between 100 million to one billion people.

Now, according to the circle models, Ecuador would be placed in the Expanding Circle, English plays, as we have stated earlier, a vital role in technological and scientific sectors, yet it does not have any official status.

2.6.2. English in Ecuador

In Ecuador, the role of English is different compared to other countries in the Expanding Circle. Cecilia Alm (2004: 143-158) in her study of English in Ecuadorian advertising, mentions that in some areas such as Scandinavia, English is used as a communication tool, despite mutual

intelligibility among these languages (Danish, Swedish and Norwegian), whereas in Ecuador, English is used as a means of providing better educational and professional status. Thus, knowing English will prove helpful in achieving better jobs and therefore higher social status.

It is also a social status marker, which means that knowing English proves to other people that one is well traveled and knowledgeable and, therefore, indicates a higher social status. Elena Domínguez Mejías¹⁸ (2001: 1) noted in her study about anglicisms in Real Academia de la Lengua that the majority of Anglicisms come from areas such as sports.

English has no official role in Ecuador; however, it is used in tourism, international communications and education where English is implemented in most schools' educational curriculum as a second language or even a third language.

It is not surprising, then, the influence of English in Ecuador is apparent when it comes to brand naming, store shop signs, food products, newspapers and magazines names despite the official language being Spanish. There have been other studies that go more into depth into these topics¹⁹.

Even though here there are vast quantities of courses that teach English in Ecuador, a large amount of English influence does not come from the classroom, but from other external factors such as television, internet and magazines. Professionals also need English in their work lives

¹⁸ Domínguez Mejía, Elena. "Los anglicismos en el Diccionario de la RAE." . N.p., n.d. Web. May 20, 2013. <<http://www.tremedica.org/panacea/IndiceGeneral/n8-DominguezMejias.pdf>>.

¹⁹ For more information on the subjects mentioned please see: Mauricio Martínez, [La influencia del inglés en la publicidad escrita de Quito, análisis lingüístico y sociolingüístico de la adopción léxico](#), (store signs) Maria Eugenia Paramo [La Influencia del inglés en la Publicidad Escrita de Productos Alimenticios en el norte de la ciudad de Quito](#) (food products), Edith Cruzcay Rivilla [A Descriptive Analysis of Anglicisms Used In Ecuadorian Newspapers](#), (Newspapers), Franco Aguirre, [A Descriptive Analysis of Anglicisms used in Ecuadorian Magazines](#), (magazines)

as many technical manuals are in English. As previously mentioned, a vast amount of technology was invented in English speaking parts of the world, so their accompanying material is also in English. These provide personal motivation aside from school and/or government requirements.

While some believe that the incorporation of English words and terminology into a language will bring a loss of linguistic purity of that language, as well as a loss of cultural identity, others believe that it would instead bring a fusion of both cultures, and that these new words will complement, rather than, overpower the other language.

2.7. Anglicisms²⁰

According to the Diccionario de la Lengua Española, an Anglicism is: *empleo de vocablos o giros ingleses en distintos idiomas*. (2001:154). According to Lázaro-Carreter, an Anglicism is *palabra de procedencia inglesa* (1996: 46). According to the Oxford Dictionary, in its on-line version, an Anglicism is *a word or phrase borrowed from English into a foreign language*. This idea is shared by María Moliner when she refers to it as *palabra o expresión inglesa usada en otra lengua* (2007: 187).

Javier Medina Lopez explains that an Anglicism is the direct or indirect influence in phonetic, lexical, or syntactic structures onto another language (Medina Lopez 1996: 15). He also describes two main groups of Anglicisms: lexical Anglicisms are those Anglicisms which prove the influence of English in the lexical level or the vocabulary of a language. The second group is composed by syntactic anglicisms; they operate within the syntax or grammar level of a

²⁰ In Spanish the word *inglésismo* is a synonym of *anglicismo* and it can be used interchangeably. Moliner, María. "Diccionario de uso del español". 3ra Ed. Madrid: Gredos, 2007. p.1646 Vol. A-I.

language. Also, the syntactic structure of English is influencing upon the syntactic structure of Spanish. In this dissertation, syntactic anglicisms will not be emphasized.

The present work has been developed within a Spanish speaking country; therefore, the investigator considers it very important to contextualize the definition of an Anglicism within this context. Emphasizing the importance of Anglicisms in the Spanish language, Enrique Alcaraz Varó states: *el préstamo o calco del inglés; constituye una de las fuentes más importantes de enriquecimiento de la lengua española del siglo XX* (Alcaraz Varó: 1997: 53).

It has been not an easy task to arrive at a definition that takes into account the different characteristics this topic encompasses in its entirety. It is important to consider that the speakers are the ones in charge to accept or not the Anglicisms at the moment of use.

According to Medina, there are different ways of classifying Anglicisms. He has cited various authors who have classified them according to the results of their investigation. Since this work will focus on lexical anglicisms the following typology has been selected. This division has been created by Lorenzo, which is the following: (Lorenzo, cited by Medina 1996: 23)

Anglicismos crudos: Son aquellas palabras o expresiones que mantienen en español la gráfica inglesa y un reflejo de la pronunciación original más o menos fonético. Examples include: hall, lobby, sandwich, club, shorts, round, etc.

Anglicismos en periodo de aclimatación: En estos, unas veces la gráfica y otras la pronunciación se han ido adaptando a las condiciones del español. Estas palabras ya hoy están integradas en el español. Examples include: futbol, filme, club/clubes, folclore etc.

Anglicismos totalmente asimilados. *Son términos que ya se han incorporado plenamente en la lengua española desde hace siglos bien directamente desde el inglés.* Examples include: *bote* (embarcación), *bife* (bistec, word mostly used in Argentina), *inglés*, etc.

Calcos: *Se trata de adaptaciones correspondientes a conceptos no reconocidos o desconocidos por el adaptador.* Examples include: *relación públicas* (public relations), *hombre fuerte* (strong man), *trabajar duro* (to work hard), *perro caliente* (hot dog), etc.

Calcos semánticos: *Voces españolas que por su semejanza formal con otras inglesas reciben de este idioma acepciones que no poseían en español: romance (amoríos), concreto (cemento), habilidad (competencia), audiencia, (auditorio), topic (tema), etc. Se les denomina parónimos. Dice Emilio Lorenzo (1996: 483) que en rigor, esta paronimia es, si se quiere, el calco en un estado puro. Coincide la forma y, sin pensarlo más, lo dotamos de nuestro significado, que puede ser fiel al originario, pero no más legítimo, que el término calco. Pratt (as quoted by Medina) states: aquí el anglicismo consiste en la traducción de un término inglés sin que haya relación etimológica directa entre la voz inglesa y su traducción española, aunque si pueden tener el mismo étimo último. (Medina 1996:27) This process gives, according to Medina, a higher English level when giving the new meaning taken from English.*

They are also known as paronyms. Lorenzo states that these are calques in their purest form. They have the same form, but people have unconsciously given these words a meaning of their own which can be faithful to the original. Medina also further explains this by adding, that in paronyms words undergo a process of semantic extension (adding a new definition) of a word that presents a kind of similarity (almost always phonetic) with English.

This classification has been chosen because it has divided Anglicisms according to adopted linguistic criteria, which are best suited for this dissertation.

After a careful study and selection of terms, a vast number of Anglicisms have been introduced to the Diccionario de la Real Academia de la Lengua Española, which reflects its contribution of English into Spanish.

2.7.1. Common Lexical Fields

The presence of Anglicisms in Spanish appears in numerous forms. Medina notes that, sometimes, English can have more a presence in one field than other and then be forgotten and many years later experience a revival. This means, as shown by similar studies, that people have a varied array of fields and lexical realities. According to these studies there is not a solely English dominated field. However, the highest indexes seemed to be in the areas related to sports, fashion, transport, trips and especially in anything related to publicity.

As we can see here this chapter has elaborated all the sociolinguistic topics needed for the study. The next chapter, Chapter Three is the analysis of the surveys.

CHAPTER 3

RESEARCH

In this chapter, we will analyze the surveys and the results of these surveys. There were a total of two surveys used; one applied before creating the dissertation plan, and the second was applied during the writing of the actual dissertation. The results of these surveys appear below.

3.1. First Survey Application

The first survey had nine questions and asked about the girls' magazine reading habits, their level of English, among others (see annex one for the survey used). These questions were made to determine the validity of the study as well as the three most read magazines. They were applied to 100 girls from an English summer camp in 2011. The girls came from various schools located throughout Quito. Then, the investigator analyzed the results and acquired the magazines on which the study was going to be based. In order to have a large corpus, it was decided to acquire thirty-six issues (twelve for each magazine) or the equivalent of all the issues published within one calendar year. After that, with the information acquired by the magazines and the previous survey, a second survey was created, (see annex one for survey used). This survey was administered to 384 girls from the schools in the first survey. The ages of the girls are from twelve to eighteen years of age. Next, the results were analyzed (see 3.7. for the analysis).

The main objective of the second survey was to determine whether the group of girls understood the meaning of the Anglicisms gathered in the corpus. This survey also aimed to determine where they had learned these words.

3.2. Magazines Used

Tú

Tú is a monthly magazine for Hispanic American teenagers. It is published by Editorial Televisa a subdivision of Grupo Televisa. The first issue appeared in 1979.

This magazine is aimed at female teenagers between the ages of 12-18 years old. This magazine is extremely popular in Mexico, Colombia, República Dominicana, Venezuela, Argentina, Puerto Rico, Chile and Ecuador.

Each issue features music, celebrity gossip, television, internet, movies, fashion, tests, and advice on love, fashion, and school. However, in recent years (since 2010) articles about famous artists, movies and television have been prioritized above advice on love, fashion and beauty. According to recent surveys published by the magazine, this publication has 435,000 readers. As for magazine style, *Tú* magazine uses bright backgrounds, large photographs, and fonts, such as "Covered By Your Grace", "Cutie Pop" and "Shadows Into Light". They also use colorful illustrations and other small details that make it look attractive to young adolescent girls.

Seventeen

Seventeen is a monthly American magazine for teenagers. It was the first teen magazine to be established in the United States. It began as a publication geared towards inspiring teen girls

to become role models; however, soon as its debut, it took a more fashion and romance-oriented approach in its pages while promoting self-confidence. It was first published in September 1944 and is divided into the following sections: fashion, beauty, health, love and life. Frequent monthly aspects include “Letter from the Editor”, and Horoscope. The American edition is published by Hearst, while the Hispanic American version is published by Editorial Televisa. It also to be noted that the content is different between the North American and Latin-South American magazines, meaning that the content is not translated from English and therefore, the content is geared towards the interests of each culture.

Generación21

Generación21 is a magazine aimed at Ecuadorian youth. Its first issue came out in April 1996. Its purpose is to provide young people with entertainment and information especially with the latest in celebrity gossip, music, and technology. It also focuses on teen problems, and it helps them with an alternative outlook, which stimulates teens to connect with the magazine and to generate their own opinion on certain topics. *Generación21* is the only Ecuadorian teenage magazine, according to their website, which aims at both girls and boys of all ages. Children ages 5-9 buy the magazine for the comics and posters included in each issue, high school students ages 10-18 buy the magazine to explore music, film, television and internet topics.

3.3 Sample Determination

The amount of surveys was determined by a process called survey sampling, which describes the process of selecting a sample of elements from a target population in order to conduct a survey. According to the last census made by INEC in 2010, there are 14,483,499 people currently in Ecuador. 50.4% or 7,305,816 are women and 1,150,380 of them live in the city of Quito. From this sum, there are 143,531 that are between the ages of 12 to 18 and 101,073 of them are in school. From this last amount, 47,743 are in private schools; using the previous amount, this formula was used to determine the sampling size which is as follows:

$$n = \frac{Z^2 pq}{E^2}$$

n = Sample size

Z = Z Score (using 1,96 for 95% confidence level)

pq = percentage picking choice expressed as a decimal (.5 used for the sample size needed)

E = Confidence level, expressed as a decimal (e.g., .05 = ±5)

$$n = \frac{(1.96^2)(0.5)(0.5)}{0.05^2} = \frac{(3.8416)(0.25)}{0.0025} = \frac{0.9604}{0.0025} = 384.16$$

As we can see from the formula, in order for a 95% confidence level from this population (47,743) a total of 384 surveys needed to be done. The investigator divided the surveys equally among these schools. Each school did 15 surveys; two surveys were done in each age group. The final survey consisted of thirteen questions and is divided into three parts: magazine preference, reading frequency and word usage.

3.4. Surveys - Pilot Survey Test Results

The Investigator applied both surveys to girls from the following schools:

Alliance Americana	Ecuatoriano Suizo	Liceo los Alamos
Anan	Einstein	Liceo Mediterraneo
British School	Unidad Educativa Eufrasia	Los Arrayanes
Colegio de America	Isaac Newton	La Dolorosa
Colegio de Liga	Letort	Liceo Alborada
Colegio Internacional Sek	Rudolf Steiner	Terranova
San Francisco de Sales	Spellman	William Shakespeare
Colegio Marista	Los Pinos	
Martim Cerere	Colegio Becquerel	

Author: Maria Luisa Montenegro Source: Results from the pilot survey (September 2011)

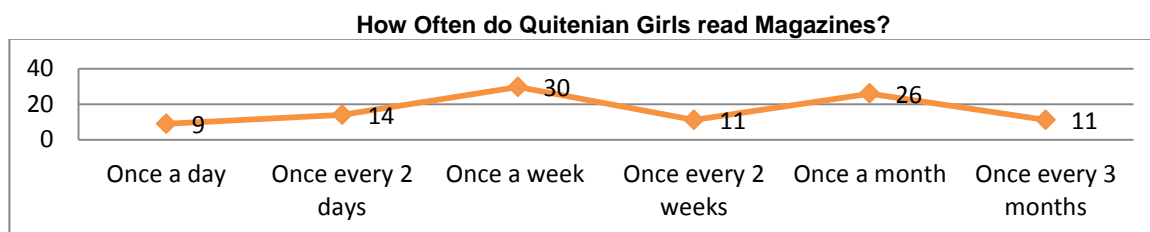
These schools were chosen are private schools which generally are of mid to high socioeconomic status. The reason for this is that since these magazines are not economically available to all teenage girls; however girls from the schools mentioned above are more prone to acquire these magazines.

The investigator decided to do a pilot survey, in order to determine the validity of the study before writing the dissertation plan. This initial survey was applied to 100 adolescent girls from various high schools in summer 2011 during an English summer camp. A copy of the survey, and entire results obtained for this study applied to the girls is attached to the annexes (annex one). Here follows a summary of the results of the first survey:

3.5. Pilot Survey Results

The objective of the pilot survey was to measure if teenage girls of a high social economical status read teenage magazines.

Since 92% of the girls in the survey did, in fact, have access to teenage magazines, the second question showed how often they read them. As a result we obtained a time frame from once a day to once every three months. These numbers are shown in percentages below:



Author: Maria Luisa Montenegro Source: Results from the pilot survey (September 2011)

The next step was to find out which teenage magazines were the most popular ones. The top 3 magazines read by these teenagers were:

Magazine	%
Generación21	45%
Seventeen	19%
Tú	19%

Then, we wanted to determine the level of attention paid by the teenagers while reading the magazines, in order to find out whether these girls had contact with the English words in these publications. 79% of the girls said to have paid a low level of attention to a high level of attention while reading the magazine.

Level of Attention	%
Low	44%
Middle	30%
High	5%

A word count was made out of a year's subscription of magazines, of the top three magazines (*Generación21*, *Tú*, and *Seventeen*). This was done to identify the words with the highest

frequency of use. After analyzing all of the magazines, these were the top ten Anglicisms seen.

Word	
BFF	299
Looks	383
Cool	190
Fashion	95
Test	133
Outfit	135
Web	171
Bullying	75
Tip	234
Chic	87

All of these results from the survey were extremely useful in order to create the second survey. This first survey was necessary to do in order to prevent unfavorable results when tallying the results of the second survey, meaning this dissertation would have been pointless to do if teenage girls in Quito did not read magazines and did not read them frequently.

3.6 Surveys - Final Survey Application

The second survey was done in September 2012. It was necessary to construct a large corpus in order to create this survey; so, it was determined to analyze an entire year's worth- thirty six magazines, from January 2011 to December 2011. The investigator read each magazine issue and wrote down each and every English word found, Proper names and product brands in English were excluded. The total amount of English words found was 5039 in only thirty-six issues, and please note that these included repetitions. The total amount of individual English words was 895 (A complete list of all words found is in annex three). This is surprising if you consider the fact that these three publications are published in Latin and South America and

distributed in Ecuador, and nearly all of Latin and South America; and therefore, the language used in the magazine is Spanish. The top ten words were chosen and used to create this second survey. The second survey was applied to 384 teenage girls from the schools in the first survey. These girls were required to fill out the survey with their name, age and school in case of further questions by the investigator; of course, these girls were told that their personal information would not be shared with third parties. This survey was done in Spanish in order that the girls not to be confused when answering the questions. This also permitted girls, regardless of their English proficiency, to participate in the survey.

3.6.1. Final Survey Results

This survey started out by interviewing 384 girls from different high schools of high economical status levels in the city of Quito.

As was seen in the first analysis, the ten most repeated words from the study were picked out from the most common magazines read by teenagers, *Generación21*, *Seventeen*, and *Tú*.

