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## **Pseudo-English**

English as Pseudo-Language as such and as  
Conceived by Common Italian Speakers

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## INTRODUCTION

The lexical influence of the English language on the other languages, its linguistic-communicative and social-cultural role in these languages and its relation to them are an extensively studied research area in Linguistics, whose findings provide insights into the English language, the other languages and, occasionally and to a limited extent, human natural languages in general. The focus of this research area has been predominantly on English loanwords (Furiassi, 2010: 19-33; 71; 216; Campos-Pardillos, 2015:158-161), English lexical items of English origin that are directly imported into a different language and used, with their original meaning and with or without morphological or orthographic modification or adaptation, in this language (Pulcini, 1999: 361). Within the scope of the European languages, the languages with which English has the closest and most frequent and intense contacts, the phenomenon of language contact and change, as well as the communicative resource, of English loanwords is particularly pervasive in Italian (Pulcini, 2002: 153, cit. in Furiassi, 2010: 63; Furiassi, 2010: 63-64; Renner and Fernández-Domínguez, 2015; Pulcini, 2019: 125;), a tendency which has intensified during the recent COVID-19 pandemic. Indeed, as noted in Bonomi (2022: 5), an overview of the lexical innovations that emerged or re-emerged in Italian due to the COVID-19 pandemic, the vast majority of these neologisms are of English origin, such as DROP, DROPLET, RECOVERY FUND, DATA BREACH, BOOSTER, LOCKDOWN, LONG COVID and CLUSTER. The noun CORONAVIRUS and the acronyms COVID-19 and SARS-COV-2 are of English origin as well. In the Italian language, another phenomenon of language contact and change, as well as communicative resource, involving the English language is also particularly pervasive (Gottlieb, 2005; Onysko, 2007a; Furiassi, Pulcini and Rodríguez-González, 2012; Furiassi and Gottlieb, 2015; Renner and Fernández-Domínguez, 2015). It is the counterpart of that of English loanwords and consists in the coinage and usage of lexical items in languages different from English that seem but are not of English origin, which in English either do not exist or exist with a different meaning, despite looking and sounding totally English (Furiassi, 2010: 34). Some instances related to the COVID-19 pandemic are SMART WORKING, NO(-)VAX, COVID MANAGER and GREEN PASS. Such lexical items and the

phenomenon of their coinage and usage have been termed differently by different scholars. In this dissertation, the terms employed to indicate them are, respectively, FALSE ANGLICISMS (Furiassi, 2010) or PSEUDO-ANGLICISMS (Furiassi and Gottlieb, 2015) and PSEUDO-ENGLISH, coined by the author of the dissertation.

As will be shown and discussed in depth and detail in the literature review in Chapter One, pseudo-English and pseudo-Anglicisms represent a topic that in the linguistic research into the lexical influence of the English language on the other languages, its linguistic-communicative and social-cultural role in these languages and its relation to them has been until recently marginally studied and overlooked in favour of its counterpart of English and English loanwords which, in contrast to pseudo-Anglicisms, will be henceforth referred to by means of the terms REAL ANGLICISMS, AUTHENTIC ANGLICISMS or GENUINE ANGLICISMS. In lexicography and language education as well, pseudo-English has been underinvestigated, with the consequence that pseudo-Anglicisms have been inadequately treated in general monolingual and bilingual dictionaries and ignored in the teaching of English as a foreign language. On the other hand, the research that has been conducted so far on pseudo-English and pseudo-Anglicisms has focused nearly exclusively on pseudo-Anglicisms instead of pseudo-English in general, with a formal, lexicological, lexicographic, descriptive and classificatory approach of limited scope aimed at detailed descriptions and explanations instead of a theoretical approach of broad scope aimed at deep understandings and interpretations, disregarding their essence, their deep, substantial difference from authentic Anglicisms, in both abstract, theoretical and concrete, communicative terms, their deepest, peculiar communicative value as pseudo-Anglicisms in contrast to or beyond their superficial, generic communicative value as Anglicisms, and their possibility of providing insights into both the English language and the different languages whereby pseudo-Anglicisms exist and human natural languages in general. Moreover, with special reference to Italian, an inaccurately negative, 'introvert' attitude towards pseudo-Anglicisms, grounded on their conception as intrinsic consequences and/or signs of limited knowledge of, and competence in, English and/or Italian, persists in Italy, and pseudo-Anglicisms in Italian have never been studied in relation to Italian speakers, directly involving them as informants.



In response to this and by virtue of the importance and influence of dictionaries as reference points for common speakers as concerns their own languages and foreign languages, the communicative problem that pseudo-English can constitute when employed in English with native Anglophone speakers and the communicative problem or resource that it can constitute when employed in English as a *lingua franca* with non-native Anglophone speakers, the increasing pervasiveness of pseudo-Anglicisms in the European languages and especially in Italian, the linguistic, communicative, social and cultural relevance of pseudo-English, the role of international *lingua franca* and most influential and powerful language worldwide of English and the fact that pseudo-Anglicisms are the largest category of pseudo-loanwords, this dissertation examines pseudo-English, thus pseudo-Anglicisms, in general, in Italian and in English as a *lingua franca*, at these two complementary levels and with these two sets of aims.

Firstly, pseudo-English is interpreted in critical-theoretical terms in itself and in relation to the literature on it to explore the theoretical implications of the origin, nature, form and usage of pseudo-English and pseudo-Anglicism, in Italian and in general, for the central notions in Linguistics of the competence in English as a foreign language and in a foreign language in general, the usage and popularity of the English language in the Italian language, natural language and belonging to a language, and for the role of the English language in and in relation to different languages and for and between non-Anglophone speech communities, and to develop an understanding of the general, ultimate communicative value of pseudo-English for Italian speakers and non-English speakers in general. Secondly, pseudo-English is investigated in empirical terms as conceived by common Italian speakers in a qualitative small-scale exploratory study conducted by means of an online questionnaire completed by 53 Italian-speaking upper-secondary-school students aged between 16 and 20, 36 females and 17 males, who attend, in four classes, the *Marie Curie* technical college in Bussolengo, Verona, Northern Italy, with these two aims: to determine how upper-secondary-school common Italian speakers conceive pseudo-Anglicisms and to critically refine and elaborate the critical-theoretical interpretation of pseudo-English advanced, developed and discussed in this dissertation in empirical terms in relation to upper-secondary-school common Italian

speakers and their conception of pseudo-Anglicisms, in the light of the similarities and differences as well as the agreement and/or disagreement between the former and the latter, and the relation of the former to the latter. The underlying aim behind these two aims is to complete the critical-theoretical interpretation of pseudo-English in itself with an empirical interpretation of pseudo-English as conceived by common Italian speakers.

In the achievement of these aims, the dissertation proceeds as follows. Following this general Introduction, Chapter One provides a presentation and description of the examined topic of pseudo-English by means of an in-depth critical survey of the literature on pseudo-Anglicisms and a detailed description of their main formal features in general and in Italian and of their study. Chapter Two deals with the argumentation of the thesis at the core of the dissertation, centred on the concept of 'pseudo-language', conceived and advanced by the author, and the elaboration of the critical-theoretical interpretation of pseudo-English, by means of the development of theoretical answers to these five research questions: 1) Does pseudo-English in Italian and English as a *lingua franca* denote limited knowledge of, and competence in, the Italian language and/or the English language? With what implications for the concept of competence in English as a foreign language and in a foreign language in general? 2) In the light of the nature of and deepest reason for its usage and popularity, what does pseudo-English in Italian reveal about the usage and popularity of the English language in the Italian language? 3) What does pseudo-English in Italian and English as a *lingua franca* reveal about the role of the English language in and in relation to different languages and for and between non-Anglophone speech communities? 4) What is the essence of pseudo-English? In the light of this essence, what does pseudo-English in general reveal about the concepts of natural language and belonging to a language? 5) In the light of the answers to these four questions, what is the general, ultimate communicative value of pseudo-English in general for Italian speakers and non-English speakers in general? Chapters One and Two constitute the first part of the dissertation, the theoretical, secondary research one, and the macro-level of analysis of the topic of pseudo-English. Chapter Three concerns the presentation and description of the qualitative small-scale exploratory study conducted by means of an online questionnaire in its rationale,

nature, design, research approach, the content and format of the questionnaire, the sample involved, the administration and completion of the questionnaire and the analysis of the data. The online questionnaire as it appeared to the respondents during completion is reported in Appendix A, in the form of screenshots of each item; the responses to the open-ended item of the questionnaire are reported in a table in Appendix B, listed in the order in which the completed questionnaires to which they belong were sent to the author. Chapter Four focuses on the presentation and analysis of the responses to the online questionnaire, the determination of the conception of pseudo-Anglicism of upper-secondary-school common Italian speakers and the critical refinement and elaboration of the critical-theoretical interpretation of pseudo-English as advanced, developed and discussed in this dissertation in empirical terms in relation to upper-secondary-school common Italian speakers and their conception of pseudo-Anglicisms, in the light of the similarities and differences as well as the agreement and/or disagreement between the former and the latter, and the relation of the former to the latter. Chapters Three and Four constitute the second part of the dissertation, the empirical, primary research one, and the micro-level of analysis of the topic of pseudo-English. Chapter Five centres on the discussion of the results of the online questionnaire in their cognitive nature in terms of the consciousness and unconsciousness of the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers, their general meaning in the light of this cognitive nature, their significance to this dissertation and to the research on pseudo-English in Italian, and in their weaknesses, and on the empirical interpretation of pseudo-English in relation to upper-secondary-school common Italian speakers in the light of their conception of pseudo-Anglicisms, in completion of the critical-theoretical interpretation of pseudo-English as such. Chapter Five constitutes the third and last part of the dissertation, of combination of its theoretical and empirical dimensions and of the macro- and micro- levels of analysis of the topic of pseudo-English. Finally, the Conclusions Section is concerned with a summary of the dissertation, a discussion of its limitations, scientific significance to the examined topic of pseudo-English, in general and specific terms, and psychological, communicative, social and cultural significance to common Italian speakers outside

of scientific research, and the suggestion of possible directions for future research on pseudo-English in Italian and in general.

## CHAPTER ONE

### **Presentation and Description of Pseudo-Anglicisms in General and in Italian**

#### **1.1 Introduction**

As illustrated in the detailed literature review in Furiassi (2010) and in Campos-Pardillos (2015), research into the topic of the lexical influence of English on other languages has traditionally focused considerably more on genuine Anglicisms than false Anglicisms, which have been marginally and inadequately treated as a sub-type of Anglicisms. Scholarly interest in these lexical units is indeed relatively recent, there is also lack of consensus on the very nature of false Anglicisms and the terminologies developed to describe them are variable, imprecise and ambiguous. As a result, pseudo-Anglicisms have not been adequately treated in general monolingual and bilingual dictionaries: only a small number of them are recorded and they are frequently mistaken for real Anglicisms.

In a specular way, real Anglicisms are at times mistaken for false Anglicisms. Moreover, dictionaries differ significantly from one another in the inclusion and definition of these expressions due to these inconsistent frameworks and ambiguous terminologies (Furiassi, 2003: 126-127, cit. in Furiassi, 2010: 86; Furiassi, 2010: 14, 86-87; Campos-Pardillos, 2015: 160, 162-163). Finally, the pervasiveness of pseudo-English has been increasing in the European languages, especially Italian (Gottlieb, 2005; Onysko, 2007a; Furiassi, Pulcini and Rodríguez-González, 2012; Furiassi and Gottlieb, 2015; Renner and Fernández-Domínguez, 2015).

In response to this, Furiassi (2010: 13) conceived “a systematic lexicological framework and an *ad hoc* lexicographic reference tool on false Anglicisms” aimed at a wide readership including experts as linguists, lexicographers and translators and non-experts as Italian speakers, Italian learners and teachers of English, journalists and even English native speakers (Furiassi, 2010: 13-14, 119-121). It is meaningful that the topic is examined both in lexicological and lexicographic terms, because the peculiar, dynamic and complex nature of pseudo-Anglicisms renders them important both in themselves and for the issues of their study. Indeed, Furiassi (2010: 14) deals with both the “descriptive problems” and the “methodological issues involved in the

retrieval and study of false Anglicisms”. Thus, the relevance of the book for the topic of false Anglicisms is twofold, theoretical and methodological.

In scientific research, the complementarity between the object of study and the methodology of study is fundamental, because together they lead to progress both in research itself and in the investigated topic. Furthermore, despite the focus on the Italian language, throughout the book the scholar builds a comprehensive theoretical framework on pseudo-English in general, thus expanding the relevance of his work to other languages. Another element of the relevance of the book is the audience. The fact that it includes non-scholars, teachers and students in particular is significant in that the little attention towards false Anglicisms in research led to little attention to them in the teaching of English as well. The consequence is that Italian speakers might use or create pseudo-Anglicisms while speaking English with other non-English speakers or native English speakers, with the risk and effect, respectively, of compromising the communication. In general, pseudo-Anglicisms may not be understood; specifically, these lexical items may be and are, respectively, either not used or not used in the same way by the other non-English speakers in their native languages and by English native speakers in English<sup>1</sup>. Because one of Furiassi’s intentions was to create a book pedagogically useful also in this respect, its relevance extends therefore to the field of language education. Finally, a further aspect of the relevance of this book is the importance given firstly to lexicography, the principal branch of linguistics whereby pseudo-Anglicisms have been overlooked, and secondly to corpus linguistics, the branch of the discipline which could significantly expand and improve the understanding of pseudo-English.

Indeed, after the first Chapter concerned with the theoretical and descriptive aspects of false Anglicisms and the second concerned with the methodological dimension, namely the role of dictionaries and corpora in the research on these words, the third and final chapter features the *Dictionary of False Anglicisms in Italian* and illustrates its compilation. Created by means of Italian and English dictionaries and corpora as both a lexicographic reference point of the phenomenon of false Anglicisms in Italian and a “pedagogical tool for scholars and students” (Furiassi, 2010: 121) who study or use the English language, this dictionary

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<sup>1</sup> Lit.: “[...] at least with the meaning with which they are employed in Italy.”

represents an invaluable contribution for a better treatment of false Anglicisms in Italian and Italian-English dictionaries. Since this dictionary, as the many dictionaries which might have benefitted from it as regards false Anglicisms, can be consulted by anyone interested in the subject matter, both researchers and laypeople, its contribution is important for both the progress in the research, i.e., for researchers, and the spread of knowledge of pseudo-Anglicisms in Italian among common people. In sum, Furiassi's monograph is relevant for the topic of this study in various ways and on a both scientific and social level in the fields of contact linguistics, lexicography and language education, as noted by Görlach (2010: 12) in the foreword to the book. Furthermore, it represents the most in-depth work on false Anglicisms in Italian published to date, with no equivalent in other languages. Thus, for its relevance, accuracy, uniqueness and versatility, Furiassi (2010) constitutes the principal foundation of this study and of this Chapter in particular, which is divided into two parts.

The first part deals with the historical evolution of the research into pseudo-English in general and in Italian, with special reference to the Italian research, the status of false Anglicisms in contact linguistics, the origin of these words and the reasons for their use and success, the attitudes towards them in these respects, their diffusion in and across European languages, the relationship between real and pseudo-English, the interpretations of these phenomena and lastly briefly mentions other forms of false borrowings. The second part focuses on the main formal features of false Anglicisms in general and in Italian and their study. Specifically, the following aspects are examined: the definition and identification of false Anglicisms, the classification of these lexical items in Italian, the search for and analysis of false Anglicisms by means of lexicographic resources and corpora, the dictionary compiled by Furiassi (2010: 135-214) and what it reveals on Italian false Anglicisms.

## **1.2 Historical Evolution of the Research into False Borrowings and False Anglicisms in General and in Italian**

The critical survey of the research on pseudo-loans and pseudo-Anglicisms which follows is grounded on that in Furiassi (2010:19-33) and provides an overview of the historical evolution of this research field, which in turn will shed light on some

general features of these lexical items. The works are reported in chronological order. As mentioned in the general introduction to the study and in the introduction to this Chapter, the phenomenon of false Anglicisms has been traditionally overlooked in linguistic research concerning the lexical influence of English on other languages. These words have been long considered as a bizarre sub-type of Anglicisms and studied as a by-product of linguistic borrowing involving English (Furiassi, 2010: 19). False loanwords in general represent a marginal topic in contact linguistics, historical linguistics and sociolinguistics (Furiassi, 2010: 216) as well. Finally, even when pseudo-Anglicisms were treated as an independent phenomenon, they have received less attention than other types of Anglicisms (Furiassi, 2010: 71). The limited scholarly interest in this subject matter led to an inadequate specific treatment of false loans and false Anglicisms, which is evident in the various terminologies and ambiguous or imprecise diverse definitions developed so far (Furiassi, 2010: 19). Furiassi reports this list of the principal terms which have been employed in previous studies to indicate false loans (Furiassi, 2010: 19): FALSE LOANS, PSEUDO-LOANS, PSEUDOBORROWINGS, PSEUDO-BORROWINGS and PSEUDO-FORMATIONS in English; *PSEUDOPRESTITI*, *FALSI PRESTITI*, *FINTI PRESTITI*, *PRESTITI APPARENTI*, *PRESTITI FITTIZZI* and *FALSI ESOTISMI* in Italian. As for false loans of the English language, the list reported by the linguist is equally long (Furiassi, 2010: 19-20): FALSE ANGLICISMS, FALSE ANGLICISMS, QUASI-ENGLISH WORDS, PSEUDO-ENGLISH, PSEUDO ENGLISH WORDS, PSEUDO-ENGLISH LOANS, PSEUDO ANGLICISMS, PSEUDOANGLICISMS, PSEUDO-ANGLICISMS, PSEUDO-ANGLICISMS and PSEUDO-ENGLISH WORDS in English; *FALSI ANGLICISMI*, *FALSI ANGLISMI*, *PSEUDOANGLICISMI*, *PSEUDOANGLISMI*, *PAROLE FANTASMA* and *ANGLICISMI APPARENTI* in Italian. This ambiguity and variability also affect the German, French, and Spanish languages (Furiassi, 2010: 20).

