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The Influence of English in Italian: A Case Study on the Use of Anglicisms in Business Contexts

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Introduction

The aim of my dissertation is to explore the influence that English had and still has on Italian, then studying how Anglicisms are being used in business contexts in Italy. I chose this topic because I wished to investigate Anglicisms, their use in the lives of Italians and how they are perceived. I wanted to discover if the use of Anglicisms can vary from one profession to another and if they are used correctly or not.

By means of an overview of various English and Italian studies on the use of English and its influence, I will attempt to investigate why Anglicisms are used in specific business fields in Italy and why they are so widespread. This approach will attempt to show the deep-rooted connection between English and Italian and how this relationship may be more important than it seems. One of the approaches applied to discover why and how Anglicisms are used in work-related contexts, is an interview with an expert in “in-house training” and a questionnaire about their attitudes to Anglicisms administered to a number of Italian employees.

The first chapter will explore the influence of English and its importance as English as a Lingua Franca (ELF), followed with the second section of the chapter, which provides basic information on English as a Lingua Franca in Business (BELF). Furthermore, in the third section, the consequences of the linguistic impact of English on other languages will be analysed, defining linguistic borrowings and loanwords and providing different examples. Anglicisms will be then defined and examples will be provided to show how an Anglicism can be used.

The second chapter focuses less on the general sphere and more on the relationship between English and Italian, studying the origins of their connection and emphasizing the importance of their mutual influence. The second chapter also focuses on the term False Anglicisms, defining them and providing examples to demonstrate that they might pose a risk for the communication. Lastly, this chapter focuses and broadens the topic of English in Business, exploring through an interview with an expert an area specific to the Italian context, in-house training. Within the second chapter, many examples of the uses of Anglicisms will be provided, giving concrete proof.

The third and last chapter will be structured by first describing the questionnaire that will be used to gather the thoughts and opinions of Italian employees towards the use of Anglicisms. After a first description on how the questionnaire will be organised, the chapter will start with its second section, explaining and studying the quantitative methodologies used to gather information about the background of the participants. Various figures depicting the results of the questionnaire will be included in the text, paired with relevant explanations. In the last section of Chapter 3, the results to the open-ended questions in the questionnaire will be explained and illustrated with examples, referring back to references from Chapter 1 and Chapter 2.

CHAPTER I

THE INFLUENCE OF ENGLISH

The aim of this chapter is to provide a definition of some keywords and to explore the linguistic and historical impact that the English language has had globally, in particular its influence on Italian. The organization of this chapter aims to show how the English language has spread through every aspect of life, from early education to the working sphere, both culturally and linguistically.

1.1 English as a Lingua Franca

To better understand the contents of this dissertation, it is important to first expand on the concept of “Lingua Franca” and the acronym “ELF”, English as a Lingua Franca. A Lingua Franca is defined as a “language of shared communication” (Yule, 2017: 231) and “The term lingua franca is normally used to mean a contact language, that is, a vehicular language between speakers who do not share a first language” (Jenkins et al., 2017: 7). Knowing this, and taking into account the fact that “In the early 21st century English is the most widespread and influential language in its diverse geographical and social varieties” (Pulcini, 2023: 1), we can conclude that “English as a Lingua Franca (ELF) is a common medium of intercultural communication used among speakers from different lingua-cultural backgrounds” (Cogo in Linn 2016: 79).

The global widespread of English developed greatly after the end of World War II (Linn, 2016), when “the English-speaking winners of the two world conflicts established their economic, political and cultural influence on the European continent” (Pulcini, 2023: 2). This influence around the globe has given English an enormous advantage to effectively become the global Lingua Franca (Pulcini, 2023) and has influenced Europe in an unprecedented way: “English has become an intrinsic part of the European linguistic landscape and it constitutes an important resource for many Europeans” (Linn, 2016: 79).

Now that we have clearly established what a Lingua Franca is and how English has influenced the world so much to the point of becoming a Lingua Franca, there is still the need to define the difference between ELF and ENL (English as a Native Language). In fact, as stated by Seidlhofer et al (2006: 6), ELF has declared itself independent from the rules of native English,

and its speakers claim that this use of English is better suited to represent them instead of 'correct' English. As Linn (2016: 79) affirms:

ELF speakers are considered language users in their own right, rather than deficient users of English according to "native-speaker norms". And all language users can be ELF speakers, including native speakers, as long as the latter adapt and shape their use to the ELF context and situation. ELF therefore is not conceptualized as a foreign language, as speakers do not learn it for the aim of emulating a native speaker (be it British, American or any other inner circle speaker) but to use it as a lingua franca, in intercultural contact situations.

With this information, we can also gather that ELF's focus is not learning correct grammatical rules, but communication and the use of the language are key fundamentals (Linn; 2016). "ELF is therefore a dynamic medium of communication, which changes and adapts to different contexts and different repertoires of users, and situational, in that it emerges from the different constellations of speakers and contexts." (Linn; 2016: 80). From this statement, it is clear that ELF changes very frequently depending on the speaker, their background and culture, and this makes ELF an extremely fluid and flexible language, able to adapt for anyone who speaks it.

As of now, ELF speakers outnumber ENL speakers (Mauranen; 2010). Yet, despite this, Jenkins (in Mauranen, 2009: 10) states:

Anyone working in the field of English as a Lingua Franca (henceforth ELF) has to face sooner rather than later a serious contradiction: that despite the widespread acceptance of the extensive role of English as an international lingua franca and its increasing number of functions in this respect, there is still an almost equally widespread resistance to this lingua franca's forms.

Mauranen (2009: 1) declares that: "English has been seen as a threat to local languages and cultures, or alternatively, its global uses have been seen as a threat to Standard English". Regarding this 'hostility' towards the use of ELF, Jenkins (2009: 200) shows us two opposite reactions to ELF: "one that it promotes monolithicity and denies pluricentricity, the other that it promotes too much diversity, lack of standards, and an approach in which 'anything goes'". Focusing on the second perspective, Jenkins (2009: 202-203) explains that:

ELF lacks any standards and by default exhibits errors wherever it departs from certain Inner Circle Englishes (usually British and American). According to this position, ELF and EFL (English as a foreign language) are one and the same. No distinction is made between English learnt for intercultural communication (ELF) – where native English speakers may be, but often are not, present in the interaction – and English learnt specifically for communication with English native speakers (EFL).

Even in regard to accents, Jenkins (2009) highlights the fact that British and American accents are perceived more positively because they are considered more ‘correct’, showing that ELF is not seen on par footing with the ‘standard’ English. On the questionnaire study conducted by Jenkins and illustrated in “English as a lingua franca: interpretations and attitudes” (2009: 205-206), a German student considered “her differences from ENL to be errors (not ‘right’)” and two French students consider their use of English to be ‘incorrect’ if compared to ENL, which they refer to as “‘real English’” (Jenkins, 2009: 205). To reinforce even more this conception that ‘standard’ English (British and American) is the correct form, Seidlhofer (2005: 339) says that “there is still a tendency for native speakers to be regarded as custodians over what is acceptable usage”.

While Jenkins (2009: 200) says that “there seems to be a good deal of uncertainty as to what, precisely, ELF actually is, and how it relates to the much more firmly established field of world Englishes (WE)”, Seidlhofer (2005: 339-340) insists that:

Thus, in order for the concept of ELF to gain acceptance alongside English as native language, there have been calls for the systematic study of the nature of ELF—what it looks and sounds like and how people actually use it and make it work—and a consideration of the implications for the teaching and learning of the language.

Mauranen (2009: 2) adds:

Important eye-openers have been contributions by people like Widdowson (e.g. 1994), Seidlhofer (e.g. 2001), and Jenkins (e.g. 2000, 2007), who have pointed out that the use of English as a lingua franca has become the fastest-growing and at the same time the least recognised function of English in the world. Research into English as a lingua franca has been slower to take off, despite pioneering work by a handful of scholars.

Even if the research on ELF started relatively slowly, “currently ELF is a vibrant field of study” (Mauranen, 2009: 2) and it is also thanks to the creation of two corpora of spoken ELF that this arising language can be taken more seriously: “in Helsinki the ELFA corpus of academic ELF in 2008 (www.eng.helsinki.fi/elfa) and in Vienna the VOICE corpus in 2009 (www.univie.ac.at/voice). These large databases allow the study of ELF on a new scale” (Mauranen, 2009: 2). In fact, as Mauranen (2009) states, “Shortly before the completion of the first ELF corpora, the first international conference of English as a Lingua Franca was held at the University of Helsinki”. And, to conclude on a hopeful note, Seidlhofer (in Mauranen, 2009: 39) affirms that: “Studying the nature and development of this lingua franca at a time of such rapid and drastic change is what ELF research is all about. Faced with a new phenomenon, the unprecedented global spread of a language, ELF researchers are breaking new ground by definition”.

1.2 The use of English in business

As we have seen, ELF is a language that can be used in every aspect of life to communicate with other non-native English speakers, and:

During its short history, ELF research has been strongest in business and academia. Both are fields of considerable international weight. They are deeply and inherently international, with their activities spanning the globe, and they have adopted English as their lingua franca, independently of whether any native speakers are present (Mauranen, 2010: 6).

In general, English is considered a lingua franca for business transactions, and can be used from the simplest sales transaction, to “the trans-continental merging of large companies” (Sherman et al., 2018: 1). In this section we will find a new abbreviation: “BELF (Business English as a lingua franca) (Sherman et al. 2018: 1).

As already discussed, the reactions to ELF are different: some are positive and some are more critical. Cogo (2012 in Linn 2016: 86-87) contributed to the research of various reactions with her study confirming the different opinions and reactions amongst both linguists and non-linguists.

When moving on to investigate attitudes among the non-linguist professionals, such as business people, more generally positive attitudes are found. Research with professionals, especially international business people, using ELF for work on a regular basis has emphasized that BELF (see section 3.5.6) is an integral and normal part of business knowledge and that content is considered more important than correctness according to native standards (Cogo 2016; Ehrenreich 2011; Kankaanranta and Planken 2010) (Cogo 2012 in Linn, 2016: 87).

Here we see the first difference between ELF and BELF: while ELF is vastly criticised for not being ‘correct’ enough, as we have already seen, BELF does not require a correct use of speech, but rather focuses on the business-related contents that need to be conveyed. In fact, as Björkman (year in Linn, 2016: 90) states:

In their study based on survey and interview data, Kankaanranta and Planken (2010) argue convincingly that “BELF competence” is predominantly about accurate presentation and delivery of business content and business-related vocabulary as well as conventions of the genres used in the business domain. (...) The aims the subjects reported were twofold: to get the job done and to achieve good rapport with their partners in business (see also Kankaanranta et al. 2015; Holden this volume). Grammatical accuracy was never mentioned among the aims.

Another key difference between ELF and BELF lies in the role of native speakers: while ELF-speakers place ENL users on a high pedestal, considering their English to be “perfect” and “real English” (Jenkins, 2009: 205-206), they do not enjoy the same ‘privilege’ with BELF. Björkman (in Linn, 2016: 90) explains that:

In BELF settings, communicative effectiveness seems most strongly associated with communicative skills, such as sufficient repetition of critical pieces of information, employing communicative strategies such as confirmation checks, and paraphrasing (see e.g. Pitzl 2010) rather than native-speaker competence. (...) For many non-native speakers, native speakers are more difficult to understand as they may not always succeed in accommodating to their interlocutors. Strategic skills such as the ability to check for understanding and ask for clarification, and paraphrasing play a pivotal role in all (B)ELF interactions (e.g. Pitzl 2010).

There is plentiful evidence from BELF studies that native speakers are only somewhat successful in employing accommodation strategies when speaking in business settings, and speak at a rather fast pace without enough repetition (e.g. Rogerson Revell 2007: 114–15).

In this specific case, native speakers are the ones who need to make an effort to be understood while using BELF: “native speakers need to make these “linguistic investments” to be able to contribute to (B)ELF interactions, helping communicative effectiveness and smooth communication” (Björkman year in Linn, 2016: 91).

With this, we were able to define a bit more precisely what BELF is and what it focuses on, but the studies mentioned refer to businesses and companies where employees of different linguistic background use English as a Lingua Franca. What I will be focusing on in Chapter 2 is how English is being used in companies/businesses/associations where the native language is Italian and how it permeates in-house training, business talks and the approach to the work sphere.