These words had to be analyzed according to the following points:

Anglicism
Where the teenager first saw the word
Definition of the word according to the teenager
Where the teenager learned the meaning of the word
Whether it is correctly used

Each of the ten words was analyzed and shown in the following chart:

Anglicism	Where the teenager first saw the word	Definition of the word according to the teenager	Where the teenager learned the meaning of the word	Whether it is correctly used
BFF	Magazines 41%, Internet 36%, Television 22%, Billboards 0,6%, Others 1%	Mejor amigo/ best friend/best friend forever 49%, Mejor amiga 40%, blank 6% boyfriend forever 2%	By magazine 47%, Internet 31%, A friend told me 11%, At school 10%	Correct 97%, Incorrect 3%
Look(s)	Internet 56%, Magazines 29%, Television 14%, Other 1%, Billboard 0,5%	Estilos/forma de vestir 39%, Apariencia 23%, Como te ves o como la gente te ve 14%	Internet 59%, Magazines 23%, At school 10%, A friend told me 4%, Other 4%	Correct 92%, Incorrect 8%
Cool	Magazines 38%, Internet 28%, Television 28%, Billboards 3%, Other 3%	Bueno/chevere 55%, Estar a la moda 23%, Blank 18%, Other 2%, Estar en onda 1%, Frio 1%	Magazines 33%, Internet 30%, At school 25%, A friend told me 8%, Other 4%	Correct 86%, Incorrect 14%
Fashion	Television 30%, Billboards 29%, Magazines 25%, Internet 15%, Others 1%	Moda 68%, Blank 21%, Manera de vestir/ bien vestido 8%, Other 2%, Agradable 1%	Magazines 35%, Internet 29%, A friend told me 27%, At school 7%, Other 2%	Correct 93%, Incorrect 7%
Test(s)	Magazines 54%, Internet 31%, Television 14%, Bilboards 1%, Others 0.5%	Prueba/examen/evaluación 74%, Blank 20%, Preguntas/responder 3%, Other 2%, Cuestionario 1%	Magazines 41%, Internet 26%, At school 21%, Other 9%, A friend told me 3%	Correct 93%, Incorrect 7%
Outfit(s)	Magazines 44%, Internet 29%, Television 22%,	Conjunto de ropa 50%, Blank 38%, Vestuario 8%, Fuera de moda 2%, Other	Magazines 54%, Internet	Correct 70%, incorrect

Anglicism	Where the teenager first saw the word	Definition of the word according to the teenager	Where the teenager learned the meaning of the word	Whether it is correctly used
	Other 5%, Billboards 0.5%,	2%	28%, At school 9%, Other 5%, A friend told me 4%	30%
Web	Television 41%, Internet 27%, Magazines 25%, Billboards 4%, Others 3%	Internet 37%, Blank 26%, Sitio/pagina de la red, internet 22%, Other 2%	Internet 57%, I learned by reading a magazine 19%, At school 18%, A friend told me 4%, Other 2%	Correct 87%, Incorrect 13%
Bullying	Television 31%, Internet 30%, Others 23%, Magazines 16%	Maltrato 37%, Acoso Escolar 15%, Agresión 13%, Blank 13%, Abuso 12%, Other 5%, Molestar 5%	At school 35%, Internet 29%, Magazines 26%, A friend told me 7%, other 4%	Correct 79%, Incorrect 21%
Tip(s)	Magazines 37%, Internet 31%, Television 25%, Others 6%, Billboards 1%	Consejo 42%, Blank 27%, Recomendación 16%, Ayuda 12%, Others 3%	Magazines 34%, Internet 28%, A friend told me 25%, At school 12%, Other 1%	Correct 76%, incorrect 24%
Chic	Magazines 36%, Television 33%, Internet 19%, Others 9%, Billboard 3%	Elegante 46%, Blank 44%, A la Moda 4%, Chiquito/chica 2%, Original 2%, costoso/caro	Magazines 51%, A friend told me 28%, Internet 13%, At school 6%, other 2%	Correct 74%, Incorrect 26%

The girls were asked in what context they would use the Anglicisms. It was seen that 45% of the girls use the acquired words mostly with their friends. The reason why this happens could be the fact that these words are considered “in” or very colloquial among teenagers. Therefore, they feel part of the group when using these words.

When the girls were asked where they had learned the meanings of the words, 60% of them claimed to have acquired them through magazines. The other 31% said to have used these words on the internet. A possible reason for this is that it is easier for them to be exposed to English words on the web.

3.7. Survey Results and Analysis

This survey analysis is divided into three parts. Part One, consisting of questions one to four, analyzes magazine usage and reading frequency. Part Two, consists of questions five, six, seven, ten and eleven, which were related to word usage, and where the students learned these words, were analyzed word by word starting from the most popular to the least. It is also to be noted that ten words were analyzed in this dissertation. Part Three, which consists of question nine, twelve and thirteen, are related to English usage and preference, and were analyzed individually. Part three also has the overall results of the analysis done in Part Two.

PART ONE

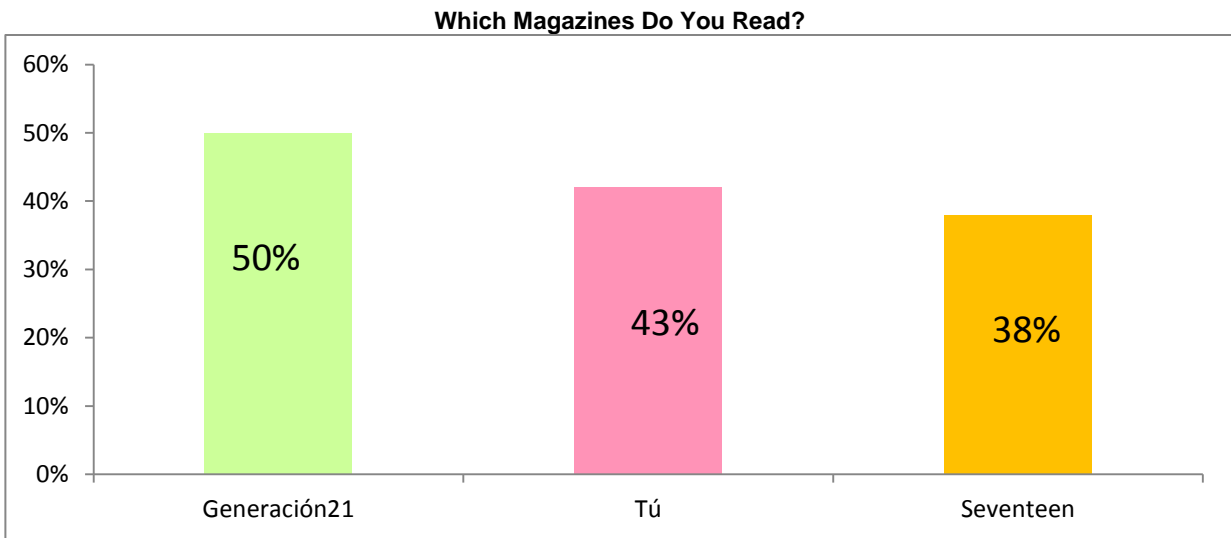
This section analyzes the first four questions of the survey.

Question 1: Do you buy or read teen magazines, (examples: Tú, Generación21, Seventeen, others)?

The investigator had to do 390 surveys in order to have the required 384 surveys needed to carry out this analysis. This was necessary to do because six girls had responded that they did not read magazines and the investigator needed to have 384 surveys of girls who read magazines. Otherwise, the sample would not be able to accurately reflect the population. These results mean that 99% of girls do read teenage magazines. This fact is beneficial for this research, because it means that girls are exposed to these magazines and, therefore, to the content of these publications, and there is a high probability that these girls will be influenced into adopting these words into their mental lexicon because they read these publications.

Question 2: Which magazines do you read?

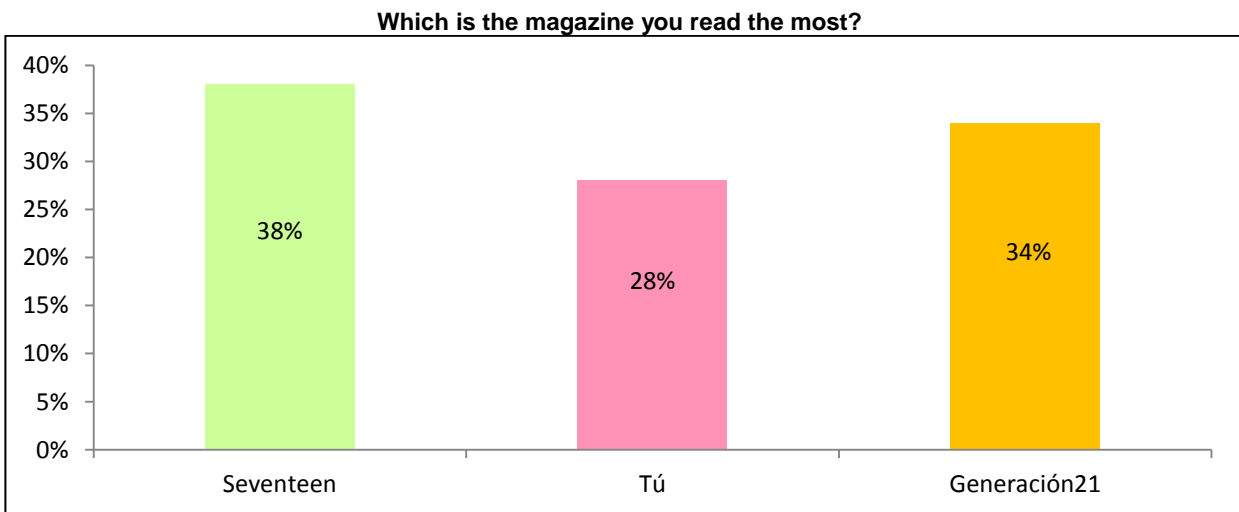
The girls had chosen and written more than one response. 50% read *Generación21*, 43% read *Tú*, and 38% read *Seventeen*. This supports the response the girls of the previous survey had made, which was that that these three were the top read magazines. Other responses included *La Familia*, *La Onda*, *Caras*, *Xona*, and *Cosmopolitan*. However, these were in a much lower percentage compared to the top three. The graph can be seen on the next page.



Author: Maria Luisa Montenegro
 Source: question 2 from the second survey (September 2012)

Question 3: Which is the magazine you read the most?

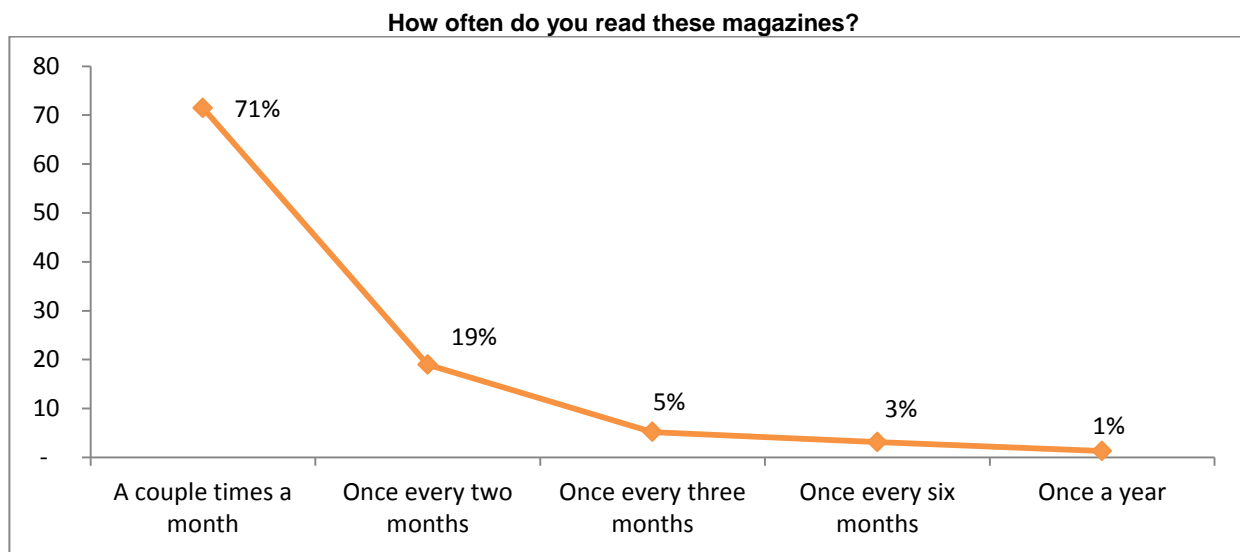
The girls were instructed to choose only one of the previous options. As we can see in the graph below, all three magazines are almost equally popular among this group of girls (35% *Generación21*, 34% *Tú* and 30% *Seventeen*) and at the moment of choosing only one magazine, the girls have no real preference. It is safe to assume that these girls, if asked, would say that they have seen these words in any of the three magazines.



Author: Maria Luisa Montenegro Source: question 3 from the second survey (September 2012)

Question 4: How often do you read these magazines?

This question was very important since this study would have been pointless if these girls were not in constant contact with the magazines. This constant exposure is essential because the more they are exposed to the magazines, the more probable it is that these girls see these words, learn them and subsequently use them in their day to day life.

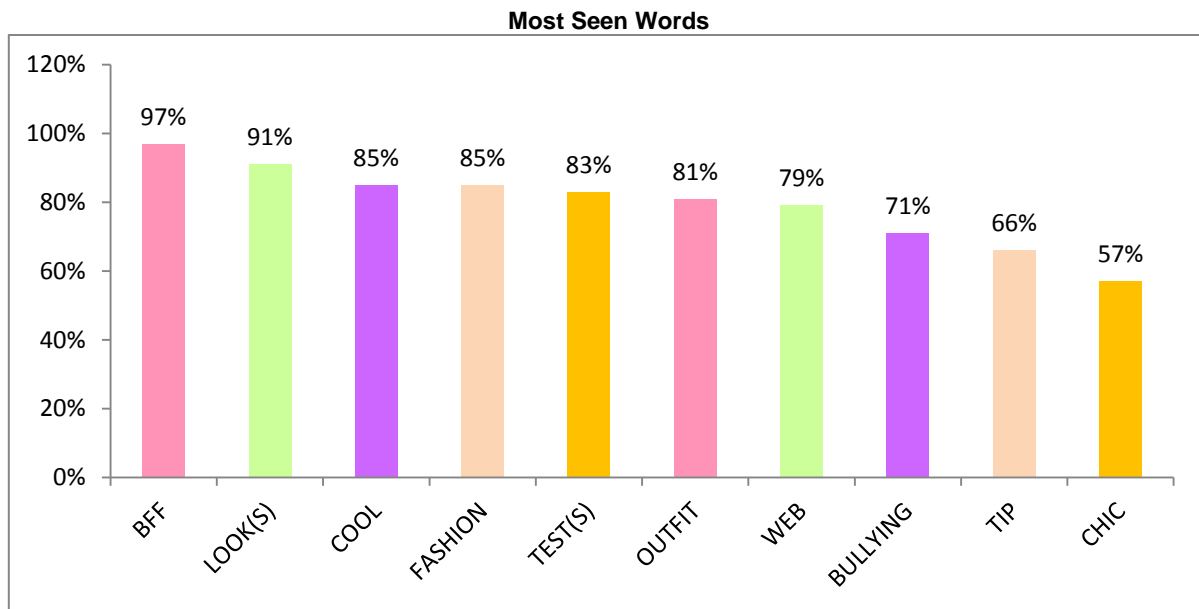


Author: Maria Luisa Montenegro
Source: question 4 from the second survey (September 2012)

As we can see here, these girls are frequently exposed to these magazines and therefore have a high probability that they will learn the words and phrases that appear in them.

PART TWO

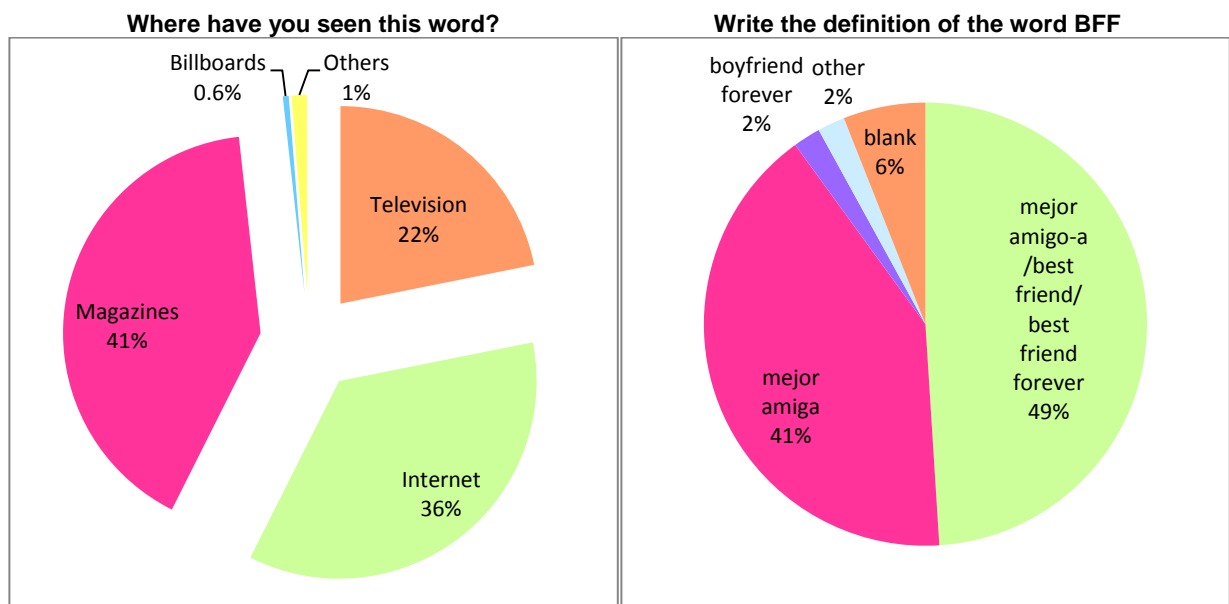
This section analyzes questions five, six, seven, eight, ten, and eleven. In order to properly accomplish this task, it has been deemed to work word for word and not question by question. The order of these words is from the most popular to the least, as seen in the chart on the next page.