From these two lists it can be inferred that the Italian linguistic tradition displays more negatively connoted terms than those of the foreign tradition, by virtue of a greater presence of the adjectives *FALSI* (lit.: false), *FINTI* and *FITTIZZI* (lit.: fake). Indeed, as will be expanded on later, a negative attitude towards false Anglicisms has long been predominant in the past and persists still today, though with considerably less force, in the Italian research. Nevertheless, independently of the attitude towards



these words, negative or positive, all these labels share the concept of falseness or deceiving appearance (the prefix PSEUDO-). Although these concepts are different, they correctly refer to two defining features of pseudo-Anglicisms: on the one hand, the fact that they do not exist or exist with a different meaning in the English language, the falseness<sup>2</sup>; on the other hand, the fact they seem English, of English origin, belonging to that language, but actually are not or, put it another way, the fact that they are English exclusively formally, seemingly, since they are coined with English lexical units in another language autonomously from English, the prefix PSEUDO-. In short, the labels which contain the adjective FALSE emphasise the falseness of false Anglicisms, whereas those which contain the prefix PSEUDO- emphasise their deceiving appearance.

At the beginning of the research into these lexemes, when their number, use and spread was limited and little explored, the focus was more on the former aspect. This is evident in the quotation from the earliest study reported by Furiassi (2010: 20), namely Haugen (1950: 212), according to which a loanword “[...] may vary all the way from an imitation satisfactory to a native speaker to one that the native speaker would not recognize at all.” Although this study focuses on loanwords, not false loanwords or false Anglicisms, it is important to mention it as premise of the old conception of false loans as a by-product of borrowing, unknown or incomprehensible to English native speakers. This vision would later be considered as imprecise in terms of both the relation with borrowing and the intelligibility. Indeed, false Anglicisms are an independent typology of Anglicisms, not a sub-typology, indirectly connected rather than disconnected with real Anglicisms, created autonomously from borrowing and not necessarily incomprehensible or unknown to native Anglophone people. As explained by Furiassi (2010: 21), not only “Lack of understanding” but also “misunderstanding” in English native speakers distinguishes real and false Anglicisms.

After the first study on false loans in Romance languages by Hope (1971: 618, cit. in Furiassi, 2010: 21), who stated that: “Here a word is created in the recipient language on the pattern of forms which exist generally in the source, but without corresponding to a specific etymon [...]”, the first study on pseudo-Anglicisms in

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<sup>2</sup> Lit.: “[...] a situation of intense cultural and linguistic contact [...]”

Italian is by Klajn (1972, cit. in Furiassi, 2010: 21), who referred to them with the term *PSEUDOANGLICISMO*. The scholar defined them by pointing out the second defining feature of these lexical items mentioned above and expressed by the prefix *PSEUDO-*: pseudo-Anglicisms are commonly believed to be real or realistic Anglicisms, used in English. He also distinguished the two types of false Anglicisms: existing English lexemes used with a new, different meaning and English lexical or grammatical elements combined in forms absent in English. Nevertheless, what is striking of Klajn's study (1972: 101) is that his definition of false Anglicisms is in the conditional mood: these lexical items are defined not as existing but as theoretically possible, given that no examples can be found, according to the academic. This is surprising as false Anglicisms have existed in Italian since the second half of the 19<sup>th</sup> century. Indeed, the oldest example of these words in Italian is the generic eponym *PULLMAN*, attested since 1869 (Furiassi, 2010: 189-190). This confirms that the interest in pseudo-Anglicisms is recent, and their study has undergone a profound evolution over time. Despite its limitations, this first work on pseudo-Anglicisms in Italian is meaningful because it identifies the two forms these words can take and above all the property of looking English and being considered authentically English, their pseudo-English nature. This aspect, crucial to understand the use of pseudo-Anglicisms, would be the object of specific examination in a successive phase of the study.

After Klajn (1972), Dardano (1978: 84, cit. in Furiassi, 2010: 21) started to analyse the phenomenon of false loanwords in general in Italy and introduced the term *FALSI PRESTITI* to indicate them. In the second half of the 1980s, he started to focus on those false loans of apparent English origin, labelling them *PSEUDO-ANGLICISMS* in English (Dardano, 1986b: 244, cit. in Furiassi, 2010: 21-22) and *PSEUDOANGLICISMI* in Italian (Dardano, 1987a: 26; 1993: 52; 1998: 356; Dardano, Frenguelli and Perna, 2000: 32, cit. in Furiassi, 2010: 22), as Klajn (1972). In this period, one of the linguists who greatly contributed to the research on Anglicisms in Europe, Filipović, gave a definition of pseudo-Anglicisms which effectively synthesises the two forms these lexical items can take: “pseudoanglicisms [...] are composed of English elements, but are not themselves English expressions.” (Filipovoć, 1985: 249, cit. in Furiassi, 2010: 22). Although the academic considered

these words as adapted Anglicisms, since their components are “[...] English loans adapted to the system of the borrowing language [...]” (Filipović, 1985: 250-251, cit. in Furiassi, 2010: 22), he accurately pointed out that a diachronic approach is necessary to examine false Anglicisms (Filipović, 1985: 251, cit. in Furiassi, 2010: 23), as they may change in meaning, form, use and even in their falseness over time in accordance with the language in which they appear to be, English, and in the language or languages in which they are used, as any other word (Furiassi, 2010: 70-71; Campos-Pardillos, 2015: 159, 170; Furiassi and Gottlieb, 2015: 17).

Another scholar who gave a meaningful contribution to the study of false Anglicisms in the second half of the 1980s is Gusmani (1986, cit. in Furiassi, 2010: 22-23), who notes that if the foreign archetype does not exist or the discrepancy between it and the supposed borrowing is so significant that it excludes the existence of a mimetic relation, the word might be an apparent loan. The appearance is though not always deceiving to the same degree and often it is not possible to determine if a loan is real or apparent with certainty, since even the mimetic relation which distinguishes the real loan is multifaceted (Gusmani, 1986: 100, cit. in Furiassi, 2010: 22-23). This study is relevant because it recognises the complexity of these lexical items, whose falseness or deceiving appearance, expressed in terms of absence of or significant deviance from a model in English, is not identical for every item but variable and sometimes difficult to assess. Establishing if a foreign-sounding word is false is in fact complicated and at times the doubt cannot be solved.

As explained in Spence (1987: 173, cit. in Furiassi, 2010: 23), the falseness and deceiving appearance of false Anglicisms derive from the lack of formal equivalents in English, to be understood as lexemes with the same meaning, equivalents, and the same form, formal. On the contrary, there can be formal copies, i.e., homographs, semantically different. Spence (1987: 180, cit. in Furiassi, 2010: 23) also pointed out that “[...] the concept of pseudo-anglicism is an historical one”, agreeing with Filipović (1985: 251, cit. in Furiassi, 2010: 23) on the necessity of adopting not only a synchronic but also a diachronic approach in the examination of pseudo-loans. Furthermore, the scholar remarked that the difference between adapted or indirect Anglicisms and pseudo-Anglicisms is occasionally slight, especially for semantic pseudo-Anglicisms, whereby the kind and degree of divergence of the non-English

meaning from the original English meaning which would justify the falseness is difficult to assess (Spence, 1987: 181, cit. in Furiassi, 2010: 23).

In 1987, the *Dizionario degli anglicismi nell'italiano postunitario* by Gaetano Rando was published and, surprisingly, no other dictionary of Anglicisms in the Italian language was published since then. In the Foreword, pseudo-Anglicisms are imprecisely defined as: “voci di origine o di forma inglese che però, non vengono usate in quella lingua [...], oppure quei vocaboli formati per ellissi di una parola inglese.”<sup>3</sup> (Rando, 1987: xxii-xxiii, cit. in Furiassi, 2010: 24). The definition of these words by Serianni (1987: ix, cit. In Furiassi, 2010: 24) in the presentation to the volume mentions their spread and incomprehensibility for native speakers of English, the fact that these people do not understand pseudo-Anglicisms, “[...] almeno nell’accezione in cui sono usati in Italia.”<sup>4</sup> In spite of the imprecision of these definitions – the intelligibility is not always a reliable criterion; the origin of these lexemes is not English; semantic false Anglicisms, i.e., English lexemes employed with a non-English meaning, are not mentioned; the ellipsis is only one of the formation processes of pseudo-Anglicisms in Italian – this dictionary is a milestone in the Italian research on Anglicisms because of its uniqueness: it is the first and only dictionary specifically collecting the products of the massive influence exerted by English on Italian. It contains loanwords, adapted and non-adapted, partial calques<sup>5</sup>, pseudo-Anglicisms, internationalisms and acronyms (Bistarelli, 2008: online).

The 1990s constitute a decade of great evolution and progress in the research field of contact linguistics concerning Anglicisms and false Anglicisms in Italian. Indeed, the spread of the Internet and the introduction of the World Wide Web, the technological and computing advancements and the increasing globalisation and

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<sup>3</sup> Calques whereby a part of the compound is translated and the other is not, e.g., *GAP GENERAZIONALE* from GENERATION/GENERATIONAL GAP.

<sup>4</sup> Lit.: “[...] known through other loanwords or direct knowledge of the language. However, these models are not directly reproduced (thus it is nonsense to define them as loanwords), but merely taken as reference points for further autonomous creations: [...] the material which constitutes them is [...] of foreign influence and [...] there is not direct imitation of an archetype. The components can be of foreign origin, but the product (i.e. the word in itself) remains a native innovation.”

<sup>5</sup> Lit.: “[...] because it presupposes the knowledge of some properties of the other language and the will to mimic them.”

learning of English led to changes in both the society and the academia. On the one hand, the number, usage and spread of false Anglicisms increased; on the other hand, the Internet and the advancements in technology and computer science allowed for a better comprehension of the phenomenon of false Anglicisms by virtue of improvements in lexicography and corpus linguistics. Specifically, computerised lexicography and corpus linguistics, more and larger electronic corpora and the Internet made the search for pseudo-Anglicisms and their identification and study more simple, effective and accurate.

Of this decade, the first meaningful study for the topic of false Anglicisms to be mentioned is by Fanfani (1991a, cit. in Furiassi, 2010: 24), whereby a distinction is made between *PRESTITI APPARENTI*, apparent loans, and *FALSI-ANGLICISMI*, false Anglicisms, or *PSEUDO-ANGLICISMI*, pseudo-Anglicisms. The former are defined as “[...] termini che hanno un aspetto del tutto inglese anche se un inglese non li riconoscerebbe o li riconoscerebbe a stento. Difatti sono coniazioni, sviluppi o deformazioni autonome che non si riferiscono ad alcun preciso modello inglese [...]”<sup>6</sup> (Fanfani, 1991a: 13, cit. in Furiassi, 2010: 24). The latter are defined as: “[...] termini per i quali non è possibile ritrovare una precisa corrispondenza formale in inglese.”<sup>7</sup> (Fanfani, 1991a: 14, cit. in Furiassi, 2010: 25). Although these two definitions are correct and accurate, the reason why they are separate is not clear, because they both correctly describe the nature of pseudo-Anglicisms, except for the lack of a precise formal correspondence which, if it means formal copy, i.e., homograph, and not formal equivalent, does exist for some false Anglicisms. Furthermore, the use of the generic term *PRESTITI APPARENTI* to refer to a specific type of apparent loan, pseudo-Anglicisms, creates confusion. In any case, the two definitions, if combined and if formal correspondence is understood as formal equivalent, accurately identify the properties of false Anglicisms. Indeed, the verb RECOGNISE is a more accurate term than UNDERSTAND: regardless of the comprehension, sometimes possible, a pseudo-Anglicism is not recognised or barely

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<sup>6</sup> Lit.: “[...] words which have a totally English appearance even though an English native speaker would not recognise them or would barely recognise them. Indeed, they are autonomous coinages, developments or independent deformations which do not refer to any precise English model [...]”

<sup>7</sup> Lit.: “[...] ‘pseudo-loans’: words which in the language from which they pretend to originate either do not exist or have a totally different use and meaning, as *beauty case* or [...] *footing*.”

recognised by a native speaker of English. In the case of a word formally non-existing in English, the pseudo-Anglicism is not recognised as belonging to this language; in the case of a word formally existing in English, it is recognised as belonging to this language, but only barely, because it belongs to English solely formally, with a different meaning. The rest of the first definition is particularly accurate in every aspect. Indeed, false Anglicisms are **not directly derived** from a specific, precise model in the English language. Rather, they are **indirectly inspired** by lexemes or grammatical features and elements of English and **created by analogy** with them. Finally, the second definition is correct if formal correspondence means formal equivalent, as mentioned above.

In 1991, another study opened a new phase of more intense study and deeper knowledge of pseudo-Anglicisms in Italy. According to Bombi (1991: 87, cit. in Furiassi, 2010: 25), false exoticisms, namely false loans, arise from “[...] una situazione di intenso contatto culturale e linguistico [...]”<sup>8</sup> and significantly rise by virtue of “[...] estesi rapporti tra lingue [...]”<sup>9</sup>. This was stated with reference to the period when the work was published, the beginning of the 1990s, and is still valid today. In the following decade, Bombi (2005: 157, cit. in Furiassi, 2010: 26) also noted, as Filipović (1985: 251, cit. in Furiassi, 2010: 23) and Spence (1987: 180, cit. in Furiassi, 2010: 23) previously had noted, that:

“Nello studio dei falsi esotismi e, più in generale, dei prestiti apparenti si deve sempre procedere integrando il confronto interlinguistico in sincronia con il parametro dell’analisi diacronica, decisiva per attribuire la parola in questione alla categoria del vero o del falso prestito.”<sup>10</sup>

However, in the same study the scholar stated that “In realtà non si può fissare una netta linea di separazione tra prestiti veri e falsi, dal momento che anche questi ultimi

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<sup>8</sup> Translation from Italian by the author.

<sup>9</sup> Lit.: “Actually, there is no clear-cut boundary between real and false loanwords since also the latter are indirectly elicited by the existence of inter-linguistic dynamics [...]”

<sup>10</sup> Though without connotations, Campos-Pardillos (2015: 170) makes a similar statement on this issue: “Undoubtedly, the fact that English is a lingua franca may cause it to influence other languages, as has been widely studied, but also to incorporate some false Anglicisms from such languages [...]”

sono indirettamente sollecitati dall'esistenza di una dinamica interlinguistica [...].”<sup>11</sup> (Bombi, 2005: 148, cit. in Furiassi, 2010: 25), in opposition to her previous study and the well-established knowledge of false loans developed until then and so far. Regardless of this later consideration, Bombi (1991) represents an interesting example of the new phase of the research into false Anglicisms of the 1990s, whereby these lexical items began to be considered as a social phenomenon, and not merely a type of words, and studied in their use and not only in their formal features.

Indeed, Sanniti di Baja (1992: 158-159, cit. in Furiassi, 2010: 26) argued that since numerous pseudo-loans were “highly codified” and had been by then for so long present and so much used in the Italian language that their use could not be revised. In the same year, 1992, Beccaria (1992: 241, cit. in Furiassi, 2010: 26) commented that: “Noi siamo spesso più inglesi degli inglesi [...]. Usiamo falsi anglicismi che nessun inglese si sognerebbe di usare [...].”<sup>12</sup> This consideration is both illuminating and interesting and will be re-considered and re-interpreted in the next Chapter, because it lends itself to interpretations deeply connected to the aims and questions of the theoretical part of the dissertation.

Two years later, Pulcini, “An Italian scholar who has dealt with false Anglicisms in depth [...]”, as acknowledged by Furiassi (2010: 30), provided this definition of “false loans”: “[...] words which have acquired a new meaning in Italian [...]. Linguistically, these and many other words and phrases have been ‘nativized’ into Italian, having become part of the Italian lexis with an independent meaning from the original English one.” (Pulcini, 1994: 51, cit. in Furiassi, 2010: 30). Although **autonomy** characterises the relationship between the foreign and pseudo-foreign meanings better than **independence**, this definition of pseudo-loans is effective and correct in its simplicity: false loans consist in foreign-looking lexical material in the form of words which either exist or do not exist in the foreign language, autonomously created and used in another language with a new, different meaning. Pulcini afterwards devised other illuminating definitions concerning the topic of this research and will be reported later on, according to the chronological

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<sup>11</sup> Lit.: “We are often more English than the English [...]. We use false Anglicisms which no English speaker would ever dream of using [...].”

<sup>12</sup> Lit.: “[...] lemmas with English origin or form which, however, are not used in that language [...], or those words formed by ellipsis of an English word.”

order which is being followed. Indeed, she is one of the most important Italian linguists to have dealt with English in the Italian language.