1.3 Linguistic borrowing and loanwords

It is essential for the aim of this dissertation to define the meaning of ‘loanwords’, and the concept of ‘lexical borrowing’. So, what does the term ‘borrowing’ mean in linguistics, exactly? “In linguistics, the term ‘borrowing’ describes a process in which one language replicates a linguistic feature from another language, either wholly or partly.” (Durkin, 2014: 3). As Durkin (2014: 3) states, the expression of ‘borrowing’ is meant to be used as a metaphor because, obviously, this linguistic exchange is not a literal borrowing, since the words borrowed are never given back. In linguistics, “one of the most common sources for new words in a language is the process of borrowing” (‘prestito’ in Italian) (Yule; 2017: 73). The direct result of this process are loanwords, which “result from the borrowing of a word form with its meaning (or a component of its meaning) from one language to another” (Durkin; 2014: 8). Since we already defined the linguistic concepts of ‘borrowing’ and of ‘loanwords’, we shall now explain what exactly a ‘lexical borrowing’ is:

Lexical borrowing occurs when the lexis of one language (commonly called the donor language or sometimes the source language) exercises an influence on the lexis of another language (commonly called the borrowing language or sometimes the receiving language), with the result that the borrowing language acquires a new word form or word meaning, or both, from the donor language. (Durkin; 2014: 8)

What is important to note, is that there are different types of lexical borrowing; respectively: classic lexical borrowing, “semantic borrowing”, “loan translation or calque” and “semantic loan or borrowing” (Durkin, 2014: 9). The second type of lexical borrowing listed is semantic borrowing, which “involve borrowing of meaning but not (directly) of word form” (Durkin, 2014: 8). So here, instead of an entire word and its meaning being borrowed, only its meaning gets passed over. The third on the list is the term ‘calque’ or ‘loan translation’: “In some cases the structure of a word in the donor language is replicated by a new word in the borrowing language” (Durkin, 2014: 8); this process includes the direct translation of a word, instead of simply being given over without any changes (Yule, 2017). Lastly, we have the ‘semantic loan’, in which “an existing word in the borrowing language acquires a new meaning from a word in the donor language” (Durkin, 2014: 9). From this detailed list of different types of lexical borrowing, we can deduce that borrowing, in linguistics, is not as simple as it sounds; the exchange between two different languages could cause the assimilation of either a new word or a new meaning, or maybe even both.

But how does lexical borrowing come to fruition? Pulcini (2023: 8) states that “Lexical borrowing is the primary outcome of language contact”; but also, in this citation from Pulcini’s book, “The Influence of English on Italian” (2023), the specific example of the influence between English and Italian is used:

The mutual influence, from English on Italian, but also the reverse, from Italian on English, has taken place mainly through cultural exchanges and discontinuous social interaction, and the primary outcome has been lexical borrowing. In the past, the transmission of borrowings occurred through physical movements of people for many different reasons, mainly commercial transactions, political relations and travels. This type of contact, leading to the mutual exchange of language and culture, can be described in terms of ‘adstratum’ influence between geographically close communities, without any imposition of one speech community on the other (Pulcini; 2023: 4).

From this, we can gather that the mutual influence between two languages can be enhanced by their contact with each other. Of course, many factors need to be taken into consideration when studying the relationship between two languages; for example, between English and Italian, there is a fundamental similarity in their vocabulary:

Centuries of Norman-French rule and the overwhelming influence of Latin, the undisputed lingua franca of knowledge and learning, have made English ‘the least’ Germanic of the Germanic languages, as 65–75% of its vocabulary is composed of non-Germanic words. It follows that English and Italian have a common background of vocabulary based on Latin and Greek, which is a key factor in their linguistic and cultural relationship, with important consequences on the outcomes of borrowing (Pulcini, 2023: 6).

Today, as compared to the past, it is not as difficult as it was to establish a contact with a new, foreign languages:

It is evident that the removal of space and time barriers from the 20th century onwards, thanks to global networks of physical movements and diverse mass and social media channels, has led to far more intense contacts across geographical boundaries, and the influence of English has spread to all areas of knowledge, cultural expressions and social behaviours (Pulcini; 2023: 4).

Yet these new global networks and with the influence of the internet, many misconceptions and much false information may spread around easily. Until now, we have come to the conclusion that contact between languages is extremely beneficial, and as Pulcini (2023) states:

languages, as living entities, naturally change in time under the action of internal and external pressures and naturally feed on innovation, creativity, and imitation. This is considered by linguists as a natural way for languages to develop and enrich themselves, especially for the expansion of vocabulary, that is, of their expressive resources (Pulcini, 2023: 5).

My intent is not to contradict this statement, but to simply point out that while many benefits a language may be obtained from interacting with other foreign languages, some disadvantage might also arise. An example worth mentioning is the concept of “false Anglicisms” (Pulcini; 2023: 85). First of all, what are Anglicisms? Anglicisms are loanwords, specifically, English loanwords present in the vocabulary of other languages. False Anglicisms, on the other hand, are described by Pulcini (2023):

The category of false Anglicisms reflects a borrowing mechanism whereby the lexical input provided by the donor language (English) is autonomously and creatively reproduced in the recipient language (Italian) for neological purposes. The development of the model, or prototype,

gives rise to English-looking words that do not exist in English or, if they do, their meaning is different. In his comprehensive study of false Anglicisms in Italian, Furiassi (2010: 34) defines false Anglicisms as “creations of the Italian language that formally resemble English words but actually do not belong to the English language, e.g. *recordman* instead of record holder.” For this reason, false Anglicisms are generally not comprehensible to English native speakers and may sound like the result of limited competence in English in the context of the recipient language, creating divergence, instead of convergence, between the two languages in contact (Pulcini; 2023: 85-86).

As Pulcini (2023) explains, the real risk with false Anglicisms is not the fact that English speakers do not recognize these words, but that Italians may wrongly recognize them as true and real English words. If not recognized and used appropriately, false Anglicisms may also be mistakenly used in education or business, leading to crucial misunderstandings.

1.4 Anglicisms

As mentioned above, Anglicisms are English Loanwords present in the vocabularies of different languages, more specifically: “As explained by Filipović, “an anglicism is a word borrowed from English which in the course of the transfer is adapted to the receiving language in order to be integrated into its linguistic system” (Filipović 2000: 205)” (Pulcini, 2023: 101). Pulcini (2023: 64) offers further interesting details:

Loanwords belong to the category of direct borrowings. The word ‘direct’ implies that a foreign element has been transferred from the donor language to the recipient one, in this case from English into Italian. Loanwords may keep the original English form (non-adapted loanwords) or may be modified according to the orthographic and morphological rules of Italian (adapted loanwords)”.

In this section, I will focus on Non-adapted Anglicisms in the Italian language, seeing various examples and their origins, necessary to better understand just how impactful English is in our daily speech.

First of all, some of the most common examples are as follows: “Italian has a stock of well-established single and multi-word Anglicisms that are familiar to a large number of Italian speakers, such as film, shopping, baby sitter and no problem” (Pulcini, 2023: 8), in addition to “*bar, film, sport, computer* (inglese)” (Yule, 2017: 73). Pulcini (2023: 65) also offers a

table of “Eighteenth century Anglicisms still current in the 21st century”, from which I will be selecting a few: “bulldog”, a specific breed of dog which does not have a translation in Italian, qualifying as a Non-Adapted Anglicism. The word does not change in Italian: “Bulldog americano” (American bulldog), “Bulldog francese” (French bulldog), “Bulldog inglese” (English bulldog). The next word is “ketchup”; this iconic sauce does not have a translation, but even if it is an Anglicism, it became integral part of the Italian language, so much that there is no other way to call this specific dressing. Another word, very similar to “ketchup”, is “humor”; a word specific to the sense of irony of the British, completely adapted to day-to-day speech in Italian (“Mi piace il suo humor”, which directly translates as “I like his humor”). There is also, “standard”, a word that is used often and is very common; even if it has a direct translation in Italian (“modello”, “norma”), it doesn’t seem have the same nuance as the English word. Hearing “è lo standard” (“it’s the standard”) is much more common than hearing ‘è la norma’, even if it means the same exact thing. Just as Pulcini (2023: 71) says: “The word standard is perhaps the most successful of all, carrying a meaning that can be easily applied to diverse fields and situations, despite the various Italian synonyms available (canone, modello, norma, campione, requisito), which have been unable to displace it”.

Other examples, this time taken from Pulcini’s Table 3.2 “New Anglicisms borrowed in 2012” (2023: 71), include newer words, mostly known to the new generations: “selfie” which has completely integrated into the Italian vocabulary and “troll”, which could point to the Scandinavian creature, but now is also more commonly used as an Internet slang. The first batch of examples I reported “were drawn from different fields of British society, from politics to business, culture and social life. Most of these words have become established in Italian’s ‘core’ vocabulary and familiar to most Italians, even to those who have limited knowledge of English” (Pulcini, 2023: 70). As we have seen, these words were imported in Italian (specifically) and have mostly been accepted through the process of “acclimatization” (‘acclimatamento’ in Italian) which is explained by Pulcini (2023: 8):

As far as currency is concerned, Italian has a stock of well-established single- and multi-word Anglicisms that are familiar to a large number of Italian speakers, such as film, shopping, baby sitter and no problem. Currency is a usage-oriented concept. It refers to the spread of Anglicisms in newspapers, novels, popular magazines, radio, television and social media, so that it is generally

known and accepted by speakers from many layers of society. This process of acceptance and integration of a loanword is referred to in Italian as *acclimatemento* ('acclimatization'). Focusing on specialized domains, currency and frequency (or representativeness) vary depending on whether words actually refer to topical themes, such as sport, tourism, internet and the new media, and circulate among common people, against the more peripheral, technical and specialist vocabulary of business, economy and sciences, which may be familiar only to a limited circle of professionals and educated Italians.

Proving that some Anglicisms have been accepted completely into Italian, many are found in common dictionaries: "Nevertheless, from the beginning of the 20th century, English loanwords have been systematically recorded in general dictionaries of Italian, starting from Panzini's *Dizionario Moderno*" (Pulcini, 2023: 6). But to find even more Anglicisms used, but less known, in the Italian language, a useful tool is "the Global Anglicism Database (GLAD), a multilingual project launched in 2014 by a network of linguists" (Pulcini, 2023: 60).

The research objectives of this international project was to set up a network of scholars and institutions interested in the study of Anglicisms, to share data, language resources, research findings, bibliographical material, and information on Anglicism-related initiatives. (...) The ultimate goal of the database is to allow cross-linguistic comparison among languages and to measure the amount and type of influence brought by the contact with English. (Pulcini, 2023: 60-61).

The Non-Adapted Anglicisms reported earlier, for example, are in the GLAD's database. Unfortunately, even if many Anglicisms are accepted and often used in Italian, Anglicisms will always be compared to their Italian counterpart, and many still discuss whether the use of Anglicisms is necessary or superfluous:

In the study of loanwords, a traditional distinction is drawn between 'necessary' (*Bedürfnislehnwörter*) and 'luxury' loans (*Luxuslehnwörter*) (see 3.1), postulated by Hernt Tappolet in the early 20th century (1913). Necessary loans are introduced to name a new referent for which a domestic word is not yet available, whereas luxury loans are imported to name an object or concept already lexicalized in the receiving language, creating a near-synonym (Pulcini, 2023: 130).

Keeping this in mind, we can say that the Anglicisms we use today in the Italian language are (mostly) “luxury loans”. Pulcini (2023) exposes something very interesting which explains why, sometimes, Anglicisms are preferred and adopted into a language: “the prestige of the source language, because the Anglicism sounds better, younger, more modern, professional, international, attractive and successful than the Italian equivalent” (Pulcini, 2023: 130). The introduction of a new, foreign word, inevitably causes the two words to be put in comparison, creating various linguistic debates, but Pulcini also adds:

The introduction of a luxury loan, though unnecessary, is motivated by diverse reasons, like the stylistic need to replace an old-fashioned term, which has lost its expressive force, with a more conspicuous one, or one offering an inoffensive term for a sensitive or taboo area, like sexual orientations. For example, the light-hearted echo conveyed by the English word *gay* partly motivated its adoption as an alternative of the more explicit Italian term *omosessuale*. (Pulcini, 2023: 130).

It might be interesting to see things through a different perspective, opening a small parenthesis to remember that, during the first half of the 20th century, “strong nationalist ideology imposed the principle that the Italian language should be the symbol of the country and consequently the use of dialects, minority languages and foreign words should be marginalized” (Pulcini, 2023: 37). This “purist policy” (Pulcini, 2023: 38) banned foreign words and sought to completely replace them with only Italian words, which was not completely successful, showing that some Anglicisms just weren’t replaceable. During this period of time, in Italy “the preference for foreign-sounding words was considered as an offence to Italian culture and habits and a disgraceful form of snobbery” (Pulcini, 2023: 38). What is interesting to note, is the opinion of linguists of the time, like Alfredo Panzini, the author of *Dizionario Moderno*:

Panzini argued against the use of foreign words when they could easily be substituted by Italian ones, and was indeed in favour of fighting against the irresponsible servitude (‘incosciente servilismo’) towards foreignisms. On the other hand, he also admitted that it would be a mistake to close the frontiers of language (‘barrare le frontiere della lingua’), that is, to counter the input of borrowings from external sources, which is a natural source of enrichment for languages. He considered his mission as a lexicographer both literary and patriotic, because he meant to monitor the ‘health of the Italian language’ (Pulcini, 2023: 38).

