The influence of Spanish on the lexicon of World Englishes

Petrović, Borna

Sveučilište J. J. Strossmayera u Osijeku

Filozofski fakultet Osijek

Dvopredmetni preddiplomski studij Informatologija i Engleski jezik i književnost

Borna Petrović

Utjecaj španjolskoga na leksičkoj razini na varijetete engleskoga

Završni rad

Mentor: prof. dr. sc. Mario Brdar

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Znanstveno polje: filologija

Znanstvena grana: anglistika

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Bachelor's Thesis

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Scientific Area: Humanities

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Osijek, 2023

Prilog: Izjava o akademskoj čestitosti i o suglasnosti za javno objavljivanje

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U Osijeku 1. lipnja 2023.

Borna Petrović, 0122235448

ime i prezime studenta, JMBAG

Sažetak

Raširenost engleskoga jezika diljem svijeta rezultat je formiranja različitih varijeteta engleskoga poznatih kao svjetski engleski. Ovi su varijeteti oblikovani pod stalnim utjecajem mnoštva čimbenika, uključujući povijesne, kulturne, socioekonomske i jezične utjecaje regija u kojima se govori određeni varijetet engleskog. Jedan od faktora koji je ostavio zamjetan trag na engleski je španjolski jezik. Budući da je drugi jezik na svijetu po broju govornika s približno 460 milijuna govornika, imao je značajan utjecaj na leksičke varijetete engleskog u regijama u kojima je španjolski značajno zastupljen. Nasuprot sve većem broju anglicizama u suvremenom španjolskom leksiku, u tijeku je i obrnuti proces. Iako razmjerno manja, rastuća prisutnost španjolskog u međunarodnoj komunikaciji rezultirala je rastućom upotrebom hispanizama u engleskom. Socioekonomski milje korisnika jezika, izloženost masovnim medijima, korištenje informacijske tehnologije i favoriziranje prilagođenica utječu na morfosintaktičke, semantičke i stilske oblike ovih posuđenica. Rezultati ovih utjecaja posebno su izraženi u raznim područjima života, od vokabulara humanističkih i prirodnih znanosti do pojmova koji se koriste u svakodnevnom životu.

Ključne riječi: svjetski engleski, jezični kontakt, međujezični utjecaj, španjolsko-engleski jezični kontakt, Spanglish

Summary

The spread of the English language across the globe is a result of the formation of various varieties of English, otherwise known as World Englishes. These varieties are modelled under the constant influence of a plethora of factors, including the historical, cultural, socio-economic and linguistic influences of the regions in which a particular variety of English is spoken. One of the factors that has left a noticeable mark on English is the Spanish language. Being the second most spoken language in the world with approximately 460 million speakers, it has had significant impact on the lexical varieties of English in regions where Spanish has a notable presence. Contrasting the growing number of Anglicisms in the contemporary Spanish lexicon, the reverse process is also in motion. Albeit comparatively smaller, the increasing presence of Spanish in international communication has resulted in a growing use of Hispanicisms in English. The language users' socioeconomic milieu, exposure to mass media, use of information technology and favouriting foreignisms all affect the morphosyntactic, semantic and stylistic forms of these borrowings. The results of these influences are particularly notable in various fields of life, ranging from vocabulary regarding humanities and natural sciences to terms used in everyday life.

Keywords: World Englishes, Language Contact, Cross-Linguistic Influence, Spanish-English Language Contact, Spanglish

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Introduction

The aim of this paper is to examine the significant influence and impact of Spanish on the lexical varieties of World Englishes, from both a historical and linguistic point of view, with the addition of giving further insight into how this influence has shaped the lexicon of varieties of English in various regions of the world, such as Latin America, the Caribbean and Southeast Asia. The impact is visible in the lexicon of various subject fields such as humanities, natural sciences, arts and social sciences, but also in the informal lexicon which encompasses food, recreation, emotions and other domains of everyday life. The topic will be covered in several sections. The first section, *Researching Anglo-Hispanic Language Contact* will give a brief historical overview of the linguistic contact between the two languages in both directions, present some findings from previous studies on the topic and highlight the importance of the use of electronic dictionaries and corpora in the research of these phenomena. The second section, *The Influence of Spanish on the Lexicon of World Englishes from the Fourteenth to the Nineteenth Century*, will cover Spanish-derived vocabulary mainly adopted into American English concerning various subject fields and spheres of life. The third section, *The Influence of Spanish on the Lexicon of World Englishes from the Twentieth Century to the Present Day* will cover the same lexical items mentioned above, but adapted to the various twentieth-century and modern-day advancements as well as popular culture and mass media influence. Emphasis will also be put on certain direct appropriations of exotic foreign words. Finally, the fourth section, *False Cognates and False Friends between English and Spanish* will give an overview of some of the lexical items often mistakenly interpreted as interchangeable, by English and Spanish speakers alike, with the translations provided being the most commonly used ones, albeit incorrectly.