Author: Maria Luisa Montenegro Source: question 5 from the second survey (September 2012)

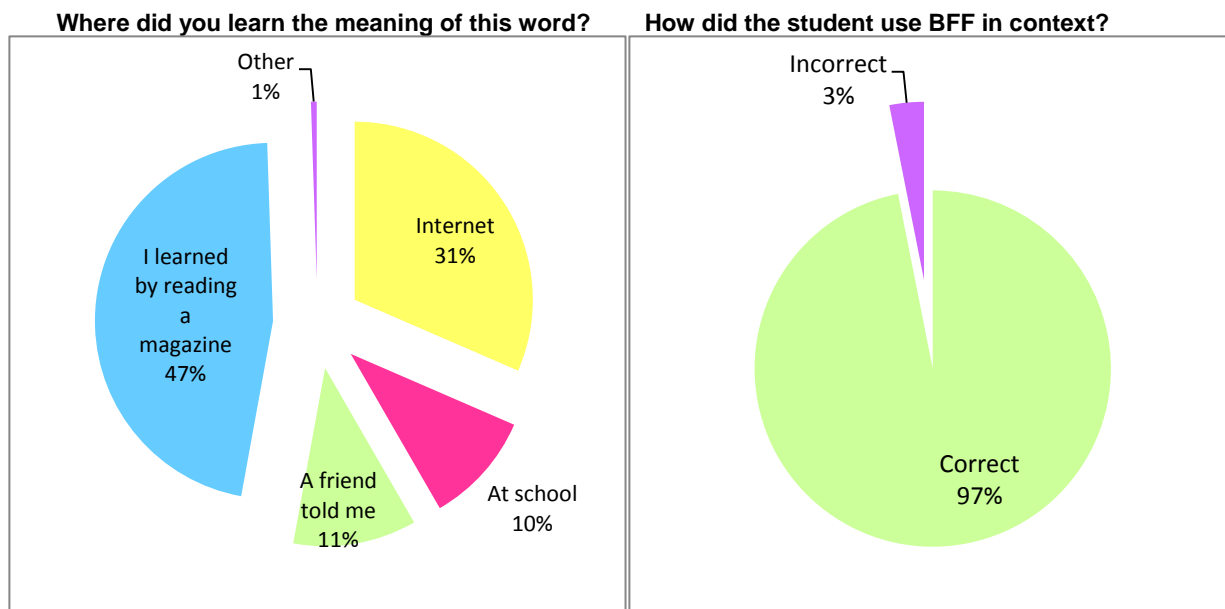
BFF

97% have seen the word *BFF* before. 41% have seen this word in magazines, 36% have seen this through the internet, 22% have seen this word on the television, and 0.6% of the girls have seen this word though billboards and 1% have seen this word elsewhere.



Author: Maria Luisa Montenegro Source: question 6 & 7 from the second survey (September 2012)

The investigator asked where they learned the meaning of these words and 47% had understood in context, while reading a magazine; 31% had found out the meaning through the internet, a friend had explained the word's meaning to 11% of the girls, 10% had learned the meaning at school, and 1% had responded other. When asked in context to place it in the correct spot with that word: 97% had written a correct sentence and 3% had put it incorrectly or left it blank.



Author: Maria Luisa Montenegro Source: question 8, 10, 11 from the second survey (September 2012)

According to Merriam-Webster's Online Dictionary, *BFF* is the acronym of *Best Friends Forever*. The Urban Dictionary had also added to include that “it had once only existed only in written form mostly on binders or notes by girls in grade school, however, over the last few years, people who used to use the term in grade school have actually started saying it, typically in a joking manner, to mean a close relationship with someone.” As Irene S. Levine states in her article published in Psychology Today in its online version, The Oxford Dictionary

has cited that the word came to popular usage in 1996²¹. She also notes the term was popularized just over a decade ago as a quick way for friends to sign off and express their positive feelings for one another---while instant-messaging (IM-ing) on the computer, or sending a text message on cell phones. Its origins may even date back to snail mail. Levine also states various instances in television where this word has made an appearance.

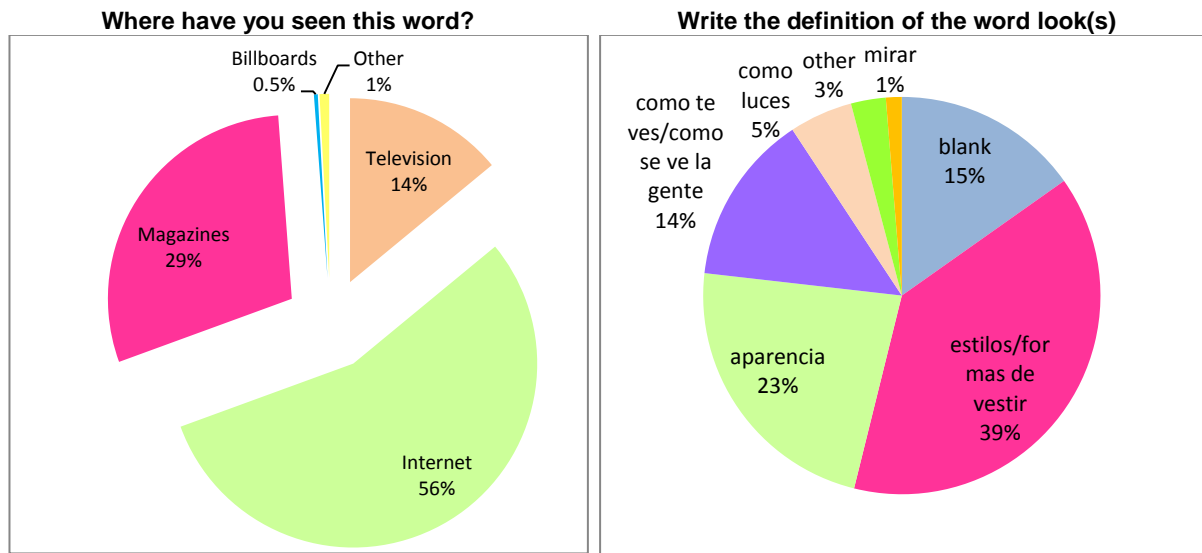
When asked to define this word, 49% defined the word as *mejor amigo-amiga/ best friend /best friend forever*. 41% defined it as *mejor amiga*. 2% defined BFF as *boyfriend forever*. 2% defined the word as other which includes *beffa*, *son tips para las mejores amigas*, and *casi novia – amante*. These last three definitions do not reflect any of the possible dictionary definitions of this word.

This word is an acronym in English and it has entered Spanish through borrowing (particularly through *importation*, which is a non-integrated word form from a foreign language spelled without changes). This word has not undergone any morphological changes. This word is a noun both in English and Spanish. At the semantic level, the meaning of this word has been relatively unchanged save for one interesting fact: In English, and the magazines used in this study, *BFF* mainly refers to only females, that is, a best friend who is a girl. However, this group of girls had expanded the original meaning of the word to include males. This demonstrates that this word has undergone a semantic extension, meaning the word's meaning has expanded to include an additional definition.

²¹ Levine, Irene S.. "[BFF: DOB 1996 - Welcome to the Oxford English Dictionary](http://www.psychologytoday.com/blog/the-friendship-doctor/201009/bff-dob-1996-welcome-the-oxford-english-dictionary)". *Psychology Today*. Web. June 08, 2013. <<http://www.psychologytoday.com/blog/the-friendship-doctor/201009/bff-dob-1996-welcome-the-oxford-english-dictionary>>.

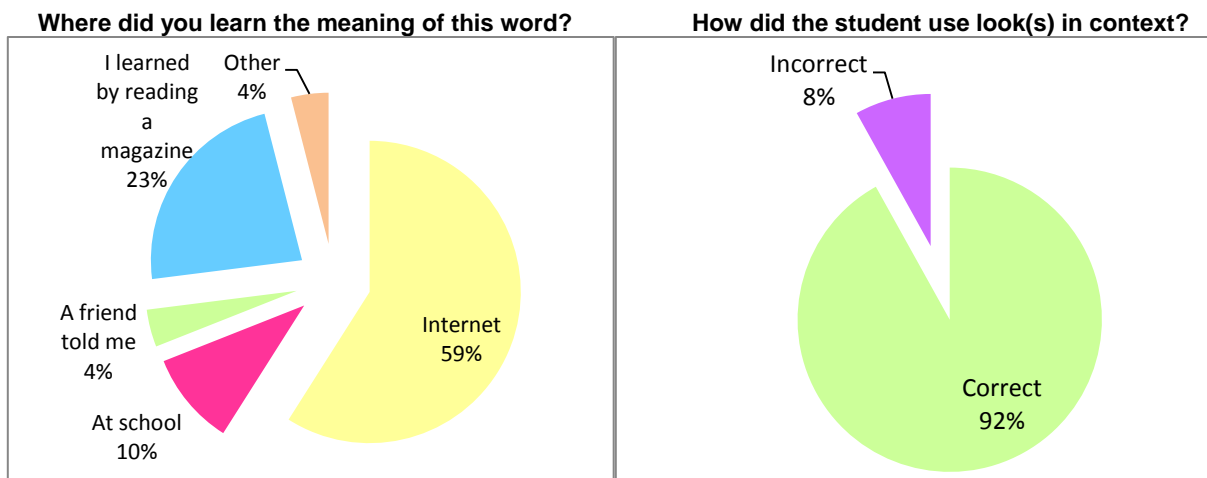
Look(s)

91% of the girls have seen the word *look* or *looks* before. When asked where they had seen this word, 56% had seen it through the internet, 29% through magazines, 14% had seen this word through television, 1.3% have seen this word through other means, and 0.5% of the girls had seen this word on billboards; this can be seen below.



Author: Maria Luisa Montenegro Source: question 6, & 7 from the second survey (September 2012)

When asked about how they learned the meaning of these words, 59% had learned it through the internet, 23% learned through a magazine, 10% at school, 4% through a friend, and 4% through other means. When asked to place the word in the correct place in the exercise, 92% did so and 8% either left it blank or put another word in its place.



Author: Maria Luisa Montenegro Source: question 8, 10, 11 from the second survey (September 2012)

According to the Merriam Webster's Dictionary, the word *look(s)* has various definitions, but the one that best relates to the context used in the magazines and the surveys defined it as: “*physical appearance; especially attractive physical appearance-usually used in plural. It is also defined as a combination of design features giving a unified appearance <a new look in women's fashions>*”. The Online Etymology Dictionary, states that the origin of this word is from the late fourteenth century²². Diccionario de la Real Academia defines *look* as “*imagen o aspecto de las personas o de las cosas, especialmente si responde a un propósito de distinción*”. However, it has to be noted that this definition entry will be eliminated by the next edition. The reason for this is unknown. A possible reason is that the creators of this dictionary had deemed it an unnecessary word when there are other equivalents in Spanish.

When the investigator asked the girls to define this word, 39% had defined this word as: *estilos (style), formas de vestir (way of dress)*. 23% defined the word as *aparencia/aspectos (appearance)*. 14% defined the word as *cómo te ves/cómo te ve la gente (how you look at yourself/how others look at you)*. 5% defined the word as *cómo luces (how you look)*. 3%

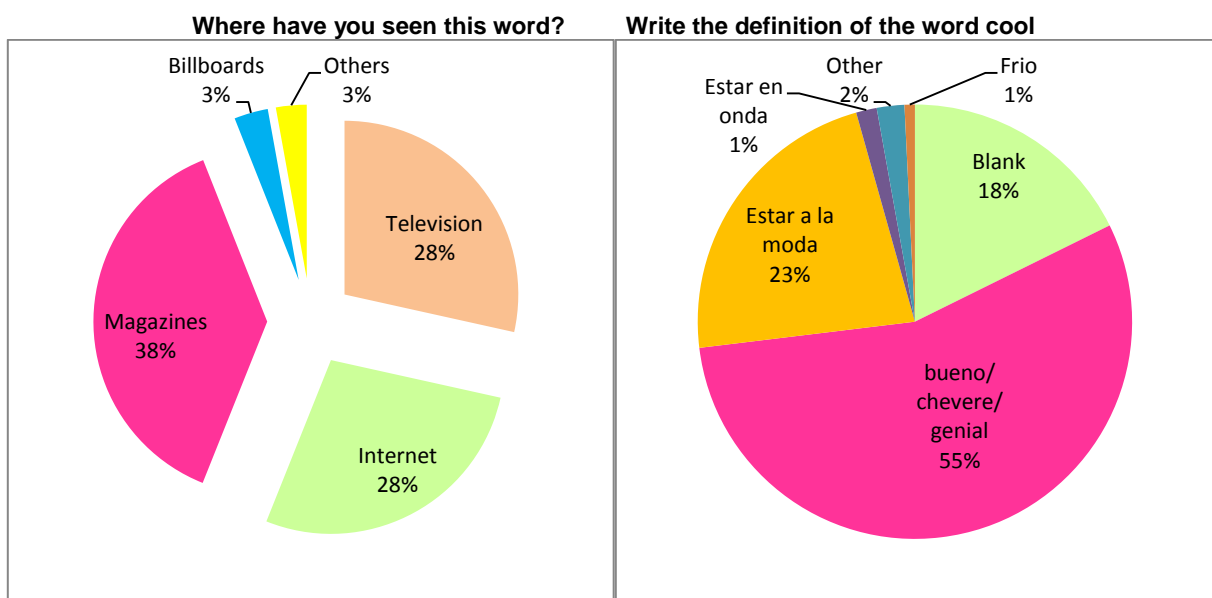
²² “Look”. The Online Etymology Dictionary. Web. May 15, 2013.
 <http://www.etymonline.com/index.php?allowed_in_frame=0&search=look&searchmode=none>.

defined the word as “other” which included definitions such as *imagen*, *conjunto de ropa*, and *peinados*. These last two do not reflect any possible English dictionary definitions for this word. 15% were blank. 1% defined the word as *mirar* or *ver*. This last definition is one of the various concepts for *look*, however it was not the meaning related to this context.

This word entered the Spanish language through borrowing, particularly through importation, and is considered a loan word. It follows the same pluralization rules as English and both are nouns. At the semantic level, the meaning has been expanded to include not only physical appearance but also includes types of outfit combinations.

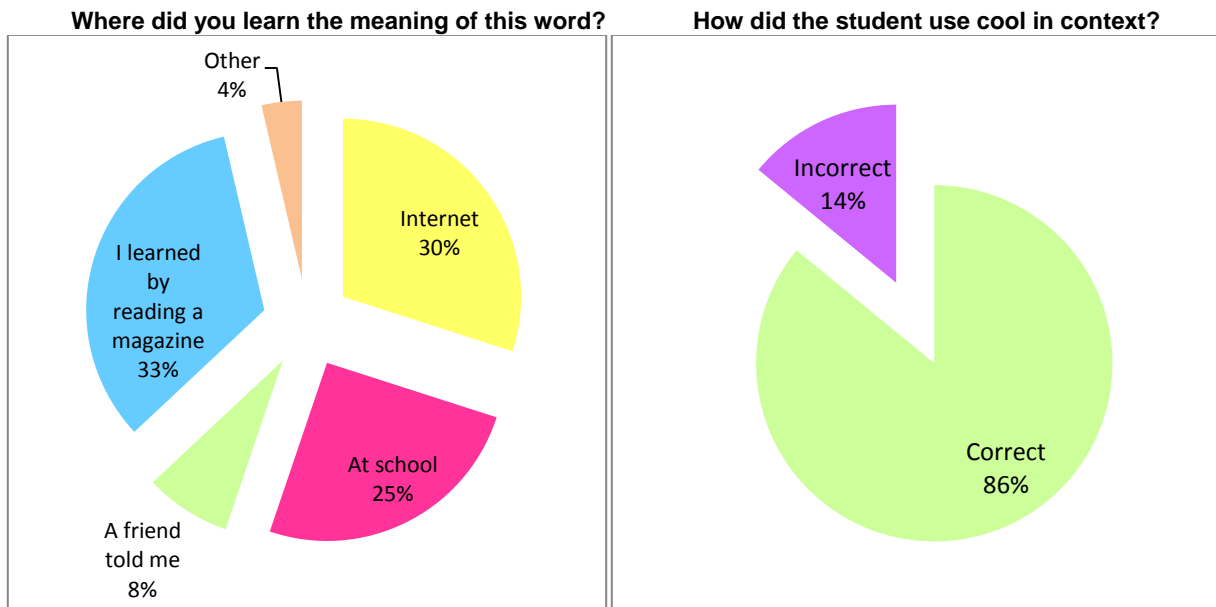
Cool

85% of all the girls had seen the word *cool* before. 28% had seen this through the internet, 28% had seen this on television 38% had seen this word through magazines, 3% had seen this on billboards, and 3% had seen this word elsewhere.



Author: Maria Luisa Montenegro Source: question 6 & 7 from the second survey (September 2012)

When asked where they learned the meaning of the word, 30% learned it through the internet, 25% learned through school, 8% learned the meaning through friends, 33% of them learned the meaning through magazines, and 4% learned by other means. When asked in context to write a sentence with that word, 86% had written a correct sentence and 14% had put it incorrectly or left it blank.



Author: Maria Luisa Montenegro Source: question 8, 10, 11 from the second survey (September 2012)

According to the Merriam Webster's Dictionary, *cool* has various definitions. The one that was used was the seventh definition which is: *very good: excellent*. It also means *all right*. It is also defined as *fashionable, hip*. *Cool* in all of these contexts is used as slang, according to this dictionary. The Online Etymology Dictionary states that, this word came into use in the late fourteenth century and the slang use of this word started in 1933, originally from Black English.