Many might feel the same way even today, but the result of such research will be shown in Chapter 2. To conclude this chapter, it is necessary to make a final note and make a distinction between the use of ELF and the use of Anglicisms. The main difference resides in the fact that when we use ELF, we speak in English. Of course, it is adapted to the background and knowledge of the speaker, but it still is English. Meanwhile, we mix Anglicisms with our native language, in this case, Italian. While ELF is used to communicate with someone who does not speak our native language, Anglicisms are not necessary to communicate: they are purposefully mixed in with Italian to add nuance, to improve a meaning or to give a different effect. ELF is a language, Anglicisms are part of the borrowing process. ELF and Anglicisms are two completely different means of communication, with different goals, even if they were both due to the impact of the English language, still connected to each other.

CHAPTER II ANGLICISMS IN ITALIAN

The purpose of this chapter is to focus on the connection between the English and Italian languages, from their earliest contacts to today. This chapter is designed to highlight this mutual relationship, as well as the problematic issues that may arise when the two languages come into contact with each other, especially in the specific context of the Italian working sphere.

2.1 The relationship between English and Italian

As already mentioned, the global spread of English increased after the end of World War II, but if we keep our focus on the influence that it had on Italian specifically, their exchanges started before the 20th century. As Pulcini (2023: 3) states: “The influence of English on Italian is the outcome of a long-standing relationship between Italian and British and American societies, which dates back to several centuries ago, but intensified in the 18th century”. This relationship might not be the only reason as to why English was able to have such a strong impact on Italian; another explanation lies in linguistics and philology.

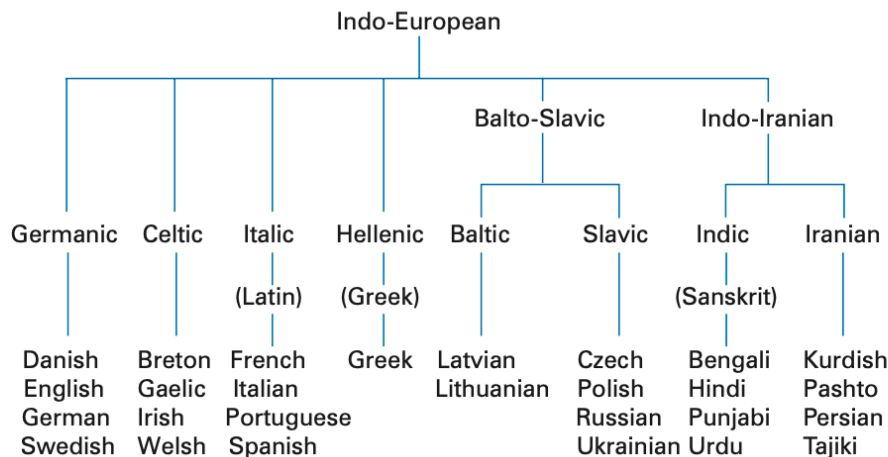


Figure 2.1: Yule’s (2017) Indo-European languages in their family branches

In short, and as seen in Figure 2.1 (Yule, 2017: 262), we can clearly see in the representation of a linguistic family tree that English and Italian are part of two different linguistic families: the first belongs to the Germanic family and the latter to the Italic (Latin) family. However, this distinction between the Germanic and Italic families does not seem to pose a problem

when it comes to English influencing Italian, and vice versa. In fact, Pulcini (2023: 2) explains that “Although English is a Germanic language, the Romance component of its vocabulary makes it very similar to the lexicons of Romance languages, with which it also shares a common stock of Latin and Greek terminology.” Another possible reason as to why English has been able to influence Italian so much, might be because: “Up to the 18th century most scholarly activity and academic writing was conducted through the medium of Latin. As a consequence, English and Italian share a large stock of matching vocabulary” (Pulcini; 2023: 2). As Pulcini (2023: 4) states, the mutual influence between the two languages is the result of “cultural exchanges and discontinuous social interaction”. This phenomenon of lexical borrowing (see below) and shared culture is only possible if one of the two languages does not impose itself on the other: “This type of contact, leading to the mutual exchange of language and culture, can be described in terms of ‘adstratum’ influence between geographically close communities, without any imposition of one speech community on the other” (Pulcini; 2023: 4).

It is important to note that although the equality of the two languages is crucial for a mutual language exchange, as mentioned above, this concept of balance was lacking during the years of the fascist regime in Italy (1922-1945), when the use of foreign words, obtained through linguistic exchanges, were firmly prohibited (Pulcini; 2023). This phenomenon called “neo-purism” (Pulcini; 2023: 35). Mentioning the dark years of fascism in Italy is necessary not on a political level, but they must be seen through a history and linguistic point of view. “When the Second World War ended in 1945, the US troops that marched through liberated Italy were enthusiastically welcomed as liberators from the long dictatorship, the Nazi occupation and the war” (Pulcini; 2023: 41). With this citation, it is mandatory to underline the fact that the USA was not the only influential English-speaking country that took part during World War II; as a matter of fact, Great Britain was a “strategic junior partner of the Allied forces” (Pulcini; 2023: 43). This clarification was needed because:

The importance of the English language is closely linked to the power that the USA and the UK achieved in the post-war decades, obtained through their political influence, their economic support and their cultural impact. English is associated with positive values, such as freedom, success, power, modernity, glamour, emancipation, professionalism, not without contradictions and grey areas. (Pulcini; 2023: 43).

From this we can gather that the dominance and popularity of English as a language might be a direct consequence of the victory of English-speaking countries in World War II.

Looking at it today, the importance that English is regarded with, specifically in Italy, can be seen in Italy's education system. According to the publication of *Eurydice* (the network of 43 European National Units providing data and analyses on European education system) "Key Data on Teaching Languages at School in Europe (2017), the teaching of the English language is mandatory by law (53/2003) in Italy from the age of 6." This information can lead us to believe that we, as Italians, and especially the new generation, make contact with English from our younger years. English permeates first into the lives of young Europeans through education, but since "English impinges on everybody's life in Europe, in many different ways" (Seidlhofer, et al. 2006: 3) it can also influence through "popular music, dance, sports, or computers" (Seidlhofer, et al. 2006: 4). This is especially true today because not only has English become an integral part of general education, but more and more today it influences through new, innovative ways. In general, as Graddol (2006) says, English has become a basic skill to know in education:

The role of education in school is now seen as to provide the generic skills needed to acquire new knowledge and specialist skills in the future: learning how to learn. In globalised economies, English seems to have joined this list of basic skills. Quite simply, its function and place in the curriculum is no longer that of 'foreign language' and this is bringing about profound changes in who is learning English, their motives for learning it and their needs as learners (Graddol, 2006: 72).

Just because English is now, in many countries, considered a basic skill to have: "The age at which children start learning English has been lowering across the world [...] and the intention is often to create a bilingual population." (Graddol, 2006: 88). "One rationale for teaching languages to young children is the idea that they find it easier to learn languages than older students [...] One of the practical reasons for introducing English to younger learners is to ensure that they have longer in their school careers to master the language" (Graddol, 2006: 89). As Graddol (2006: 83) explains: "Foreign languages, in many countries, were largely learned to display social position and to indicate that your family was

wealthy enough to have travelled to other countries”, but now, things have changed. English is not a language that is learned only to be flaunted around, it is a language that connects us with others, it enriches our vocabulary and communication skills, so much that “A remarkable number of governments talk not only about the need to learn a foreign language but of an ambition to make their country bilingual. The European project is to create plurilingual citizens” (Graddol, 2006: 89). English, with time, has become a fundamental pillar in the lives of many.

2.2 False Anglicisms

The term ‘False Anglicisms’ has already been defined in Chapter 1 of this dissertation with a quote from Pulcini’s “The Influence of English on Italian” (2023), but other quotations will definitely broaden the term to make it more clear. In Furiassi’s study, titled “False Anglicisms in Italian” (2010), it is first shown the long history of the origin of the word through a list of varying definitions, with some even dating back to 1969. After a first introduction, Furiassi (2010: 33) states:

In the definitions reviewed there seems to be widespread agreement on the absence of an English lexical model which inspires the coinage of false Anglicisms. However, false Anglicisms are at least partially connected to an English model, which is creatively reshaped. In fact, the supposed model is freely reinterpreted in the Italian language by joining two English free morphemes in order to form a compound that does not exist in English (...) On the one hand, the fact that an English model is somehow recognizable justifies the choice of the label 'Anglicism'. On the other hand, the fact that the Anglicism is so reinterpreted that either does not formally exist in English or is used with a different meaning in Italian justifies the choice of the label 'false'.

This is simply an explanation on why the term ‘False Anglicisms’ was chosen to represent these specific types of words. Furiassi (2010) also gives a definition of False Anglicisms that is based on the definition of Anglicisms given by Görlach (2003):

An anglicism is a word or idiom that is recognizably English in its form (spelling, pronunciation, morphology, or at least one of the three), but is accepted as an item in the vocabulary of the receptor language. (Görlach 2003: 1)

Therefore, a false Anglicism may be defined as a word or idiom that is recognizably English in its form (spelling, pronunciation, morphology, or at least one of the three), but is accepted as an item in the vocabulary of the receptor language even though it does not exist or is used with a conspicuously different meaning in English. (Furiassi, 2010: 34).

As was already pointed out both by Pulcini (2023: 86) “because false Anglicisms formally look like English words, Italian speakers tend to consider them as authentically English” and by Furiassi (2010: 13) “Also new coinages that resemble English words are frequently used by Italian speakers. This is due to the fact that English-sounding and/or English-looking words have a positive cultural connotation”, many Italians struggle with False Anglicisms because they believe them to be real English words. With this knowledge, a question comes naturally: how can we differentiate Anglicisms from False Anglicisms? Furiassi (2010) gives us a clear answer: by running a Litmus Test.

A litmus test can be run in order to identify false Anglicisms in Italian, as well as in any other language. When a word of supposed English origin, i.e. having rather indisputable English spelling or pronunciation, appears in an Italian text or utterance and that text or utterance is translated into English by a native speaker, if the supposed borrowing from English is felt by the native speaker to need substitution - since it is not understood or looks/sounds inappropriate - it is considered a false Anglicism. Conversely, if in the case of a translation, the supposed borrowing is not felt to need substitution, the word is a genuine non-adapted Anglicism (Furiassi, 2010: 36-37).

- 1.a Avete mai incontrato un *recordman*?
- 1.b Have you ever met a *recordman*?
- 1.c Have you ever met a *record holder*?

- 2.a Siete mai andati a fare *footing*?
- 2.b Have you ever gone *footing*?
- 2.c Have you ever gone *jogging*?

- 3.a Avete mai giocato a *basket*?
- 3.b Have you ever played *basket*?
- 3.c Have you ever played *basketball*?

- 4.a Avete mai letto un romanzo con un *happy end*?
- 4.b Have you ever read a novel with a *happy end*?
- 4.c Have you ever read a novel with a *happy ending*?

- 5.a Avete mai incontrato il *mister* della vostra squadra di calcio preferita?
- 5.b Have you ever met the *mister* of your favorite soccer team?
- 5.c Have you ever met the *coach* of your favorite soccer team?

Figure 2.2: Furiassi's (2010) example questions for litmus test

- 6.a Avete mai rotto il *carter* della bicicletta?
- 6.b Have you ever broken the *carter* of your bike?
- 6.c Have you ever broken the *chain guard* of your bike?

- 7.a Avete mai visto una macchina urtare un *new jersey*?
- 7.b Have you ever seen a car hit a *new jersey*?
- 7.c Have you ever seen a car hit a *traffic divider*?

- 8.a Avete mai utilizzato un *ticket restaurant*?
- 8.b Have you ever used a *ticket restaurant*?
- 8.c Have you ever used a *meal ticket*?

Figure 2.3: Furiassi's (2010) example questions for litmus test

Furiassi (2010) also provides some example questions (Figures 2.2 and 2.3) to illustrate his point. Of course, the issue with False Anglicisms still remains for non-expert speakers, since this litmus test is only efficient if an expert speaker is present and can recognize the correct use of the words. With this, we could say that without the presence of an expert English speaker, someone who has a deep knowledge and understanding of the English language, people may not be able to recognize the difference between true Anglicisms and False Anglicisms.

To have a better understanding of False Anglicisms, giving examples is what helps the most. The main type of False Anglicisms that will be shown follows Furiassi's 2010 classification and they are "Autonomous Compounds (AC)", "Compound Ellipses (CE)" and "Semantic Shifts (SS)" (Furiassi, 2010: 39-41-44).

False Anglicisms made up of autonomous compounds are non-English compounds formed with two lexical elements that can be separately found in English, whose compound form, however, is a genuine Italian product. This leads to the coinage of brand-new false Anglicisms: such compound words are not used in English. A typical example of a false Anglicism constituted by an autonomous compound is the word *recordman* which is not used in English but is actually composed of two authentic English free morphemes, i.e. *record* and *man*. The English equivalent is the compound *record holder*.