1 Researching Anglo-Hispanic Language Contact

1.1 The History of Anglo-Hispanic Language Contact

From a historical point of view, the English language has been widely open to various external influences. Rodríguez González (2001) argues that under the new social conditions of the Renaissance, the English vocabulary was notably enriched with many lexical items from foreign sources, namely the Romance and classical languages. During this time, the ongoing conflict between Spain and the British empire led to various cultural exchanges between the two world powers, which resulted in the first records of linguistic influence from both sides. Taking into consideration further contact between English and Spanish, one can see that there are many more recorded investigations of borrowings from English, i.e. Anglicisms in Spanish than vice versa. According to Rodríguez González, Anglicisms in Spanish "… can be taken as a reflection of the hegemony of the United States in a wide variety of fields such as science, technology, business, politics and culture" (1996). Albeit less apparent, especially outside the borders of the United States, international communication has recorded an increased use of Spanish. "With almost 493 million people, it is the second mother tongue in the world by number of speakers, and the third language in a global calculation, when adding native proficiency, limited proficiency and students of Spanish, exceeding 591 million. It is also the third most used language on the internet" ("El Español En El Mundo"). This has resulted in the growing use of borrowings from Spanish, i.e. Hispanicisms is the English lexicon, notably its American English variety, which has continued its custom of linguistic openneness. Of crucial importance among other various influences was the Spanish colonisation of the Americas paired with the annexation of former Mexican land. Following that, the prolonged influx of Hispanic people immigrating from all parts of Latin America to the United States further influenced Anglo-Hispanic cross-cultural and cross-linguistic processes.

1.2 Digital Tools in Anglo-Hispanic Language Contact Resarch

Several previous studies on the linguistic contact between Spanish and English have been conducted. Schultz (2018) remarks that the influence of Spanish on the lexicon of English has been fairly neglected when compared to existing research in language contact of the opposite direction. Be that as it may, in both studies, electronic dictionaries such as the *Oxford Electronic Dictionary Online* (henceforth: OED Online) and online present-day English language corpora such as *the British National Corpus* (henceforth: BNC) and *the Contemporary Corpus of American English* (henceforth: COCA) have proven themselves to be invaluable tools for this type of research, as

they offer documented linguistic evidence to study various borrowings as well as their chronological and contextual distribution. In her analysis of some of the research that will be mentioned, Schultz notes that: "[i]t will be seen that Spanish has provided English with a multitude of words and meanings that have become indispensable to "modern" language usage" (2018). A comprehensive study done by Serjeantson (1935), who, among other sources, used the OED, has shown that the nineteenth-century lexical borrowing process from Spanish resulted in the English word stock being enriched in terms related to agriculture (e.g. *silo*), politics and military affairs (e.g. *pronunciamento* – a proclamation, namely of dissatisfaction; *guerrilla*), literature (*picaresque*), farming (*rodeo*), mining (*bonanza*), miscellaneous lexical items such as *canyon* and many others. Schulz reflects that this survey "does not provide any examples of lexical items borrowed from Spanish in the twentieth century, and … classifies the words *cafeteria* and *tango* as twentieth-century borrowings," but that his further research in OED reveals that "these words had already entered the English language in the nineteenth century." (2018, p. 3) Another study was done by John Algeo, who, among other sources, used the CD-ROM version of the OED2 and found that:

> Whereas pre-nineteenth-century loans were largely from Spain (albeit many of them were New World terms transmitted by way of Iberian Spanish), the more recent borrowing has been increasingly from varieties of American Spanish into American English. The history of Spanish loanwords is thus typical of the expanding importance of the New World, both Hispanic and Anglo, in international affairs. (Algeo, 1996, p. 24)

This said, it can be safely concluded that without digital and online materials for lexical and lexicographical research, these studies would be nearly impossible.

2 The Influence of Spanish on the Lexicon of World Englishes from the Fourteenth to the Nineteenth Century

2.1 English and Spanish Cross-Linguistic Contact at the Lexical Level

According to Algeo (1996), contact among speakers of different languages inevitably leads to a certain level of cross-linguistic influence. The most prominent manifestation of this occurrence is at the lexical level. While lexical borrowing is a perfectly instinctive and linguistically recognised process, there have been notable cases controversy in this field. One such case can be found in the work of a Chilean writer, Pedro Lira Urquieta. In his book *Estudios sobre vocabulario*, Urquieta discusses the use of the verbs *parquear*, *estacionar* and *aparcar* and the linguistic appropriaton that lies within them:

> [E]n los planes americanos de lengua española se habla de 'aparcar' y 'aparcamiento' y de 'parquear' y 'parqueo.' Don Ricardo Alfaro en su Diccionario de Anglicismos se indigna de tal empleo y defiende el uso de los verbos 'estacionar' y 'parar.' El ecuatoriano Toscano celebra que se empleen ahora estos vocablos tomados del inglés porque antes, según dice, en Ecuador sólo se hablaba de 'parking' (Urquieta, 1973, p. 114)
>
> In the American layout of the English language, it is spoken of 'aparcar' (to park) and 'aparcamiento' (parking) and of 'parquear' (to park) and 'parqueo' (parking). Don Ricardo Alfaro in his Dictionary of Anglicisms is indignant at such use and defends the use of the verbs 'estacionar' (to park) and 'parar' (to stop). The Ecuadorian Toscano welcomes the use of these words borrowed from English because before, according to his words, in Ecuador, they only spoke of 'parking' (translated by the author of the thesis).