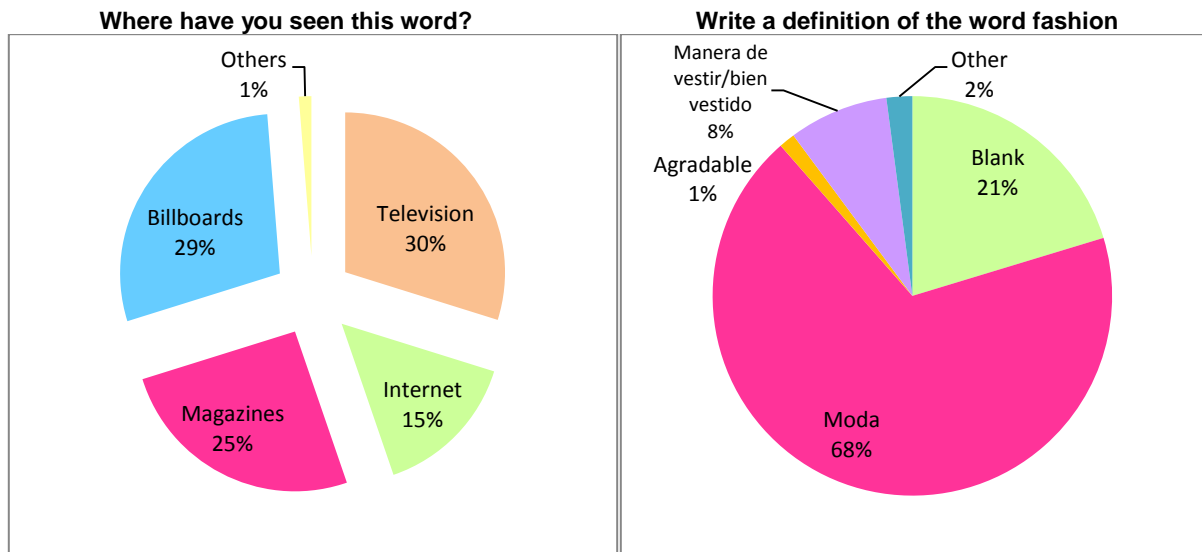
When asked to define this word, 55% of girls defined *cool* as *bueno*, or *something good*, *chévere*, which is defined as *great, genial* which can be used interchangeably with *chévere*.

23% defined cool as *estar a la moda, popular, in, (be fashionable, be popular, or be in)*. 1% defined the word as *estar a la onda*. 1% also defined this word as *frío (cold)*. 18% left it blank.

This word entered Spanish through borrowing and there have not been any changes. In both languages it still remains a noun. At the semantic level, the girls have generally retained the original meanings. However, some have also expanded the meaning to include “*someone who is up to date*”. It is important to note that the girls consider *fashion* a synonym of *cool*.

Fashion

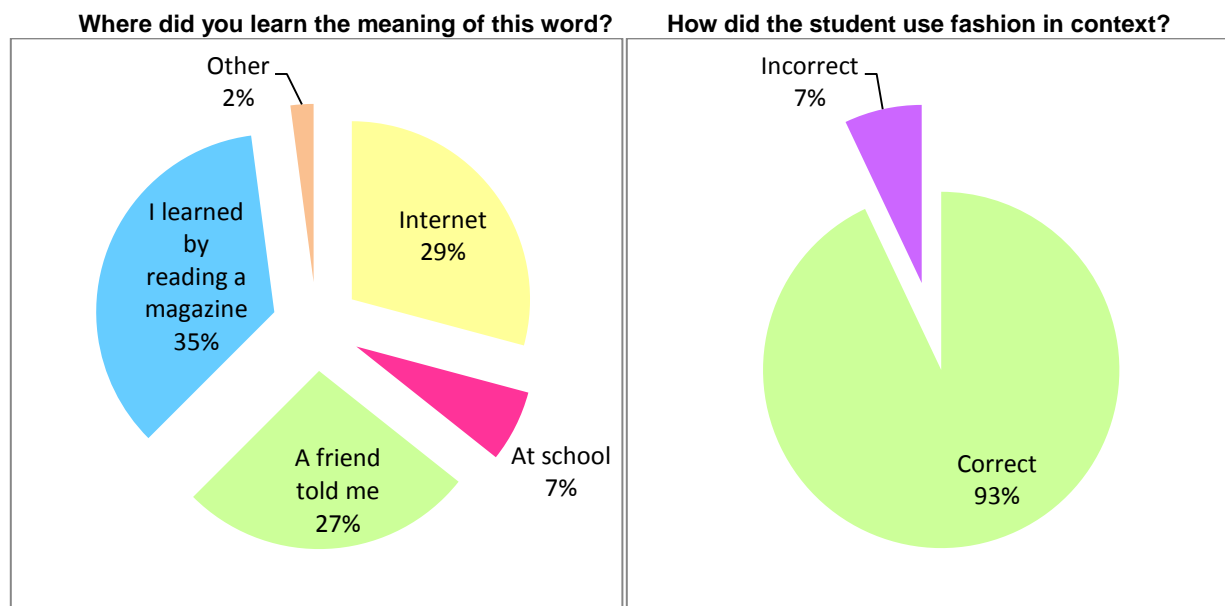
85% have seen the word *fashion* before. 15% have seen this word on the internet. 30% have seen this word on television, 25% have seen this word in magazines, 29% have seen this word on billboards, and 1% people have seen this word elsewhere.



Author: Maria Luisa Montenegro Source: question 6 & 7 from the second survey (September 2012)

The survey asked the girls where they had learned the meaning of this word, and 29% said on the internet. 7% said at school, a friend had explained the word to 27% girls, 35% had

understood the words while reading a magazine. 2% had responded other. When asked in context to place the word in the correct spot; 93% had written a correct sentence and 7% had put it incorrectly or left it blank.



Author: Maria Luisa Montenegro Source: question 8, 10, 11 from the second survey (September 2012)

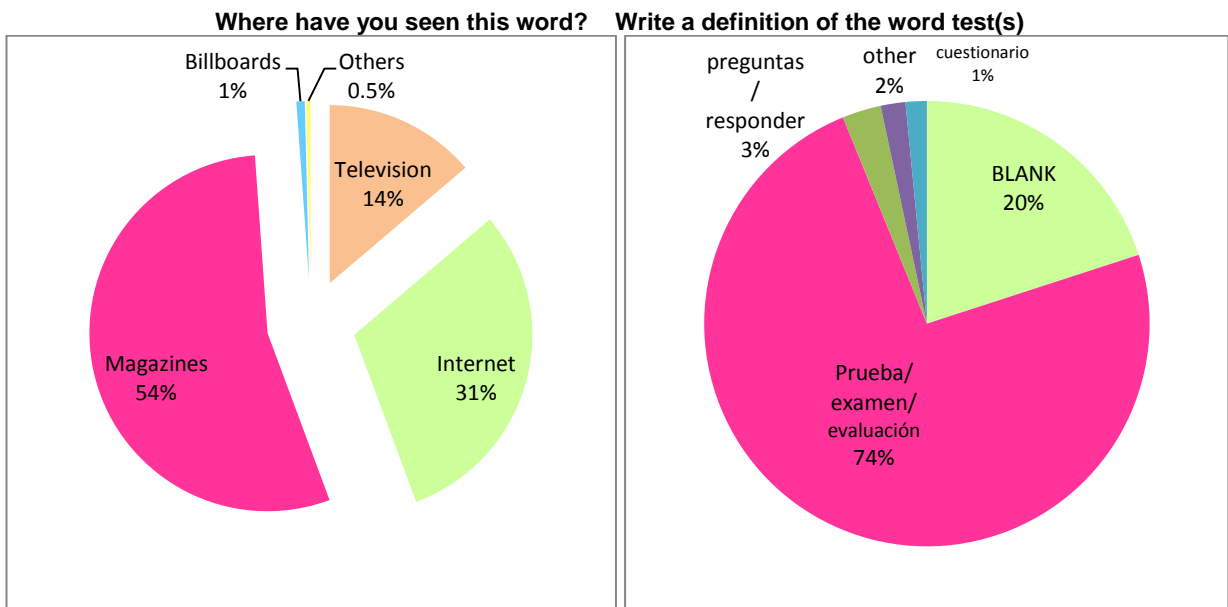
According to the Merriam Webster's Dictionary, "*fashion is the prevailing style (as in dress) during a particular time. It also means a garment in such a style, always wears the latest*". This word is not defined in Diccionario De la Real Academia de La Lengua. According to The Online Etymology Dictionary, this word came to use in the late fifteenth century.

When asked to define this word, 68% wrote *moda, lo que está a la moda, última moda*, 8% defined fashion as *manera de vestir* or *bien vestido*. 1% defined the word as *agradable*. 2% defined the word in other ways such as *genial*, or *super cool*. Girls in this category also defined the word in completely different ways that have nothing to do with the original meaning. Examples include: *personalidad* and for some strange reason, *bulimia*.

Linguistically, this word entered Spanish through borrowing. It is a *loanword*, an integrated word from a foreign language, and it had been a noun in English. However, when it was adopted into Spanish, it became an adjective as well as a noun. At the semantic level, girls have expanded the meaning: they have included *someone who is well dressed and cool*. This means that they consider *fashion* and *cool* as synonyms. The girls use similar expressions to define both words.

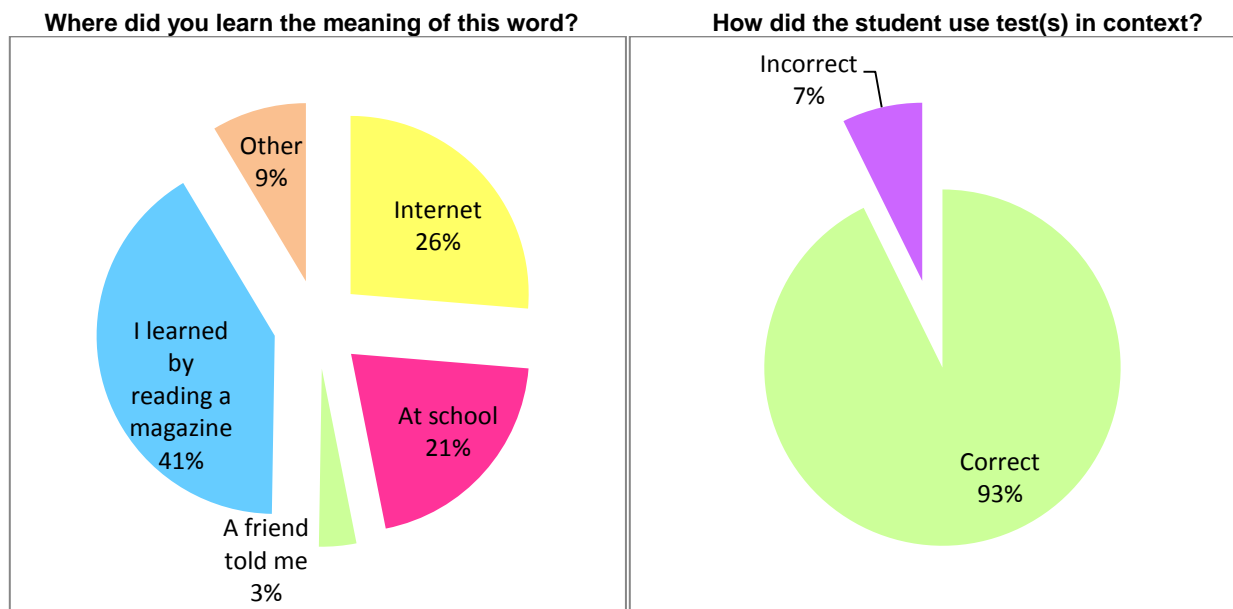
Test(s)

83% of the girls have seen the word *test* or *tests* before. 31% have seen this through the internet, 14% have seen this word on the television, 54% have seen this word in magazines, 1% of the girls have seen this word though billboards and 0.5% have seen this word elsewhere.



Author: Maria Luisa Montenegro Source: question 6 & 7 from the second survey (September 2012)

The investigator asked the girls where they learned the meaning of these words and 26% had found out the meaning through the internet, 21% had learned the meaning at school. A friend had explained the word's meaning to 3% of the girls, 41% had understood in context, while reading a magazine and 9% had responded other. When asked in context to write a sentence with that word: 93% had written a correct sentence and 7% of the girls had put it incorrectly or left it blank.



Author: Maria Luisa Montenegro Source: question 8, 10, 11 from the second survey (September 2012)

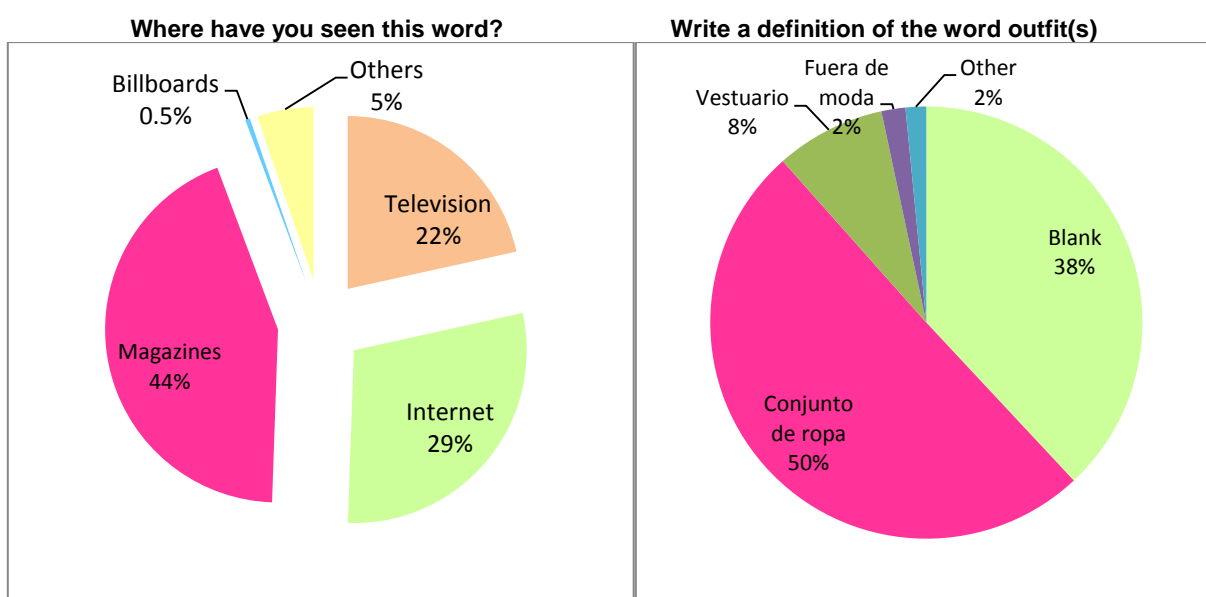
According to Merriam-Webster's Dictionary, *test* has the following concepts: "a *critical examination, observation, or evaluation*. It also means a *means of testing: as (1): a procedure, reaction, or reagent used to identify or characterize a substance or constituent or (2): something (as a series of questions or exercises) for measuring the skill, knowledge, intelligence, capacities, or aptitudes of an individual or group*". The Online Etymology Dictionary, states that the word, came into usage in the late sixteenth century.

The survey asked the girls to define this word and 74% defined it as *prueba* (test), *examen* (exam), *evaluación* (evaluation). 3% defined it as *preguntas* or *responder preguntas* (questions or to respond questions). 1% responded it as *cuestionario* (questionnaire). 20% left it blank and 2% responded “other” (encuesta- survey).

This word entered Spanish through borrowing. There have been no changes at the morphological level. It retains the same pluralization rules as in English. Both are nouns. At the semantic level, the girls have retained the original meaning in English, except for the case where one of the girls had defined it as a verb (*responder preguntas*).

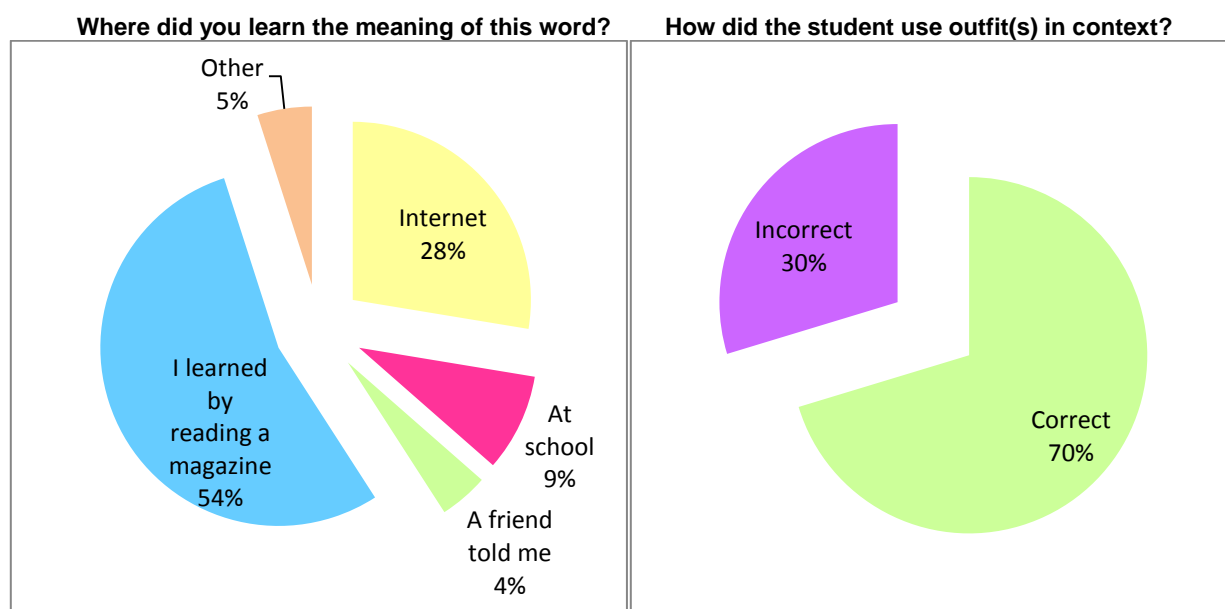
Outfit(s)

81% had seen the word *outfit* before. 29% have seen this word on the internet. 22% had seen this word on the television, 44% had seen this word on this word in magazines, 0.5% had seen this word on billboards, and 5% of the people had seen this word elsewhere.