The reason why many of the examples that will be shown are autonomous compounds, is because “In his model, the most productive type of false Anglicism is that of autonomous compounds [...] The category of autonomous compounds is considered the ‘core’ category, as these items do not formally exist in the English language and are indeed independent coinages created in Italian” (Pulcini, 2023: 86). Pulcini (2023: 86) also offers a throughout explanation on the usage of compounds, both in English and in Italian:

As happens with real compounds, in endocentric ones the meaning is carried by one of the elements, whereas in exocentric ones the meaning is unrelated to its component parts. Thus, the meanings of infopoint (information desk) and pornoshop (sex shop) can easily be understood by a native speaker of English, even out of context, whereas bobtail (old English sheepdog), hotspot (carrying two meanings: refugee camp and ‘area where a wi-fi connection is available’) and minibar (trolley service) cannot be understood without a usage context, or even in context. Because in Italian compounds the head element is usually on the left and the modifier on the right (determinatum+determinans), in the creation of false Anglicisms the order of the elements is sometimes reversed, e.g. agility dog (dog agility), film TV (TV film), area test (test area), banking online (online banking).

Table 3.6: False Anglicisms in the form of autonomous compounds (English equivalent in parenthesis).

Anti-doping (dope test), aquapark (water park), autocaravan (camper van), autogol (own goal), baby parking (crèche), baby pusher (teenage drug dealer), beauty-farm (beauty centre), block notes (note pad), bobtail (Old English sheepdog), camera car (on-board camera), full optional (fully accessorized), hotspot (refugee camp), infopoint (information desk), job on call (on-call work), luna park (amusement park), minibar (trolley service), no global (anti-globalization), no tax area (tax-free area), no vax (anti-vax), nude-look (see-through), open space (open plan), pornovideo (hard core movie), recordman (record holder), sexy shop (sex shop), skiman (ski coach for professional skiers), smart working (remote work), social card (Italian state welfare benefit), telefilm (tv series), telepass (electronic toll collection system or remote control), telequiz (quiz game).

Figure 2.4: Pulcini’s (2023) Table on False Anglicisms in the form of

Following Furiassi’s (2010) classification and Pulcini’s (2023: 87) Table 3.6. (Figure 2.4), here are some autonomous compounds examples: “autogol” (own goal), “block notes” (note pad), “infopoint” (information desk), “luna park” (amusement park), “minibar” (trolley service), “no tax area” (tax-free area), “no vax” (anti-vax), “nude-look” (see-through), “open space” (open plan), “smart working” (remote working), “telefilm” (tv series). Examples of the category of compound ellipses and semantic shifts are also included because they are the

most numerous following autonomous compounds (Pulcini, 2023). Following the previous example, the explanation of this type of False Anglicisms will be explained with a quotation from Pulcini (2023: 86-87):

Following Furiassi’s classification, the next most numerous types of false Anglicisms are compound ellipses and semantic shifts, whose meaning is much less transparent than that of compounds, or totally obscure. In fact, the ellipsis of the compound involves the right-hand element, which is normally the one carrying the core meaning in English, but not in Italian, where the order of the elements is usually the reverse, as pointed out before. Thus, in Italian dreadlocks is reduced to dread, camper van to camper, night club to night, pole position to pole, and so on, generating misunderstanding for a native speaker of English. In semantic shifts, a new meaning is attributed to an English word; in other words, a process of resemanticization¹ of an Anglicism is set off. The nature of this shift may be metonymic (the whole meaning is associated to a part), so that, for instance, the term poker, besides being the name of a game of cards, is also attributed to the combination of four identical cards (four of a kind), meronymic (the meaning of a part is associated to the whole) in the case of flipper (pinball machine), or metaphorical, as in highlander (very old, longevous person).

Table 3.7: False Anglicisms in the form of compound ellipses and semantic shifts.

<p>Compound ellipses: account (account executive), automotive (automotive industry), basket (basketball), boxer (boxer shorts), camper (camper van), custom (custom bike), disco (disco music), disco (disco dance), discount (discount supermarket), dread (dreadlocks), duty free (duty-free shop), full (poker: full house), holding (holding company), home (home page), junior (junior suite), master (master copy), night (night club), offshore (offshore boat), offshore (offshore racing), optional (optional equipment in cars), oscar (oscar winner), outlet (factory outlet), pole (pole position), scotch (scotch tape), screen (screenshot), social (social media), step (step aerobics), stop-and-go (stop-go penalty), surf (surfboard), talk (talk show), trolley (trolley suitcase), volley (volleyball).</p>
<p>Semantic shift: blob (satirical TV programme made up of clips), body (bodysuit), bomber (football: striker), box (garage), box (cubicle in open plan offices), box (cage for animals), box (container for books or CDs), box (playpen for children), box (shower cubicle), corner (corner kick), escort (call-girl), fiction (tv serial), flipper (pinball machine), ginger (soft drink), golf (sweater), highlander (very old, longevous person), mister (coach, trainer), navigator (a worker in the Italian national job finding agency), pile (fleece jacket), poker (poker: four of a kind), residence (apartment hotel), slip (panties), slip (swimming trunks), spider (two-seater), testimonial (the face of an advertising campaign), spokesperson, ticket (tax for healthcare), ticket (meal voucher), ticket (receipt), tilt (temporary malfunctioning).</p>

Figure 2.5: Pulcini’s (2023) Table on False Anglicisms in the form of compound ellipses and semantic shifts

Again, following Furiassi’s (2010) classification and Pulcini’s (2023: 88) Table 3.7. (Figure 2.5) here are some examples of Compound Ellipses (CE) examples: “basket” (basketball), “camper” (camper van), “disco” (disco music), “disco” (disco dance), “full” (poker: full

¹ The attribution of a new meaning to an existing word.

house), “home” (home page), “night” (night club), “Oscar” (Oscar winner), “scotch” (scotch tape), “screen” (screenshot), “social” (social media). And here are the Semantic Shifts (SS) examples: “bomber” (football: striker), “fiction” (tv serial), “flipper” (pinball machine), “ginger” (soft drink), “slip” (panties), “tilt” (temporary malfunctioning).

These are all words that have been deeply adapted to the Italian language and, to many Italians, these could simply be like any other English word, but they are not. The fact that it might need an expert English speaker to recognize that these words do not belong to English, shows that their inappropriate use may cause difficulties or misunderstandings while communicating with non-Italian speakers. Thus, False Anglicisms may be classified as an ‘issue’, something that may be called ‘problematic’ when talking about Anglicisms.

2.3 English in Business: In-house training

As already discussed in Chapter 1, English is used in business, especially in multi-lingual companies, in the form of BELF (Business English as a lingua franca). Yet in the specific case of Italian companies, where Italian is the main and native language, how is English used? A very interesting aspect of working in a company or firm, is how they train their employees and, specifically in Italy, their use of English during it. In absence of reliable sources on the topic, I reached out to Dr. Sara Patrizi, Head of Training at *Confcommercio* Vicenza, and asked her some questions about the in-house training that many Italian workers receive. The answers to these questions are present in Appendix 1.

1. What is “In-house training”?
2. How does it work?
3. Why is it done?
4. Based on which criteria do you decide when to use English words and expressions?
5. Do you think that the use of Anglicisms could be considered more effective because they are seen as newer and more attractive?
6. In these cases, is the use of English absolutely necessary, or is it superfluous?
7. By using English in in-house training, do you think that the use of English words in Italian is encouraged?

8. How do you think English is perceived in a company that mainly speaks Italian?
9. According to some Italian linguists, the exaggerated use of Anglicisms in Italian may cause some negative effects on Italian, what are your thoughts on that?
10. Do you think that the use of Anglicisms increases the perception of competence of the worker?
11. What does the use of Anglicisms add, opposed to the Italian word? Does it add more content?
12. Do you think that the mixing of the English and Italian language could cause issues with the communication?

Dr. Sara Patrizi explained during the interview that the term “in-house training” refers to all learning activities offered by firms or companies to provide continuous training or skill development. There are multiple modes of permanent and continuous in-house training, and they depend on: the targeted trainee (if they are active professionals or unemployed makes a difference), the modes of delivery and the sponsor of the specific in-house training. She explains that this training is done for two reasons: for the need of the companies to stay competitive and productive, and because it is necessary to support and improve the skills of the people that work in those companies. During the interview she illustrated how English expressions are used during their in-house trainings: they tend to use terms that have been integrated in the common language, taking into consideration their efficiency during the communication of a specific course. She expressed that, in her opinion, if English is used to give strength to what we are saying, then its use is appropriate and not superfluous. She then continued by saying that even if the use of English is encouraged during in-house training, in a company that mainly speaks Italian the perception of English may vary depending on how it is used. Following the course of the interview, she agreed on the fact that the exaggerated use of Anglicisms could harm Italian; but she also stated that to use English appropriately one would need to have a profound knowledge of both Italian and English. In her opinion, a lack of knowledge of Italian and English could create problems and hinder communication.

To give some examples, *Svision Risto Group Srl* generously provided some images of the presentations they use to carry out their in-house training. We can see from Figure 2.6 that

they use the English words “mission” and “vision” instead of their direct Italian translation of “missione” and “visione”, which may be considered a superfluous use of English. Instead “food trend” is a term that, in the context of foodservice, is a well-known and adapted English term. In Figure 2.7, we can see that they have decided to use the English title “store manager” instead of “responsabile del punto vendita” and, as Dr. Sara Patrizi said, this replacement of the Italian word may simply be because the term “store manager” is more immediate and it has been completely adapted to their work context. Other examples of English words and expressions that have been integrated into the language of business can be seen in Figure 2.8 with “food cost”, in Figure 2.9 with “labour cost” (which is immediately translated in the image with “costo del lavoro”), in Figure 2.10 with “mindset” and in Figure 2.11 with “change manager” and “leadership”. Of course, not every company, firm or group will use English in the same way, but it is interesting to see how the English language has permeated into the training of employees, even replacing some Italian words which, in some cases, are now rarely used in such contexts.



SVISION RISTO GROUP
creazione, sviluppo e gestione format ristorativi

LA NOSTRA MISSION

CREARE SVILUPPARE E GESTIRE
format ristorativi di successo
partendo dalla volontà di creare un
clima piacevole per noi e per i nostri
clienti.

LA NOSTRA VISION

CREARE ESPERIENZE MEMORABILI
diversificando tra **food trend e**
classic food per diventare rilevanti
in Italia e nel mondo, mantenendo
focus su **crescita, solidità,**
redditività e benessere.

Figure 2.6: Svision Risto Group Srl's use of Anglicisms in a presentation for in-house training



Figure 2.7: Svision Risto Group Srl's use of the Anglicism 'store manager' in a presentation for in-house training

CHE COS'E' IL FOOD COST?

è il costo delle materie prime usate per una portata, per un menù, per un primo o per un antipasto: è la somma di tutti i costi di ogni portata.

è il costo del VENDUTO: ci deve essere una differenza netta tra il costo delle materie prime e il costo del venduto.

è l'indice che rappresenta il rapporto tra costo e prezzo di vendita.

è un importante indicatore dell'abilità di gestione dello chef.

Figure 2.8: Svision Risto Group Srl's use of the Anglicism 'food cost' in a presentation for in-house training

LABOUR COST

Il costo del lavoro è l'**insieme delle spese** sostenute da un'azienda per **retribuire** il proprio personale.

È uno dei principali costi per le imprese e influisce direttamente sulla **competitività, sull'efficienza** e sui **margini di profitto**.

Figure 2.9: Svision Risto Group Srl's use of the Anglicism 'labour cost' in a presentation for in-house training

Quale mindset?

un insieme di credenze o di modi di pensare che determinano la prospettiva, l'atteggiamento mentale, il comportamento che attiviamo nelle situazioni della vita.



Figure 2.10: Svision Risto Group Srl's use of the Anglicism 'mindset' in a presentation for in-house training

Il ruolo del CHANGE MANAGER

«Coordinare un insieme di attori – con interessi potenzialmente diversi in condizione di incertezza e instabilità del contesto ambientale – verso un obiettivo comune» (Barnard 1938 – Bodega 2002)



CONTROLLO

LEADERSHIP

COMUNICAZIONE

Figure 2.11: Svision Risto Group Srl's use of the Anglicisms 'change manager' and 'leadership' in a presentation for in-house training

CHAPTER III

CASE STUDY ON ANGLICISMS

This chapter will focus on presenting and discussing the results of this study. A questionnaire was administered to a number of Italian employees. After analysing an initial batch of close-ended questions that aim to discover the background of the participants, a series of open-ended questions that seek to respond to the research questions of this study will follow.