All three can be translated to English as *park*. *Aparcar* is primarily u'sed in Spain to signify the action of parking a vehicle. Speakers of Latin American Spanish will use the verb *estacionar* to denote the same action. The problem arises in the use of *parquear*, which was at one point undoubtedly appropriated into English. As Urquieta states, linguists have taken various stances on this matter – some consider this variety of foreign-word impingement to be a mere hindrance of linguistic tolerance and solidarity (1973) which also "…threatens the purity of a language by taking away its uniqueness and limiting its ability to create new words using its own linguistic resources." (p. 114) Contrasting this, there are linguists who are in favour of cross-linguistic lexical borrowing, "…celebrating loanwords as an enrichment of vocabulary that results in greater precision and elegance of expression." (Muñoz-Basols and Salazar, 2016, p. 81) Taking into consideration both aforementioned views, one can deduce that the process of lexical borrowing is a complex linguistic process with the potential to influence various aspects of life and subject fields.

2.2 Lexical Borrowing between English and Spanish from the Fourteenth to the Seventeenth Century

The lexical borrowing process between Spanish and English can be traced back to the fourteenth century. As the OED suggests, some of the earliest Hispanicisms have entered the English language during the 1300s. This statement, however, was never fully confirmed, as the origin of some of these words may stem from other Romance languages like French, Italian and Latin, some of which are *to err* (to go astray, derived from *errar*) and *tenebrous* (dark; gloomy, derived from *tenebroso*). Muñoz-Basols and Salazar claim that the oldest confirmed OED entry

with Spanish as its immediate source can be dated to the period around 1485. The word in question is *bocasin* – an adjective referring to something being made of - or containing the structural quality of *bocasi*, a fine cloth resembling marceline or taffeta (2016).

According to some authors, the process of lexical borrowing became more prominent in the sixteenth and seventeenth centuries, when Spain had begun to assert its dominance in the areas of economy, politics, military and the navy and had expanded into the New World. During that time, Spain had also imported a vast number of plant and animal species, which resulted in a notable enrichment of the flora and fauna terminology corpus (Algeo, 1996; Durkin, 2014; Gooch, 1996). The Hispanicisms incorporated into English concerning administrative issues were *adjutant* (a staff officer serving as an assistant to the commanding officer), *contraband* (goods whose import and export is prohibited by law), *embargo* (a government prohibition of trade with a foregin nation), *flota* (a commercial fleet), its diminutive form *flotilla* (a small commercial fleet; but also, according to *The American Heritage Dictionary, 5th Ed.*, *a naval unit consisting of two or more squadrons of small warships*), and *junta* (a group of military officers running a country after a coup or a small council in a government, esp. in Central and South America). The second group of borrowings concerns living beings, objects and natural phenomena from the Americas, the lexical embodiment of which had travelled from the New World to Spain and, finally, to Great Britain. These words are common in the everyday lexicon of World Englishes as they pertain more to everyday life, rather than a specific subject field. Muñoz-Basols and Salazar (2016) have named a few: *cacao*, *guava*, *hammock*, *hurricane*, *iguana*, *maize* and *manatee*, further noting that, despite being classified as Spanish words, they themselves are loans from Amerindian languages into Spanish. Few words, such as *alligator*, *armadillo*, *llama* and *machete* are pure Spanish words. It is interesting to note that Dworkin's (2012) research mentions that the Spanish terms for cardinal directions – *norte*, *sur*, *este* and *oeste* (as well as their derivations, the ordinal directions) may well be the earliest Anglicisms in Spanish. Durkin states that the eighteenth century has seen a decrease in the number of new Hispanicisms in English. (2014) Algeo, however, suggests that this may be a result of the OED's fairly inadequate record of lexical units concerning the period. (1996) Despite this issue, the OED has, according to Muñoz-Basols and Salazar (2016), tracked 153 Hispanicisms tracing back to the 1700, most of which are directly associated with Spain: *caballero* (a horseman or a gentleman; a cavalier), *cedula* (any official form, certificate or other document, esp. in South America), *hacienda* (a large estate) *mantilla* (a traditional Hispanic silk or lace garment, similar to a veil, worn over the head and shoulders by women) *torero* (a matador, i.e., bullfighter) and Spanish America: *alpaca*, *cordillera* (an extensive mountain or mountain range