Author: Maria Luisa Montenegro Source: question 6 & 7 from the second survey (September 2012)

The survey asked the girls where they had learned the meaning of this word and 28% said on the internet. 9% had said at school, a friend had explained the word to 4% of the girls, 54% had understood the words while reading a magazine, 5% had responded *other*. When asked in context to place the word in the correct place; 70% had placed the word in the correct space, and 30% or 114 girls had put it incorrectly or left it blank.



Author: Maria Luisa Montenegro Source: question 8, 10, 11 from the second survey (September 2012)

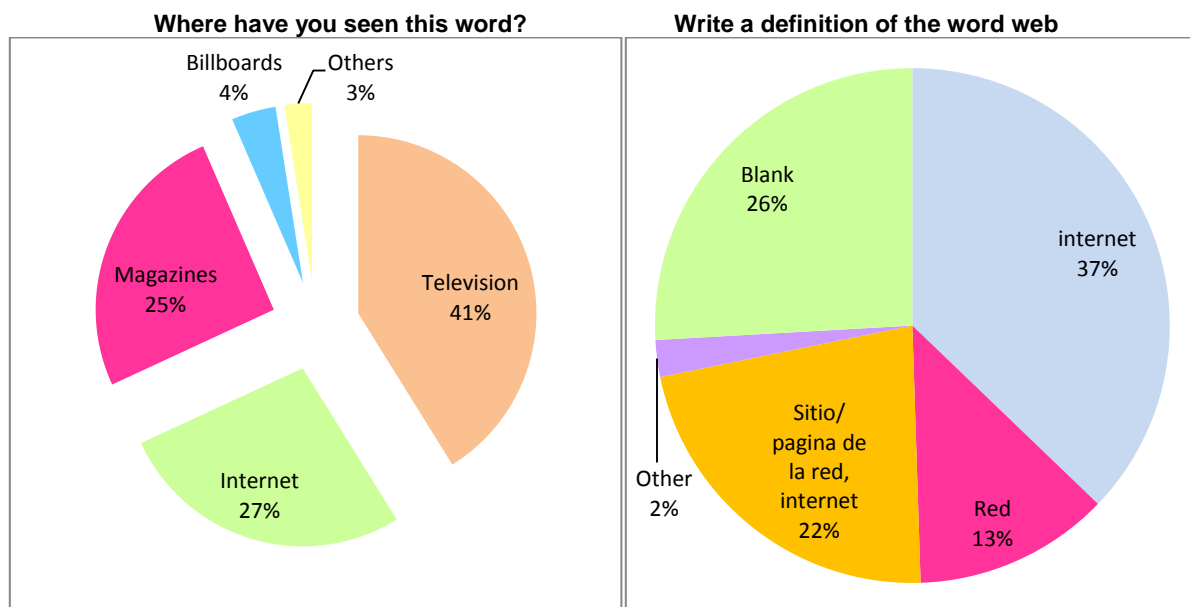
According to Merriam-Webster's Collegiate Dictionary, there are various definitions for this word. The definition chosen was the one that best resembled the magazine context, and that is *outfit* is a noun and is a "*clothing ensemble often for a special occasion or activity*". The Online Etymology Dictionary states that the first instance of usage was first recorded in 1852.

When asked to define this word, 50% of the girls defined it as *conjunto de ropa*. 8% defined it as *vestuario*. 2% defined it as *fuera de moda*. 2% defined it as other which includes, *dress*, *modelos de ropa*, *salida/parada*, *estar pasada de línea*, *el estilo cómo te vistes*, and for some strange reason, *dedo gordo de los pies*. 38% left it blank.

This word entered Spanish through borrowing and both are nouns in English and Spanish. There have been no changes at the morphological level. At the semantic level, some of the girls have expanded the meaning to include something that is out of fashion (*fuera de moda*). The possible reason for this definition is that they relate the initial lexeme *out* with *fuera*. As for *pasado de línea*, the reason could be that this person tried to translate this word into Spanish with very erroneous results. *Dedo gordo de los pies* shows that this person simply put a random phrase as a definition signaling that she did not take this survey very seriously.

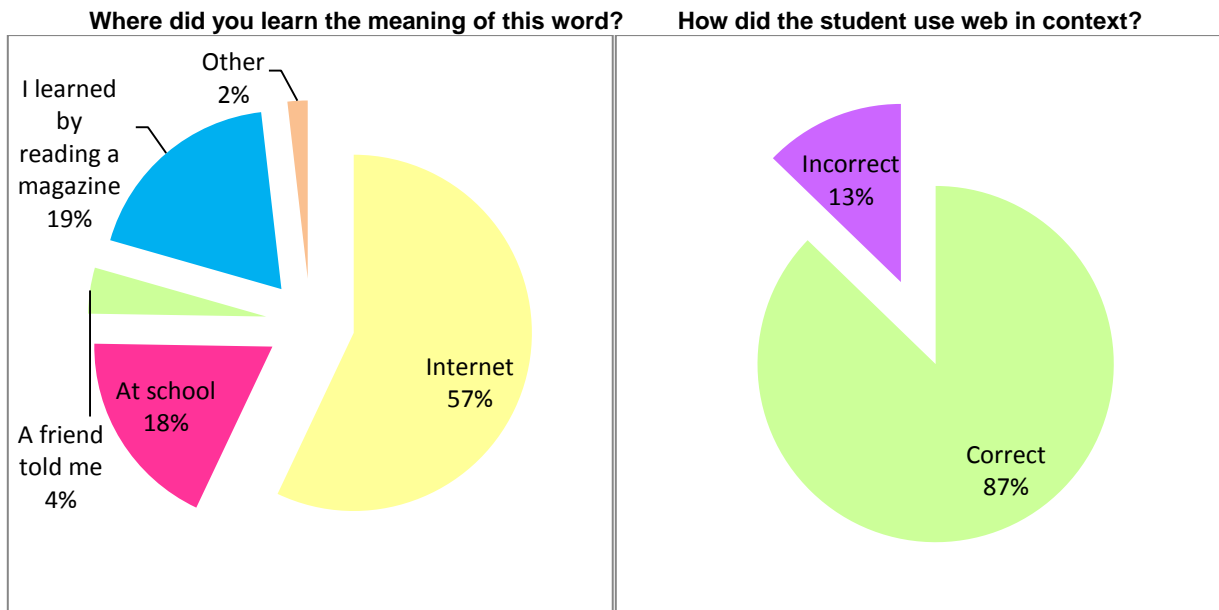
Web

79% of the girls have seen the word *web* before. 27% have seen this word on the internet. 41% have seen this word on the television, 25% have seen this word in magazines, 4% have seen this word on billboards, and 3% people have seen this word elsewhere.



Author: Maria Luisa Montenegro Source: question 6 & 7 from the second survey (September 2012)

The survey asked the girls where they had learned the meaning of this word, and 57% said on the internet. 18% had said at school, a friend had explained the word to 4% of the girls, 19% have understood the words while reading a magazine. 2% had responded other. When asked in context to place the word in the correct spot, 87% placed the word in the correct spot and 13% had put it incorrectly or left it blank.



Author: Maria Luisa Montenegro Source: question 8, 10, 11 from the second survey (September 2012)

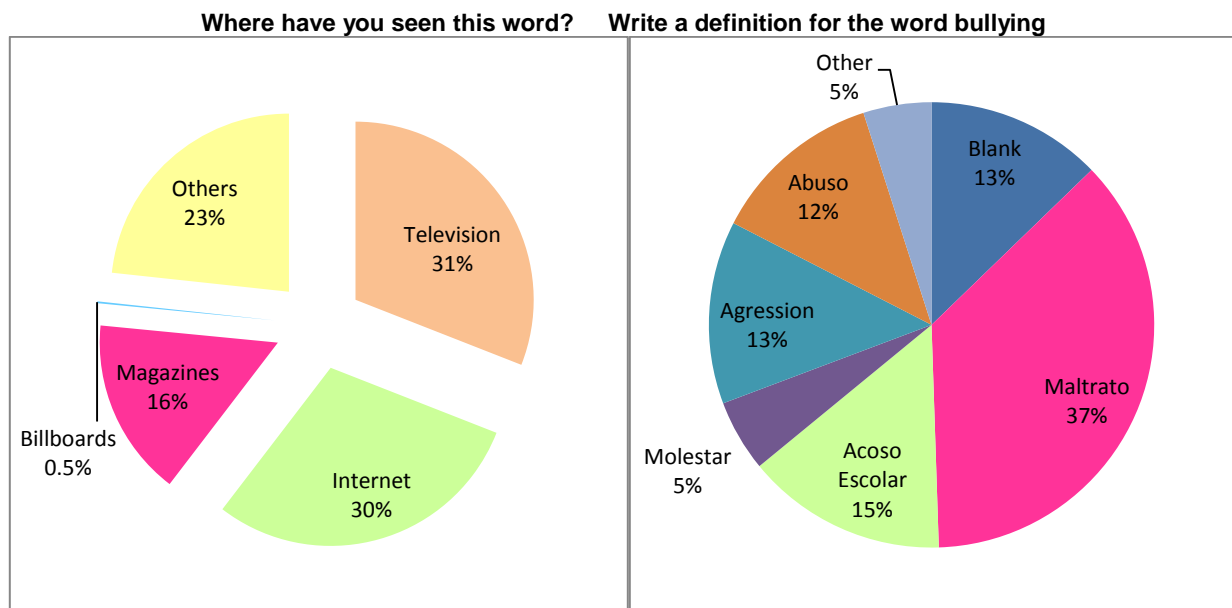
The Merriam Webster's Dictionary defines *web* as: “(NOUN) something resembling a web in the sense of an intricate pattern or structure suggestive of something woven, example: network. It also means a part of the internet accessed through a graphical user interface and containing documents often connected by hyperlinks”. The Online Etymology Dictionary, states that the internet sense appeared in 1992, shortened from *World Wide Web* (1990). *Web browser*, *web page*, both also attested in 1990.

The survey asked the girls to define the word *web*. 37% defined it as *internet*. 22% said it was *sitio, pagina de la red* among other similar words, 13% said *red (network)*. 2% said others. These include *sitio electrónico, blog, lugar donde se puede ver videos, http, donde puedes buscar lo que quieres*. 26% left it blank.

This word entered Spanish through borrowing and both are nouns in English and Spanish. There have been no changes at the morphological level. At the semantic level, the girls have mainly retained the original meaning in English, or, at the very least, use words related to it.

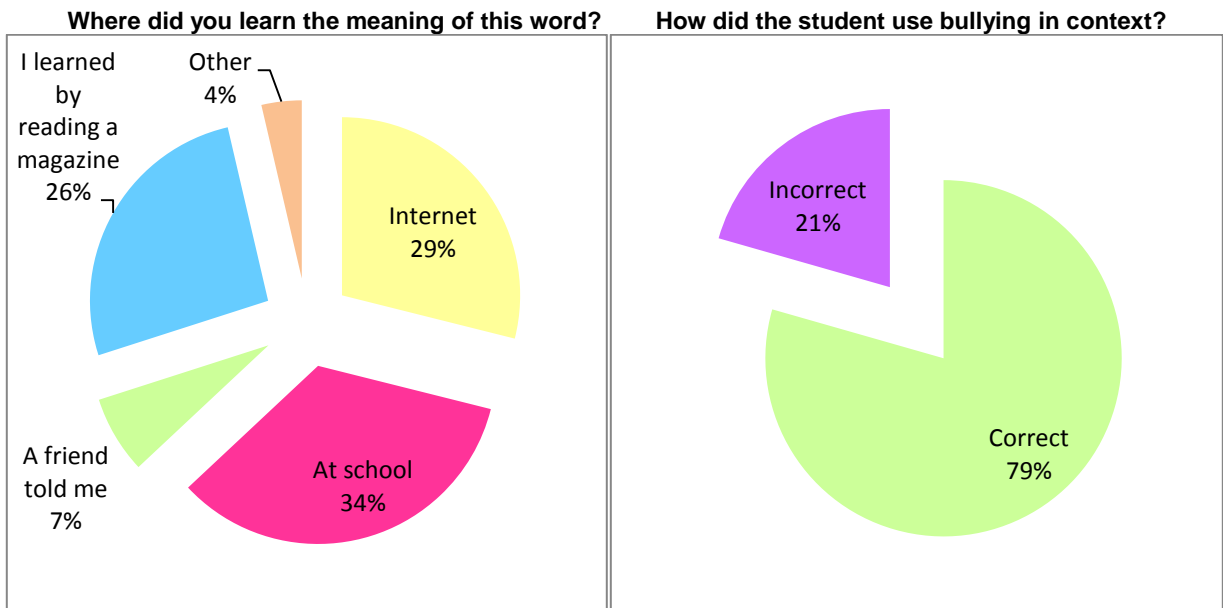
Bullying

71% have seen the word *bullying* before. 30% have seen this word through the internet, 31% have seen this word on the television, 16% have seen this word through magazines, 0.5% have seen this on billboards, and 23% have seen this word elsewhere



Author: Maria Luisa Montenegro Source: question 6 & 7 from the second survey (September 2012)

When asked where they learned the meaning of the word, 29% learned through the internet, 34% learned through school, 7% learned the meaning through friends, 26% of them learned the meaning through magazines, and 4% learned by other means. When asked in context to place the word in the correct spot, 79% had written the word in the correct spot, and 21% had put it incorrectly or left it blank.



Author: Maria Luisa Montenegro Source: question 8, 10, 11 from the second survey (September 2012)

The following definitions are given by the Merriam Webster's Dictionary: (VERB) 1) *to treat abusively*. 2) *To use browbeating language or behavior*. 3) *To affect by means of force*. 4) *Intimidate*.” There is no Spanish definition in Diccionario de La Real Academia de la Lengua. The Online Etymology Dictionary, states that this word started to be used in 1802.

When the survey asked the girls to define this word, 37% defined the word as *maltrato* (maltreatment). 15% defined it as *acoso escolar* (school harassment). 13% defined this word as *aggression* (assault or insult). 12% said that the meaning of this word was *abuso* (abuse).

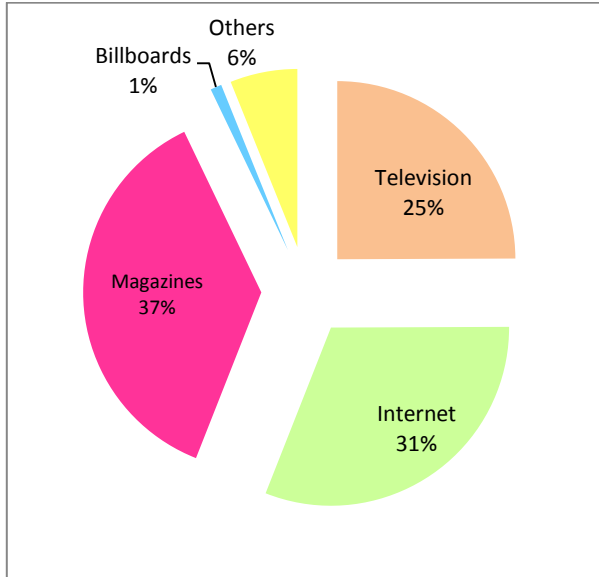
5% defined this word as *molestar* (*bother*). 5% also defined this word as other which included such definitions as *violencia escolar*, *violencia*, and *discriminación*.

This word entered the Spanish language through borrowing; however, unlike the previous words where there have been no changes at the morphological level, this word is starting to undergo calquing, and people have already begun to use variations of this verb such as *bulear* and, *buleas*. This is known in Spanish as a *prestamo naturalizado* (or in English, naturalized borrowing). There are also people who have transformed this word using the derivation process and use it as a noun. At the semantic level, generally, this word has the same meaning as in English; however, in a lot of cases, it has also narrowed its meaning when adopted into Spanish. The girls have mainly associated *bullying* with *school abuse*, and when asked if they would associate it in other contexts outside of class, they said that it was less probable that they would. The reason for this is probably that the girls had been exposed to a recent campaign that has been carried out by the city of Quito in which they were educating students about bullying and its effects, since they visited various high schools and gave conferences there. This is the most probable reason for the association and its definition in the survey.

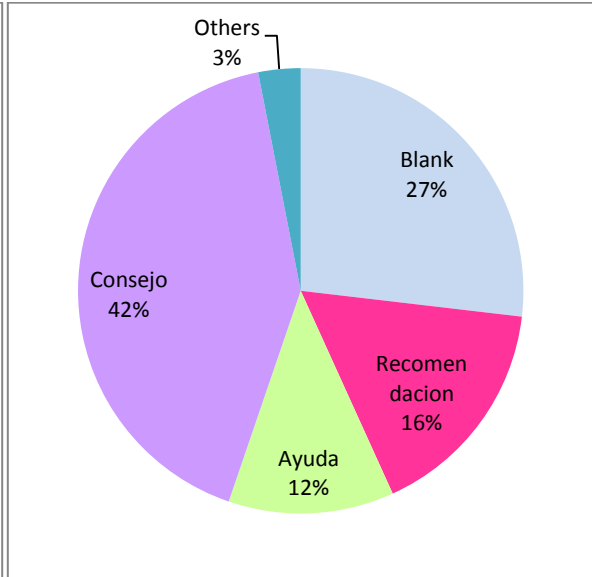
Tip(s)

66% of the girls have seen the word *tip(s)* before. 31% have seen this word on the internet. 25% have seen this word on television, 37% have seen this word in magazines, 1% had seen this word on billboards, and 6% have seen this word elsewhere.