3.1 Methods of Analysis

In the previous Chapter, we saw how English is used in the working sphere and, specifically, during in-house training. To have the opinion of an expert in the field is definitely useful, but gathering the opinion of the average employee is also, if not more, important. How do they feel about the use of English and Anglicisms? Why do they use English expressions? Do they think that Anglicisms are useful, or superfluous? To answer these questions, a study was conducted through the platform of Google Forms and its aim was to discover the general opinion on the use of Anglicisms among workers. This study was conducted among 53 participants with different backgrounds and varying age groups, who volunteered to anonymously complete the written online survey, which took around 7 minutes to complete. The methodology of the present study involved both quantitative techniques of data collection, through closed-ended questions, and qualitative techniques, which included open-ended questions, designed to gather as many examples as possible, each unique to the specific person. After an initial focus on background information (age, mother tongue, level of English state of employment, line of work) the survey focuses more on questions related to the respondents' use of English and the frequency of its use. The survey then asked participants to report individual uses of Anglicisms and their opinions on the use of Anglicisms in Italian.

3.2 Results and Discussion: Quantitative Data Collection

The survey started by asking the participants for their background information, to have a broader picture from all lines of life.

1. How old are you?

53 risposte

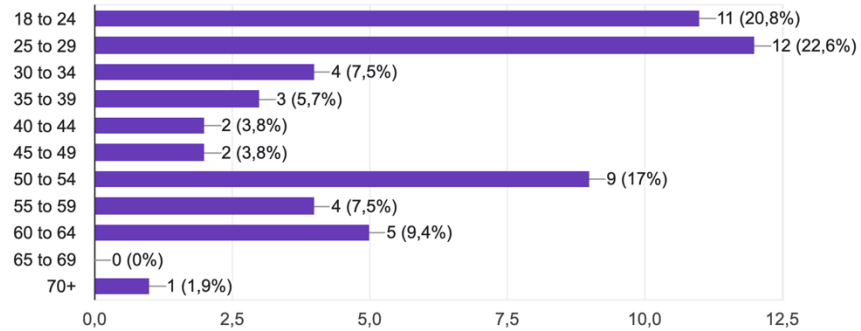


Figure 3.1: Percentages of the participants ages

Figure 3.1 indicates the age of the participants divided by age groups. Based on the findings above, the majority of the participants' ages range from 18 to 24 (20.8%), to 25 to 29 (22.6%), which could provide an interesting view on the standpoint of the newer generations. A slight minority ranges from 30 to 34 (7.5%), from 35 to 39 (5.7%), from 40 to 44 (3.8%) and from 45 to 49 (3.8%). From the results, a significant number is part of the older generations and their ages ranges from 50 to 54 (17%), with also 4 participants (7.5%) ranging from 55 to 59, and 5 (9.4%) that are aged between 60 and 64. Only one participant was over 70. These numbers show that the ages of the participants are diverse and do not belong to only one predominant group or generation, meaning that their opinions could vary from one generation to another.

2. What is your first language? (Qual è la vostra lingua madre?)

53 risposte

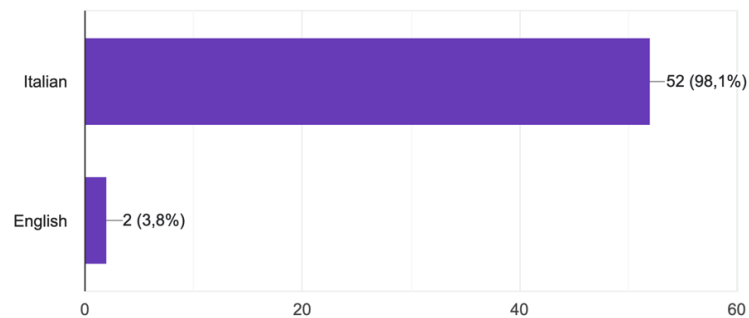


Figure 3.2: Participants' first language

From Figure 3.2 above, it is reported that the first language of 52 out of 53 participants (98.1%) is Italian, while there are only 2 participants (3.8%) that use English as their first language. The discrepancies in the percentages of the graph indicate that one of the participants shares both Italian and English as their first languages. With Italian being the main native language shown in Figure 3.2, we could discover how Italians feel about the use of English and Anglicisms.

3. If English is not your first language, what is your level of English? (Se l'inglese non è la vostra lingua madre, qual è il vostro livello di Inglese?)

51 risposte

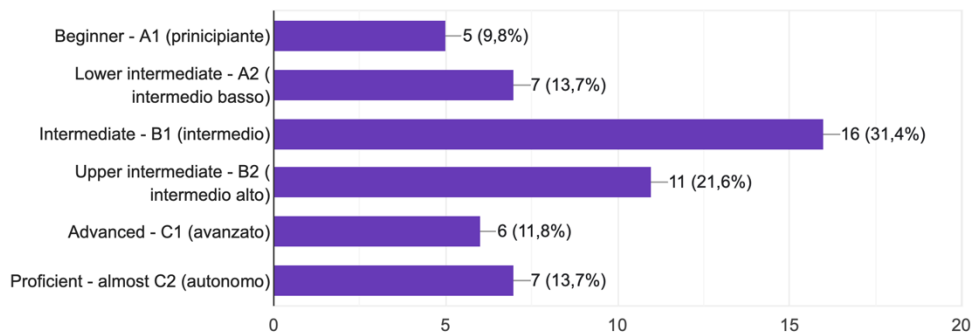


Figure 3.3: Participant's self-reported level of English

In Figure 3.3, participants were asked to self-report their level of English if it is not their first language, ranging from a “beginner” level (A1) to a “proficient” level (almost C2). It can be noted that the replies were 51 out of 53, considering that the

mother tongue of 2 out of 53 participants is English. In the figure above we notice how the level of English amongst the group is quite high, with the majority self-reporting as having a level of B1 (31.4%), B2 (21.6%), C1 (11.8%) and even C2 (13.7%). As discussed with Dr. Sara Patrizi (see Appendix 1), the higher the level of English and Italian, the better an individual will know how to use Anglicisms properly, where needed.

4. Are you employed? (Avete un lavoro?)

53 risposte

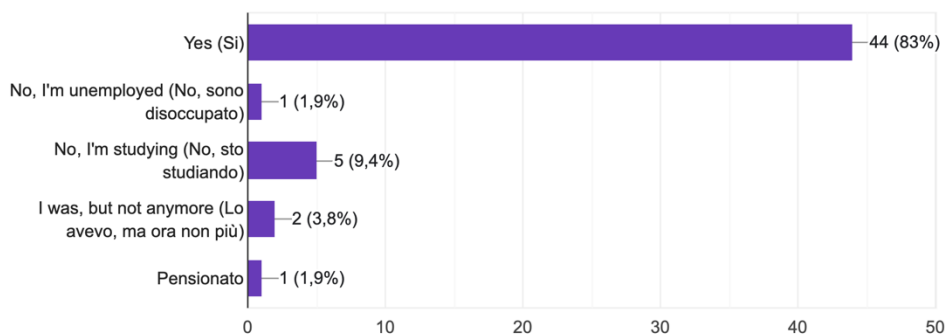


Figure 3.4: Participants' self-reported employment status

5. What is your line of work? (Qual è il vostro ambito lavorativo?)

53 risposte

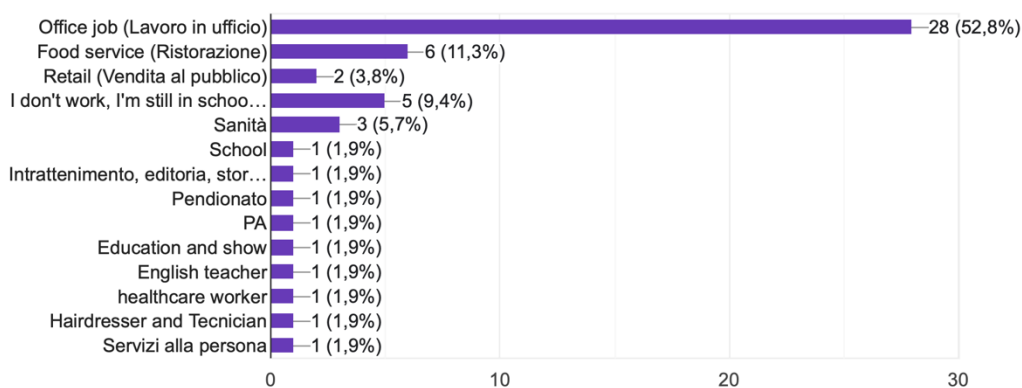


Figure 3.5: Participants' line of work

Figure 3.4 shows the participants' self-reported employment status; the data obtained shows that almost everyone (83%) is employed, apart from 1 participant (1.9%), who is not currently working, 5 (9.4%), who are still enrolled in school/university, 2 out of 53 (3.8%) previously had a job but do now not any more, and 1 participant (1.9%) is retired. The results show a high level of employment among the participants and, in Figure 3.5, it is revealed that the lines of work reported are various and diverse. The findings show that the most common position among the participants is an office job (52.8%), followed by a career in the food service (11.3%), and a profession in healthcare ('*sanità*' 5.7% and 1.9%). While 9.4% of participants are still enrolled in school/university, it is shown that 3.8% work in retail, and that the rest, each one corresponding to 1.9%, all work in different fields: at 'school', in 'entertainment, publishing and storytelling', in 'PA' (Public Administrations, *Pubbliche Amministrazioni*), in 'education and show', as an 'English teacher', as a 'hairdresser and technician' and in 'social services' (*Servizi alla persona*) and 1 participant is retired. Such diverse results are exactly what I was hoping to gather with this background question because it allows me to discover if different careers lead to the use of different kinds of Anglicisms depending on the job.

6. At work, have you ever received in-house training? (Durante il vostro lavoro, avete mai ricevuto formazione professionale?)

50 risposte

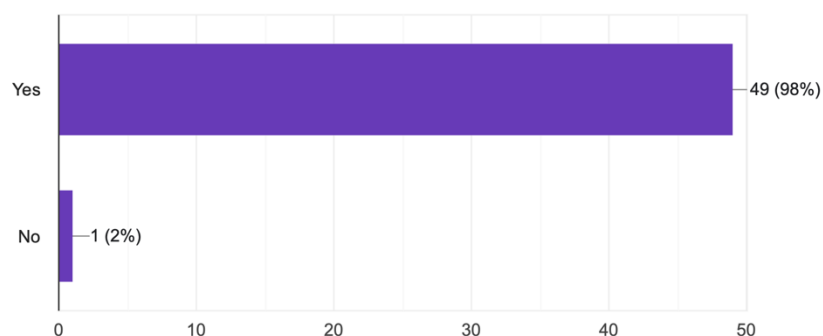


Figure 3.6: Percentage of in-house training received at work

7. During the in-house training, have you ever noticed the use of anglicisms? (Durante la formazione professionale, avete mai notato l'uso di anglicismi - uso di parole inglesi?)

50 risposte

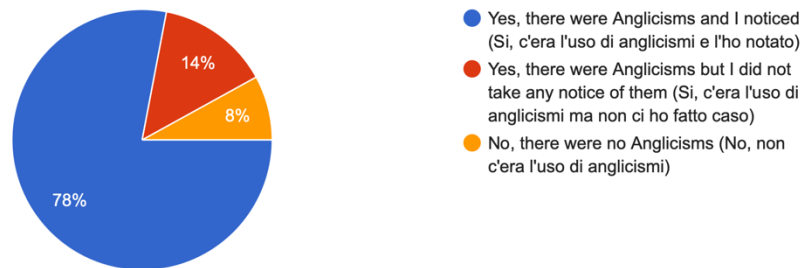


Figure 3.7: Percentage of the usage of Anglicisms during in-house training

In Figure 3.6, shown above, I asked the participants if they ever received in-house training at work and it can be noted that, out of the 50 responses, 49 employees have received in-house training and only one did not. closely related, Figure 3.7 shows that 78% of them have been exposed to the use of Anglicisms or English expressions during their in-house training and that 14% of them, even if they did not pay close attention to the use of English, were still exposed to it. The minority (8%) reported that in the in-house training they received, there was no use of Anglicisms. These results show just how much English is being used today to train different kinds of employees, from healthcare workers to teachers and office workers, even waiters are trained through in-house training, and the majority of them are subjected to the continuous use of English.