In 1995, Moss (1995: 124, cit. in Furiassi, 2010: 26) dealt with pseudo-English presenting it as “[...] a phenomenon which is often mentioned but on which no detailed study has yet appeared [...].” Although detailed studies on false Anglicisms had been published, however few, this statement is representative of the fact that already in the mid-1990s pseudo-Anglicisms began to be considered as a relevant phenomenon worthy of greater attention. Moss (1995: 124, cit. in Furiassi, 2010: 26) defined pseudo-Anglicisms in terms of modification of “[...] the appearance or meaning or use of a certain number of [...] crude anglicisms [...]” as:

[...] those unadapted borrowings which, through their appearance *or* [italics in the original] their morphological use, have deviated or are different from an original English form so that a native speaker of English who knew Italian would be aware of such deviation or difference on encountering them in a written text. (Moss, 1995: 127-128, cit. in Furiassi, 2010: 27).

There are various aspects of this definition which are inaccurate in the light of both the previous and successive research. The principal ones are that pseudo-English is not a phenomenon subordinated to borrowing and modification of real English words is only one of the mechanisms which generate false Anglicisms. On the one hand, false Anglicisms are a phenomenon *per se* of language contact and language change, as well as an independent category of Anglicism; on the other hand, as evident in Furiassi’s classification (Furiassi, 2010: 33, 38-52), the typologies of false Anglicisms in Italian are different and more varied than those devised by Moss (1995: 129-136, cit. in Furiassi, 2010: 27-28)<sup>13</sup>. Finally, also native speakers of English who do not know Italian can recognise some false Anglicisms.

After Marengo (1996: 36, cit. in Furiassi, 2010: 28), whereby “finti prestiti” (lit.: fake loans) are described as “curiosi” (lit.: curious), in 1997 Pulcini (1997a: 79)

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<sup>13</sup> MULTI-WORD is employed in place of COMPOUND to differentiate compound false Anglicisms proper, created by combining English free morphemes or combining forms, from any false Anglicism composed of two or three words, which can be coined by compound ellipsis, e.g. DUTY FREE (Furiassi, 2010: 160), clipping, e.g. HAPPY END (Furiassi, 2010: 168), and semantic shift, e.g. FAR WEST (Furiassi, 2010: 162), besides compounding, e.g. LONG SELLER (Furiassi, 2010: 177).



provided this brief definition of false Anglicisms: “[...] words which look and sound more or less English but have a separate meaning [...]” Apart from the fact that false Anglicisms look and sound English not more or less but totally, this can be considered the simplest correct definition of pseudo-Anglicisms, in addition to another, advanced by Pulcini two years later, which will be reported soon, after another definition. In another work by the linguist published in 1997, there is a detailed definition which is worth quoting:

Pseudo-anglicisms, or ‘faux emprunts’ in French and ‘falsi prestiti’ in Italian, are words which look English but in fact are not part of this language [...]. Pseudo-anglicisms could be considered as autonomous coinages of a language based on items of another language through various semantic and syntactic mechanisms: reduction of compounds [...], extension of a rule [...], change of a brandname into a common noun [...]. They may be un-English coinages made up with English words [...]. (Pulcini, 1997b: 155, cit. in Furiassi, 2010: 31).

Although the formation processes of false Anglicisms in Italian are more numerous than those mentioned, this definition tackles the fundamental formal properties of these lexical items with precision and accuracy.

Of the research on false Anglicisms in Italian at the end of the 1990s, two works should be mentioned, one by Pulcini (1999) and one by Italiano (1999). The former contains a brief, simple and valid definition of pseudo-Anglicisms similar to that in Pulcini (1997a: 79): “[p]seudo-loans are autonomous coinages which resemble but are not real English words” (Pulcini, 1999: 362, cit. in Furiassi, 2010: 31). The latter includes a relevant statement for the evolution of the scholarly consideration of pseudo-English: “[...] ormai vengono coniate espressioni <<nuove di zecca>> [angle brackets in the original] con soli termini inglesi. Prolificano ovunque locuzioni sconosciute in paesi di lingua inglese [...]”<sup>14</sup> (Italiano, 1999: 36, cit. in Furiassi, 2010: 28). Some false Anglicisms, presumably the historical ones or those widespread worldwide or among many different languages, might be known in Anglophone countries despite not being used. The lack of usage and not the lack of knowledge on the part of English native speakers is therefore the ultimate defining feature of false Anglicisms. Nevertheless, Italiano (1999) is representative of the

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<sup>14</sup> Lit.: “an easy and functional language.”

awareness, developed in the 1990s, that pseudo-Anglicisms are a phenomenon relevant not only scientifically but also socially and culturally, given their rise in number, pervasiveness and popularity.

Precisely the popularity of these words is mentioned in one of the first studies on the topic in the following decade, the 2000s. According to Serafini (2002: 603, cit. in Furiassi, 2010: 28-29), “E proprio di moda si può parlare, se si giunge addirittura a coniare parole dall’aspetto inglese che però gli inglesi non usano o non hanno mai usato (*pseudoanglicismi*) [italics in the original] [...]”<sup>15</sup> On the one hand, false Anglicisms undoubtedly have been and are now popular and some of them have been and are also fashionable, but on the other hand they are not in themselves simply a fashion and are coined and utilised not merely because they are fashionable, as is argued in this research and will be clarified in the next Chapter. Moreover, far from being preposterous and pretentious oddities of speakers who ‘even’ invent new words, the existence of pseudo-loans is not exceptional or surprising considering the freedom, creativity, vitality and complexity of natural human languages, constantly evolving in themselves and in contact with each other.

In 2002, Pulcini (2002: 163, cit. in Furiassi, 2010: 31) developed a classification of Italian pseudo-Anglicisms close to the exhaustive one by Furiassi (2010: 33, 38-50). One year earlier, Iamartino (2001: 122, cit. in Furiassi, 2010: 28) correctly pointed out that false loans as pseudo-Anglicisms are not loans: “[...] non sono prestiti nemmeno quelle parole che una lingua crea combinando materiali lessicali di origine alloglotta.”<sup>16</sup> Despite its incorrectness, the conception of false Anglicisms as a by-product of borrowing and therefore a sub-type of English loanwords, adapted or not, is still maintained by some linguists in the 2000s. Emblematic in this respect is the definition of these words by Nicholls (2003: online), who calls them “invented English words”, “pseudo-anglicisms”, “false anglicisms” and “deceptive anglicisms”:

Pseudo-anglicisms [...] are loan words gone wrong. They look like English words and often came from English words but they are used differently. [...]. Some of these deceptive

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<sup>15</sup> Lit.: “I think that they are incorrect in English they should not be used”

<sup>16</sup> Lit.: “[...] those words that a language creates by combining lexical material of foreign origin are not loanwords either.”

anglicisms are shortenings of the original English word [...]. Some false anglicisms are invented by analogy with other English terms, presumably out of the feeling that they ought, logically, to exist. (Nicholls, 2003: online).

The idea of pseudo-Anglicisms as mistakes or deterioration, Anglicisms which ‘go wrong’ in the process of borrowing, is questionable not only for its incorrectness in describing the nature of these lexical items, but also for its unjustified negative stance on the modification they would undergo. Even if pseudo-Anglicisms were adapted Anglicisms and even if they are not used in English, the modification they would undergo in the borrowing language and their use in this language cannot be described as ‘wrong’, presumably from the perspective of the lending language, English. These lexical items are not wrong precisely because they are not used in English, but only in other languages. Furthermore, on which basis a natural product of language contact and language change as false Anglicisms and any false loan can be considered wrong? Finally, the idea that false Anglicisms are coined “out of the feeling that they ought, logically, to exist” (Nicholls, 2003: online) is equally questionable, for reasons which will be discussed in the next Chapter. In short, the idea behind the creation and use of pseudo-Anglicisms is that they **seem and not are** English or that they **might and not ought to be** English. However, apart from the first sentence concerning the ‘wrongness’ and the last concerning the supposed existence in English, the other aspects of pseudo-Anglicisms mentioned in this definition are correct.

In the same period, three scholars who, by contrast, view false Anglicisms as independent from authentic English borrowings are De Mauro, Mancini and Rosati. In 2003, De Mauro and Mancini (2003: iii, cit. in Furiassi, 2010: 30) defined these lexemes in these terms: “[...] ‘pseudoprestiti’: parole che nella lingua da cui fingono di trarre origine o non esistono o hanno uso e valore del tutto differenti, come *beauty case* o [...] *footing* [italics in the original].”<sup>17</sup> The following year, Rosati (2004: 19, cit. in Furiassi, 2010: 30) noted that: “[...] ci sono anche molti falsi prestiti (detti anche anglicismi apparenti o pseudoanglicismi; in inglese *false-loans* o *pseudo-loans*) [italics in the original] – parole molto comuni [...] che un inglese non

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<sup>17</sup> Lit.: “[...] nowadays, <<brand-new>> expressions are coined with only English words. Phrases unknown in English-speaking countries proliferate everywhere [...].”

capirebbe nell'accezione in cui sono usate in Italia.”<sup>18</sup> Apart from the incomprehensibility, these two definitions correctly mention important characteristics of false Anglicisms. The second one, in particular, emphasises the aspect which emerged in the 2000s, the significant and rising diffusion and popularity of these lexemes.

In 2005, a classification of pseudo-Anglicisms in general was advanced by Gottlieb (2005). It is mentioned because it includes a class absent from the classification by Furiassi (2010: 53) which will be instead added and taken into consideration in this research: “conversions” of English words into a different word class without change of form (Gottlieb, 2005: 164). Two years later, Giovanardi (2007: 251, cit. in Furiassi, 2010: 32) notes that the frequency of false Anglicisms in Italian is notable. In the same year, Onysko (2007a; 2007b), one of the major experts of Anglicisms in German, published two works which are particularly important for the research on false Anglicisms. To introduce the conclusion of this literature review and summarise the principal features of false Anglicisms in the light of it, these studies are taken into consideration.

In the first work, a notably in-depth book on Anglicisms in German, a chapter focuses on pseudo-Anglicisms and hybrid Anglicisms. Onysko (2007a: 52) opens the first section stating that: “The term “pseudo anglicism” describes the phenomenon that occurs when the RL [receptor language] uses lexical elements of the SL [source language] to create a neologism in the RL that is unknown in the SL.” The scholar then explains that:

In terms of lexical unity, a pseudo anglicism is not the result of lexical transfer (i.e., borrowing) but is the product of a language-inherent creation that is based on a novel combination and use of English lexical material in the RL. (Onysko, 2007a: 54).

In another chapter, Onysko (2007a: 92) adds that: “Essentially, [...] pseudo anglicisms are signs of the productivity of English elements in German. Thus, [...] pseudo anglicisms symbolize the novel use of English terms or an original combination of English units in German.” Together, these three quotations accurately

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<sup>18</sup> Lit.: “If one even goes as far as coining English-looking words which however English speakers do not use or never have used (*pseudo-Anglicisms*), this must be fashionable [...]”

and clearly define the nature of false Anglicisms. The novelty and lack of knowledge of these lexical items for English native speakers are correct in these definitions in that they focus on the origin and creation of these words. The coinage of false Anglicisms indeed leads to new, autonomous English-sounding and English-looking creations which are unknown to Anglophone native speakers because they have never appeared in that language. This does not rule out, therefore, that over time after the coinage, by spread and popularity among languages or by virtue of knowledge of the Italian language, these lexemes can be known by native Anglophone speakers. On the level of usage after the coinage, not being used or being used with a different meaning by English native speakers best identifies false Anglicisms. Regarding the creation of pseudo-Anglicisms, Onysko (2007a: 218) explains that: “The creation of these pseudo anglicisms is mainly based on analogy and semantic reinterpretation, which are accompanied by processes of replacement, compounding and shortening. Thus, analogical links to English terms are at the root of the creation of [pseudo-Anglicisms].” As summarised by the academic, false Anglicisms “[...] are based on a combination of semantic modulation and formal restructuring of English lexical items [...]” (Onysko, 2007a: 219). Indeed, pseudo-Anglicisms are inspired by English and its vocabulary and grammar, especially the word-formation processes, and coined by analogy with these models by giving a new meaning to an existing English word, reshaping an existing English word or combining English morphemes, combining forms and words in a free and new manner.

As for the indirect relationship with the inspiring English models, the second work by Onysko (2007b), an article in a book on the concept and representation of the ‘foreign’ in the German-speaking world, is illuminating, not only in itself but also for some changes in relation to the previous study. First of all, “[...] pseudo anglicisms, [...] are virtually unknown in the English language cultural areas, so these terms could not have been copied from an English model.” (Onysko, 2007b: 221-222, cit. in Furiassi, 2010: 32). On the one hand, the adverb ‘virtually’ clarifies what has been previously noted: false Anglicisms are not necessarily or unconditionally unknown to native English speakers. On the other hand, Onysko (2007b: 221-222, cit. in Furiassi, 2010: 32) points out that the relation between these lexemes and the English models is not direct copy. The linguist then specifies that:

“On closer analysis, however, pseudo anglicisms are not totally unrelated to an English model. [...] pseudo anglicisms are derived from English lexical units, whose original denotations, however, become blended in unprecedented ways as a new lexical unit is constructed [...]” (Onysko, 2007b: 221-222, cit. in Furiassi, 2010: 32-33). The relation between false Anglicisms and the English inspiring models is indirect. In other words, false Anglicisms are created on the basis of English morphemes, combining forms, words and phrases by analogy with or inspiration from other morphemes, combining forms, words, phrases and word-formation processes or the word formation process of the word from which they derive.

Drawing on this consideration by Onysko (2007b: 221-222, cit. in Furiassi, 2010: 32-33), Furiassi (2010: 33) points out in the last paragraph of his literature review that in the previous literature there was “[...] widespread agreement on the absence of an English lexical model which inspires the coinage of false Anglicisms.” On the contrary, “[...] false Anglicisms are at least partially connected to an English model [...]” (Furiassi, 2010: 33), which is so creatively and freely reshaped or reinterpreted that it gives rise to English-sounding and English-looking words or idioms which do not exist or exist with a different meaning in English. In Italian, these lexical items are coined by (re)combining English free morphemes or combining forms (Furiassi, 2010: 54-55) in unprecedented forms, adding English suffixes to English bases, shortening English words or compounds, giving a new meaning to an English word – sometimes after changing the word class – and using English or English-sounding proper nouns – eponyms, toponyms or trademarks – as common nouns (Furiassi, 2010: 33). Thus, Furiassi concludes that:

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’. (Furiassi, 2010: 33).

In conclusion, the critical survey of the literature on false loans, false Anglicisms and false Anglicisms in Italian up to Furiassi (2010) conducted so far on the basis of that in this book shows that the research in this topic has undergone a profound evolution over time and that there is still much to be investigated. The main change involved

the conception of pseudo-Anglicisms and pseudo-loans in general from strange, curious and even mysterious or possible – as considered by some scholars as non-existing – by-products of borrowing, a sub-type of English loanwords, disconnected to English, to natural and interesting autonomous creations not imported but generated with specific formation processes and indirectly connected to this language. The consideration of pseudo-Anglicisms as an independent type of Anglicisms and their coinage and usage as a both socially and scientifically relevant phenomenon of language contact and change led to more studies on and greater and deeper knowledge of the topic. The increase in the number, use and spread of false Anglicisms attracted more scholarly attention and the Internet, the technological and computing advancements in the fields of lexicography and corpus linguistics, especially the creation, expansion and improvement of large electronic corpora and electronic dictionaries, considerably favoured the search for and study of these lexical items. In this respect, the research on false Anglicisms has evolved with the evolution of corpus linguistics and lexicography. The definition of these words in the light of their falseness and pseudo-English or deceiving appearance and their classification was often not univocal, as the terminology used to refer to them, and have progressively improved in precision and completeness over time, pointing out that establishing the falseness and origin of potential pseudo-Anglicisms can be occasionally problematic. Moreover, until very recently, a predominantly structural approach has focused on the formal properties of these words, overlooking their pragmatic nature. In the next Sections of this first part of Chapter One, other aspects of false Anglicisms in general and in Italian will be analysed and some of those mentioned in this literature review will be further analysed. Occasionally, the historical evolution in the research on these aspects will be mentioned.

### **1.3 The Status of False Anglicisms in Contact Linguistics: Adapted Anglicisms vs Independent Anglicisms and Autonomous Coinages**

The critical survey of the research on pseudo-Anglicisms continues with the discussion of the topic of their status in the field of language contact in relation to the influence of the English language on the lexicon of the other languages. This topic has been heatedly debated and indeed, even before that of false Anglicism, the

concept of Anglicism is the object of controversy (Gottlieb, 2005: 163; Onysko, 2007b: 215, cit. in Furiassi, 2010: 71). This debate involves two opposite viewpoints: according to the old one, false Anglicisms are a sub-type of adapted or indirect Anglicisms whereas according to the new one, they are “[...] an independent manifestation of language contact.” (Furiassi, 2010: 71). The first position derives from the traditional typological classification of the products of language contact which was dominant until the mid-1980s. It comprised loanwords or borrowings, calques and hybrids. Borrowings or loanwords were subdivided into non-adapted or direct and adapted or indirect. As regards English, the results of the influence of this language on other languages are thus Anglicisms, in turn divided into non-adapted or direct Anglicisms and adapted or indirect Anglicisms, hybrid Anglicisms and calques from English. In this framework, false loanwords as false Anglicisms were a special and curious sub-type of adapted or indirect Anglicisms, semantically or morphologically adapted to the culture and language of the receiving speech community (Furiassi, 2010: 72).