Where have you seen this word?



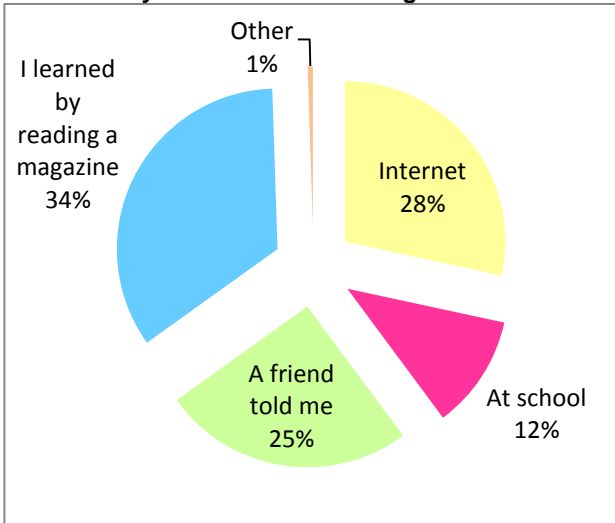
Write a definition of the word tip(s)



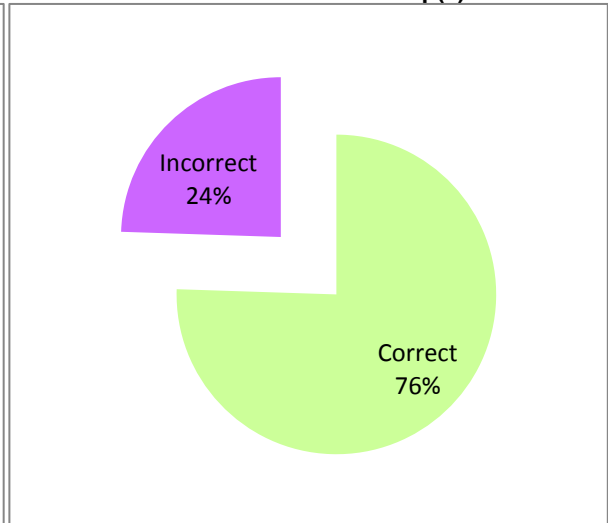
Author: Maria Luisa Montenegro Source: question 6 & 7 from the second survey (September 2012)

The survey asked the girls where they had learned the meaning of this word and 28% said on the internet. 12% had said at school, a friend had explained the word to 25% of the girls, 34% had understood the words while reading a magazine. 1% had responded other. When asked to place the word in the correct place: 76% had written this word in the correct spot and 24% had put it incorrectly or left it blank.

Where did you learn the meaning of this word?



How did the student use tip(s) in context?



Author: Maria Luisa Montenegro Source: question 8, 10, 11 from the second survey (September 2012)

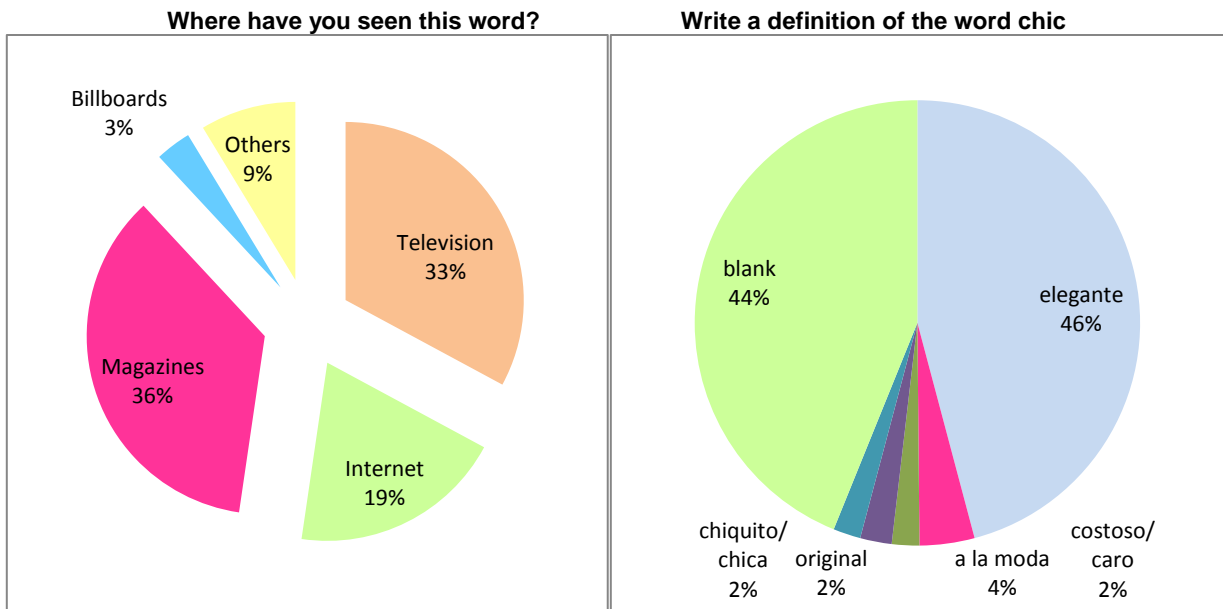
The following definition is given by the Merriam Webster's Dictionary: 1) "A *piece of advice or expert authoritative information*". It is interesting to note that this dictionary mentions that the origin for this meaning of the word is unknown.

When asked to provide a definition for this word, 42% defined this word as *consejo (advice)*. 16% defined this word as *recomendación (recommendation)*. 12% defined this word as *ayuda*. 3% defined this word differently which includes *algo que se recomienda, secretos, opciones*, and *una idea*. 27% left this blank.

There are no changes when borrowed into Spanish. It follows the same pluralization rules as in English. Both are nouns. Semantically, the meaning was retained from English as we can see from the definitions the girls gave in the survey.

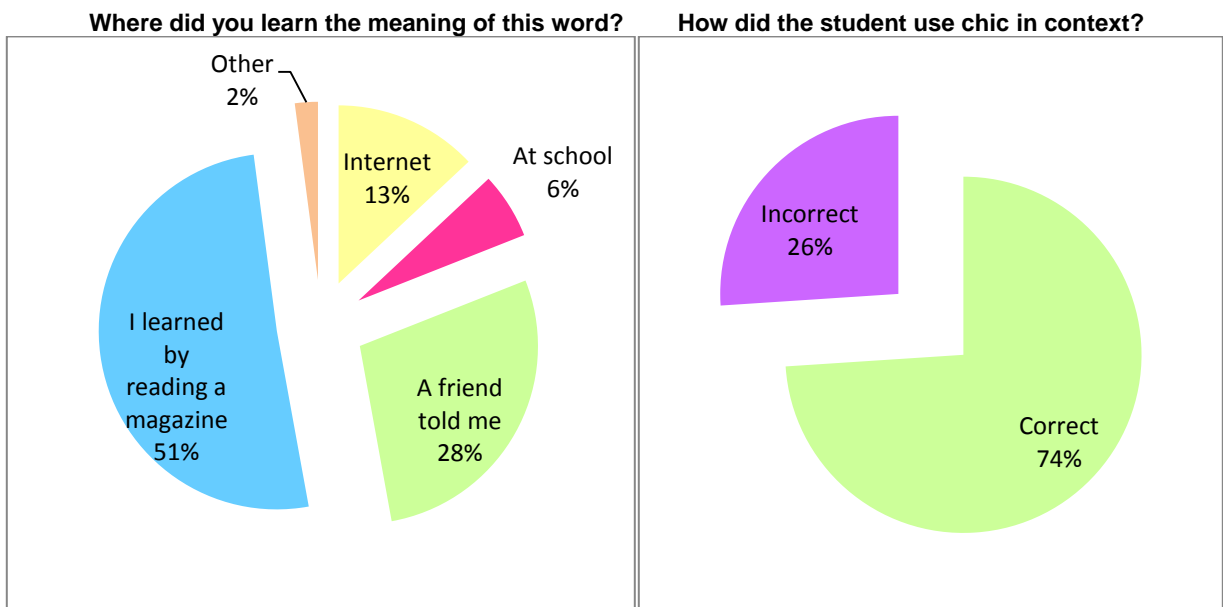
Chic

57% of the girls have seen the word *chic* before. 19% had seen this word on the internet. 33% had seen this word on the television, 36% had seen this word on this word in magazines, 3% had seen this word on billboards, and 9% people had seen this word elsewhere.



Author: Maria Luisa Montenegro Source: question 6 & 7 from the second survey (September 2012)

The survey asked the girls where they had learned the meaning of this word, and 13% said on the internet. 6% had said at school, a friend had explained the word to 28% of the girls, 51% had understood the words while reading a magazine. 2% had responded other. When asked in context to write a sentence with that word, 74% had written a correct sentence, and 26% had put it incorrectly or left it blank.



Author: Maria Luisa Montenegro Source: question 8, 10, 11 from the second survey (September 2012)

Merriam Webster's Dictionary states that this word is derived from the French and gives three definitions for *chic*: "1) *Smart elegance and sophistication especially of dress or manner.* 2) *A distinctive mode of dress or manner associated with a fashionable lifestyle, ideology, or pursuit.* 3) *A faddishly popular quality or appeal; something (as a practice or interest) having such appeal.*" There is no definition for this word in the Diccionario de la Real Academia.

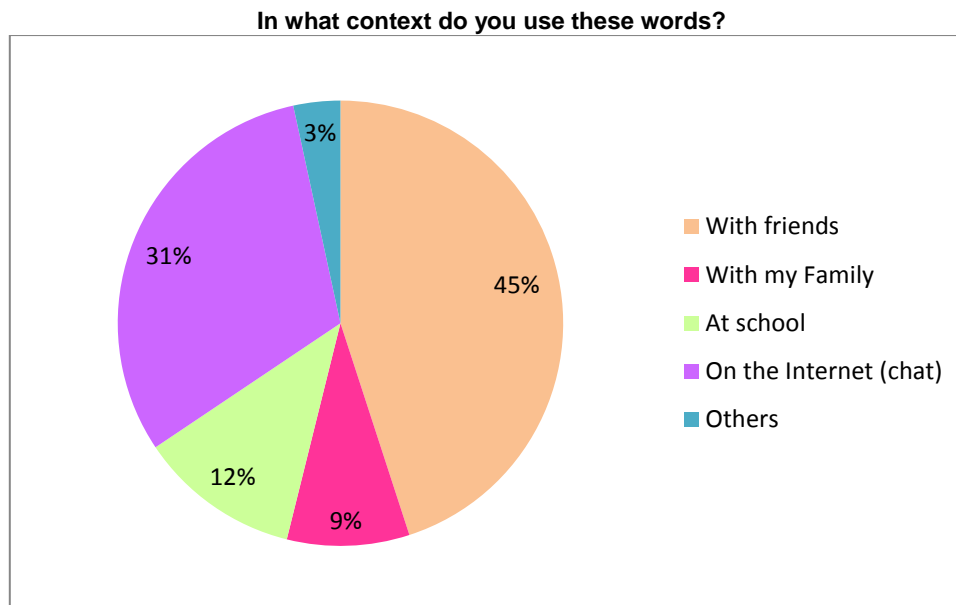
When asked to provide a definition for this word, 46% defined this word as *elegante*. 4% termed this word as *a la moda*. 2% defined it as *costoso/caro*. 2.3% defined it as *original*. 2% had other definitions which included abbreviation for the word *chiquito/chiquita* or *chica*. 44% had left this blank.

There are no changes when borrowed into Spanish. *Chic* is an adjective in both English and Spanish. Semantically, this word, for a small percentage of the girls, means *girls* or *small*. This is incorrect usage and most likely influenced by the false friend *chic* which does mean *girls* or *small*. *Chic* For another group of girls, they consider this word to be synonymous with *expensive*.

PART THREE

Use of Words

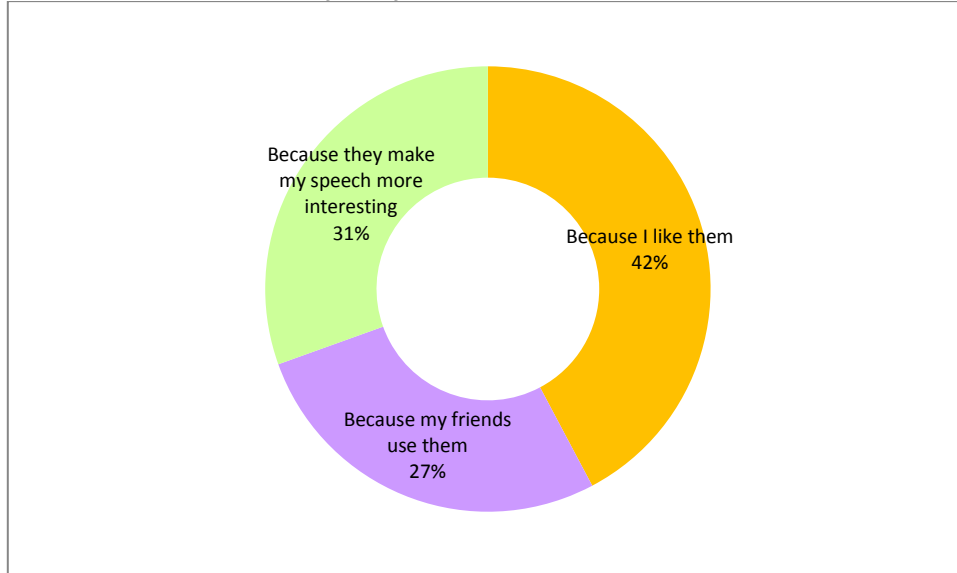
This section presents all the results of this research, in order to provide an overall picture.



Author: Maria Luisa Montenegro Source: question 9 from the second survey (September 2012)

45% of the people interviewed responded with friends, 9% with family, 12% at school, 31% on the internet, and 3% other. According to this result, they would use these words in casual situations (friends, internet, others), instead of formal, academic situations (in the classroom).

Why do you use these words?



Author: Maria Luisa Montenegro Source: question 12 & 13 from the second survey (September 2012)

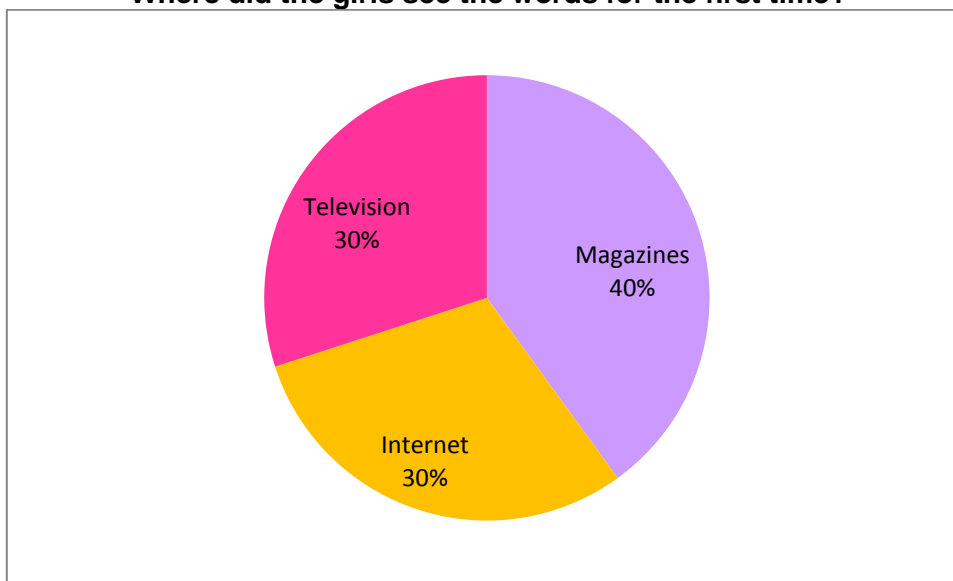
The survey asked the girls if they had noticed why they use such words; 42% responded that they liked these words, 31% said that these words made their speech more interesting and 27% said that they used these words because their friends used them.

This question shows that 42% of the girls like English and see their speech as more sophisticated if they use some English (31%). Moreover, these girls consider the words found in the survey (as well as all other English words) as a way of being original and a way of imitating the way of speech of other girls (27%). In general, they may consider using English as a way of being supportive and a way of belonging to a particular social group. If the “leader” of a particular group of friends or classmates uses an English word, it is highly probable that the rest of the group would use this word as well.

Where did the girls see the words for the first time?

It was initially thought that the girls would have seen all of these words through magazines; however, it has been determined, as seen in the graph, that these girls have also seen these words through internet and television. This means that magazines are not the most important source of Anglicisms as initially thought. This is not surprising, though, considering that this is a technological era and young people, especially, are more exposed to electronic and visual sources. Obviously, this shows a decline of interest in printed material, not only in Ecuador but all over the world.

Where did the girls see the words for the first time?