8. How often do you use English on a daily basis? (Quanto spesso usate l'Inglese giornalmente?)

53 risposte

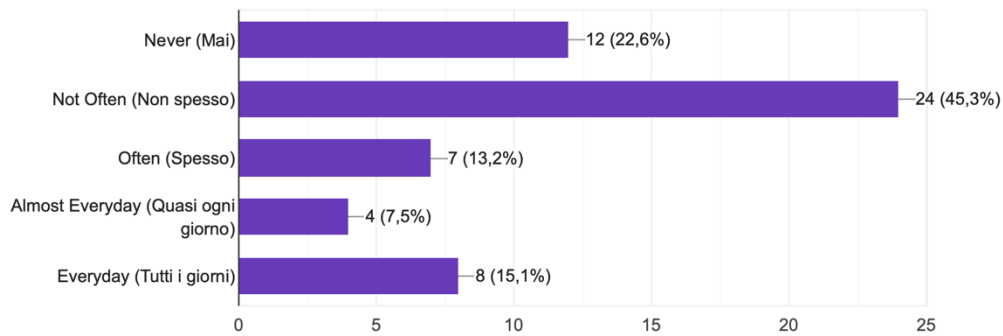


Figure 3.8: Self-reported daily use of English

9. In which context do you use English most often? (In quale contesto usate l'Inglese più spesso?)

53 risposte

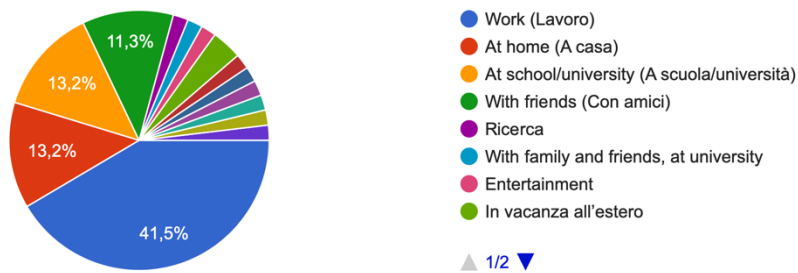


Figure 3.9: Percentages of the contexts in which participants use English most often

A very interesting finding is presented in Figure 3.8 and in Figure 3.9. In Figure 3.8, participants were asked to self-report their daily use of English, while in Figure 3.9 they were asked to report the contexts in which they use English most often among: ‘work’, ‘at home’, ‘at school/university’, ‘with friends’ and to add any other contexts. In Figure 3.8 it is shown that most participants do not seem to use English very often during their day, with 24 of them (45.3%) selecting ‘not often’, and 12 of them (22.6%) selecting ‘never’; 15.1% use it ‘everyday’, 13.2% use it ‘often’, and the minority (7.5%) use it ‘almost every day’. Although the data obtained in Figure 3.8 shows that the majority tend not to use English daily; in Figure 3.9 we note that the majority of the group (41.5%) use English most often at work. A significant number of participants use English often at home and at school/university (both at 13.2%) and, again, in a

slight minority, we see that they use it often with friends and while on vacation (both at 11.3%).

The fact that English is used so much at work is very interesting; it could be the use of BELF or, more simply, just Anglicisms, but considering how contact-forward the careers of the participants are shown to be in Figure 3.5 (healthcare, food service, retail, education) it is interesting to note how frequently they use it while working. Also, English being used so much ‘at school/university’ (13.2%) confirms what Graddol (2006: 72) said: “In globalised economies, English seems to have joined this list of basic skills.” English appears to be used so much in school/university to prepare students, to help them learn basic skills that will be needed at work and in daily life now that English is spoken all around the globe.

11. How do you feel about the use of anglicisms in day to day life? (Qual è la vostra opinione sull'uso degli anglicismi nella vita di tutti i giorni?)
53 risposte

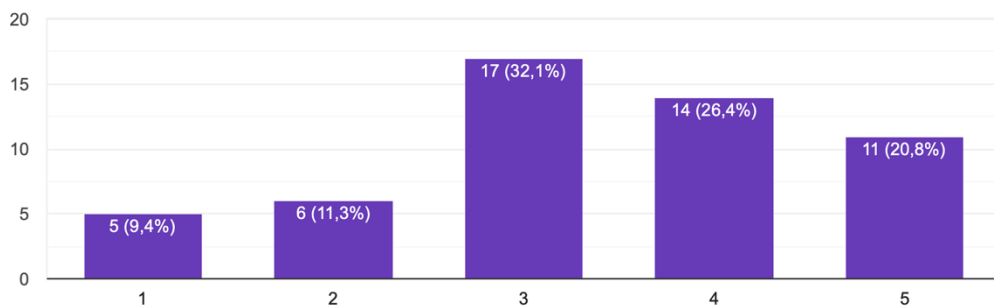


Figure 3.10: Favourability of the use of Anglicisms in day-to-day life felt by participants

The next section will focus more on the personal opinions of the participants rather than on their background. In Figure 3.10, when asked “How do you feel about the use of anglicisms in day-to-day life?” the participants had to reply by choosing a number from 1 to 5, with 1 being “unnecessary and annoying” and 5 being “very useful and helpful”. The results above turned out to be generally favourable towards the use of Anglicisms among the participants: 9.4% (5 out of 53) responded with “1” and a slightly higher number of participants (11.3%) selected “2”. A sharp increase is noted

among the people that responded with “3” (32.1%), the numbers decrease slightly but still remain high among the participants that picked “4” (26.4%) and “5” (20.8%). From these results we can gather that 32.1% do not seem to have a strong opinion about Anglicisms, but 26.4% and 20.8% have a good perception of them, which could come as an unexpected result, but it could also show that, as said during this dissertation, “English impinges on everybody’s life in Europe, in many different ways” (Seidlhofer, et al. 2006: 3) so much that Anglicisms are starting to feel natural for Italians. Still, it is also very important to note the negative responses obtained from this question, since they prove that not everyone has the same opinion about Anglicisms. In fact, many seem to be against their use.

12. How do you feel about the use of anglicisms at work? (Qual è la vostra opinione sull'uso degli anglicismi a lavoro?)

52 risposte

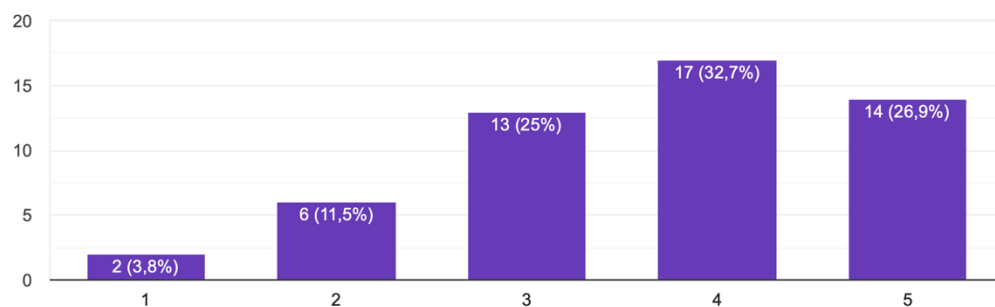


Figure 3.11: Favourability of the use of Anglicisms at work felt by participants

To further research the matter, in Figure 3.11 I asked participants to rate their feelings about the use of Anglicisms at work on a scale from 1 to 5, the same parameters of Figure 3.10, with 1 being “unnecessary and annoying” and 5 being “very useful and helpful”: 3.8% (2 out of 52) responded with “1” and a slightly higher number of participants (11.5%) chose “2”. Again, a sharp increase is noted among those that picked “3” (25%), and the numbers increase again with the majority responding with “4” (32.7%), only to decrease slightly with “5” (20.8%). The results appear to be even more positive than Figure 3.10, indicating that the majority has a positive opinion of the use of Anglicisms at work and that might be because, as discussed with Dr. Sara

Patrizi (see Appendix 1), English expressions appear to be more immediate and less redundant; they sometimes even enhance the meaning of the message, making things easier for the employees. It is still very important to note the negative feedback for both Figure 3.10 and 3.11 because it may show us a demographic that could have a more ‘conservative’ mindset on the use of the Italian language, and who for various reasons (which we will see with the open-ended questions) are against the use of Anglicisms.

13. In your opinion, do anglicisms help you have a better understanding of English? (Secondo voi, gli anglicismi vi aiutano a capire meglio l'Inglese?)

53 risposte

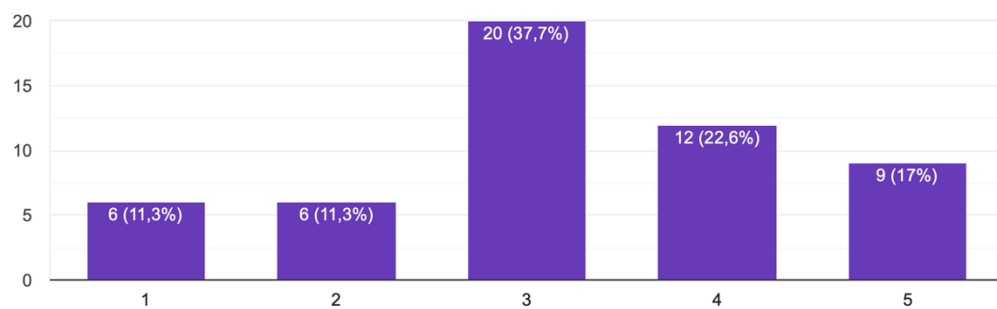


Figure 3.12: Anglicisms' impact on English comprehension

Following, in Figure 3.12 we see the answers to the question in which participants were asked to rate their opinion on whether Anglicisms help them have a better understanding of English on a scale from 1 to 5, with “1” representing “absolutely not, they do not help at all”, and “5” being “absolutely yes, they help a lot”. The smallest percentages both chose “1” (11.3%) and “2” (11.3%), while the majority chose option “3” (37.7%), with numbers slightly decreasing for option “4” (22.6%) and “5” (17%). These results show that the majority (37.7%) seems to have a moderate opinion on the matter; they may feel indifferent or they may have not noticed a change in their understanding of English, while many others (22.6% and 17%) self-reported that their understanding of English was helped by the use of Anglicisms.

These results might be explained by the fact that some Anglicisms are similar to Italian, as Pulcini (2023: 2) said back in Chapter 2: “Up to the 18th century most scholarly activity and academic writing was conducted through the medium of Latin. As a consequence, English and Italian share a large stock of matching vocabulary”. With words being similar, many may have had an easier time understanding English expressions and their use, but we also need to note the fact 6 out of 53 (11.3%) picked “1”, and 6 out of 53 (11.3%) chose “2”, showing that the use of Anglicisms did not help them at all with understanding English better. The reason for these results could be explained by the fact that, sometimes, depending on how they are used, Anglicisms might create confusion. As discussed with Dr. Sara Patrizi (see Appendix 1), if Anglicisms are used in a redundant way or inappropriately, they might create misunderstandings and hinder the communication instead of aiding it.

14. Are you for or against the use of anglicisms (in general)? (Siete pro o contro l'uso degli anglicismi in generale?)

53 risposte

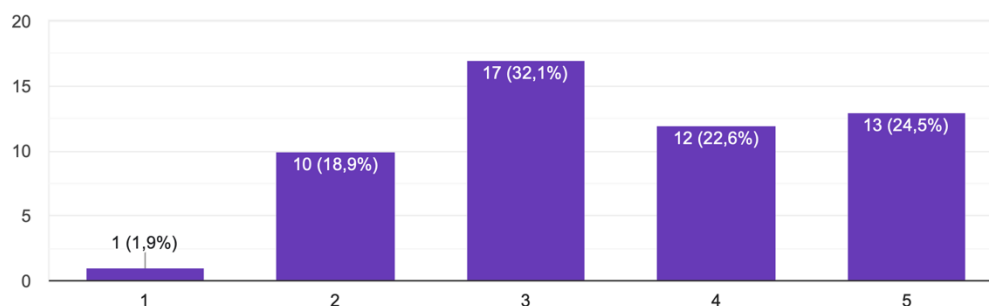


Figure 3.13: General feelings on the use of Anglicisms among participants

Finally, for the last close-ended question, we see Figure 3.13, regarding the question in which participants were asked to state, through a scale that went from 1 to 5, whether they are for or against the use of Anglicisms. Option “1” represented “absolutely against”, and option “5” meant being “absolutely for”. The results above show that only 1 person chose “1” (1.9%), while the 18.9% selected “2”; the number rises with option “3” (32.1%), slightly decreasing among those who chose “4” (22.6%) and slightly increasing for the people that selected “5” (24.5%). The outcome shown in

this graph could be considered positive, even if many (32.1%) still held a middle ground, the majority (22.6% and 24.5%) expressed their favourability on the matter. 18.9%, instead, were shown to be pretty against the use of Anglicisms, with only one participant (1.9%) being completely against it; the outcome of these results is explained by the participants themselves, who self-reported their opinions in the open-ended questions.

3.3 Results and Discussion: Qualitative Data Collection

After a first batch of close-ended questions, aimed at studying the background of the participants and their opinions, respondents were asked to explain and to give a reason for their beliefs. The first open-ended question (see Appendix 2) asked the participants to provide some Anglicisms they use often; this question was posed after confirming the employment status of the participants (see Figure 3.4), their line of work (see Figure 3.5) and in which context they use English most often (see Figure 3.9). Knowing that the majority are employed and that their lines of work are very diverse and the fact that most of the participants use English most often at work (see Figure 3.9), the first open-ended question aimed to answer one of the research questions of this dissertation: “Do Anglicisms vary depending on an individual’s line of work?”