chain, cf. the American Cordillera), *estancia* (a large cattle ranch) as well as words from other various Hispanic territories: *adobe* (mudbrick), *cigar*, *patio*, *poncho*. Schultz (2018) suggests that eleven lexical items were adopted into English from Spanish between 1815 and 1889, none of which belong to the core English vocabulary. These are: *rubio* (a mineral found in the north of Spain; ruby), *central* (also called *sugar central*, derived from *central azucarero*; "a mill for processing cane into raw sugar" (OED3)), *oficina* (a factory commonly found in Mexico or South America), *sebilla* (a wooden bowl used in stone-cutting), *niel* (the processing of precious metals), *guardo* (a variety of a guard-ship), *balandra* (a type of vessel), *embaracadero* (a quay), *ballahoo* (according to OED3, a ship or vessel commonly found in the Antilles and the Bay of Biscay), *breaker* (used in sailing; "a small keg or cask" (OED2)) and *vigia* ("[a] warning on a sea chart to denote some hidden danger" (OED2)).

From 1801 onwards, Schultz divides the Hispanicisms in English from a semantic point of view, one of which is the sphere of pleasure and leisure containing forty-four lexical items, four of which are included in EFL dictionaries. (2018) Some of these lexical items are: *rodeo* (according to OED3, first recorded as a term for an entertainment activity), *fiesta* (in a narrower sense, a religious feast; in a broader sense, any feast comprised of music, dance and other festive elements), *tertulia* (an exoticisim referring to "[a]n evening party in Spain" (OED2)), *paseo* (a walk, oftentimes one of leisurely nature), *pelota* (generally, a ball; however, it can also refer to a ball game, *pelota court*, in which case it serves as a premodifier), *chilli* and its attributive use in *chilli sauce* and *monte* (a card game deriving its name from a pile of cards left after each player takes a draw). Schultz (2018) makes an interesting remark that *cinch*, a Spanish word originally denoting a variety of a surcingle common in Mexico and some regions of the United States, had taken on a different, figurative meaning in 1888, relating to "[a] firm or secure hold; a sure, safe, or easy thing," (OED2) thus becoming semantically ameliorated. Furthermore, OED suggests that Spanish had given English twenty-three lexical items related to bullfighting, one of them being *corrida* (a bullfighting variety, oftentimes postmodified by *de torros*).

Schultz (2018) further notes that the domain of civilisation and politics comprises fifty-two lexical items, only four of which are subsumed under core vocabulary. When talking about legal matters, one will oftentimes encounter the words *contrabandista* (a person involved in contraband trafficking), *bandolero* (a brigand), *carabinero* and *subdelegado* (varieties of offices), *vigilante* (vigilant; sometimes used attributively), *encomienda* (a legal system in Spanish America during the colonial era). When discussing war and the military, we are encountered with eighteen borrowings, two of which belong to the core vocabulary. Some of them are: *guerrilla and*

guer(r)illero, *conquistador*, *lasso*, *mustang*, *cuartel*, *(re)concentrado*, and *federales*. Some of these loanwords have been entrenched so deeply into the English language that they have developed into more widespread terms. For example, at one point, the term *guer(r)illa* started denoting a single person or an independent group of people that are fighting, typically against official armed forces. Eventually, this has led to the term falling under the influence of metonymy, now signifying a variety of war fought by *guer(r)illa* fighters. Similarly to this, Schultz (2018) states that the term *supremo* initially denoted a ruler or leader, a person of highest authority, usually in terms of political and/or military affairs. Since 1959, it has been actively used to denote a person who is "in overall charge of something" (OED3) and "an individual considered highly skilled in a particular domain." (Schultz, 2018, p. 52)

Furthermore, administrative and governmental issues feature twenty-two lexical borrowings, one of which is part of the core vocabulary. (2018) A considerable number of these Hispanicisms are culture-specific lexical items, some of which are used in mainly historical contexts: *administrador*, *captaincy*, *exaltado* (an exoticism denoting a member of the extreme radical party), *centralist*, *federales*, *pronunciamento*, *Unitario*, *jefe* (sometimes postmodified by *politico*), *presidente*, *caudillo* (a leader or chief, especially a military one), *municipio* (a building in which the town council convenes; however, it can also be the town council itself) and *pacifico* (a person from Cuba or the Philippines who did not engage against the Spanish government). Two interesting terms from this domain are *Tragalism* and *Carlism*, which denote specific political views. These are described as follows:

> *Tragalism*, which was adapted from the Spanish *tragalismo* in 1837, has become disused in English. It served as a derogatory term for the views and principles of the liberal party effective in Spain from 1820–30, which re-introduced the Spanish Constitution from 1812. *Carlism* serves as the name of a traditionalist political movement that originated in Spain in the 1820s, aiming to establish an individual line of the Bourbon dynasty on the throne. The borrowing reflects the name of *Carlos* María Isidro de Borbón (also referred to as *Don Carlos*), pretender to the crown. (p. 53)