Successive studies have instead demonstrated that since pseudo-Anglicisms are “[...] autonomously created – not borrowed – by non-English speakers in a non-English context.”, these lexical items are not Anglicisms *stricto sensu*, namely loanwords, but the exact opposite, false loanwords (Furiassi, 2010: 72-73). They are not a sub-type of morphologically or semantically adapted or indirect loans either. Indeed, as previously mentioned and as will be illustrated in detail in the second part of the Chapter, false Anglicisms are not adapted by definition. Morphologically, the English lexical material which composes pseudo-Anglicisms is not adapted to the structure of the recipient language, contrary to adapted or indirect Anglicisms, for the following reasons. Firstly, the false Anglicisms coined by compounding or derivation are not adapted to the Italian language because they are autonomously created by Italian speakers by freely combining English free or bound morphemes or combining forms (Furiassi, 2010: 73). Secondly, false Anglicisms coined by reduction of words, clipping, and compounds, compound ellipsis, or both, are not adapted because they do not conform to the rules of word formation of neither Italian nor English (Furiassi, 2010: 74). In both processes, the elimination of words or pieces of them are free, arbitrary and not grammatically motivated. Semantically, false Anglicisms



originating from semantic shift of English words and genericness of English eponyms, toponyms and English or English-sounding trademarks are not adapted Anglicisms either since they undergo meaning extension, the acquisition of new meanings conspicuously different from the original ones, and not meaning reduction, the reduction of the various original meanings in favour of one or some of them (Furiassi, 2010: 74). In other words, the original English meanings are not adapted, but changed into other meanings. This is even truer for those pseudo-Anglicisms in the form of generic trademarks which are coined in Italian with English lexical units. As these lexemes and their meaning are autonomously created in Italian, no adaptation occurs (Furiassi, 2010: 75).

Consequently, in the light of these considerations developed in the research after the mid-1980s, a new typological classification emerged in contact linguistics. Within it, pseudo-Anglicisms are an independent category of the products of language contact, on the same level as real Anglicisms, calques from English and hybrid Anglicisms instead of a sub-type of adapted Anglicisms (Furiassi, 2010: 75). In fact, as confirmed in successive studies (Campos-Pardillos, 2015; Furiassi and Gottlieb, 2015; Furiassi, 2018; Gazzardi and Vásquez, 2020), the whole phenomenon of pseudo-English, the creation, usage and success of pseudo-Anglicisms, is a phenomenon of language contact and language change *per se*.

#### **1.4 The Linguistic Origin of False Anglicisms: Mistakes vs Competent Creations**

The most controversial aspect of false Anglicisms, on which the opposition between the ‘introvert’ attitude and the ‘extrovert’ attitude towards these lexical items is strongest, is the linguistic origin of false Anglicisms. Indeed, whereas on the reasons for the use and success of pseudo-English there is a certain degree of consensus, partly because they are similar to those for the use and success of real English, the creation of pseudo-Anglicisms is given two diametrically opposed explanations. As summarised by Görlach (2010: 12) in the foreword to Furiassi’s book, False Anglicisms may indeed derive from a wide spectrum of sources, “[...] ranging from incompetent speakers’/writers’ practice to sophisticated word-play produced by fully bilingual users.”

According to the negative and ‘introvert’ line of thought of Anglicisms as a form of external invasion and contamination and internal decay, the coinage of false Anglicisms represents an even worse problem, resulting from a limited proficiency in or knowledge of English (Pulcini, 2002: 163, Busse and Görlach 2002: 29, cit. in Furiassi, 2010: 60; Rogato, 2008: 28-29, 40) or a limited knowledge of Italian (Chiarioni, 1974: 85, Colombo, 1993: 186, cit. in Furiassi, 2010: 62). In other words, false Anglicisms are coined because Italian speakers wish to use English but are not able to use it correctly and properly and own a limited vocabulary in their language. As a result, they distort real English words or invent English-sounding words. If the English and Italian languages were better mastered, there would be no need for false Anglicisms and either Italian equivalents or authentic Anglicisms would be employed instead.

On the contrary, according to the positive and ‘extrovert’ line of thought, competence in and knowledge of the English language is necessary for the coinage of these lexical items (Gusmani, 1986: 109, Jezek, 1993: 206, cit. in Furiassi, 2010: 60; Onysko 2007a: 55) and their coinage does not necessarily imply limited knowledge of the Italian lexicon. Furiassi agrees with this line of thought and argues that false Anglicisms can derive from “a spontaneous creative act” but also “misunderstanding” of genuine English lexical units (Furiassi, 2010: 58). Indeed, the scholar points out that the creation of pseudo-Anglicisms can denote competence in English, given that the constitutive elements of these lexical units are real English words, morphemes (and combining forms), which should be known for their effective (re)combination, reshaping, deletion or reinterpretation into new lexemes at both a lexical and grammatical level (Furiassi, 2010: 33, 60-61). Secondly, the morphological and semantic word-formation processes which generate pseudo-Anglicisms are various, specific, sometimes complex and belong to the English language (Cesiri, 2015: 31). They give rise to lexical items which sometimes can, in principle, exist in English, except for some shortenings of words and compounds, and in fact can be incorporated into English if they are successful and attractive enough to spread across languages as will be later shown (Furiassi, 2010: 70-71; Campos-Pardillos, 2015: 159, 170; Furiassi and Gottlieb, 2015: 17).

Most importantly, the coinage of false Anglicisms denotes freedom and creativity. In other words, the competence in English which characterises these words is free and creative. This aspect of pseudo-English, emphasised by Furiassi throughout his book and in successive studies is fundamental to grasp the essence of this phenomenon, the ultimate aim of this dissertation, and will be analysed in depth in the next Chapter, also in the light of the discussion of its usage and success. As previously pointed out, in the scholar's words, "[...] 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 [...]." (Furiassi, 2010: 33).

Interestingly, this aspect is mentioned by Pulcini as well, who conversely interprets false Anglicisms negatively: "The coinage of pseudo-loans is prompted partly by a limited competence in English and by the creative desire to coin an English-looking word for stylistic purposes." (Pulcini, 2002: 163, cit. in Furiassi, 2010: 60). Unlike the first reason, the second one is convincing, although style is only one of the multiples reasons for the creation and usage of pseudo-Anglicisms, and arguably not the most important one, and especially evident in those false Anglicisms originating from compounding, which do not formally exist in English, and semantic shift, as the change of the original meanings can be extremely free and imaginative. Such freedom and creativity would not be possible if not supported by knowledge of and competence in English. An illuminating consideration which corroborates this interpretation of false Anglicisms as a positive "manifestation of language creativity" (Furiassi, 2010: 59); (Fanfani, 2002: 222, cit. in Furiassi, 2010: 59; Furiassi, 2018: 120; Gazzardi and Vásquez, 2020: 7-8, 12) is in Hope (1971: 723, cit. in Furiassi, 2010: 59-60), the first study on false loans in Romance languages previously mentioned:

False loans are obvious evidence of constructive intervention on the receiver's part improving on the material provided externally, and so are borrowings used for their contribution to the resources of the literary medium - for local colour, perhaps, or for their poetic or other stylistic overtones.

The keywords of this statement are ‘constructive intervention’, ‘improving’ and ‘contribution to the resources of the literary medium’. These concepts clearly suggest that false Anglicisms originate from active, strategic creativity of speakers aware of the potential of combining English and Italian.

Another aspect of the birth of false Anglicisms which corroborates the interpretation of these words as the expression of productive competence in English is accurately described by Gusmani (1986: 109, cit. in Furiassi, 2010: 61). The creation of pseudo-Anglicisms is indirectly influenced by the learning of the English language, “[...] perché esso presuppone la conoscenza di alcune caratteristiche dell’altra lingua e la volontà di imitarle.”<sup>19</sup> (Gusmani, 1986: 109, cit. In Furiassi, 2010: 61). Essentially, pseudo-Anglicisms are coined by analogy with foreign models which are:

“[...] noti attraverso altri prestiti o la conoscenza diretta della lingua, modelli che però non vengono direttamente riprodotti (epperchiò non ha senso parlare di prestiti), ma soltanto presi come punto di riferimento per ulteriori autonome creazioni: [...] la materia di cui sono costituiti è [...] d’influsso straniero e [...] non vi è diretta imitazione di un archetipo. Le componenti possono essere di origine alloglotta, il prodotto (cioè la parola in quanto tale) resta un’innovazione indigena.”<sup>20</sup> (Gusmani, 1986: 109, cit. in Furiassi, 2010: 61).

This indirect mimicry of English requires knowledge of the language that is imitated.

In sum, it is reasonable to conclude that the features of false Anglicisms identified so far can be understood as the consequence of a creative, productive and free use of English by non-English speakers who are confident in the lexicon and grammar of this language and wish to use it in their own language to enrich their messages. Such an expression of language creativity and freedom is not incompatible with knowledge of and proficiency in the English and Italian languages.

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<sup>19</sup> The non-existence and existence with a different meaning in English of pseudo-Anglicisms is based on a conception of these lexical items as signifiers and not signs. Henceforth, I will conform to this conception of pseudo-Anglicisms as signifiers, unless otherwise specified.

<sup>20</sup> Lit.: “[t]ricks of the mania of imposing foreign borrowings to speakers who are still insecure in the use of Italian. A mania which creates not only totally useless but also made-up little monsters [...]”

### **1.5 The Usage and Success of False Anglicisms: Form vs Substance, Introvert vs Extrovert Attitudes**

The aspect of false Anglicisms in Italian which is dealt with in this Section is the reasons for their usage and popularity. It is a relevant topic because on the one hand there is a consensus among linguists on the explanation of the usage and popularity of pseudo-English, but on the other hand there is a division in the interpretation of this usage and popularity. This topic is also particularly relevant for this study and the aims and research questions of its theoretical part, because it sheds light on what false Anglicisms are for those who use and hear or read them and introduces some elements which will be essential to differentiate false and real Anglicisms.

As recognised by Furiassi (2010: 13, 59) and other linguists (Rogato, 2008; Campos-Pardillos, 2015; Furiassi and Gottlieb, 2015: 9; Furiassi, 2018: 120; Gazzardi and Vásquez, 2020; Sokolova, 2020), false Anglicisms share with real Anglicisms the same extra-linguistic origin: the prestige and “massive influence” (Furiassi, 2010: 59) of the American and British cultures and the English language, positively connoted as stereotypically associated with the positive concepts of modernity, efficiency, cosmopolitanism, coolness, power, fashion, technology, wealth, success and freedom of expression. The positive connotation can involve the English language, the Anglo-American culture or both. This distinction is meaningful because, however inextricably connected, the two entities are not necessarily such in the processes of borrowing and especially false borrowing, as will be illustrated soon and discussed in the light of the research questions in the next Chapter. By virtue of the language or the culture which inspire them, that is “[...] the flavour and the force that stems from their “Englishness.”” (Campos-Pardillos, 2015: 169), false Anglicisms in Italian enjoy great popularity and attractiveness, as noted by Furiassi (2010: 59) citing Fanfani (2002: 222) and confirmed by Campos-Pardillos (2015: 155), Furiassi himself (2018) and Gazzardi and Vásquez (2020). Hope (1971: 723, cit. in Furiassi, 2010: 59-60), Fanfani (2002: 222, cit. in Furiassi, 2010: 59), Furiassi (2010: 59; 2018: 120 and Gazzardi and Vásquez (2020: 7-8, 12) also consider these words as a manifestation of linguistic creativity, as previously mentioned. Furthermore, according to Serafini (2002: 603, cit. in Furiassi, 2010: 28-

29), false Anglicisms in Italian are fashionable, as already pointed out “E proprio di moda si può parlare, se si giunge addirittura a coniare parole dall’aspetto inglese che però gli inglesi non usano o non hanno mai usato (*pseudoanglicismi*) [italics in the original] [...]”<sup>21</sup>

According to Furiassi (2010: 60), the widespread usage and conspicuous success of pseudo-Anglicisms in Italian can be motivated by both linguistic and extra-linguistic, that is psychological, sociological and political, reasons, confirming the necessity of treating the Anglo-American language and culture as two distinct entities. The linguistic reasons include: 1) the attractive “phonic effect” of real and false English expressions (Pulcini, 1997a: 79; Furiassi, 2010: 60; 2018: 120). As noted by Rogato (2008: 35), the very fact that a lexical unit is foreign in form makes it stand out in an Italian utterance, catching the listener’s attention; 2) the “handiness” of English-sounding words, the easiness with which they can be used and mixed in Italian sentences (Furiassi, 2010: 60, 2018: 120) “due to the lower degree of morphological and syntactic complexity of the English language if compared to Italian.” (Furiassi, 2018: 120); 3) the straightforwardness and effectiveness of English lexemes resulting from their economy of form and semantic richness (Dardano, 1998: 358, cit. in Furiassi, 2010: 60; Furiassi, 2010: 60, 2018: 120); 4) the conciseness of English (Dardano, 1986a: 488-489, cit. in Furiassi, 2010: 94; Pulcini, 1997a: 79; Rogato, 2008: 30, 36; Campos-Pardillos, 2015: 158; Furiassi and Gottlieb 2015: 19, Gazzardi and Vásquez, 2020: 1).

As for the psychological motivations, Furiassi argues that Italian speakers use false Anglicisms since these words can give them the status, authority and allure they desire (Furiassi, 2010: 62, 2018: 120; Furiassi and Gottlieb, 2015: 9). The sociological explanation by the linguist is expressed in terms of “the taste for the exotic, the charm of a foreign language, and the glamorous quirk of being creative and playing with language” (Furiassi, 2010: 62). Finally, the political reason for the successful circulation of pseudo-English in Italian is the favourable conditions outlined by Prat Zagrebelsky (1999: 108, cit. in Furiassi, 2010: 63) which favoured the successful circulation of real English (Rando, 1973a, cit. in Furiassi, 2010: 63): the lack of explicit linguistic policies. Unlike French and Spanish, Italian has indeed

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<sup>21</sup> Translation from Italian by the author.

always been more open to foreign-origin neologisms (Pulcini, 2002: 153, cit. in Furiassi, 2010: 63; Renner and Fernández-Domínguez, 2015; Campos-Pardillos, 2015; Pulcini, 2019: 125). In turn, this tendency to openness may be historically explained as “the reaction to the <<purism>> imposed by the fascist government.” (Sabatini, 2008: 267, cit. in Furiassi, 2010: 64).

These linguistic and extra-linguistic explanations of the usage and popularity of pseudo-Anglicisms in Italian are correct, but generic, equally valid for real and false Anglicisms and ignore the pragmatic dimension. Indeed, pseudo-English emerges from these explanations as a mere matter of form rather than substance. The usage of these pseudo-loans in the context whereby they are mostly coined and made popular as examined by Furiassi and other scholars can shed more light on other factors behind their popularity, not yet mentioned, and is thus taken into consideration. Journalistic language is highly open to and rich in linguistic innovation and creativity (Furiassi and Hofland, 2007: 349, cit. in Furiassi, 2010: 93) and needs concise, effective and attractive lexical items to capture the readers’ attention and invite them to read an article or buy a copy of the newspaper. Anglicisms, both real and false, turn out to be extremely useful in this sense and indeed Italian newspapers are rich in Anglicisms (Rogato, 2008; Furiassi, 2010: 93; Gazzardi and Vásquez, 2020), employed “for their positive connotation, strategically communicative features, and intrinsic ‘stile brillante’” (Marello, 1996: 32, cit. in Furiassi, 2010: 93). By exploiting the associative, connotative and social meanings of English, journalists can express more than they can express with solely Italian words (Rogato, 2008; Gazzardi and Vásquez, 2020). In greater detail, Dardano (1986a: 488-489, cit. in Furiassi, 2010: 94) provides these reasons for the presence of Anglicisms in the Italian press: their connotative power; their shortness, vital for headlines and useful to index modernity and rapidity; the flexibility and versatility of the grammar of English; the easy and productive nominal compounding of this language; the fact that, in comparison with the complex grammar of Italian, English appears as “una lingua facile e funzionale.”<sup>22</sup> (Dardano, 1986a: 488-489, cit. in Furiassi, 2010: 94).

Being the natural breeding ground of linguistic innovation and creativity and the medium through which news, often of international nature, are communicated,

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<sup>22</sup> Lit.: “The language that will lose more will perhaps be English itself [...]”

the press is a primary source of introduction and spread of false and real Anglicisms in the Italian language (Merlini, 1986: 19, cit. in Furiassi, 2010: 94; Furiassi, 2010: 94; Furiassi, Pulcini and Rodríguez-González, 2012, cit. in Gazzardi and Vásquez, 2020: 3). Other mass media as magazines, television, radio, the Internet and the advertising industry, ubiquitous in people's everyday life, further favour the popularity and acquisition of these words. False Anglicisms are generally coined by journalists with the purpose of provoking a particular impact on the audience (Accornero, 2005, cit. in Furiassi, 2010: 62; Furiassi, 2010: 62). The majority of these coinages were indeed "[...] introduced and made popular by newspaper texts for stylistic reasons (Furiassi and Hofland, 2007: 347)." (Furiassi, 2010: 62). In terms of usage, the "connotative meaning associated to real English or simply English-looking words is perhaps the main reason why [pseudo-Anglicisms] are used in newspaper articles and especially in eye-catching headlines (Magni 1968, Proietti 1992)." (Furiassi, 2010: 94). Moreover, false Anglicisms are frequently "[...] graphically marked and explained by glosses after their occurrence in newspaper texts [...]" (Furiassi, 2010: 93) and this presumably favours their acquisition and increases their chances to survive in the language (Furiassi 2010: 93, 95). Thus, "[...] their impact on Italian is bound to increase constantly" as stated by Furiassi (2010: 62).