The results were somewhat mixed: on one hand, many of the replies included Anglicisms used commonly by most Italians, like “weekend”, “drink”, “delivery”, “shopping”, “outfit”, “workout”; while on the other hand, many Anglicisms reported are extremely connected to business. Taking into consideration the fact that, in Figure 3.5, the results show that the line of work with the most affluence amongst the participants is ‘office job’, the presence of so many Anglicisms correlated to business and in-office communication is a step forward to answering the research question mentioned above. Many of these Anglicisms reported by participants include: “briefing”, “mock-up”, “workshop”, “feedback”, “coaching”, “partnership”, “mentoring”, “meeting”, “brainstorming”, “deadline” and “business plan”.

Among the answers, what really held the most importance for this study was the set of words provided by a single participant. Back in Figure 3.5 it is noticeable that only one among the 53 responses stated their job to be “Hairdresser and Technician”. This is particularly relevant to answer the research question because this participant was the only one who reported Anglicisms such as: “Hair”, “personal colourist”, “hairdresser”, “hairstyle”, “stripes”, “dye”, “colour”, “highlights lowlights”, “bleach”, “root”, “touch-up”, “blending layered cut”, “bob”, “fringe/bangs”, “split ends”. This could suggest that Anglicisms vary depending on an individual’s line of work.

The same open-ended question turned out to be significant to answer another of this study's research questions: "Are False Anglicisms frequent in the vocabulary of Italians?" Following Pulcini's (2023: 85-86) quote from Furiassi's (2010) study on False Anglicisms in Italian, we know that False Anglicisms are "creations of the Italian language that formally resemble English words but actually do not belong to the English language". Taking this quote into consideration is important because, during this study, we have established the fact that since "false Anglicisms formally look like English words, Italian speakers tend to consider them as authentically English" (Pulcini, 2023: 86). Not recognizing them, Italians could then inappropriately use them in education or business, leading to misunderstanding with native speakers. With this in mind, by making participants name some Anglicisms of their choosing, the aim was to confirm whether Italians confuse False Anglicisms for true English expressions. As already mentioned, many Anglicisms reported were terms that have been integrated into the Italian vocabulary and are, as such, very common. What is crucial to point out is that, among the Anglicisms named by participants, three of the most frequent are not Anglicisms. In fact, "smart working", "social" and "ticket" are False Anglicisms and they can be found respectively in Figure 2.4 and Figure 2.5. This suggests that, even if not as frequent as what was thought, Italians confuse False Anglicisms with Anglicisms, which poses a risk for international communication, especially with terms of such common use in Italian. It is possible that, thanks to English now being taught in school as a basic skill to navigate through all aspects of life (Graddol, 2006), the frequency of False Anglicisms in Italian vocabulary use is not as high as what was initially thought. This only proves further the importance of an adequate education.

These two open-ended (see Appendix 2) questions follow immediately after Figure 3.13 and ask the participants to state why they are for or against the use of Anglicisms and, although many of the replies were leaning more towards the favourability of Anglicisms, the results were very interesting. The results could also provide sufficient information to answer another research question of this study: "How is the use of Anglicisms perceived by Italians?". The participants that are "for" the use of Anglicisms gave much fascinating feedback: many replies showed that they perceive Anglicisms as "quicker" ways to express themselves and that they even use them

instead of the Italian translation: for example someone stated that “They express an idea in a concise and incisive manner”, or even that “They summarize some actions that would be long in Italian”. Yet many also explained their reasoning on a business standpoint, noting that many Anglicisms are, by this point, fully integrated into Italian business language: “They quicken the management of meetings and presentations”, “Often quicker than the Italian translation and it’s useful to know the technical language of your field in English when you have to work with foreign colleagues”, “They are so integrated into the working life that sometimes I don’t even know which Italian word is equivalent to the Anglicism that I’m using”.

Plenty of replies also gave interesting results from a linguistic standpoint. They explain that sometimes they cannot convey the same messages if they use the Italian translations, or that, for some, English terms come as more immediate than the Italian ones: “Sometimes there are English terms that are not translatable or with undertones of meaning slightly different from the Italian translation”, “English often helps me with replacing certain Italian terms that I sometimes can’t remember during conversations (something that, strangely, often happens to polyglots)”. Some replies show that the participants approve of Anglicisms because they help with learning foreign languages: “You can learn new words that can be useful on an international level”, “They promote the mutual comprehension between people who speak different languages and they allow the expression of certain concepts without the risk of misunderstanding”.

All these positive replies are extremely relevant for this study because they confirm that, for many, English has become an integral part of the Italian language, so much that sometimes it is not only preferred, but chosen over some Italian terms. On the other hand, the participants that are “against” the use of Anglicisms seemed to provide opinions that are the exact opposite of the ones we have just seen. What seems to be an occurring theme among these replies is that some participants state frequently that they are not against Anglicisms that do not have a translation in Italian and, therefore, irreplaceable; but they are against the use of Anglicisms when there is an Italian equivalent. What they are unknowingly describing are “necessary loans” and “luxury

loans”, explained by Pulcini (2023: 130) : “Necessary loans are introduced to name a new referent for which a domestic word is not yet available, whereas luxury loans are imported to name an object or concept already lexicalized in the receiving language, creating a near-synonym”. Someone stated: “I think that some are necessary, more immediate and are formulated in a shorter manner, but in some working environments their use is inflated and unnecessary”.

Among the participants “against” the use of Anglicisms, some think that they are used only because they make you look and sound “more international” or “cool”, others state that they are “against” because many among the older generations may not understand them. Yet among all these opinions, the most valuable for this study is the fact that many are “against” the use of Anglicisms because it harms the Italian language: “The number of Italian words with which we speak is decreasing substantially and they are being replaced by English terms, losing cultural sophistication”, “Very often there are words or expressions already present in the native language, that may result even more efficient to use, but they are unfortunately in disuse. To adapt to an international market, especially at work, we inappropriately resort to Anglicisms”, “They are not necessary in a correct use of the Italian language”.

During the interview with Dr. Sara Patrizi (see Appendix 2, question 9), this very same topic was discussed. It was said that, even if she agreed with the possibility of Anglicisms harming the Italian language, an appropriate use of Anglicisms could be made by someone with a deep knowledge of the Italian language. Participants that hold this opinion seem to have very similar views to Panzini, who Pulcini (2023: 38) quotes: “Panzini argued against the use of foreign words when they could easily be substituted by Italian ones, and was indeed in favour of fighting against the irresponsible servitude (‘incosciente servilismo’) towards foreignisms”. His statement dates to beginning of the 20th century, and it is incredibly interesting to see how an opinion from back then is still present today. yet, “On the other hand, he also admitted that it would be a mistake to close the frontiers of language (‘barrare le frontiere della lingua’), that is, to counter the input of borrowings from external sources, which is a natural source of enrichment for languages” (Pulcini, 2023: 38).

The participants seem to want to protect their language, with many stating that they try to use them as little as possible. While the majority thinks that Anglicisms are useful because they replace obsolete Italian terms, those who are against fight back, not wanting words to be erased from their vocabulary. They are of the opinion that Italian should remain as it is and that the language is completely understandable even without the integration of English words. Of course, not all of them have such strict views, some just think that they need to be used carefully and attentively. Another interesting fact pointed out by these results is that some think that Anglicisms help people understand each other better, while others think the opposite, that it hinders comprehension.

From the replies gathered, it seems that the participants who are for Anglicisms have a mindset more oriented towards the future; they think that English will be spoken more and more around the world and they are adapting to the demands of different environments, be it school or work. Meanwhile, those who are against, seem to be oriented in the other direction, not necessarily toward the past, but it almost looks like they are resisting these waves of linguistic innovation in order to protect their language. What I think is worth saying is that maybe the most realistic way of handling Anglicisms in the Italian language is learning when to use them, as is done with in-house training, where not-so-used Italian words are replaced with English terms to make it more effective. The Italian language should not protect itself from external influences, but Italians should learn how to innovate their own language, enriching it and making it flourish.

To expand and gather more information about their usual use of English in Italian, the participants were asked to self-report whether they ever find themselves using English words because there is no equivalent in Italian (see Appendix 2). In other words, “necessary loans” (Pulcini, 2023: 130). Some participants made their opinion clear and stated that they try not to use English words because they consider Italian to be clear enough without the use of Anglicisms, for example: “No, on the contrary: Italian is much richer as a language, but today we are used to laziness and mediocracy”. On the

other hand, many others self-reported that yes, they do use English expressions when there is no equivalent in Italian, like: “overpriced, which is different from *costoso*”, “spoiler”, “screening”, “online”, “vibes”, “privacy”, “Internet”, “computer”, “wanderlust”, “serendipity”, “blues”, “cringe”, “clickbait”, “ghosting”. These terms are all “direct borrowings” (Pulcini, 2023: 101), words taken directly from the English language and used in other languages (Italian, in this case) with their same meaning, without any changes. All these expressions have become extremely common, especially among the younger generations, with newer terms such as “ghosting”, “cringe” and “spoiler”; they do not have a literal translation in Italian, but when you hear them, you understand immediately the meaning of these expressions. The result from this question highlights the fact that the use of these “necessary loans”, as the term says, may be necessary. Among the replies, there are very few words that do have a direct Italian translation, showing that those who do use these types of loanwords seem to understand when the use of an Anglicism is necessary or not.

Finally, in the last question (see Appendix 2), participants were asked to give their opinion on why Anglicisms are used so much today in Italian and why they use them. Of course, the opinions were discordant, but it allows this study to have a broader view of the general opinion and to answer one of the research questions of this study: “Why are Italians using Anglicisms today?”. From the results it appears that some think that Anglicisms are so common today because they only represent a trend that came with the younger generations: “Because it’s a trend”, “Because the terms are cool and simple”, “They give off an ‘International’ vibe”. Others believe that their elevated usage is thanks to globalisation and the use of social media and digital platforms, which helped spread English, a dominant language, even more. Several participants explain that they use them because Anglicisms have become part of the common vocabulary and they think that by not using them, they would be understood less. Many simply say that their use depends on their simpleness and efficiency in conveying certain messages, especially at work.

Even those against their use, while they criticize Anglicisms, admit to using them because they have become part of Italian vocabulary. An interesting quote states: “Because never like today cultures communicate and English stays as a unifying

language. I use them because, at time, I find them on the same level of their Italian counterpart, I don't stop to think that it's not Italian", and another: "In my opinion, given globalization and the strong influence of English in our society, the use of anglicisms seems inevitable. When I use them, it is usually because the Italian terms don't immediately come to mind, or because I can't recall a word that fully conveys the meaning I'm trying to express". It is clear that it is impossible to give a full answer about exactly why Anglicisms are used today because there is not just one answer. All the opinions that the participants reported are on the same level; there is no wrong or right answer, but seeing that many use English when Italian 'doesn't come to mind' shows that, slowly but certainly, we are growing to become a bilingual population.

Conclusions

In conclusion to this dissertation, it is evident that learning English has become fundamental in a world that has accepted English as the global Lingua Franca, where its use has permeated, as we have seen, into all aspects of life as of today. The Italian language is not immune to the influence of English, and this might stem from various reasons at the same time: their long-lasting relationship through the centuries, the power and influence that English speaking nations acquired after the end of World War II (Pulcini, 2023) or, as the results from the questionnaire show, it gained even more popularity from the globalisation of media and digital platforms. With such widespread success throughout the globe, it is not surprising that ELF speakers outnumber English as a Native Language (ENL) speakers (Mauranen; 2010). This success and the extent of its use led many countries to include the teaching of English as a basic skill even in early education, in order for the students to learn the English language from an early age (Graddol, 2006). The aim of educating students on the use of English is to create “plurilingual citizens” (Graddol, 2006: 89) which, from the results of the questionnaire, seems to be working. In fact, the majority of the participants were aged between 18 and 24, and from 25 to 29, and many reported that they use English expressions because they have become more ‘immediate’ for them.

The results of this study show that the English language has become widely used in the working sphere, with many Italian terms and job titles being replaced by English expressions. Not only that, but English is considered useful to quickly convey terms that either do not exist in Italian (‘necessary loans’, Pulcini, 2023) or that do not hold the same meaning. yet also, since from the results of the questionnaire many participants are part of the older generations, they expressed their opinion on the use of Anglicisms, considering them a ‘trend’ among the younger generations. Something that seems to be lacking from this research is the effort to educate the older generations of workers. Of course, training new employees is the standard, but from the results of this study, educating senior employees not only to the use of English, but also its importance, could be beneficial for many businesses.