Schultz (2018) further lists fifty-five lexical items are from the domain of fine arts and crafts, eight of which are considered relatively common terms and are noted as such in EFL dictionaries. The domain of architecture encompasses only two terms, however, rather interesting ones: *Churrigueresque* and *plateresque*, *Churrigueresque* characterising something to contain the

quality or being related to José Churriguera, a Spanish architect and *plateresque* characterising something as pertaining to *Plateresco*, a silver-plate style of architecture in 16th century Spain. It is fairly unsurprising that there is a vast number of lexical items pertaining to dance, as it is a well-documented fact and even stated by Schultz (2018) that Spanish-speaking countries are famous for their dances. There are twenty-one of these lexical items, three of which are part of the core vocabulary (2018). Some of them are: *tango*, *flamenco*, *guaracha*, *polo*, *contra-dance*, *cachucha*, *jarabe*, *matachin*, *ole*, *zapateado*, *jaleo*, *pasillo*, *rondeña*, *jota*, *zamacueca*, *merengue*, *contrapas* and *veleta*. All of these lexical items are styles of dance, however, the three most widely recognised ones are *merengue* (a Carribean variety of dance), *flamenco* (a Spanish variety of dance) and *tango* (a South American variety of dance). The word tango has also been verbed and is now also used in a figurative sense, namely in the proverbial expression *it takes two to tango*.

When discussing the broad domain of humanities, taking into consideration historical and socio-cultural influences between English and Spanish, one can safely conclude that the majority of these borrowings stem wither from church and religion or spoken language. According to Schultz (2018), sixty-three lexical items are encompassed in this domain, only three of which belong to core vocabulary and are, as such, included in EFL dictionaries. Some of the nouns related to the church and religion are: *nagual* (a personal guardian spirit among the aborigines of Mexico), *Nagualist* (a person who practises nagualism), *Mudéjar* (a Muslim allowed to remain living in Spain after the Christian after the Reconquest), *matraca* (a rattle-like wooden instrument used to make noise on Good Friday), *Penitente* (a member of a Spanish-American fraternity known for self-flagellation), *fiesta* (a holiday, oftentimes of religious character, especially related to the celebration of a saint), *huaca* (a generic term used by Peruvian Indians to refer to any spirit inhabiting the perceptible world), *triduo* (a three-day celebration of religious character), *parroco* (a priest), *morada* (a chapel-like meeting house for the Penitentes), *Milagro* (a small ornament, usually a piece of jewellery, used to represent the subject of one's prayer), *paso* ("an image or group of images representing scenes from the Passion in Holy Week processions, formerly carried by walkers but now usually on floats" (OED3)) and *saeta* (an unaccompanied Andalusian folk song, sung during religious processions" (OED3)). Furthermore, the OED contains forty-six lexical items related to language and linguistics, two of which belong to the core vocabulary. The names of languages found in OED3 attest to the linguistic diversity and richness of the areas from which the loanwords were borrowed. Some of these names are: *Tonkawa*, *Araucanian*, *Chibcha*, *Lengua*, *Mam*, *Quiché*, *Seri*, *Yuma*, *Pano*, *Bable*, *Pima*, *Huastec*, *Leonese*, *Maya*, *Yavapai*, *Jicarilla*, *Yunca*, *Navajo*, *Comanche*, *Picuris*, *Mutsun*, *Cahita*, *Luiseño*, *Nahuatl*, *Serrano*,

Aymara, *Jivaro*, *Mallorcan*, *Mallorquin*, *Tzeltal*, *Tarahumara*, *Tlapanec*, *Tzotzil*, *Papago*, *Mazatec*, *Mangue*, *Ladino*, *Tanoan*, *Zoque* and *Huichol*. Moreover, the names of two languages not only specify the language itself, but also function as a marker specifying the geographical position its speakers inhabit. These two lexical items are described as follows:

> Examples are *Comanche* and *White Mountain*. The former entered English as the name for an Indian people native to Oklahoma and Texas at the beginning of the nineteenth century. Some time after being borrowed into the receiving language, it was also used to designate the language of this people, […] *White Mountain* has been documented in an attributive use (as in *White Mountain tribe*, *White Mountain Apache*) since 1850 with reference to an Apache people native to the Sierra Blanca in New Mexico. In a simple use, it has also been attested as a term for the language used by this tribe since 1885, as exemplified in the *OED3*: 1963 F. Hill in H. Hoijer *Stud. in Athapaskan Langs.* in *Univ. Calif. Publ. Linguistics* 29 150. Many [linguistic] stems which are open in San Carlos are closed with -? in White Mountain. *White Mountain* is a loan translation of the Spanish *Sierra Blanca*, the name of a mountain peak in Mexico (Schultz, 2018, p. 73)