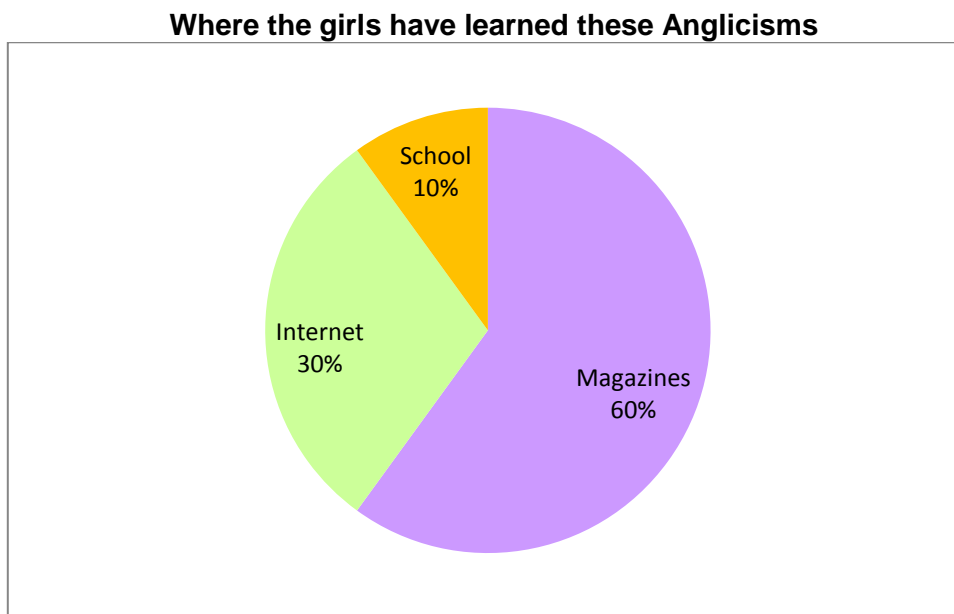
Author: Maria Luisa Montenegro Source: question 6 from the second survey (September 2012)

We can conclude that while sources of Anglicisms are divided almost equally among different mediums, magazines are the top place where they have learned the meaning of these.

Where have the girls learned Anglicisms?

This question is concerned with the source where girls have acquired the knowledge of these words

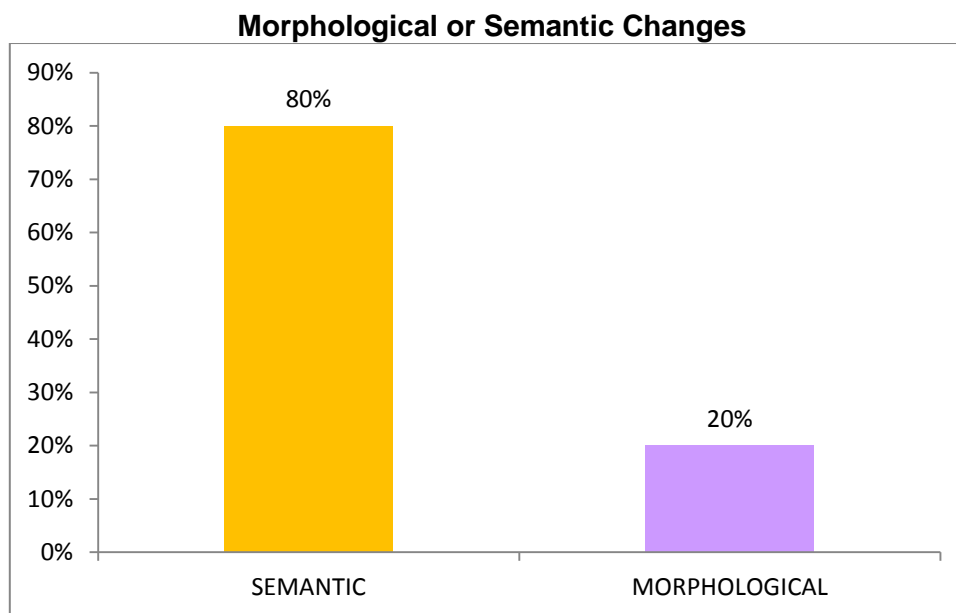
This graph shows us the medium where they have learned these words, as we can see here, magazines are the top source when the girls wanted to understand a meaning with internet in second place.



Author: Maria Luisa Montenegro Source: question 8 from the second survey (September 2012)

As can be seen in the graph 60% of the learners have acquired this knowledge by reading magazines, whereas 30% of the girls have learned it by the use of internet, followed finally by the last 10% who have learned it in school. This shows that the vast majority of girls have learned these English words by means of magazines, proving the hypothesis on which this study is based.

Changes In Words



Author: Maria Luisa Montenegro Source: question 7 from the second survey (September 2012)

This graph shows what has happened to the Anglicisms at the morphological and semantic level. As we can see here, at the morphological level, eight out of the ten words do not change at all. Two of the words do change. *Fashion* has gone through a conversion process since it is also used as an adjective in Spanish: *Estás muy fashion*²³. The word *bullying* has been adapted to Spanish pronunciation and the calques *bulear* and *buleas* are being increasingly used by young people. The remaining eight words (*BFF*, *looks*, *cool*, *test*, *outfit*, *tip* and *chic*) do not change at the morphological level.

At the semantic level, six words out of ten do change whereas; four words retain the original English meanings when used in Spanish.

²³ It is also used as a verb in an advertisement. The department store Etafashion uses the slogan: *Fashionate*.

This is the end of the analysis. Due to time and space limitations, this dissertation could not deal with more Anglicisms or find out what might be happening in other schools where, for instance, lower middle-class girls study. It seems interesting as well to research how boys incorporate Anglicisms into their everyday language.

CONCLUSIONS

The growing presence of English in magazines demonstrates that English is being increasingly used in Spanish-speaking countries, as can be seen by the large amount of words (5039) found in the thirty-six magazines used in the study. We can also see examples in other media such as television, where there is an increasing use of English words such as *ratings* and *casting*. Likewise, the broadcast in Latin America of various sitcoms in English with Spanish subtitles, such as *Friends*, has also made some English words popular among teenagers. In music, various songs in Spanish have English lyrics in them, (for example, the Ecuadorian band *Eso es Eso* hit song *Light it Up* has bilingual English and Spanish lyrics, *Frijolero* (Molotov) and *Te Busqué* (Nelly Furtado) are other examples). As for internet, a study made by W3Techs showed that in April 2013, almost 55% of the most visited websites used English as their content language.

After analyzing these results, we have come to the following conclusions:

- Ecuadorian upper-middle class girls in Quito are highly exposed to teenage magazines which make use of English words and are, therefore, prone to adopt Anglicisms into their daily speech. This is demonstrated by the results from the first survey which show that 92% of read teen magazines. It is to be noted that having seen a word does not necessarily mean that it will be used properly, as can be seen the words *chic* and *tips* which had 44% and 27% blank responses in the survey.
- The girls in the study do use the Anglicisms found in *Tú*, *Generación21*, and *Seventeen* although they are not always sure of the meaning of these words. This can

be seen in the case of the word *outfit*, 81% of girls had seen the word yet when asked to use it in context, only 70% were able to use it correctly.

- The majority of the words entered the girls' lexicon through borrowing, and have not been adapted morphologically, for eight out of ten words (*BFF*, *looks*, *cool*, *tests*, *outfit*, *web tip*, *chic*) do not change at the morphological level. The only exceptions to this are *fashion* and *bullying*. *Fashion* is also being used as an adjective as well as a noun. *Bullying* is undergoing a calquing process and is using such variations as *bulear* and *buleas*. The vast majority of the words have undergone changes in their meaning which we can see that 80% of the words are undergoing semantic extension. For example *BFF* was mostly used to describe girls, however there are girls who consider applying this word for boys as well.
- Another interesting source of analysis would be to determine if Anglicisms will undergo important semantic changes in the near future. Generally, the girls in this study have retained the original meaning of the words; however, some changes in meaning are taking place. It remains to be seen how these words will evolve.
- The morphological analysis of these words shows that very few words have become calques. In fact only one word (*bullying*) is undergoing this process. However, it still remains to be seen if the others will be adapted to Spanish morphological rules at some point in the future and, thus, become naturalized borrowings.
- Likewise, it seems necessary to analyze the phonetic shape of Anglicisms and find out how these words are being adapted to Spanish phonological rules. It is important to

study the use of these words in context both from the syntactic and semantic point of view.

- As seen in this study, Anglicisms are already used at twelve years of age. It would be interesting to investigate if younger girls also used English words in their everyday speech.

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ANNEXES

Annex 1
Survey 1 & 2

Hola, somos estudiantes de la Universidad Católica. Estamos realizando una importante encuesta sobre sus opiniones, actitudes y motivaciones hacia algunos productos relacionados al sector de revistas. Le ruego me ayude con alguna información que será tratada con la mayor confidencialidad y exclusivamente con fines estadísticos. Mil gracias.

A	Edad	
B	Curso	
C	Colegio	

1. ¿Usted lee revistas aunque sea de vez en cuando?

1. Si (CONTINUAR) 2. No (TERMINAR)

2. ¿Con que frecuencia lee revistas?

COD	FRECUENCIA	
1	1 vez al día	
2	1 vez cada 2 días	
3	1 vez a la semana	
4	1 vez cada 2 semanas	
5	1 vez al mes	
6	1 vez cada 3 meses	

3. ¿Qué tipo de revistas le gusta leer?

1. Música
2. Farándula/chismes
3. Tecnología (Computadoras)
4. Arte
5. Música
6. Belleza
7. Salud

4. ¿Cuál es la revista que mas lee? (RESPUESTA UNICA)

5. ¿Ademas de esta que otras revistas lee? (RESPUESTA MULTIPLE)

6. ¿Por qué razones usted lee revistas? (MARCAR CON UNA X) (RESPUESTA MULTIPLE)

COD	RAZONES	RESPUESTA MULTIPLE
1	Porque trata temas de mi interés	
2	Por costos (Es mas barato)	
3	Tiene muchas imágenes	
4	Es una forma de adquirir estatus	
5	Para tener de que hablar en reuniones	
6	Por los tests/pruebas que ofrecen	
7	Porque aprendo	
8	Otros _____	
9	Otros _____	

7. ¿Cual es su nivel de conocimiento de la revista que más adquiere? (MARCAR CON UNA X)

COD	CONOCIMIENTO	RESPUESTA UNICA
1	La conozco casi nada (TERMINAR)	
2	La conozco un poco (TERMINAR)	
3	La conozco mas o menos (CONTINUAR)	
4	La conozco bastante (CONTINUAR)	
5	La conozco perfectamente (CONTINUAR)	

8. ¿En la revista que más lee contiene palabras en inglés?

1. Si (Terminar) 2. No (Continuar)

9. ¿Cuál considera que es su nivel de inglés? (MARCAR CON UNA X) (RESPUESTA UNICA)

COD	CONOCIMIENTO	
1	Nada	
2	Básico	
3	Pre-intermedio	
4	Intermedio	
5	Avanzado	
6	Excelente	

FIN DE ENCUESTA MUCHAS GRACIAS

Buenos días/tardes, soy estudiante de la Universidad Católica. Estoy realizando una importante encuesta sobre sus opiniones, actitudes y motivaciones hacia el inglés y su uso en las revistas. Te ruego me ayudes con alguna información que será tratada con la mayor confidencialidad y exclusivamente con fines estadísticos. Mil gracias.

Información Básica

Nombre	
Edad	
Colegio	

Consumo

- ¿Adquieres o compras revistas del tipo farándula juvenil? (Tú, Generación 21, Seventeen entre otras...)
 - Si _____ (Continuar)
 - No _____ (Terminar Encuesta)
- ¿Cuáles son las revistas de farándula juvenil que lees? (MARCAR CON UNA X EN LA TABLA)
- ¿De estas revistas cual es la que mayormente lees? (MARCAR CON UNA X EN LA TABLA)

Nombre de la revista	P2	P3
1. Generación 21		
2. Tu		
3. Seventeen		
4. Otras	Cuál?	

Frecuencia

- ¿Con que frecuencia lees esta clase de revistas?

Frecuencia	
Varias veces al mes	
1 vez cada 2 meses	
1 vez cada 3 meses	
1 vez cada 6 meses	
1 vez al año	

- ¿Alguna vez has visto alguna de estas palabras? (Marcar con una x)

PALABRAS	
LOOKS	FAN
FAN	BULLYING
COOL	SHOW
BFF	CHIC
TEST	GLAM
TIP	SET
HOT	BLOG
FASHION	TRENDY
OUTFIT	GIRLY
WEB	

6) ¿Dónde has visto estas palabras? (SELECCIONAR SOLO LAS PALABRAS QUE MARCASTE EN LA PREGUNTA ANTERIOR)

	TELEVISION	INTERNET	REVISTAS	VALLAS PUBLICITARIAS	OTROS CUALES
LOOKS					
FAN					
COOL					
BFF					
TEST					
TIP					
HOT					
FASHION					
OUTFIT					
WEB					
FAN					
SHOW					
CHIC					
GLAM					
SET					
BLOG					
BULLYING					
TRENDY					
GIRLY					

7) ¿Conoces el significado de una de las palabras anteriormente indicadas?

	SIGNIFICADO DE LA PALABRA
LOOKS	
FAN	
COOL	
BFF	
TEST	
TIP	
HOT	
FASHION	
OUTFIT	
WEB	
TRENDY	
FAN	

SHOW	
CHIC	
GLAM	
SET	
BLOG	
BULLYING	
GIRLY	

8) ¿Cómo aprendiste el significado de estas palabras?

	LO BUSQUE EN EL INTERNET	EN CLASES	ME DIJO UN AMIGO	LO COMPRENDI AL LEER UNA REVISTA	OTROS ¿CUÁL?
LOOKS					
FAN					
COOL					
BFF					
TEST					
TIP					
HOT					
FASHION					
OUTFIT					
WEB					
TRENDY					
SHOW					
CHIC					
GLAM					
SET					
BLOG					
BULLYING					
GIRLY					

Uso

1) ¿En qué contexto utilizas estas palabras?

Con mis amigos	
Con mi familia	
En clases	
En el internet (chat)	
Otros	

2) Completa las siguientes frases con estas palabras:

LOOK
FAN
BFF

TIPS
FASHION
OUTFIT

WEB
SHOW
SET

BLOG
BULLYING

Admiro mucho a mi mamá, yo soy el más grande de su _____.

Tu _____ es muy _____, acentúa su _____.
He encontrado un nuevo _____ en la _____ donde encontré algunos _____.

Estamos en el _____ del nuevo _____ Mexican Top Model Next.
Niña víctima de _____ colgó escalofriante video en Youtube antes de suicidarse.
Voy al cine con mis amigos y mi _____.

3) Crea una oración con las siguientes palabras

COOL	
GLAM	
GIRLY	
HOT	
CHIC	
TRENDY	
TEST	

4) ¿Has notado que usas más el inglés en tu vida diaria?

1. Si _____ (Continuar)
2. No _____ (Terminar Encuesta)

5) , ¿Por qué utilizas estas palabras?

Porque me gusta	
Porque mis amigos las utilizan	
Porque hace que mi manera de hablar sea más interesante	

GRACIAS

ANNEX 2

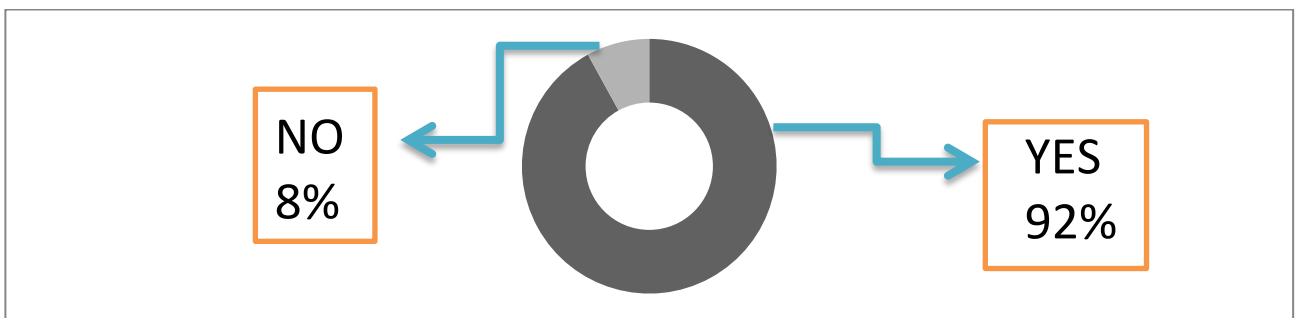
RESULTS FROM THE FIRST SURVEY

The girls surveyed attend the following schools: These girls, as mentioned before at the time of the survey, were attending an English summer camp.

Alliance International	Academy Ecuatoriano Suizo	Liceo los Alamos
Anan	Einstein	Liceo Mediteraneo
Colegio de America	Eufrasia	Los Arayanes
	Isaac Newton	La Dolorosa
La Liga	Letort	Liceo Alborada
Sek	Rudolf Steiner	
San Francisco de Sales	Spellman	Terranova
Marista	Massay	
Martin Cerere	Los Pinos	William Shakespeare

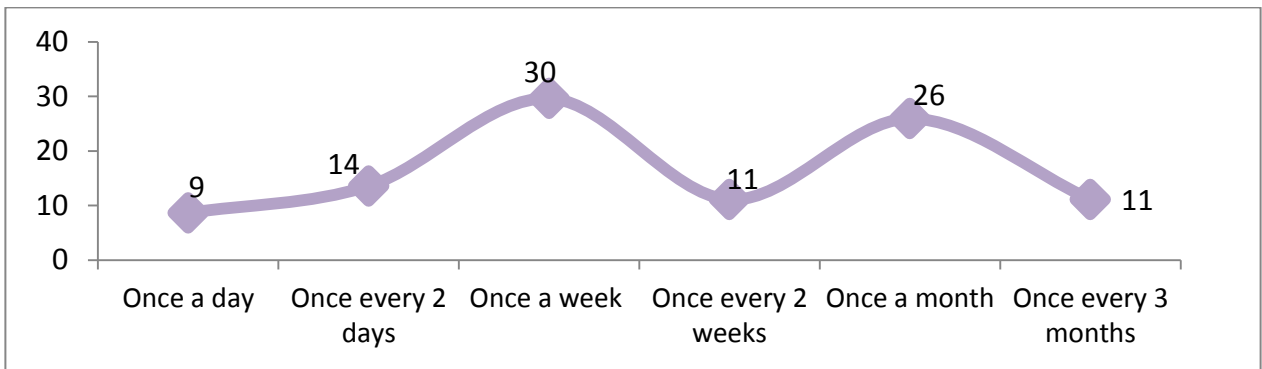
The results of these surveys show that out of the 100 girls, 92% of them read magazines versus the 8% of the girls that do not, this proves that teenage girls do read magazines and therefore the study will be feasible.