On the usage of false Anglicisms, two opposed attitudes can be distinguished in the research on the topic of the influence of the English language on the Italian language. Some scholars conceive real and false Anglicisms as an uncontrolled external 'invasion' or internal proliferation of unnecessary English or English-based expressions, a sign of internal 'neglect' and 'decay' of the Italian language, a 'contamination' which impoverishes its vocabulary as claimed by Rogato (2008: 28-29, 40) and critically pointed out by Pulcini (1997a: 80-81), Furiassi (2010: 64) and Gazzardi and Vásquez (2020: 2, 12). The scholars who display this negative or 'introvert' attitude are against the use of Anglicisms and advocate prescriptive measures to protect Italian from them. An emblematic example of the 'introvert' attitude towards false Anglicisms, dominant in the past, is in Colombo (1993: 186), quoted by Furiassi (2010: 64) and reported hereunder. According to Colombo (1993: 186, cit. in Furiassi, 2010: 64), pseudo-Anglicisms are "[s]cherzi della mania di



imporre prestiti stranieri a parlanti ancora incerti nell'uso dell'italiano. Una mania che crea mostriciattoli non solo perfettamente inutili, ma inventati di sana pianta [...].”<sup>23</sup> On the contrary, other scholars including Furiassi (2010: 64) consider false Anglicisms as an enrichment of the lexicon of the Italian language and a natural phenomenon of language contact and change, not a problem to solve, as has been previously illustrated and will be further illustrated later on. An early meaningful and enlightening example of the positive or ‘extrovert’ attitude towards Anglicisms, widespread nowadays (Furiassi, 2008a: 316, cit. in Furiassi, 2010: 64; Furiassi, 2010: 63-64), is expressed in Rothenberg (1969: 164-165, cit. in Furiassi, 2010: 65):

Still, Italian should not automatically reject Anglicisms, nor wait cravenly until such terms have become accepted even by purists. Well selected Anglicisms [...] can enrich the language [...]. Courage, vision, good sense, good taste, and a sense of humour are essential; and cultivated, creative Italians with such endowments should welcome and adapt Anglicisms that could be uniquely useful and readily assimilable in Italian, and even esthetically qualified.

This quotation is fundamental because it sums up the crucial elements of the positive conception of false Anglicisms supported in this study identified so far and introduces one aspect long disregarded: false Anglicisms enrich the Italian vocabulary, adding to and not replacing Italian or genuine English equivalents; these lexical items are coined by creative speakers competent in Italian and English; these creations can denote both good sense and good taste or, put it another way, they can be both useful and attractive; false Anglicisms can be attractive and useful in a unique, peculiar way, making their alternatives not totally equivalent and less effective.

The last two elements are particularly important for two reasons. On the one hand, they introduce one aspect of false Anglicisms, long disregarded in the research, which is central in this study, the pragmatic dimension. On the other hand, they are the object of an important recent evolution in the field of contact linguistics. Indeed, the focus of the research into the field of language contact and borrowing was

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<sup>23</sup> Lit.: “We are often more English than the English [...]. We use false Anglicisms which no English speaker would ever dream of using [...].”

predominantly structuralist, focused on the form, meaning and necessity of linguistic borrowings. Nevertheless, in the last two decades this research field has been characterised by a pragmatic turn, leading to a usage-based approach which has highlighted the pragmatic complexity of the phenomenon of borrowing and its cultural, social and psychological motivations (Andersen, Furiassi and Mišić Ilić, 2017). Besides the notion of lexical borrowing, that of pragmatic borrowing – thus pragmatic Anglicism – was introduced and developed (Andersen, 2014: 18, cit. in Furiassi, 2018: 109, 110, 112; Furiassi, 2017; 2018), whereby foreign lexical material is borrowed for its pragmatic salience or markedness (Onysko and Winter-Froemel, 2011, Onysko and Winter-Froemel, 2012, cit. in Furiassi, 2018: 112; Andersen, Furiassi and Mišić Ilić, 2017; Furiassi, 2018). Even more recently, this paradigm shift has affected the study of false loans as false Anglicisms as well. By investigating the pragmatic reasons for the use of false Anglicisms in Italian, Furiassi (2018) and Gazzardi and Vásquez (2020) have demonstrated that pseudo-English is not merely a matter of form or style: false Anglicisms can be both attractive, eye-catching and convenient, clear, effective. Moreover, it can be inferred from the studies of these scholars that, sometimes, false Anglicisms are more attractive, eye-catching, convenient, clear and effective than Italian or even real English alternatives and are consequently preferred and strategically employed. This duality had previously been noted by Campos-Pardillos as well, expressed in terms of “flavour” and “force”, as can be read in the quotation by the scholar previously reported (Campos-Pardillos, 2015: 169). In this respect, Furiassi (2018) is an illuminating study which deals with a recent typology of false Anglicism in Italian, false phraseological Anglicisms, and their pragmatic salience.

The pragmatic usefulness of false Anglicisms introduced in this Section will be examined in depth in the next Chapter. It will reveal that false Anglicisms are neither necessary nor unnecessary. They are useful, and this pragmatic usefulness is indispensable to reach a complete understanding of the ultimate reason for the existence and popularity of false Anglicisms. In this Section, it is more relevant to note that the pragmatic shift which has recently characterised contact linguistics has allowed for a better understanding of false Anglicisms beyond the traditional

concepts of prestige, necessity and coolness (Onysko and Winter-Froemel, 2012, cit. in Furiassi, 2018: 112).

### **1.6 The Cross-linguistic Nature of False Anglicisms: The Spread of False Anglicisms among Languages and the Relationship between English and Pseudo-English**

The last aspect of pseudo-Anglicisms which is taken into consideration in this first part of Chapter One is their cross-linguistic nature. In the light of the literature review so far conducted, it is important to put the investigated phenomenon into a broad perspective and complete its description for the interpretation which will be developed in the next Chapter. Firstly, before dealing with false Anglicisms specifically, it is necessary to note that in the 20<sup>th</sup> century and even more in the twenty-first century, by means of mass media and the Internet respectively, the contact of English with the other European languages has become closer and closer. The consequence was “[...] a very free and versatile linguistic borrowing of English words by European languages.” (Filipović, 1996b: 38, cit. in Furiassi, 2010: 65). The relationships between languages different from English have equally intensified. Secondly, the learning of English as a foreign language has risen since this language definitively established itself as the international *lingua franca*. Thirdly, Europeans tend to learn and speak English more with other Europeans than native speakers of this language (Wilkinson, 1991: 52, cit. in Furiassi, 2010: 61). For these reasons, it is not surprising that the phenomenon of pseudo-English is present in numerous European languages (Campos-Pardillos, 2015; Furiassi and Gottlieb, 2015: 9-11), at least 16, according to the *Dictionary of European Anglicisms (DEA)* by Manfred Görlach (2001). They include Albanian, Bulgarian, Croatian, Dutch, Finnish, French, German, Greek, Hungarian, Icelandic, Italian, Norwegian, Polish, Romanian, Russian and Spanish (Furiassi, 2010: 65-66). Some false Anglicisms exist only in one language while others are shared by different languages. Moreover, while some of these words are autonomously created in one language, others are introduced from another language, whereby they were coined or borrowed in turn from another language. Some are shared by so many languages that they become “pseudo-English internationalisms”, namely “English-looking words which have the same form and

the same meaning in many languages of different language families (Petralli, 1992a: 121, 1992b: 74).” (Furiassi, 2010: 66-67). The circulation of these coinages can also reach non-European languages, as is the case of AUTOSTOP, meaning hitchhiking, HAPPY END, meaning happy ending, RECORDMAN, meaning record holder, and SMOKING, meaning dinner jacket or tuxedo. It is therefore possible to conclude that there exists an international or global pseudo-English (Carstensen, 1986: 831, cit. in Furiassi, 2010: 67; Furiassi, 2010: 67; Furiassi and Gottlieb, 2015: 11), not only lexically but also grammatically, as argued in this dissertation. In this respect, a significant evolution which has recently taken place in the research on false Anglicisms is the progressive shift from language-specific approaches concerning one language to cross-linguistic approaches concerning different languages. Furiassi and Gottlieb (2015) is fundamental in this sense and constitutes the first attempt to develop a comprehensive understanding of the phenomenon of pseudo-English in Europe, in Germanic languages and Romance languages in particular.

The cross-linguistic nature of pseudo-English is even more interesting to study when it affects English, in other words, when pseudo-English penetrates English in the form of borrowing of false Anglicisms (Furiassi, 2010: 70-71; Campos-Pardillos, 2015: 159, 170; Furiassi and Gottlieb, 2015: 17). To introduce the issue of the impact of pseudo-English on English, crucial for the thesis at the core of this study, this consideration by Furiassi (2010: 68) is quoted below:

Italian spoken and/or written with many Anglicisms and/or false Anglicisms, [...], is neither a new variety of Italian (Sanga 1981: 102) nor a new variety of English (Bressan, 2006: 315). Instead, the coinage and spread of false Anglicisms may be interpreted as phenomena which may affect the English language.”

The thesis of this dissertation is precisely based on this conception of pseudo-English in Italian as being neither English nor Italian and the aims and research questions of its theoretical, primary research part is intended to investigate the theoretical implications of this conception for some central notions of Linguistics and for the English language. It is meaningful to wonder how English will be affected by pseudo-English in the future for these reasons: false Anglicisms are coined by non-English speakers by freely and creatively manipulating the lexicon and some features

of the grammar of English for their communicative and linguistic needs; the contacts of English with other European languages as those among these languages have become closer and closer; English is more spoken as an international *lingua franca* by non-native speakers than as a native language (Campos-Pardillos, 2015: 157); pseudo-English is hence widespread among many languages, sometimes so many that it can be considered a global or international pseudo-English; the learning of English as a foreign languages has been significantly increasing; false Anglicisms have been rising in number and pervasiveness; the word-formation processes which generate false Anglicisms are among those which generate neologisms in English (Cesiri, 2015: 31).

In the light of these elements, the answers by three scholars quoted by Furiassi to the question of what the impact of pseudo-English on English will be like are reported hereunder. Crystal (1988: 134, cit. in Furiassi, 2010: 68) argues that “[i]nvariably, the emergence of new Englishes raises the spectre of fragmentation – the eventual dissolution of English into a range of mutually unintelligible languages [...]”. Similarly, Prat Zagrebelsky (1998: 7, cit. in Furiassi, 2010: 68) does not rule out that English will be fixed into different languages, as other international languages in the past. Italiano (1999: 36, 105, cit. in Furiassi, 2010: 68) has a similar theory, though much more extreme, according to which a new, original variety of English-Italian is developing. This variety could affect English to the point that native speakers might welcome it as a legitimate alternative to their language. The innovations created by non-native speakers with English might become so innovative, intriguing and successful that these coinages might be borrowed by English and replace the original, domestic words. According to the scholar, the ultimate consequence of the influence of pseudo-English on English is that “La lingua che si troverà più perdente sarà forse l’inglese stesso [...]”<sup>24</sup> (Italiano, 1999: 105, cit. in Furiassi, 2010: 68).

In sum, according to these researchers English more than Italian will be affected by pseudo-English, and negatively. However, these concerns appear premature, exaggerate and questionable. On the one hand, the phenomenon of

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<sup>24</sup> In the following Subsections concerning lexical false Anglicisms, the terms PSEUDO-ANGLICISM and FALSE ANGLICISM are used instead of LEXICAL FALSE ANGLICISM and LEXICAL PSEUDO-ANGLICISM for brevity and simplicity.

pseudo-English is complex, in progress and still not totally understood to advance reasonable predictions on its future development. On the other hand, pseudo-English affects English if false Anglicisms are borrowed in this language from pseudo-English (Furiassi, 2010: 70-71; Campos-Pardillos, 2015: 159, 170; Furiassi and Gottlieb, 2015: 17) and this occurs very rarely (Furiassi, 2010: 70-71).

A well-known example is the Italian false Anglicism SLOW FOOD (Furiassi, 2010: 70-71). As explained by McFedries (2004: 172, cit. in Furiassi, 2010: 70), this compound was coined in 1986 in Italy by analogy with FAST FOOD to indicate, combining the two definitions of this lexeme in the online editions of *Dizionario Garzanti Italiano* and *Nuovo Dizionario De Mauro*, the movement and gastronomic attitude that opposes fast food and advocates local food, traditional cuisine, natural ingredients and a healthier lifestyle. The *Slow Food* movement originated in Italy in 1987 and its name became a registered trademark. The movement spread to other countries and so did the word, which became a generic trademark and entered other languages including English. Once borrowed by English, such lexical items begin to be regularly used in this language and hence cease to be pseudo-Anglicisms (Furiassi, 2010: 70-71; Campos-Pardillos, 2015: 163) and are termed EXOGENOUS ENGLISH COINAGES by Furiassi and Gottlieb (2015: 17). However, the introduction of false Anglicisms into the English language is so sporadic that the impact of pseudo-English on English has not been significant so far (Furiassi, 2010: 71). Indeed, after noticing that: “Obviously, in the age of [English as the international *lingua franca*], false Anglicisms may eventually do more harm to English than Italian.” (Furiassi, 2010: 69<sup>25</sup>, Furiassi (2010: 72) concludes that: “All in all, because

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<sup>25</sup> Hybrid Anglicisms are compounds autonomously created in a language different from English by means of “a combination of [a non-English] free morpheme with an English free morpheme” (Furiassi, 2010: 54), as *FOTOREPORTER* (Furiassi, 2010: 35), *AFFLUENZA RECORD*, *VENDITE BOOM*, *ZANZARAKILLER* (Furiassi, 2010: 54) and *PRODOTTO LEADER*. Hybrid Anglicisms are not to be confused with partial calques, mentioned in footnote 5. Partial calques are composed of an English free morpheme and an Italian free morpheme as hybrid Anglicisms. Nevertheless, their formation is different: the former are a form of borrowing, specifically a calque of an English expression which is translated only partially, as *GAP GENERAZIONALE* from *GENERATION/GENERATIONAL GAP*; the latter are not a form of borrowing, but autonomous Italian creations which combine English and Italian words in a compound new in Italian and absent in English. Being composed of a mixture of Italian and English, these mixed coinages are hybrid Anglicisms and not false Anglicisms (Furiassi, 2010: 54).

of their sporadic nature, false Anglicisms should not be viewed as a phenomenon that may seriously endanger the vocabulary of English, at least in the near future.” Regardless of whether or not English will be deeply affected by pseudo-English in the foreseeable future, which is difficult to predict due to the ever-changing social, cultural, political and economic systems of the world, and despite the little number of false Anglicisms imported in English so far, the very fact that this phenomenon exists is theoretically meaningful and indeed represents one of the elements at the basis of the thesis at the centre of this study, which will be discussed in depth in the next Chapter.

Finally, it is interesting to report that a false Anglicism can become a real Anglicism in other ways in addition to borrowing. Indeed, a word may morphologically emerge in English with the same form and meaning as its pseudo-English counterpart in other languages, independently evolving by itself with no foreign influence, as noted by Campos-Pardillos (2015: 159, 170). The academic reports two examples of this phenomenon. The first is *OUTLET*,

“whose meaning “shop offering goods at highly reduced prices,” as found in Spanish or Italian, may be found in present-day English, although this could be due either to re-borrowing of the “foreign” meaning or simply to shortening of the full form *outlet mall* [italics in the original].” (Campos-Pardillos, 2015: 159).

The second is *VOLLEY*, ellipsis of *VOLLEYBALL*, which has appeared in English either as the borrowing of *VOLLEY* from other languages or as autonomous neologism of this language (Campos-Pardillos, 2015: 159). In this study, it is hypothesised that a pseudo-Anglicism can become part of the English lexicon and thus a real Anglicism also semantically, if an English word more or less autonomously acquires the meaning of its pseudo-English counterpart. Finally, a false Anglicism can cease to be such if it falls into disuse, becoming obsolete (Campos-Pardillos, 2015: 170). The fact that over time pseudo-Anglicisms can cease to be such confirms their complexity, changeability, dynamicity and the necessity of a diachronic approach focused on their historical evolution in the study of these words.

### **1.7 Other Forms of False Loans: False Gallicisms, False Germanisms, False Hispanisms and False Italianisms**

It is interesting and relevant for the present work to conclude the critical survey of the research on false Anglicisms and false Anglicisms in Italian by pointing out that other forms of false borrowing exist in this language. Indeed, false Gallicisms, false Germanisms and false Hispanisms are used in Italian, in addition to false Anglicisms (Marello, 1996: 36, De Mauro and Mancini, 2003, cit. in Furiassi, 2010: 67).