When discussing gastronomy, there are as many as eighty-six terms adopted into English, fourteen of which belong to the core vocabulary. (2018) Due to the large number of lexical items in this category, they can be semantically compartmentalised into smaller subcategories, e.g., branches of the hospitality industry (restaurants, cafés, taverns, bars), dining (meals and drinks, alcohol) etc., with each constituent of a subcategory bearing its own peculiarities in terms of denoting the same action, state or thing, both semantically and stylistically. When referring to kitchen utensils, there are two words, neither of which change their meaning in English. (2018) These are *bocal* (a type of bottle or jar) and *bombilla* (a specific vessel used for drinking *maté* or *cimarrón*, a South American caffeinated herbal drink). In terms of branches of the hospitality industries, OED3 identifies four terms: *pulperia* (grocery store), *pulq(u)eria* (a bar where one can buy *pulque*, a traditional Mexican alcoholic drink made from agave), *cafeteria* and *cantina*. Schultz (2018) makes note of the fact that *cantina*, since its integration in the English language, had developed two additional meanings in the target language, the first being a (Mexican) canteen and the second being an Italian wine store. In recent contemporary corpora, such as *The Corpus of Contemporary American English*, alongside the findings of Julia Schultz (2018), we can find that this borrowing is much more frequently used in sources related to and/or using American English and that it is more commonly than not documented in its original sense, i.e., a (Mexican) canteen:

> *The New York Times* (2015), "Cassette Brings French-Catalonian Flavors to Greenpoint"
>
> Rosa Mexicano
>
> The latest extension of the 31-year-old Mexican brand is in TriBeCa. On the ground floor is a fairly intimate dining room done in the restaurant's signature pink. Downstairs is a cantina glinting with handblown glass; called Masa y Agave, it features tacos and street foods like empanadas and tamales made of freshly ground masa, with hundreds of agave spirits, including the lesser-known sotols and raicillas. (Davies)

Another interesting example is *cafeteria*, a word originally denoting a bar-type institution in which one can buy and consume coffee. However, Schultz's (2018) book shows analysed various findings from LexisNexis, which lead to the conclusion that, in the corpora pertaining to the present-day English language, *cafeteria* occurs in a plethora of noun phrases, usually as the second element premodified by a noun, e.g., *school cafeteria*. Moreover, one can note that the semantic range of the term *cafeteria* has broadened; while it used to denote only bar-type institutions in which one can buy and consume coffee, it has acquired the additional meaning of a part of an institution in which workers and other parties can not only drink coffee, but also dine during a certain period of time.

3 The Influence of Spanish on the Lexicon of World Englishes from the Twentieth Century to the Present Day

3.1 English-Spanish Language Contact from the Twentieth Century Onwards

When compared with the findings from the previous chapter, it is logical that there are less lexical items due to temporal constraints. However, there are still quite a few notable Hispanicisms on this list. According to Schultz (2018), there are 525 lexical items which have been introduced into the English language since 1901, fifty-nine of which belong to the core vocabulary and are used in everyday life. Due to tremendous technological advancements on a global basis since the twentieth century, the domain of electronics and technology will be introduced as an invaluable part of the STEM field, as well as some other lexical terms from the domains of archaeology, humanities, mathematics and other fields mentioned in the previous chapter. However, it is worth noting that the majority of these domain feature relatively few lexical items due to the above-mentioned constraints.

3.2 Lexical Borrowing between English and Spanish from the Twentieth Century Onwards

As previously stated, it is well known that the domain of electronics and technology has seen tremendous development over the recent two centuries. However, it is interesting to note that only three Spanish borrowings belong to this domain, all of them being adopted into the English language between 1921 and 1958 (Schultz, 2018) These are *technicist*, *mesa* and *calandria*. *Technicist* had existed in the English lexicon before its integration from Spanish, however, Spanish features the adjective *technicista* which has, according to the findings of Julia Schultz and OED3, underwent both semantic and grammatical development. Schultz (2018, p. 147) argues that it was first documented in English in 1921 in its adjectival form. The finding from goes as follows:

> 1921 J. E. C. Flitch tr. M. de Unamuno *Tragic Sense of Life in Men & Peoples* 309. The second half of the nineteenth century, a period that was aphilosophical, positivist, technicist [Sp. *tecnicista*], devoted to pure history and the natural sciences. (OED3)

Furthermore, *mesa*, its original meaning being a sort of plateau, chiefly occurs in syntagmatic contexts, attributively in collocations, examples of which are *mesa diode* and *mesa transistor*. (Schultz, 2018) Furthermore, *calandria* is a direct loan, denoting "heating equipment or a tank in a nuclear reactor." (p. 148)