Do Quitenian girls read magazines?



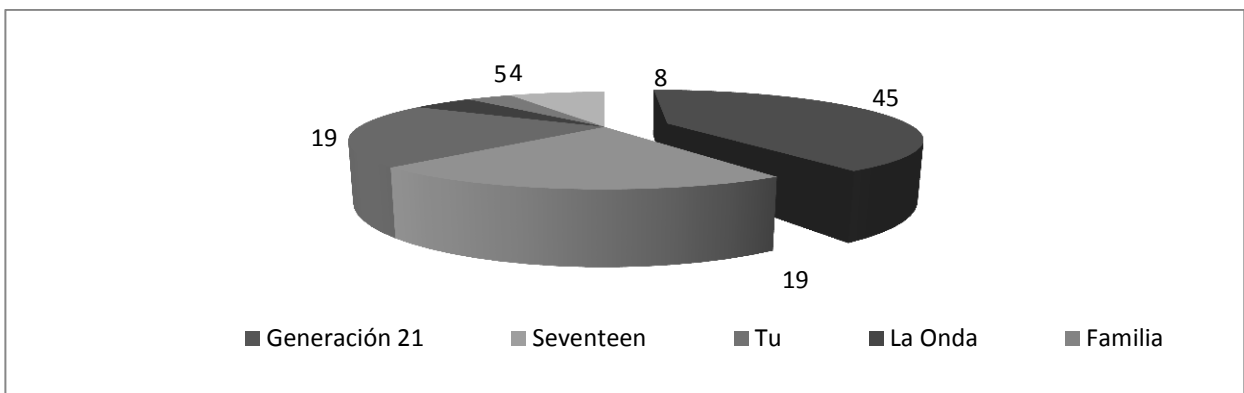
For the question asking them how often do they read magazines, 9% of them read it once a day, 14% of them read it once every two days, 30% read it once a week, 11% read it once every two weeks, 26% read it once a month, and 11% read it once every three months. This is important because, the more exposure that a person has to a magazine means increased language contact and therefore has an increased chance for linguistic influence to that person.

How often do Quitenian girls read magazines?



For the question asking which magazines do they read 45% read Generación 21, 19% read Seventeen, and 19% read Tú. The remaining 17% include magazines such as La Familia, La Onda, Caras, Xona, and Cosmopolitan. Therefore, the study will use Generación 21 as the magazine analyzed and will use English words that appear in this publication.

Which magazines do Quitoian girls read?



For the question asking about how much do they know about the magazine, a total of 79% of the surveys showed that girls have at least a basic knowledge of the magazine they read. This proves that these teen girls are aware of the content of the publication and if asked about a certain aspect of it, are most likely to respond in a way that best reflects the reality of the magazine.

Magazine Knowledge

This is also related to the next question asking if the magazine contains English words, which received a 63% affirmative. This further proves the previous point that teens are aware of the content, because they have noticed the presence of English words in its pages.

As for the student's English level, 35% are in the Pre-intermediate levels, 28% are in the advanced levels, 20% are in the intermediate level, 13% are in the basic levels, and 2% have no English knowledge.

Annex 3

Word List

All the words that have appeared in the magazines (repeated words are omitted).

100% in	1	algo cool	3
2 minutes ago	1	alien	4
a thousand combinations	1	aliens	6
abduction	1	all music	1
acid jazz	1	all you need is love	1
after party	4	allstars	1
aftershave	2	alter-ego	1
after-sun	1	android market	2
album	2	angel lotion	1

angel star	12	blazer	3
animal print	23	bling bling	1
anime	1	bliss	1
anti-bullying	1	block de notas	18
anti-geek	1	blog	35
antitip	5	blog star	2
approach	1	blogging	2
arcade	1	blogs	12
babies	10	blueberry extract	1
baby	1	blush	5
baby blue	1	bob	2
baby I like it	1	body lotion	2
back to school	6	body mist	1
backstage	4	bodyspray	1
bad boy	5	boho	6
bagels	1	bombon girl	3
baker and pastry cheff	2	bonus track	2
ballet	1	book	1
BB (big brother)	1	boom	6
be bad	1	boom #1	1
be stupid	1	boom boom pow	1
beach hippie	1	bowling	1
beat	1	box	1
beats	1	box lunch	1
beauty	1	boy and girl	1
behind the scenes	2	boy band	2
besos flash	1	boy blazer	1
best friend	1	boy look	1
best friend forever	1	boy-cut	2
best friends forever	2	boyfriend	7
best of	3	boyish chic	1
best seller	8	bra	9
bff	299	brand manager	1
big bang love	1	bras	2
bikini	4	brillo con glitter	1
bikini strapless	1	brit-pop	1
birthday	1	bronzer	1
bit	1	brownie	1
bits	8	brownies	1
black and white	1	Brrrrrr!	1
black style	2	brujifriend	1
blanco cool	1	bubble girls	1

bubis	5	chill	1
bullies	3	circus	1
bully	3	clean	1
bullying	75	clean deeper	22
business smartphone	1	click	15
by	4	clips	2
bye	4	closet	8
bye bye	6	club	12
cadete girly	1	clutch	5
call center	1	coach	7
cambio de look	4	cocktail	1
camping	1	collage	1
campus	3	color block	3
cape	1	color blocking	1
cardi	1	comic	6
cardigan	5	comfort	5
cargo skinny	1	control shine	12
cartoon	2	cool	190
carts	1	coral pop	1
cast	2	coral sweet	1
casting	20	corsage	1
casual chic	1	country	1
celeb	6	cover	10
celebrities	1	cowboys and aliens	1
celebs	2	crack	1
cero cool	3	crazy	1
chance	1	crazy girl	1
charts	8	cross over	2
chat	12	crunch	1
cheap & chic	4	crush	7
cheap and chic	9	cupcakes	1
checklist	1	curvy	3
cheer dance	1	cute	14
cheer summer camp	1	cyber love	4
cheers	4	cyberbullying	3
chef	5	daddy	1
cherry lips	2	dance	1
cherry pop	1	dance music	1
chic	87	dark	4
chic vs. cheap	1	date	4
chick	3	debut	7
chick flick	8	decorate	1

delete	3	fake	4
denim	8	fake tan	1
denim + camel	1	fan club	2
detox	1	fan page	4
digital songs	1	fan(s)	73
dip	3	fashion	95
diva teen	1	fashion statements	1
don't be a drag	1	fashion style	1
dosis	1	fashion y chic	1
drama	1	fashionista	6
drama queen	2	favorite butt kicker	1
dream house	1	favorite tv sidekick	1
drinks	2	featuring	1
dry confort	1	feeling	4
dual core	3	field day	3
ebooks	1	film	6
e-business	2	filme	8
e-cards	1	filmes	3
eco friendly	2	first date	1
eco friends	1	fitness neuronal	1
eco girl	3	flashback	1
eco tip	8	flashes	2
edgy	4	flashy	1
ego	1	flats	5
ego boosters	1	flip-flops	3
e-government	2	flow	1
e-learning	3	flower power	1
email	5	focus group	2
e-marketing	2	for princess	1
english version	1	freak	1
etc	2	free	3
everywhere	3	free style	1
ex bf	1	french	1
expo-love	1	frenemies	2
express	1	frenemy	3
extra	3	fresh	2
extra cool	2	fresh style	2
extra glam	2	fresh yellow	1
extra tips	1	friend	5
extra-largo	1	friends	8
extras	2	fright night	1
face	1	frizz	13

frozen yogurt	1	hamster	1
fruity shine	2	hand sanitizer	1
fucsia	1	happy birthday	4
full	1	happy birthday to me	1
funk	3	happy new year	1
funky	3	happy park	1
gadget	13	hardcore punk	1
gadgets	21	hardware	1
gamer	1	head	1
gamers	1	heat	1
garage band	1	help	3
gay	3	hey	8
geek	9	high heels	1
gel	13	high school	2
gentleman	1	high style	4
german version	1	hip hop	1
gf	1	hiperchic	1
ghost girl	1	hipercool	1
gift card	3	hiperfashion	1
girl power	2	hip-hoppers	1
girlfriend	1	hippie	8
girly	34	hippy glam	1
glam	57	hipster	4
glam metal	1	hit	17
glam rock	2	hits	9
glam-goth	1	hobbies	3
glamour	2	hobby	1
glitter	9	home sweet home	1
glitter cream	1	home theater	1
gloss	18	homecomming	1
google maps	1	homerun	1
gossip	11	hot	69
groovy	2	hot celeb	1
groupie	1	hot chocolate	2
grrr	1	hot dog	2
grunge cool	1	hot hot hot	1
guau	3	hot list	3
guilty pleasure	2	hot top pop	4
gym	10	house	1
hacker	3	house party	1
halloween	23	I born this way	1
halter	3	I like	2

I love me	1	lip balm	1
I love my boyfriend	1	lip care	30
I love UUU!	1	lip gloss	2
I love you	3	lipcolor	2
ice tea	4	lipstick	6
iceberg	1	lista de shopping	3
in	18	little black dress	2
in the party	1	live action	1
in time	1	lo in	1
inbox	4	lo out	1
indie	4	lobby	3
indie sweet	1	locker	1
info	1	look(s)	383
instant coolness	1	look 1	1
interchangeable	1	look 2 sweet & wild	1
its galaxy note	1	look preppy	1
jazz	2	look rocker	1
jean	25	look sexy	1
jeggings	1	looks hot, colors cool	2
jersey	1	loser	5
jingle	1	love	1
jingle bells	3	love is in the air	1
jogging	1	love it	1
juniors	3	love killers	1
just be a queen	1	love, love	1
karting	3	low-cut	2
karts	1	lucky	1
keep moving	1	lunch	6
ketchup	1	macaroni & cheese	1
king size	1	made in disney	1
kit	17	magnet balls	1
kit gamer	2	mail	13
kit mini brow	1	mail extra	1
kitesurf	1	mails	2
kits	8	make over	1
la sweet	1	make up	17
ladies hot hits	1	makeover	5
laptop	9	make-up artist	1
leggings	8	making of	2
lifting	1	mall	4
light	6	manager	2
link	18	mas cool	1

mas hot	1	mouse pads	1
mas likes	1	movie stars	3
mascara	1	mr. cero brillo	1
mask	1	mug amplifier	1
match	1	multi task	1
meet & greet	3	must	12
mega	4	must have	7
mega cool	1	must list	2
mega diva	1	muy cool	3
mega poster	3	muy hot	1
megacool	1	muy in	1
megafashion	1	navy	1
mega-glam	1	nerd	18
megahot	1	nerdied	1
megal-metal	1	nerds	4
merchandising	1	netbook	1
merry christmas	1	new york	2
metalcore	1	news	5
mi look	1	next	1
mid season	1	nice	2
milk	1	nick	1
mini	3	niña web	3
mini test	3	notebook	1
minidress	2	nude	3
mini-guia	2	oh oh	1
miniprint	1	oil free	3
minis	1	ok	1
minishorts	2	old fashion	1
miss	1	oldies but goodies	1
miss colegial	1	omg	2
miss generacion 21	1	online	12
miss instituto	1	open house	3
miss perfect	1	ouch	15
miss simpatia	1	out	7
miss speedwriting	1	out o in	1
miss universitaria	5	outfit(s)	135
mix	2	outfit cool	1
mix and match	1	outfit glam	1
mix it up	5	outfit hot	1
mix-colorido	1	outwear	2
mood	2	oversize	2
moonman	1	pack	1

pad	1	popcorn	1
paintball	2	post	5
Panama City	1	post + hot	1
panties	1	post it	3
pants	5	postea	1
party	3	posteaste	1
partysear	1	poster(s)	30
patchwork	1	posts	4
peel soft	10	powerpop	1
penthouse	1	prefect match	2
personal trainer	1	prefomances	2
pet adoption day	1	premiere	2
phone	1	preppy	8
photo-book	1	preppy chic	1
pick up	2	preppy punk	2
picnic	3	preprom	1
pics	1	princesa punk	2
pictured here	1	princess	2
piel fake	1	prints	3
piercing	1	pro	3
pies	1	prom	29
pin up	5	prom-night	2
pink	1	promrelajada	1
pink girl	1	promzilla	3
pink punk	2	public	1
pin-up-girl	1	puff	1
plan	2	punch tropical	1
planning	1	punk	7
play	1	punk-rock	1
playlist	7	punto puffy	1
please	2	pure beauty	11
plop	2	pure effect	25
plus	16	purgatory	1
poco cool	5	purple funk	1
pool party	1	push up	2
pop	7	rankeado	1
pop dance	2	ranking	9
pop fresa	1	rankings	2
pop punk	4	rating	4
pop rock	1	ratings	7
pop songs	1	realities	4
pop star	4	reality	24

reality show	8	search	1
recasting	1	season finale	1
record	3	senior	2
red	1	serum	1
red carpet	2	set	48
relax	22	sevenqueens	1
reloaded	1	seventweets	3
remake	9	sex	1
remix	4	sex-appeal	1
resist	2	sexi	25
retro	4	sexis	4
retro funk	2	sexperta	1
rhythm	1	sexplications	1
ring	3	sexting	14
ring ring	1	sexy	24
ringtones	1	sexy outfit	1
robaran el show	1	sexy stylish smart	1
robsessed	1	sexy-glam	1
rock	13	sexy-inocente	1
rock and roll	1	shabby chic	1
rock star	3	sheriff	1
rockea	2	shimmer	1
rockean	1	shock	8
rockeas	1	shoe	1
rocker	1	shoes	1
rocker doll	3	shopper marketing	1
rockera	1	shopping	13
rockerchic	2	short	9
rockero glam	2	shorts	16
rocks	1	show(s)	60
rol	2	showman	2
role	19	show musical	1
roller girl	1	single	12
roof gardens	1	site	6
round	1	skateboard	1
rubber boots	2	skateboarders	1
say hello	1	skateboarding	1
scapbook	1	sketch	4
school colors	1	skinny	1
sci-fi love	1	skinny jeans	5
screamo	1	slogan	1
scuba diving	1	smart phone	6

smart shopping	1	stretch	2
smile	2	strike	2
smokey eye	1	style for you	1
smokings	1	styling	3
smoky eye	1	suburbs	1
smoothie	3	subwoofers	1
snack	19	sugaring	1
sneak peek	1	suite	1
sneakers	1	summer love	3
sniff sniff	3	sun time	1
social hub	12	super	23
soda	2	super 8	1
software	5	super cool	14
sombras light	1	super fashion	10
sorry	3	super hot	11
soul	1	super plus	1
soundtrack	13	super pop	1
spa	3	super sabados	1
spirit day	2	super star	1
splash	5	super test	2
sport	1	superchic	8
sport life	1	supercute	2
sporty	9	superdark	1
sporty chic	1	superexfoliante	1
spot	1	superfan	1
spray	10	superfavorita	1
spring break	1	superfiesta	1
squeeze	1	supergirly	1
staff	26	superheavy	1
stand	6	superlindo	1
stand up	1	supernerd	1
star fruits	1	superout	1
star look	5	supersexi	3
starfriend	6	superstar	1
status	3	supersweet	1
stay clear	12	supertest	3
stickers	1	supertip	2
stilettos	1	superzoom	1
stock	1	surf	4
stop	2	sweater	2
strapless	17	sweet	8
street dance	2	sweet glam	1

swimwear	1	topless	2
tablet	3	tops	2
tag tu	1	total extreme	1
tank	5	touchscreen	1
tank glam	2	tour	11
tap	2	track	2
tattoos	1	track pad	1
teacher	1	tracks	4
team	2	trailer	5
tech	1	training	2
tecnogirl	1	trekking	1
teen	12	trench	2
teen idol	1	trendy	32
teen star	1	trendy style	1
teen style	1	trendy total	1
teen wolf	1	trikini	3
teens	11	troll	1
test(s)	133	t-shirt	11
text	1	tu plan	1
that's hot	1	tv stars	4
the best	1	tweet	2
the dark fields	1	twist	2
the next top role model	1	ugh	1
the right to escape	1	ultra	1
the videogame	1	ultra chic	2
the worlds first	1	ultra cool	2
thriller	11	ultraglam	2
tip(s)	234	ultrahot	1
tip extra	6	ultra-light	1
TNT	1	unconditional	8
tokyo graphic style	1	underwear	2
too much	1	update	21
top	23	upgrade	1
top 10	1	ups	6
top 5	1	urban digital	1
top 7	1	urban glam	1
top charts	1	versus	1
top model	2	videoclip	5
top pop	1	vintage	10
top secret	1	vintage sweet	1
top sexy	1	vistete in	2
top teen	1	wallpaper	10

wash off	15
watercolor	1
waterproof	2
wc	1
web	171
web page	2
web talk show	1
website	2
web-tutorial	1
what	1
wild	3
wireless	1
wish list	3
wondergirl	1
working girl	1
wow	20
wrap	2
x the text	1
yogurt	2
you wow	11
young	1
yummmmmmi	1
zen	1
zhock	1
zig zag	2
zombie	1
zoom	3

TOTAL amount of words (repeated words included)

1014 - GENERACIÓN21

1837 - TÚ

2188 - seventeen

5039 TOTAL

TOTAL amount of individual words 895