Moreover, it is even more interesting to note that there exist false Italianisms in English (Furiassi, 2012, 2014, 2019; Furiassi and Gottlieb, 2015: 14). As Furiassi and Gottlieb (2015: 13) explain, “Borrowings, and even pseudo or false borrowings, are never one-sided, no matter how dominant a superordinate culture is in the subordinate speech community.” In other words, false borrowing is bidirectional. Indeed, contact between two languages gives rise to false loans in both languages: there are false Anglicisms in languages other than English and there are false Gallicisms, false Germanisms, false Hispanisms and false Italianisms in English (Furiassi and Gottlieb, 2015: 14). Naturally, due to the superior power, prestige and diffusion of English, the false Italianisms in this language are quantitatively inferior to their counterparts in Italian. According to Furiassi (2010; 2014: 68-69, cit. in Furiassi and Gottlieb, 2015: 14), there are, respectively, 20 false Italianisms in English for the most part the result of semantic shifts and demonstrate that in certain semantic fields, especially food and art, Italian is more prestigious, stylish and effective than English (Furiassi, 2012). The first part of Chapter One concludes here. After this general critical survey of the research on false loans and false Anglicisms in general and in Italian, in the following second part of the Chapter the formal properties of these words first in general and then in Italian, the methodological issues of their study and the dictionary by Furiassi are dealt with.

### **1.8 Definition of Pseudo-Anglicism**

So far, several different definitions of pseudo-Anglicisms with different degrees of correctness and completeness have been reported and discussed to show their strengths and weaknesses and describe the evolution of the understanding of the concept. Henceforth, the theoretical definition of these words which will be taken



into consideration and followed in this research is that conceived by Furiassi (2010), which indeed is a milestone on the topic of this research and its principal foundation. In the words by Furiassi (2010: 34), a false 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 even though it does not exist or is used with a conspicuously different meaning in English.

In accordance with this definition, no distinction between false Anglicisms and false Americanisms is made in this study, since, as pointed out by Furiassi (2010: 34) and Görlach (2003: 63, cit. in Furiassi, 2010: 34), it is complicated to trace the variety of English from which a pseudo-Anglicism originates and, most importantly, the conception behind their coinage and usage is that of a single, generic English-speaking *milieu*. The definition by Furiassi is based on the opposite definition of Anglicism by Görlach (2003: 1): “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.”

The first defining feature of false Anglicisms is therefore their being English-looking and English-sounding words composed of exclusively English morphemes, combining forms and words. They have a totally English appearance. As such, they are believed to be authentic English expressions by most Italian speakers according to Furiassi (2010: 34). However, “False Anglicisms are in fact the opposite of real Anglicisms, i.e. loanwords directly borrowed from English.” (Furiassi, 2010: 57). Their falseness lies in the fact that they are not borrowed from English, but autonomously coined in Italian. Indeed, they are not used and often also not understood by native speakers of English as they are either absent or present with a different meaning in their language. This is the second defining feature. A pseudo-Anglicism could be understood, as noticed by Gani (2002: 20, cit. in Furiassi, 2010: 34), but because it is an autonomous creation of Italian speakers which resembles a real English lexeme solely formally, it can be recognised as such by English native speakers proficient in Italian and Italian native speakers proficient in English (Furiassi, 2003: 123, cit. in Furiassi, 2010: 35). As previously mentioned, and as will

be further demonstrated, the use on the part of non-English speakers and the non-use or use with a conspicuously different meaning on the part of English speakers is the ultimate difference between real and false Anglicisms.

Two categories of seemingly English lexical items are pseudo-Anglicisms: words or idioms which do not exist in the English lexicon and words or idioms which exist in the English lexicon but are used with totally different meanings in Italian. An example of the former is GREEN PASS, which in Italian indicates the document conceived by the European Commission whose official name is *CERTIFICAZIONE VERDE COVID-19* in Italian and EU DIGITAL COVID CERTIFICATE in English. In English, GREEN PASS does not exist and would correspond to one of the following expressions, preceded by the adjective ITALIAN: VACCINE PASSPORT, VACCINE PASS, VACCINE CERTIFICATE, COVID PASSPORT, COVID PASS, COVID-19 PASSPORT, COVID-19 PASS or COVID-19 VACCINE CARD (Sgroi, 2021: online). Specifically, these are the names given to equivalent COVID-19 certificates in three English-speaking countries: VACCINATION RECORD, PROOF OF VACCINATION, CDC (VACCINATION) CARD and COVID 19 VACCINATION RECORD CARD in the United States (Sgroi, 2021: online); NHS COVID PASS in the United Kingdom; MY VACCINE PASS in New Zealand. An example of the latter category of pseudo-Anglicism is the noun TESTIMONIAL. In English, it means: “a statement testifying to benefits received; a character reference: letter of recommendation; an expression of appreciation: tribute; evidence, testimony” (*Merriam-Webster Dictionary Online Edition*). In Italian, this word has acquired a new meaning, different from the original ones, and is employed to indicate a famous person who advertises a product in an advertising campaign. The English equivalent is ENDORSER (Furiassi, 2010: 206).

As illustrated in the first part of the Chapter, false Anglicisms are not adapted Anglicisms because they are not real English words borrowed and semantically or morphologically adapted to the culture and language of the receiving speech community: they are autonomously created in Italian. Secondly, false Anglicisms are not adapted as they do not undergo orthographic or morphological adaptation “to the structure of the Italian language.” (Furiassi, 2010: 35) after their coinage. Rather, being composed of English lexical units which “[...] formally mirror English orthographic patterns [...]” (Furiassi, 2010: 35), pseudo-Anglicisms are English-

looking and English-sounding expressions. Thus, when a false Anglicism does adapt to the orthographic system of Italian, as for instance *BLOC NOTES*, whereby *BLOCK* becomes *BLOC*, and *ELISKÌ*, whereby *HELI-* becomes *ELI-* and *-SKI* becomes *-SKÌ*, it ceases to be a false Anglicism proper. It Italianises and becomes a graphically adapted false Anglicism (Hall, 1957: 24, Rando, 1970: 130, cit. in Furiassi, 2010: 35; Furiassi, 2010: 35). The counterparts *BLOCK NOTES* and *HELISKI* are conversely false Anglicisms proper as they are composed of unadapted English lexical material. Similarly, the adaptation of a pseudo-Anglicism to the morphology of Italian, for example by means of derivation – the addition of Italian affixes such as the suffix *-INO* in *GOLFINO* from *GOLF* (Furiassi, 2010: 36) or the prefix *PROTO-* in *PROTOAMBIENT* from *AMBIENT* – Italianises it, rendering it what might be called a morphologically adapted false Anglicism and thus not a false Anglicism. In sum, pseudo-Anglicisms are independent of semantic, morphological and orthographic adaptation.

Solely two forms of adaptation or change false Anglicisms may undergo without affecting their nature. The first is the elimination of the space or the addition or elimination of the hyphen (Furiassi, 2010: 35) in pseudo-Anglicisms composed of two or three words<sup>26</sup>, be they derived from existing English compounds or coined by free compounding. Since the adaptation or change is merely graphic rather than orthographic and this variability is common in English compounds (Furiassi, 2010: 35), multi-word<sup>27</sup> false Anglicisms with a graphic appearance different from the English compound from which they derive by ellipsis (e.g. *COAST TO COAST/ COAST-TO-COAST* from *COAST-TO-COAST TRIP/TOUR*; *DUTY FREE/DUTY-FREE/DUTYFREE* from *DUTY-FREE SHOP*), semantic shift (e.g. *FAR WEST/FAR-WEST/FARWEST* from *FAR WEST*) or clipping (*HAPPY END/HAPPY-END/HAPPYEND* from *HAPPY ENDING*) and those coined by compounding with a varying graphic appearance (e.g.

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<sup>26</sup> For avoidance of repetitions, the belonging of the five research questions of the theoretical, secondary part of the dissertation to this part is henceforth not expressed explicitly in this Chapter.

<sup>27</sup> As will be discussed in Section 1.10.6, there is one typology of false Anglicism in Moss's classification which is considered valid in this dissertation and is added as sub-typology to one of the typologies in the classification by Furiassi: semantic-shift pseudo-Anglicisms mediated by a functional shifts, i.e., English lexemes which change meaning after becoming a different part of speech without changing form in Italian.

LONGSELLER/LONG SELLER/LONG-SELLER; STOP AND GO/ STOP-AND-GO) SELLER are false Anglicisms proper. The examples show that three patterns of solid, open and hyphenated configuration are possible in multi-word false Anglicisms, some of which display all of them (Furiassi, 2010: 35-36). The second possible form of adaptation of pseudo-Anglicisms is the phonological adaptation to the sound system of Italian (Furiassi, 2010: 36), which after all affects indiscriminately any English-sounding lexical item. In sum, apart from the graphic adaptation or variability of multi-word false Anglicisms and the phonological adaptation, any other form of adaptation is excluded in false Anglicisms.

### **1.9 Litmus Test for the Identification of False Anglicisms**

In the light of the definition and characteristics of pseudo-Anglicisms illustrated in the previous Section, the identification of these words or idioms can be effectively grounded on the “litmus test” conceived by Furiassi (2010: 36-38). If, in translating an English-looking and English-sounding expression of supposed English origin into her or his language, an English native speaker does not keep it as it is but replaces it, because it is incomprehensible, grammatically wrong or inappropriate, then it is a false Anglicism, i.e. a false loanword. On the contrary, if the expression is not substituted, since the speaker would use it in the way it is used in the utterance or text she or he is translating, then it is an authentic Anglicism, i.e. an authentic direct loanword. For the first instance of pseudo-Anglicism provided in the previous Section, *green pass*, an interesting real translation can be found in the official website of the Embassy of the United States to the Holy See: “Anti-COVID 19 vaccination certificate or recovery certificate, or a negative swab test” (<https://va.usembassy.gov/covid-19-information/#:~:text=Starting%20from%20June%201%2C%202022,not%20possess%20the%20Green%20pass.>). For the second instance of pseudo Anglicism, *testimonial*, an invented utterance containing it is provided. The translation was made by a native Anglophone informant:

1.a Chi è il testimonial di questa pubblicità?

1.b Who is the endorser of this advertisement?

Since GREEN PASS and TESTIMONIAL are replaced in the translation into English, it can be concluded that they do not belong to this language, but to pseudo-English and are therefore false Anglicisms: native Anglophone speakers do not use these lexemes, as is the case of GREEN PASS, or do not use them with the same meaning, as is the case of TESTIMONIAL.

Despite the effectiveness and validity of this test, some potential pseudo-Anglicisms also require the analysis of their meaning and formation for their identification as such. As will be discussed later on, corpora are indispensable in these cases. In fact, some non-adapted Anglicisms can be genuine or false. They are genuine if they are directly borrowed from English and used with the original English meaning; they are false if used with different meanings or if created in Italian as reductions of a real Anglicism (Furiassi, 2010: 106). POKER, for instance, is a real Anglicism when used with the original English meaning of card game, whereas it is a false Anglicism when used with the different meanings of “nel gioco del poker, combinazione di quattro carte dello stesso valore, inferiore solamente alla scala reale”; “qualsiasi insieme o combinazione di quattro elementi”<sup>28</sup>, as in the definition by Furiassi (2010: 188). Similarly, COCKTAIL is a real Anglicism when used with the original English meaning of alcoholic drink and a false Anglicism when used as the elliptic form of COCKTAIL PARTY (Furiassi, 2010: 106). Furiassi’s translation test confirms that the use on the part of non-English speakers and the non-use or non-use with the same meaning on the part of English speakers is what distinguishes a pseudo-Anglicism from a real Anglicism.

### **1.10 Classification of Pseudo-Anglicisms in Italian**

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<sup>28</sup> Only three cases in Italian (Furiassi, 2010: 104): COAST TO COAST/COAST-TO-COAST, ellipsis of the English compound COAST-TO-COAST TRIP/TOUR (Furiassi, 2010: 156); FLY AND DRIVE/FLY-AND-DRIVE, ellipsis of the English compound FLY AND DRIVE HOLIDAY or FLY AND DRIVE PACKAGE or FLY AND DRIVE TOUR (Furiassi, 2010: 164); STOP AND GO/STOP-AND-GO (Furiassi, 2010: 202-203), an autonomous compound. Henceforth, if only one form of a pseudo-Anglicism is reported, it is the most frequent one and corresponds to the headword of the pseudo-Anglicism in the dictionary. If the alternative graphic forms are reported, separated by a slash (/), they are in the order in which they appear after the headword of the pseudo-Anglicism in the dictionary.

### **1.10.1 Opening General Considerations on the Classification of Pseudo-Anglicisms in Italian**

Pseudo-Anglicisms are coined with a variety of word-formation processes, which are not always easy to differentiate, and which could arguably be combined in at least three cases. The combination of the formation processes is presented in the conditional mood with the adverb ARGUABLY for two reasons. The first reason is that Furiassi never mentions it. The second reason is that three pseudo-Anglicisms, TOAST, AFTERHOUR and TRIAL are defined and classified by Furiassi as compound ellipses in contradiction with his explanation of the difference between the processes of compound ellipsis and clipping. This contradiction can be solved in two ways: either modifying the definition of compound ellipsis on the basis of these three pseudo-Anglicisms or acknowledging that in them there is a combination of two processes, clipping and ellipsis. These two solutions will be discussed later on in the Subsection concerning the process of compound ellipsis. For the moment being, they are only presented. Indeed, the origin and formation process of some pseudo-Anglicisms are sometimes problematic to determine, thus making a diachronic approach concerning the history of these lexemes necessary and uncertainty unavoidable (Filipović, 1985: 251, Spence, 1987: 180, cit. in Furiassi, 2010: 23; Bombi, 2005: 157, cit. in Furiassi, 2010: 26; Furiassi, 2010: 38, 111, 126).

In general terms, false Anglicisms in Italian can be classified into two macro-categories: lexical false Anglicisms/lexical pseudo-Anglicisms and false phraseological Anglicisms (Furiassi, 2018), relabelled in this research as phraseological false Anglicisms/phraseological pseudo-Anglicisms. According to the formation process, the former can be divided into eight types: autonomous compounds, autonomous derivatives, compound ellipses, clippings, semantic shifts, generic eponyms, generic toponyms and generic trademarks (Furiassi, 2010: 38-39). Adapting the different classifications by Moss (1995: 132, cit. in Furiassi, 2010: 27), Gottlieb (2005: 164) and Campos-Pardillos (2015: 164), a subdivision between direct or unmediated semantic shifts and indirect or mediated semantic shifts will be proposed and therefore a sub-typology of semantic shifts will be added to the classification by Furiassi and taken into consideration: semantic shifts mediated by a functional shift (Furiassi, 2010: 53). The phraseological false Anglicisms in Italian

are only two: FLY DOWN and I KNOW MY CHICKENS, identified and examined in Furiassi (2018).

The processes which give rise to lexical pseudo-Anglicisms<sup>29</sup> can be divided into two categories, morphological processes and semantic processes. The morphological processes include compounding, derivation, compound ellipsis and clipping; the semantic processes include semantic shift and genericness. Below, I will examine each process and the relative class of pseudo-Anglicisms in detail, in this order: compounding and compound pseudo-Anglicisms; derivation and derived pseudo-Anglicisms; compound ellipsis and compound ellipsis pseudo-Anglicisms; clipping and clipping pseudo-Anglicisms; semantic shift and semantic-shift pseudo-Anglicisms; genericness and generic eponym, generic toponym and generic trademark pseudo-Anglicisms.

### **1.10.2 Compounding and Compound Pseudo-Anglicisms**

The process of compounding consists in the combination of two (Furiassi, 2010: 33, 39-40) and three in one case (Furiassi, 2010: 202-203) English free morphemes or of an English free morpheme and an English combining form (Furiassi, 2010: 54-55) in a compound which does not exist in English (Furiassi, 2010: 39-40). The second form of compounding is not mentioned in the general definition of the process in the section of Furiassi's book focused on it, which indeed concerns "two lexical elements that can be separately found in English" (Furiassi, 2010: 39) and not combining forms, which cannot appear alone. However, in the section focused on hybrid Anglicisms<sup>30</sup>, the scholar explains that Anglicisms formed with English free morphemes and combining forms such as AUTO-, MINI-, TELE- and EURO- (Ramat, 1998: 13, cit. in Furiassi, 2010: 54) are to be considered as false Anglicisms in the form of autonomous compounds and not hybrid Anglicisms (Furiassi, 2010: 55). The reason is that these combining forms, despite their formal Greek or Latin origin, were introduced as combining forms, specifically prefixoids, and spread in European and extra-European languages by English in the 20<sup>th</sup> century (Ramat, 1998: 13, cit. in Furiassi, 2010: 54; Furiassi, 2010: 54-55). Consequently, English-sounding lexemes

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<sup>29</sup> Lit.: "videocamera mounted on a moving car or motorcycle for impressive shooting made during sports races"

<sup>30</sup> Lit.: "[...] widespread exchanges between languages [...]"

coined through combining forms borrowed from English give rise to false and not hybrid Anglicisms (Furiassi, 2010: 55). Instances of such compound false Anglicisms are AUTOGOAL, MINIBASKET, TELEFILM (Furiassi, 2010: 54) and EUROGOAL (Furiassi, 2010: 161). The contradiction between the general definition of compounding (Furiassi, 2010: 39-40) and this clarification on the combining forms can be solved by combining the two explanations and hence acknowledging that also English combining forms are involved in the process of compounding. The combination of three free morphemes is not mentioned in the general definition of compounding either, but it must be included for the following reason. The false Anglicism that despite being composed of three words is classified by Furiassi as a compound is STOP AND GO/STOP-AND-GO (Furiassi, 2010: 202-203). Since the only model in English from which this lexeme might have derived is another two-word lexeme, the two-word compound STOP-GO, the real English equivalent, this pseudo-Anglicism can only be the result of compounding, namely the combination of STOP, AND, GO. Thus, the definition of the process of compounding in false Anglicisms in Italian must be further extended to include also three lexical morphemes and not only two. An example of the first type of autonomous compound is NO GLOBAL/NO-GLOBAL, composed of NO and GLOBAL; an example of the second type of autonomous compound is TELEFILM, composed of TELE- and FILM. The real English equivalents are ANTI-GLOBALIST, ANTI-GLOBALISATION PROTESTER, ANTI-GLOBALISATION PROTESTOR (Furiassi, 2010: 182) and TV SERIES (Furiassi, 2010: 205), respectively. The constituents of a compound pseudo-Anglicism are lexical units which, except for combining forms, “[...] can be separately found in English whose compound form, however, is a genuine Italian product.” (Furiassi, 2010: 39). The result is “brand-new false Anglicisms” (Furiassi, 2010: 39).