The domain of archaeology is equally as scarce as that of electronics and technology. It comprises four borrowings, none of which belong to the core vocabulary due to their relatively low frequency of use in everyday contexts. These are *naveta*, *epipalaeolithic*, *Olmec* and its adjectival form, *Olmecan*. *Naveta* is "the name of a type of tomb found in the Bronze Age, [and] was partly adopted from Spanish and partly from Catalan." (p. 48) While *Olmec* and its adjectival form pertain to one of the most well-known advanced societies in their region, it is interesting to note that its meaning had broadened in 1962, (2018) when it started denoting "[a] member of a prehistoric civilization, unrelated to American Indian people, which flourished in the same area." (OED3) According to Schultz (2018), the adjective *Olmecan* was borrowed from the Spanish *Olmego* in 1929. However, the most recent example of its use can be dated to 1963 "1963 O. Niemeyer & P. F. Damaz *Art in Lat. Amer. Archit.* (*caption*) 27. Stone head from La Venta, Olmecan culture." (OED3) Finally, the adjective *epipalaeolothic* is an adaptation from the Spanish adjective *epipaleolitico*, which denotes the following: "1970 D. A. Roe *Prehist.* iii. 91. Between the fully Upper Palaeolithic Cultures … and the fully Mesolithic ones … there are cultures which are not clearly either one or the other, and the sensible name of "epipalaeolithic" is sometimes given to them." (OED2)

When it comes to tourism, it is just as equally scarce, containing only three borrowings, all of which are nominal and, "were assumed from Spanish into English between 1926 and 1965." (Schultz, 2018, p. 154) These are *turismo* (tourism), *costa* (coast) and *apartotel*. *Apartotel* is a blending of *apartment* and *hotel* denoting a hotel which offers its guest a stay in either a conventional hotel room or an apartment-like setting. It is mentioned that "EFL dictionaries such as the *OALD* only list the spelling variant *aparthotel*, which occurs more frequently in corpora of present-day English than *apartotel*." (p. 154)

The domain of leisure activities and entertainment features four records, none of which are part of the core vocabulary. These are *despedida*, *novela*, *telenovela* and *quinceañera*. *Despedida* is most commonly used in Philippine English (p. 155) and denotes "[a] social event honouring someone who is about to depart on a journey or leave an organization," "a going-away party." (OED3) Similarly to this, *despedida* bears a broader meaning which can generally be translated as *a farewell*. *Novela* and *telenovela* are culture-specific borrowings, *novela* meaning *novel* and later being semantically extended to *soap opera* and, further on, blended with television to acquire the meaning of a televised soap opera. *Quinceañera* is an exoticism denoting "a celebration of a girl's fifteenth birthday and her transition from childhood to adulthood, typically involving a mass followed by a reception with refreshments and dancing" (OED3). However, it can also serve as a metonymy for "a girl celebrating her fifteenth birthday in this way" (OED3)

Finally, the domain security and criminalistics features eight lexical items, seven of which are nouns (*ladronism*, *estafa*, *hoosegow*, *pistolero*, *Seguridad*, *mordida* and *narcotraficante*), while one is a noun phrase (*Paraffin test*). *Ladronism* is an exoticism "associated with the Philippines, where it specifies opposition or revolt against existing rules or authorities by indigenous people, often implying criminal actions" (Schultz, 2018, p. 175) *Estafa* and *mordida* bear similar meaning, *estafa* being a culture-specific term from Philippine English meaning "[c]riminal deception, fraud; dishonest dealing" (p. 176) and *mordida* denoting corruption and corruption-related actions pertaining to certain Spanish American regions, most notably Mexico. *Pistolero and narcotraficante* are exoticisms specifying varieties of criminals, *pistolero* being an armed criminal and *narcotraficante* being a South American culture-specific term denoting a drug dealer. *Seguridad* is another exoticism, this one denoting the Spanish security corps. *Paraffin test*, deriving from the Spanish *prueba de la parafina*, denotes a variety of a forensic test "believed to have been carried out in Mexico since 1931" (OED3) and is believed to have derived from American Spanish.

4 False Cognates and False Friends between English and Spanish

4.1 The Impact of Spanish on English Lexical Processing by Dual-Language Learners

When discussing false cognates and false friends, it is important to note that the terms are oftentimes incorrectly used as interchangeable: "False cognates are words in different languages that are similar in form and meaning but have different roots. They appear to have a common linguistic origin (regardless of meaning) but actually do not," (Spangler and Mazzante, 2015, p. 34) while false friends are words that appear to have the same meaning, however do not, regardless of whether the terms in question are cognate or not. This is especially prominent in lexical processing in the context of dual-language learning (henceforth: DLL). Some DLL students, quite understandably, falsely connect two words similar on any lexical and/or grammatical level. A 2019 study by Darin Woolpert has researched these phenomena among DLL children studying English and Spanish by assigning them a lexical processing task. In the discussion, the author makes the following statement:

> Specifically, inclusion of a false friend foil appeared to make DLL children significantly slower to make a correct response and significantly more likely to respond incorrectly. The results suggest that, consistent with the BIA+ model, DLL children might have activated the label for the target picture in both languages, and then had to inhibit competition from the Spanish label in order to correctly select the English one. (Woolpert, 2019, p. 228)

This goes to show that not only do false friends present an obstacle in terms of lexical processing on the primary level of understanding the meaning of the lexical item, but also in terms of increasing the students' chances of providing a wrong answer to a question, as well as their requiring more time to process the question itself.