Another relevant result that was gathered from the participants responses, was that many do not know the difference between False Anglicisms and Anglicisms. As established during this study, False Anglicisms pose a risk for communication with natives English speakers and this is because some False Anglicisms present in the Italian language, do not exist in the English language. As a result from the questionnaire, these worries about False Anglicisms turned out to be founded since many participants wrongfully labelled “smart working” as an Anglicism. Of course, it is important to note that the usage rate of False Anglicisms is not as high as what was thought, and the main reason could be appointed to an adequate English education. Still, it could be beneficial for many if False Anglicisms were more discussed and, especially, if the difference between them and Anglicisms was taught not only at school, but through in-house trainings to teach employees an appropriate use of English.

The opinions regarding the use of Anglicisms are various and it is impossible to express a homogenous opinion on them, but the main results show that some think that the use of Anglicisms will hinder the Italian language, while others (on the other hand) do not see a problem at all with them. From what we gathered so far, especially from the interview with Dr. Sara Patrizi, the worries of many on an inappropriate use of Anglicisms are founded, but that does not mean that the Italian language should close itself off from external influences. We have established that, through a deep knowledge of both the Italian and English language, the terms from the respective languages can be merged in a single conversation and still be understandable. Therefore, it is crucial to educate not just younger generations or new employees, but also (and especially) the older generations, the senior employees that feels as if they are being swept away by such waves of change in the Italian language. Teaching to use the Italian and English languages together, adequately, could turn out to be the key for this issue.

To conclude, we can say that English has already become a big part of the vocabulary of many Italians through more ways than one, but when used in work context, where an inadequate use of it might hinder communication and cause misunderstanding it is crucial to know how and when to use it. The education received through school and

university is fundamental, but in certain cases it may not be enough. That is why more courses and in-house trainings about the correct use of English in the Italian language should be available for both students and workers, varying depending on the age groups of the individuals to grant the best teaching possible.

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Appendix

Appendix 1: Complete Interview

This appendix includes the questions posed and responses given during an interview with Dr. Sara Patrizi, Head of Training at *Confcommercio* Vicenza. The subject of the interview was “in-house training” offered by *Confcommercio*.

1. What is “In-house training”?

For us, the term “in-house training” refers to all learning activities we offer gauged to provide continuous training or skill development to participants who are employees of member organizations (for example “long life learning”). It is also a term we use in the context of training a person who is in the midst of a pause or restructuring of a professional career, sometimes referred to as “upskilling” or “reskilling”. The term is really intended to mean a process of constant and permanent learning, which grants an individual, employed or not, an opportunity to acquire, adjourn or enhance their competence in a current professional context, or to get started in a new professional context.

2. How does it work?

There are multiple modes of permanent and continuous in-house training: first, we have to identify and characterise the targeted trainee. There is a difference if we’re talking about adults that are already active professionals, in which case we talk about “continuous in-house training for employees”, or if we’re talking about people that still have to be integrated, and who are unemployed. There is also a difference between employed persons, because if we’re talking about a young person that is starting a new job, the in-house training is configured to help them acquire new skills or update competences that are perhaps insufficient for the current job market. So, the first variable has to do with the target, and after that there are certainly differences with regard to the modes of delivery, which may be in person, remote, frontal, interactive. Then there is a third difference, which focuses on the sponsor or purchaser of this training: things can be affected depending on whether the company or firm is a private institution or a public institution.

3. Why is it done?

In-house training is done for two reasons: because on one hand the companies have the need to stay competitive and productive, and as a result, it's necessary to support and improve the skills of the people that work in that company. In-house training on a company level affords a continuous skills update to the employees, and this update guarantees the full operativity and effectiveness of an institution's human resources. On the other hand, the human side, in-house training is fundamental to acquire or enhance one's own skills, both to get integrated in the job market, to manage operability and to foster a professional growth. We believe that that in-house training is the instrument which allows firms, companies and people to enhance and acquire new skills, all in the prospect of future growth.

4. Based on what criteria do you decide to use English words and expressions?

In our case, English expressions are used if they are terms that have been integrated in the common language and, therefore, we consider whether they are efficient in the communication of a specific course. For example, "store manager" is a term that is now used pretty commonly, like "business plan", "personal branding" or "team building". All of these anglicisms are terms that have been completely integrated in the language of business and in-house training. Their use is important for efficient communication.

5. Do you think that the use of Anglicisms could be considered more effective because they are seen as newer and more attractive?

I believe that they need to be used only if they are already used commonly and using the Italian translation makes the term lose meaning. "Business plan" is more used than its Italian equivalent, "team building" means "fare squadra" in Italian, but it has fully sunk in the business vocabulary. Not because it's considered to be a big innovation, it's not the connotation of something new that urges these terms to be used, but rather the fact that the English term has become part of our vocabulary and, therefore, is more immediate.

6. In these cases, is the use of English absolutely necessary, or is it superfluous?
I don't find it superfluous, it's necessary. Of course, there are cases in which they may result in a superfluous use, for example when English expressions are used only to give an "exotic" touch. In that case the use of the word doesn't make sense. But when English is used to give strength to what I'm saying, then it's functional to the message that needs to go through.

7. By using English in in-house training, do you think that the use of English words in Italian is encouraged?

Yes, because if I think of all the teaching methodologies that are used, for example, in some regional calls for proposal where some expressions like "coaching" or "workshop", "softskills", or even "flipped classroom" are terms that are used even by institutions that also deal with in-house training. Then there is definitely encouragement to use English.

8. How do you think English is perceived in a company that mainly speaks Italian?
It depends, it's not always perceived well if it's used in a redundant way or when it's not necessary. I'll give an example: if I have to say "fissiamo uno slot per gli orari", we can definitely say "fissiamo un orario" instead of adding the English term "slot". I think that, in some way, it could "annoy" if it's not functional to the realization of the objective, whether it be methodological or with regard to content.

9. According to some Italian linguists, the exaggerated use of Anglicisms in Italian may cause some negative effects on Italian, what are your thoughts on that?

I agree, I think that an efficient usage of anglicisms can be done by someone who has a deep knowledge of the Italian language, because it reinforces meanings. Someone who has linguistic competence in Italian knows when it's best to use English, or when Italian is more than sufficient. Instead, someone who lacks competence of Italian will use English inappropriately.

10. Do you think that the use of Anglicisms increases the perception of competence of the worker?

No, it doesn't. Sometimes it's easier because it's more immediate, but it doesn't add anything in terms of value. It's possible that in general terms, someone may perceive it as more relevant if I say, for example, "senior specialist" instead of "esperto". In the general perception, a "job title" to use an anglicisms, may have an amplifying effect on the position.

11., What does the use of Anglicisms add, opposed to the Italian word? Does it add more content?

In terms of content, it doesn't add anything. It may add something if used appropriately to the communicative efficiency or immediacy, but nothing in terms of content.

12. Do you think that the mixing of the English and Italian language could cause issues with the communication?

Only if we are not able to use it appropriately. An abuse of anglicisms compromises the communicative efficiency, while a conscious usage that starts from a profound knowledge of both the Italian and the English language doesn't have the risk of misunderstandings. The problem arises when English terms are used inappropriately, excessively or not adequately; in that case the communication is compromised. A lack of knowledge of Italian and English creates problems, but there are also words that are used without a hitch because they are part of our vocabulary.

Appendix 2: Questionnaire's open-ended questions

This appendix includes the open-ended questions that were posed to 53 participants during the course of the questionnaire they volunteered to complete.

- 1- Name some Anglicisms that you either use or notice more often.
- 2- If you are against Anglicisms, please state why.
- 3- If you are for them, please state why.

- 4- Do you ever find yourself using an English word because there is no equivalent in Italian? If yes, please give us a few examples.
- 5- In your opinion, why are anglicisms used so much today in Italian? Why do you use them?

Summary in Italian

Durante il corso di questa tesi è stata studiata l'influenza della lingua inglese sulla lingua italiana, evidenziando l'importante ruolo oggi rivestito dalla lingua inglese a livello internazionale. L'inglese è globalmente riconosciuto come Lingua Franca (ELF), ovvero una lingua usata come "ponte" di comunicazione fra due individui che non condividono la stessa lingua madre. Ma oltre a questa sua funzione, l'inglese è così acclamato a livello mondiale che, inevitabilmente, viene utilizzato anche nel mondo del lavoro. Ed è proprio l'uso dell'inglese in contesti lavorativi in Italia che questa tesi vuole studiare. Strutturato in tre capitoli, questo studio si concentrerà prima a stabilire l'importanza e l'influenza che la lingua inglese ha sul resto del mondo, per poi, nel secondo capitolo, concentrarsi sull'uso dell'inglese in Italia. Infine, nel terzo capitolo, verranno analizzati i risultati di un questionario a cui hanno partecipato 53 volontari, che hanno contribuito a dare la loro opinione sull'uso degli Anglicismi nella lingua italiana.

Nella prima sezione del primo capitolo viene definito l'inglese come Lingua Franca (ELF), dando al termine una definizione e facendo una distinzione tra l'uso dell'inglese come Lingua Franca (ELF) e l'uso dell'inglese come Lingua Madre (ENL). Questa differenza tra i due usi evidenzia le caratteristiche principali della Lingua Franca e di come venga ritenuta "inferiore". Nella seconda sezione si accenna all'uso dell'inglese come Lingua Franca in contesti lavorativi (BELF). La terza sezione si concentra sulla linguistica, definendo i "prestiti linguistici" e le "parole prestate" ("linguistic borrowings" e "loanwords") in maniera generale, dividendo questi prestiti linguistici in diversi tipi in modo tale da aiutare la comprensione dello studio. Tra gli svariati tipi di prestiti linguistici, vengono introdotti anche i Falsi Anglicismi ("False Anglicisms"). Infine, nella quarta e ultima sezione del primo capitolo, vengono definiti gli anglicismi. Vengono forniti esempi usati comunemente nella lingua italiana e viene spiegata la differenza fra prestiti denominati "necessari" o "di lusso" ("necessary loans" e "luxury loans"); inoltre, in questa ultima sezione si prova a dare una iniziale spiegazione sul perché gli anglicismi vengono usati così tanto in italiano.

Il secondo capitolo si concentra molto di più sull'uso di espressioni inglesi nella lingua italiana, raccontando nella prima sezione del capitolo la storia fra la lingua inglese e la lingua italiana, e di come i contatti fra le due culture abbiano permesso già nel diciottesimo secolo scambi e prestiti linguistici. Si accenna anche alla importanza acquisita dalla lingua inglese dopo la fine della Seconda Guerra Mondiale. Vengono descritti gli eventi storici più importanti che hanno segnato la relazione tra le due lingue e viene mostrata l'importanza che l'inglese ha acquisito negli anni nel contesto educativo. Nella seconda sezione si approfondisce l'argomento dei Falsi Anglicismi, evidenziando il fatto che questo tipo di anglicismi esiste solo in italiano e che, quindi, rappresenta un potenziale rischio per la comunicazione con madre lingua inglese. Alla fine del capitolo viene sviluppato l'argomento dell'uso dell'inglese nei contesti lavorativi italiani, soprattutto nell'ambito della formazione professionale ("in-house training"). Per ottenere informazioni più attendibili possibile, è stata svolta una intervista con la Dott.ssa Sara Patrizi, Responsabile del settore Formazione per Confcommercio Vicenza che, grazie alla sua competenza, ha spiegato in che cosa consiste la formazione professionale in Italia e come l'inglese è utilizzato durante questa formazione per i lavoratori, completo di esempi forniti da Svision Resto Group Srl.

Il terzo e ultimo capitolo si concentra sulla presentazione dei risultati ottenuti dal questionario svolto da 53 partecipanti, a cui sono state fatte domande sulla loro età, la loro lingua madre, il loro livello di inglese e il loro ambito lavorativo. L'obiettivo di questo questionario era quello di scoprire come gli italiani percepiscono gli anglicismi, se sono pro o contro, se gli anglicismi variano da professione a professione, perché i partecipanti decidono di usarli, generalmente e in ambito professionale, e se l'uso dei Falsi anglicismi è frequente o meno nel vocabolario degli italiani.

I risultati sono stati vari e la conclusione di questa tesi è che, come già noto, l'istruzione è fondamentale, non solo per le nuove generazioni: istituire corsi di aggiornamento per permettere a lavoratori più anziani di approcciarsi all'inglese e usarlo nella maniera più corretta potrebbe essere un nuovo approccio nell'ambito della formazione professionale. Inoltre, iniziare a dare più importanza ai Falsi anglicismi e differenziarli

chiaramente dagli Anglicismi è fondamentale per permettere un adeguato uso della lingua inglese in italiano. Perché, come detto dalla Dott.ssa Sara Patrizi, solo una persona che ha una profonda conoscenza della lingua italiana ed inglese saprà come utilizzare gli Anglicismi nel modo più appropriato, senza che risultino superflui o eccessivi. Come visto, gli Anglicismi nel contesto lavorativo sono usati soprattutto per semplificare e per agevolare la comunicazione ma, per farlo, bisogna essere consapevoli delle regole della lingua e sarebbe necessario ottenere costante aggiornamento sul modo migliore di utilizzarli nella lingua italiana.