As mentioned earlier, the same Anglicism can be false or genuine and not all multi-word false Anglicisms are the result of compounding. Furthermore, some pseudo-Anglicisms can originate from different processes and determining which process or processes gives or give rise to them is sometimes complicated. CAMERA CAR/CAMERA-CAR/CAMERACAR is an illuminating example of the former complexity of pseudo-Anglicisms (Furiassi, 2010: 40). This lexical item is a false Anglicism if used, as in the definition by Furiassi (2010: 152), with the meaning of “videocamera



montata su di un'auto o una moto in movimento per riprese di particolare effetto realizzate durante gare sportive”<sup>31</sup>. The English equivalent is ON-BOARD CAMER. CAMERA CAR is nevertheless a real Anglicism in Italian when used with the original meaning of “moving vehicle equipped with a camera and used for special types of shooting, especially in the movie-making industry” (Furiassi, 2010: 40). Consequently, the coinage of the false Anglicism CAMERA CAR is based on a semantic shift and not compounding, a process which will be illustrated later on.

In short, despite its two-word appearance CAMERA CAR is a semantic shift and, depending on its meaning, it can be a genuine Anglicism or a false Anglicism. Further examples of the fact that multi-word false Anglicisms can be the result of not only compounding but also other processes are those mentioned in Section 1.8: DUTY FREE/DUTY-FREE/DUTYFREE is the ellipsis of the compound DUTY-FREE SHOP; COAST TO COAST/COAST-TO-COAST is the ellipsis of the compound COAST-TO-COAST TRIP/TOUR; HAPPY END/HAPPY-END/HAPPYEND is the clipping of the compound HAPPY ENDING and FAR WEST/FAR-WEST/FARWEST is a semantic shift of FAR WEST. In sum, multi-word false Anglicisms can derive from compounding, and, in this case, they do not formally exist in English, semantic shift, and, in this case, they formally exist with a different meaning, or compound ellipsis or clipping, and, in this case, they could formally exist with a different meaning.

As regards the second complexity of pseudo-Anglicisms, the possible derivation from different formation processes and the difficulty of establishing exactly what process originates them, INFOPOINT/INFO POINT/INFO-POINT is an example of this (Furiassi, 2010: 111; 170). This false Anglicism can have two origins. It can derive either from the compounding of INFO with POINT (Furiassi, 2010: 111; 170) or from the clipping of the compound INFORMATION POINT<sup>32</sup>. INSTANT FILM (Furiassi, 2010: 170), OPEN SPACE (Furiassi, 2010: 183) and SEXY SHOW (Furiassi, 2010: 196) are other examples of this complexity: they can be either autonomous compounds or semantic shifts. In total, there are approximately 81 compound false Anglicisms in Furiassi's dictionary.

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<sup>31</sup> Lit.: “[...] words for which it is not possible to find a precise formal correspondence in English.”

<sup>32</sup> Lit.: “If one even goes as far as coining English-looking words which however English speakers do not use or never have used (*pseudo-Anglicisms*), this must be fashionable [...]”

### **1.10.3 Derivation and Derived Pseudo-Anglicisms**

The process of derivation consists in the combination of an English free morpheme and an English bound morpheme (Furiassi, 2010: 40-41). The result is an autonomous derivative which is either absent in the English lexicon as existing solely as the gerund form of a verb or present in the English lexicon as noun with a different meaning. This typology of pseudo-Anglicism is quantitatively limited in Italian and indeed in Furiassi's dictionary around nine autonomous derivatives are recorded: DRIBBLING, FOOTING, FORCING, FRANCHISING, LEASING, OUTING, PARKING, PEELING and STOPPER. Except for STOPPER, formed with the suffix -ER, they are all formed with the inflectional suffix -ING. The best-known example of autonomous derivative is FOOTING, composed of FOOT and -ING. Attested since the early 1920s and introduced from French, its real English equivalent is JOGGING (Furiassi, 2010: 40-41, 164). In Italian, together with the domestic equivalents, JOGGING is used as a real Anglicism (Furiassi, 2010: 164). There are two autonomous derivatives which could be instead semantic shifts, FRANCHISING (Furiassi, 2010: 165) and PEELING (Furiassi, 2010: 185), and one which could be a compound ellipsis, PARKING from PARKING LOT/GARAGE (Furiassi, 2010: 185).

### **1.10.4 Compound Ellipsis and Compound Ellipsis Pseudo-Anglicisms**

The process of compound ellipsis consists in the reduction of an English compound (Furiassi, 2010: 41-43) by omission of one or two of its components, combined with the clipping of another component in the three problematic cases mentioned at the beginning of this Section. Specifically, the ellipsis can take the following forms: a) omission of the entire head, as in BASKET instead of BASKETBALL (Furiassi, 2010: 145), WATER instead of WATER CLOSET (Furiassi, 2010: 212), NEW JERSEY/NEW-JERSEY/NEWJERSEY instead of NEW JERSEY MEDIAN BARRIER (Furiassi, 2010: 181) and ANTIDOPING/ANTI DOPING/ANTI-DOPING instead of ANTI-DOPING TEST (Furiassi, 2010: 139); b) omission of the entire modifier, as in MAIL instead of ELECTRONIC MAIL/E-MAIL (Furiassi, 2010: 178), BREAK instead of SERVICE BREAK (Furiassi, 2010: 151) and LIFTING instead of FACE LIFTING (Furiassi, 2010: 176); c) omission of part of the head, as in NAZISKIN/NAZI SKIN/NAZI-SKIN instead of NAZI-SKINHEAD

(Furiassi, 2010: 181) and INSTANT SELLER/INSTANT-SELLER instead of INSTANT BEST-SELLER (Furiassi, 2010: 170); d) omission of part of the modifier, as in SKI PASS/SKI-PASS/SKIPASS instead of SKI-LIFT PASS (Furiassi, 2010: 197) and CRASH MOVIE/CRASH-MOVIE instead of CAR/PLANE-CRASH MOVIE (Furiassi, 2010: 157); e) omission of part of the modifier and the entire head in DUTY instead of DUTY-FREE SHOP (Furiassi, 2010: 160); f) omission of the entire modifier and clipping of the head in TRIAL instead of BIKE/MOTORCYCLE TRIALS (Furiassi, 2010: 208-209); g) omission of the entire head and clipping of the modifier in TOAST instead of TOASTED SANDWICH (Furiassi, 2010: 207) and AFTERHOUR/AFTER HOUR/AFTER-HOUR instead of AFTER-HOURS PARTY/CLUB (Furiassi, 2010: 137-138).

These last three pseudo-Anglicisms are problematic cases because they are classified by Furiassi as compound ellipses in contradiction with his explanation of the difference between the processes of compound ellipsis and clipping: “The difference between compound ellipses and clippings is that the former involve the elimination of an entire lexical item while the latter are limited to the deletion of a suffix.” (Furiassi, 2010: 44). The contradiction is due to the fact that in the ellipsis of these compounds, both an entire lexical element and the ending of another lexical element are eliminated: in TOASTED SANDWICH, the entire lexical item SANDWICH and the verbal ending -ED are eliminated; in AFTER-HOURS PARTY/CLUB the entire lexical item PARTY or CLUB and the plural ending -S are eliminated; in BIKE/MOTORCYCLE TRIALS, the entire lexical item BIKE or MOTORCYCLE and the plural ending -S are eliminated. As already mentioned, the contradiction can be solved in two ways, either by modifying the definition of compound ellipsis on the basis of these three cases so that it includes the elimination of an entire lexical item and also the clipping of another lexical item in three cases or by acknowledging that in these three cases two processes take place together, the ellipsis, i.e., the elimination of a word, and the clipping, the shortening of the other word by elimination of its ending. The more logical solution seems to be the second one since it does not modify the nature of the process of compound ellipsis. Consequently, by virtue of TRIAL, TOAST and AFTERHOUR, it can be concluded that sometimes two processes can be combined in the coinage of false Anglicisms in Italian. The explanation by Furiassi of the processes of compound ellipsis and clipping at the

centre of this issue (Furiassi, 2010: 44) is at the centre of another issue concerning the process of clipping, which will be discussed in the next Subsection on the process. Finally, it is important to report a case apart of compound ellipsis which involves the elimination of a component which is neither the head nor the modifier, GIN TONIC. This pseudo-Anglicism derives from the deletion of AND in GIN AND TONIC.

In English, false Anglicisms in the form of compound ellipses are either not used as the elliptical forms of the compounds from which they derive (Furiassi, 2010: 41) or not used at all, hence their falseness. Thus, they may have homographs in the English lexicon, with a different meaning (Furiassi, 2010: 42). Citing Creuly Luciani (1987: 298), Vogel (1990: 100) and Iamartino (2001: 121), Furiassi (2010: 41) points out that although this word-formation process is common in both Italian and English, “[...] certain ellipses of English compounds are characteristic of the Italian language.” In this language, the reduction of compounds is considerably productive and indeed the majority of Italian pseudo-Anglicisms are coined in this manner. In Furiassi’s dictionary, at least 100 of them are recorded. In conclusion, numerous false Anglicisms classified as originating from compound ellipsis, including some of those mentioned in this Subsection, may originate from the different process of clipping, genericness of toponym, genericness of trademark, semantic shift and derivation.

#### **1.10.5 Clipping and Clipping Pseudo-Anglicisms**

The process of clipping consists in the shortening of an English lexeme by elimination of its ending (Furiassi, 2010: 43-44), in the case of a single-word lexeme, or of the ending of one of its constituents, in the case of a compound lexeme. The resulting lexemes do not function as the abbreviated form of the lexemes from which they derive in English, hence their falseness (Furiassi, 2010: 44). In Furiassi’s explanation of the difference between the processes of compound ellipsis and clipping, quoted and discussed in the previous Subsection, solely suffixes are dropped in clipping. However, in the 15 false Anglicisms classified by the scholar in his dictionary as the result of clipping, not only suffixes but also the grammatical morphemes -ING (of verbs and the noun ENDING), -S (plural form of nouns) and the

final sound /n/ of NON are dropped. Moreover, in one of the three false Anglicisms coined by means of two formation processes, TOAST from TOASTED SANDWICH, another grammatical morpheme is dropped, -ED. Unlike that concerning compound ellipsis, this contradiction must be solved by modifying the definition of the process of clipping so that it accounts for all the 15 pseudo-Anglicisms classified as clippings. Consequently, the process of clipping in Italian false Anglicisms involves not only suffixes but also the grammatical morphemes -ING (of verbs and the noun ENDING), -S (plural form of nouns), -ED (of verbs) and the final sound /n/ of NON as reported above. The shortening can occur in isolated words, as BISEX/BI-SEX from BISEXUAL (Furiassi, 2010: 147), SMILE from SMILEY™ (Furiassi, 2010: 199), RELAX from RELAXATION (Furiassi, 2010: 192) and ANTIAGE/ANTI-AGE/ANTI AGE from ANTI-AGING<sup>33</sup> (Furiassi, 2010: 138-139), or in a word belonging to a compound, as in HELISKI/HELI-SKI from HELI-SKIING (Furiassi, 2010: 168), HAPPY END/HAPPY-END/HAPPYEND from HAPPY ENDING (Furiassi, 2010: 168), NO STOP/NO-STOP from NON-STOP (Furiassi, 2010: 182) and TIE BREAK/TIEBREAK/TIE-BREAK from TIE BREAKER (Furiassi, 2010: 206). These abbreviations are either absent in the English lexis or present with a different meaning, another cause of their falseness.

Five clipping pseudo-Anglicisms recorded by Furiassi in his dictionary could result from the other process of compound ellipsis, as the already-mentioned TOAST, which could be either the shortening of TOASTIE or TOASTY or the ellipsis and clipping of the compound TOASTED SANDWICH (Furiassi, 2010: 207). One of these five pseudo-Anglicisms, BERMUDA, have three possible origins: it could derive either from the clipping of BERMUDAS, the ellipsis of BERMUDA SHORTS or the genericness of the toponym BERMUDA (Furiassi, 2010: 147). This lexeme further demonstrates the complexity of determining what process originates false Anglicisms.

To conclude, it is useful to definitively clarify the difference between the processes of clipping and compound ellipsis, in the light of the pseudo-Anglicisms coined by clipping of words in compounds and those whereby both processes occur. In clipping, the bound morpheme or the sound /n/ in NON at the end of one word, be it an autonomous item or a constituent of a compound, is deleted. Only one element is dropped in only one word: the ending, which is a bound morpheme or the sound

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<sup>33</sup> Translation from Italian by the author.

/n/. In compound ellipsis, one or two entire words, free morphemes, are deleted. The two processes can be combined and therefore an entire lexical unit and the ending of another lexical unit of a compound are deleted.

#### **1.10.6 Semantic Shift and Semantic-Shift Pseudo-Anglicisms**

The process of semantic shift consists in the use of an existing English word with new, non-English meanings, completely – or at least significantly – different from the original English ones. The semantic shift takes the form of meaning extension and thus implies the acquisition of new meanings (Furiassi, 2010: 44). Pseudo-Anglicisms coined through the extension of their meaning have a formally identical counterpart in English, which however expresses conspicuously different meanings (Furiassi, 2010: 45), hence their falseness. As already noted, the same Anglicism can be real if employed with its original meaning and false if employed with meanings with which it is not employed in English. The relationship between the original English meaning and the pseudo-English meaning is of metonymy, metaphor or meronymy (Moss, 1995: 130, cit. in Furiassi, 2010: 46; Furiassi, 2010: 46). An example of metonymic false Anglicism is *POKER* with the meaning of combination of four cards of the same value, lower than that of a royal flush, in the game of poker (Furiassi, 2010: 188), as previously mentioned (Furiassi, 2010: 46-47). An example of metaphoric false Anglicism is *FICTION*, with the meaning of *TV SERIES* (Furiassi, 2010: 162). Finally, an example of meronymic false Anglicism is *PILE* with the meanings of *FLEECE* and *FLEECE JACKET* (Furiassi, 2010: 186). The semantic alteration can lead to incomprehensibility or misunderstanding for a native speaker. However, the semantically altered false Anglicism could be also understood, at least partially, because the pseudo-English meaning is related to the English one. Indeed, it is not always easy to assess the deviation from the original meaning and therefore whether the Anglicism is real or false, especially in terms of comprehensibility. In this respect, Furiassi (2010: 46) recognises that “[...] in some cases the borderline between semantically adapted Anglicisms, i.e., real Anglicisms, and false Anglicisms becomes fuzzy.” For this class of false Anglicisms, the translation litmus test is thus especially necessary. In sum, what defines a pseudo-Anglicism originating from a

semantic shift of an existing English lexeme is that it is not used in English with the same meaning, to denote the same referent in the same manner.

As mentioned at the beginning of this Subsection, in this study it is argued that a subdivision of semantic-shift false Anglicisms into direct or unmediated and indirect or mediated should be introduced. The reason of this proposal is that, in Italian false Anglicisms, the semantic shift can be either unmediated by another process or mediated by the process of functional shift. This process sometimes leads to a semantic shift according to Furiassi (2010: 53), whereas, according to the author of this research, it always leads to a semantic shift. In other words, the functional shift leads to a false Anglicism sometimes according to the scholar and always according to the author of this study. Consequently, while Furiassi considers functional shift as a phenomenon incidental to the coinage of pseudo-Anglicisms, the author of the present research advances the hypothesis that functional shift is directly connected to the coinage of false Anglicisms and thus constitutes a phenomenon that justifies the introduction of the sub-typologies of unmediated or direct semantic-shift pseudo-Anglicisms and mediated or indirect semantic-shift pseudo-Anglicisms, mediated by a functional shift. This hypothesis is grounded on the following argumentation.