4.2 A Brief Overview of False Cognates and False Friends between Spanish and English

As can be seen in *Table 1*, there is a plethora of false cognates and false friends between Spanish and English. The (incorrect) translations of both languages' lexical items are in no way exhaustive of all potential definitions of the lexical item itself, but are the most commonly used ones. All of the mentioned Spanish and English parts of speech belong to the most frequently misused ones in their respective languages.

Table 1: Some of the Most Common False Cognates and False Friends between English and Spanish

Spanish Word	English Translation	English Word	Spanish Translation
abogado (n.)	Barrister (n.)	avocado (n.)	aguacate (n.)
actual (adj.)	current (adj.)	actual (adj.)	real (adj.)
adecuado (adj.)	suitable (adj.)	adequate (adj.)	apropriado (adj.)
agenda (n.)	daily planner (n.)	agenda (n.)	orden del día (n.)
alianza (n.)	wedding ring (n.)	alliance (n.)	alianza (n.)
América (n.)	the Americas (n.)	America (n.)	Estados Unidos (n.)
aprehensión (n.)	detainment (n.)	apprehension (n.)	aprensión (n.)
arena (n.)	sand (n.)	arena (n.)	arena (n.)
argumento (n.)	plot (n.)	argument (n.)	discusión (n.)
arma (n.)	weapon (n.)	arm (n.)	brazo (n.)
bulla (n.)	noise (n.)	bull (n.)	torro (n.)
café (n.)	coffee (n.)	café (n.)	cafetería (n.)
cafetería (n.)	café (n.)	cafeteria (n.)	cantina (n.)
carta (n.)	letter (n.)	card (n.)	tarjeta (n.)
colegio (n.)	school (n.)	college (n.)	universidad (n.)
data (n.)	date (n.)	data (n.)	datos (n.)
designación (n.)	nomination (n.)	designation (n.)	atribución (n.)
dogo (n.)	mastiff (n.)	dog (n.)	perro (n.)
escolar (n.)	schoolboy (n.)	scholar (n.)	erudito (n.)
esmoquin (n.)	tuxedo (n.)	smoking (v.)	fumando (v.)
extranjero (n.)	foreigner (n.)	stranger (n.)	desconocido (n.)
firma (n.)	signature (n.)	firm (n.)	firme (n.)
ganga (n.)	bargain (n.)	gang (n.)	pandilla (n.)
genial (adj.)	great (adj.)	genial (adj.)	simpatico (adj.)
grabar (v.)	to record (v.)	grab (v.)	agarrar (v.)
gracioso (adj.)	funny (adj.)	gracious (adj.)	gentil (adj.)

jugo (n.)	juice (n.)	jug (n.)	jarra (n.)
mermelada (n.)	jam (n.)	marmalade (n.)	mermelada de naranja (n.)
nudo (n.)	knot (n.)	nude (adj.)	desnudo (adj.)
noticia (n.)	news (n.)	notice (n.)	aviso (n.)
notorio (adj.)	famous (adj.)	notorious (adj.)	de mala fama (adj.)
pan (n.)	bread (n.)	pan (n.)	sartén (n.)
papa (n.)	the pope (n.)	papa (dad) (n.)	papá (n.)
parada (n.)	stop (n.)	parade (n.)	desfile (n.)
paso (n.)	step (n.)	pass (v.)	aprobar (v.)
pollo (n.)	chicken (n.)	poll (n.)	encuesta (n.)
red (n.)	net (n.)	red (n.)	rojo (n.)
registrar (v.)	record (v.)	register (v.)	inscribirse (v.)
remover (v.)	to stir (v.)	remove (v.)	quitar (v.)
represar (v.)	to dam (v.)	repress (v.)	reprimir (v.)
ropa (n.)	clothes (n.)	rope (n.)	cuerda (n.)
sin (prep.)	without (prep.)	sin (n.)	pecado (n.)
trasladar (v.)	move (v.)	translate (v.)	traducir (v.)

5 Conclusion

The Spanish language has undoubtedly left a remarkable trace on the English language. Due to the near linguistic contact between the two languages, the influence of Spanish on the lexical varieties of World Englishes is most prominent in terms of Spanish loanwords and expressions used in everyday speech, as well as in the fact that many DLL speakers of both languages experience difficulties with core vocabulary comprehension due to the plethora of false friends and false cognates. This, however, shows that the linguistic proximity of both languages is reflected at various levels, from word-formation to semantics. The impact of Spanish on the English word-stock can also be used to trace the changing demographics and sociolinguistic development of various regions of the world, which highlights the importance of having a comprehensive understanding of the socio-historical context in which English is spoken. The

Spanish language has left its mark in the vocabulary pertaining to nearly every domain of human life, from leisure activities and recreation to art, natural sciences, humanities and social sciences.

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