Functional shift is the change of word class without changes of form (Furiassi, 2010: 53). Functional-shift false Anglicisms are therefore English lexical items which autonomously undergo a change of word class in Italian without a change in form. An example is *SNOB*, originally a noun, which in Italian is also an adjective with the meaning of *SNOBBISH*. Furiassi (2010: 53) maintains that, despite this change, these lexemes are real Anglicisms as long as the original meaning is preserved. As the word *SNOB* can be found in English with the same meaning, despite the different word class, it is a real Anglicism. The preservation of the original meaning would not impede the comprehension of functional shifts by an English native speaker. This is because functional shift is a common phenomenon in English. Conversely, functional shifts which involve also a semantic shift make the Anglicism false. The example reported by the linguist is *FLIRT*, an English verb which in Italian is used as a noun with two meanings, that of flirtation, love affair, quick romance and that of lover, date, flame, i.e., person with whom one flirts or has a flirtation

(Furiassi, 2010: 53; 163). In the first meaning, the pseudo-Anglicism derives from the shortening of FLIRTATION; in the second meaning, it derives from the functional and semantic shift of the verb TO FLIRT (Furiassi, 2010: 53), which becomes a noun and acquires a new meaning, that of lover, date, flame.

However, the author of the present study argues that a functional shift always and not sometimes leads to pseudo-Anglicisms, in line with Moss (1995: 132, cit. in Furiassi, 2010: 27), Gottlieb (2005: 164) and Campos-Pardillos (2015: 164). On the one hand, as pointed out by Furiassi himself (2010: 46) in the description of semantic-shift pseudo-Anglicisms, “Since the intelligibility criterion is not completely watertight, to verify whether a false Anglicism generated by a semantic shift occurs, the previously illustrated litmus test should be run.” Indeed, pseudo-Anglicisms can be understood by English native speakers, at least partially or intuitively, despite their falseness. On the other hand, the fact that functional shifts are common in English and that “[...] functional shifts which do not involve semantic shifts [...] can be found in English in spite of the different world class (Furiassi, 2007: 229-233).” (Furiassi, 2010: 53) are not sufficient conditions to define them as real Anglicisms, because they are not used in the same way as a native speaker of English uses them. The result of the litmus translation test would indeed be positive with SNOB as adjective, which would be changed into the real adjective SNOBBISH since SNOB is not an adjective in English. Finally, it is questionable that the false Anglicism SNOB, an adjective, and the real English word SNOB, a noun, share the same meaning. SNOB, as adjective, describes something or someone with snobbish characteristics, while SNOB, as noun, denotes a person who has a snobbish attitude or personality. A change in word class does imply a change in meaning and nouns and adjectives are semantically and conceptually different. Hence, it is argued in this study, contrary to Furiassi (2010: 53), that, because of this and because functional shifts are not used by English native speakers in the same way as Italian speakers – as the translation test can confirm – English lexical units which autonomously change word class and meaning in Italian are false Anglicisms and, specifically, a sub-type of semantic-shift false Anglicisms: semantic-shift false Anglicisms mediated by a functional shift.



In conclusion, of around 53 false Anglicisms recorded in Furiassi's dictionary as semantic shifts, 10 could belong to a different class. Apart from the five already mentioned in the previous Subsections, the remaining five, DRIVE IN, FLASH, LOFT, WAFER and SPIDER, could result from the ellipsis of compounds. SPIDER is particularly difficult to classify and indeed may be the reduction of the compounds SPIDER CART, SPIDER PHAETON, SPIDER WAGON and SPIDER WHEEL, the semantic shift of SPIDER and the genericness of the trademark SPIDER® (Furiassi, 2010: 201). This last process is illustrated in the next Subsection.

### **1.10.7 Genericness and Generic Eponym, Generic Toponym and Generic Trademark Pseudo-Anglicisms**

The process of genericness (Ephratt, 2003: 393, cit. in Furiassi, 2010: 39) consists in the use of existing English or non-existing English-sounding proper nouns as common nouns, with a descriptive and not referential function. Genericness involves eponyms (Furiassi, 2010: 48-49) in five cases – e.g. PULLMAN with the meaning of BUS or COACH (Furiassi, 49; 189-190), the oldest false Anglicism in Italian as previously noted, and MONTGOMERY with the meaning of DUFFEL COAT or DUFFLE COAT (Furiassi, 2010: 49; 180) – toponyms (Furiassi, 2010: 49-50) in four cases – e.g. the already-mentioned BERMUDA with the meaning of BERMUDA SHORTS or BERMUDAS (Furiassi, 2010: 147) and NEW JERSEY/NEW-JERSEY/NEWJERSEY with the meaning of concrete traffic divider or New Jersey median barrier (Furiassi, 2010: 181) – and trademarks (Furiassi, 2010: 50-52) in 16 cases, which can be coined in Italian, e.g. AUTOGRILL (AUTOGRILL®) with the meaning of motorway restaurant or motorway service station (Furiassi, 2010: 140), or in English, e.g. LUNAPARK/LUNA PARK/LUNA-PARK (LUNA PARK™) with the meaning of amusement park or fun fair (Furiassi, 2010: 177).

False Anglicisms originating from genericness of eponyms, toponyms and trademarks exist in English as proper nouns, but not as common nouns, hence their falseness. The sole exception is represented by trademarks, which may also be coined in Italian, usually by compounding, as TELEPASS/TELE-PASS (TELEPASS®) (Furiassi, 2010: 205), TICKET RESTAURANT/TICKET-RESTAURANT (TICKET RESTAURANT®) (Furiassi, 2010: 206) and the already-mentioned AUTOGRILL. These

trademarks are coined in Italian and become pseudo-Anglicisms, i.e., lexemes belonging to the lexicon of that language, after becoming generic, common nouns. Their falseness is due to their absence in the English language. The pseudo-Anglicisms classified as the result of genericness which could be the result of other processes are SPIDER, BERMUDA, NEW JERSEY and YORKSHIRE. Taking into consideration the only one not yet illustrated, YORKSHIRE may be the ellipsis of the compound YORKSHIRE TERRIER, the real English equivalent, or the genericness of the toponym YORKSHIRE (Furiassi, 2010: 214).

### **1.10.8 Phraseological Pseudo-Anglicisms**

The formation processes and the relative classes of lexical false Anglicisms illustrated so far are those illustrated by Furiassi (2010: 38-52), apart from the process of functional shift and the relative sub-classes of semantic shifts proposed in this research. Eight years later, the linguist conducted a pragmatic study whereby he introduced and examined a new category of pseudo-Anglicisms in Italian, that of “false phraseological Anglicisms” (Furiassi, 2018). In this research, the term has been reformulated by inverting the adjectives FALSE and PHRASEOLOGICAL so that the adjective PHRASEOLOGICAL can modify both FALSE ANGLICISM and PSEUDO-ANGLICISM, the two terms employed in the present study as equivalent alternatives to avoid the repetition of the same term, correctly and in the same order.

Phraseological pseudo-Anglicisms in Italian are: “lexical items larger than words or compounds which resemble authentic English phrases but, being coined by Italian speakers, do not actually exist, [...], or are used in a perceptibly distant sense in the English language [...]” (Furiassi, 2018: 111). Of these pseudo-English idiomatic phrases, only two exist in Italian, recognised and examined for the first time by Furiassi (2018). They are FLY DOWN and I KNOW MY CHICKENS, whose real English equivalents are FLY LOW and TO KNOW ONE’S ONIONS (Furiassi, 2018: 110). FLY DOWN is attested in the English corpora *BNC* and *COCA*, but solely formally, with the different, literal meanings of: “‘to go by plane towards a destination’, ‘decrease height/altitude when flying’ or, somehow more figuratively, ‘to move downward (the stairs, the street, etc.) very quickly’” (Furiassi, 2018: 114), whereas I KNOW MY CHICKENS is not attested at all in English corpora and dictionaries

(Furiassi, 2018: 113-114). Consequently, the falseness of the first idiom is the different, literal meaning in English – or the non-existence as idiomatic expression – and that of the second idiom is the non-existence in this language. The two false phraseological Anglicisms of Italian are: “(mis)translations of Italian phrases into English made by Italian speakers” (Furiassi, 2018: 110). Specifically, FLY DOWN is the quasi-literal translation into English of the Italian idiomatic phrase *VOLARE BASSO*, literally FLY LOW, (Furiassi, 2018: 110; 114) and I KNOW MY CHICKENS is the literal translation into English of the Italian idiomatic saying *CONOSCO I MIEI POLLI* (Furiassi, 2018: 110; 116).

#### **1.10.9 The Relationship between Pseudo-Anglicisms and Real English and Concluding Remarks on the Classification of Pseudo-Anglicisms in Italian**

In the light of this classification of the pseudo-Anglicisms in Italian, the relationship between pseudo-Anglicisms and real English can be summarised as follows. Autonomous compounds and generic trademarks coined in Italian do not exist in English, do not formally belong to the lexicon of this language. They lack formal copies, homographs, in English. Their falseness lies in their non-existence in English. Autonomous derivatives, compound ellipses and clippings may exist in English, may formally belong to the lexicon of this language, with a different meaning. They may have homographs in English. Their falseness lies in either their non-existence in English or existence with a different meaning. Semantic shifts exist in English, formally belong to the lexicon of this language, with a different meaning and sometimes also as a different word class. They have homographs in English. Their falseness lies in their existence in English with a different meaning or existence with a different meaning and as a different word class. Generic toponyms, eponyms and trademarks coined in English exist in this language, formally belong to its lexicon, as proper nouns. They have homographs in English. Their falseness lies in their existence in English solely as common nouns. The phraseological false Anglicism FLY DOWN exists in English, formally belongs to the lexicon of this language, with a different, non-idiomatic meaning. It has a homograph in English. Its falseness lies in its existence in English with a different, non-idiomatic meaning. The false phraseological Anglicisms I KNOW MY CHICKENS does not exist in English, does not

formally belong to the lexicon of this language. It lacks a homograph in English. Its falseness lies in its non-existence in English.

Finally, this description and analysis of the formation processes and relative classes of Italian pseudo-Anglicisms has further demonstrated what had been highlighted at the beginning of this Section: these words are complex to classify in terms of their origin and formation process. On the one hand, there are numerous pseudo-Anglicisms whose coinage is unclear and may be attributed to different processes and relative classes; on the other hand, there are many pseudo-Anglicisms which are polysemic and whose different meanings often correspond to as many different formation processes. Most importantly, some inaccuracies in the general explanations of the processes of compounding, compound ellipsis and clipping, a questionable conception of the process of functional shift in relation to that of semantic shift and the classification of some false Anglicisms in contradiction with the general explanation of their supposed class have been identified in the book by Furiassi. The author of this research has advanced some solutions to these issues by reviewing the general description of the formation processes in the light of the problematic specific cases, by proposing two sub-classes in the class of semantic-shift false Anglicisms based on a different conception of functional shift in relation to pseudo-English and by arguing that by virtue of AFTERHOUR, TOAST and TRIAL, a combination of two formation processes can sometimes occur. Undoubtedly, false Anglicisms are complex to classify, but their complexity is even greater in terms of their search, definition as such and description of the specific formal features, as the following Sections will show.

### **1.11 How to Find and Study Pseudo-Anglicisms: Dictionaries and Corpora**

Now that false Anglicisms in Italian have been defined, classified and described in their general defining formal features, in this Section, the methodological issues of their identification, study and collection and their specific formal features are dealt with. The second and third chapters of Furiassi's book, respectively concerned with the role of lexicography and corpus linguistics in the research on pseudo-Anglicisms and with the compilation of the dictionary, are hence the reference point of this Section. Furiassi's book and in particular the dictionary, which constitutes with the

chapter dedicated to it more than half of the volume, proves to be of outmost importance for the research on pseudo-Anglicisms precisely because of its focus on the methodological dimension. On the one hand, it illustrates the complexity of conducting research on this topic and on the other hand it constitutes an example to follow, for its accuracy and uniqueness, given the lack of equivalent works for other languages. Indeed, this dictionary can provide valuable insights into the study of false Anglicisms in themselves and in languages other than Italian.

Before exploring the methodological dimension of the study of false Anglicisms as exemplified in the compilation of Furiassi's dictionary, it is necessary to make two clarifications. Firstly, the scholar adopted a "mainly synchronic rather than diachronic" approach, comparing contemporary Italian and contemporary English (Furiassi, 2010: 15). Indeed, the aim was to identify and collect an inventory of the pseudo-Anglicisms used in contemporary Italian, without further "explicit etymological aims" (Furiassi, 2010: 122). Nevertheless, diachronic investigation was conducted in the case of false Anglicisms with uncertain or problematic origin and for each entry or sub-entry of the dictionary information on the origin of false Anglicisms – the year of the earliest attestation, the mediating language, the word-formation process – is provided (Furiassi, 2010: 15; 121). Secondly, the dictionary does not include phraseological pseudo-Anglicism, the only examples of which – FLY DOWN and I KNOW MY CHICKENS – were identified by the scholar in 2018. Nevertheless, what follows in this Section applies to both phraseological and lexical pseudo-Anglicisms.

The principal instruments necessary for the research on false Anglicisms are dictionaries and corpora, together with native speakers' – including the scholar's – intuition and introspection (Onysko, 2007a: 55, cit. in Furiassi, 2010: 71; Furiassi, 2010: 77; 116; 215-217). By virtue of their very nature, namely approximate representations of human languages, both sources have their strengths and weaknesses. However, taken into consideration together and thanks to the ongoing technological and ICT progress in both corpus linguistics and lexicography, they prove to be complementary sources which can provide reliable data to investigate and systematically collect and categorise false Anglicisms.

For his dictionary of pseudo-Anglicisms in Italian, Furiassi (2010: 82-91) consulted lexicographic sources firstly. In particular, he consulted on the one hand general dictionaries and on the other hand dictionaries and glossaries of foreign words and neologisms (Furiassi, 2010: 82-85). The first sub-phase of the first macro-phase of the search for potential pseudo-Anglicisms in the Italian vocabulary was based on general dictionaries: Italian monolingual dictionaries and one Italian etymological dictionary (Furiassi, 2010: 82-83). English monolingual dictionaries and advanced learner's English dictionaries allowed for a first differentiation between false Anglicisms and real or other types of Anglicisms (Furiassi, 2010: 83-84). Finally, real English equivalents of the pseudo-Anglicisms retrieved were found with Italian-English bilingual dictionaries (Furiassi, 2010: 84).

Other pseudo-Anglicisms were found in the second sub-phase of this first macro-phase of the search, conducted in dictionaries of foreign words and in those of neologisms (Furiassi, 2010: 85). In this respect, the principal source on which the provisional list of false Anglicisms in Italian was grounded was Manfred Görlach's *Dictionary of European Anglicisms*, (2001), (henceforth *DEA*). Gaetano Rando's *Dizionario degli anglicismi nell'italiano postunitario* (1987) was also examined because, despite being outdated, it is surprisingly the only dictionary of Anglicisms in Italian published to date, as noted in the literature review in the first part of the Chapter. The first macro-phase of the search for and collection of Italian pseudo-Anglicisms was finalised by examining many other glossaries and collections of neologisms and foreign words and specific lists of Anglicisms and false Anglicisms (Furiassi, 2010: 85).

The provisional list of false Anglicisms in Italian extracted from lexicographic resources, general dictionaries and specific collections of neologisms and foreign words, was far from being representative, complete or exhaustive (Furiassi, 2010: 86). As previously pointed out, pseudo-Anglicisms have traditionally been inadequately treated in dictionaries, since only a limited number of them are reported and they frequently not recognised as such, being mistaken for real Anglicisms. However less frequently, the opposite occurs as well, with real English words defined as pseudo-Anglicisms. Above all, dictionaries differ conspicuously from one another in the inclusion and definition of these lexical items due to inconsistent

methodologies and ambiguous terminologies (Furiassi, 2003: 126-127, cit. in Furiassi, 2010: 86; Furiassi, 2010: 14; 86-87; Campos-Pardillos, 2015: 160; 162-163). As a result, the provisional list of pseudo-Anglicisms found in general dictionaries was extremely limited in comparison to the final one of 286 items: it included only 20 items, subtracted three which were actually genuine English words (Furiassi, 2010: 87). The dictionaries and collections of foreign words and neologisms in Italian provided a considerably higher number of pseudo-Anglicisms (Furiassi, 2010: 88). The most exhaustive and detailed source, the main starting point of the whole dictionary, was the *DEA*, whereby false Anglicisms are recorded and recognised as such. From the *DEA*, a list of 162 pseudo-Anglicisms attested in Italian was obtained (Furiassi, 2010: 88). Nevertheless, this list was not devoid of problems (Furiassi, 2010: 89-91): only three English dictionaries were taken into consideration to establish the authenticity or falseness of the Anglicisms; the most recent of these dictionaries dates to 1995; some of the pseudo-Anglicisms attested in Italian are actually real Anglicisms; some of the pseudo-Anglicisms attested in Italian are actually not attested in Italian dictionaries or corpora, because they are either absent or present but only as translations, renditions or adaptations; some of the pseudo-Anglicisms attested in Italian are obsolete; some false Anglicisms were recorded but not recognised as such; the dictionary is representative up to 1995, year in which the word list was completed and in which the most recent dictionary examined was published (Görlach, 2001: xvi, cit. in Furiassi, 2010: 90-91); the dictionary is not based on corpus data, as recognised by Görlach himself in the foreword to Furiassi's book (Görlach, 2010: 11).

The first macro-phase of Furiassi's search for and collection of pseudo-Anglicisms in Italian clearly makes the numerous limitations and inadequacies of dictionaries evident. Besides the specific inadequacies concerning false Anglicisms, an English dictionary cannot contain "all possible English compounds" used in English, as noted by Onysko (2007a: 55, cit. in Furiassi, 2010: 83). The absence of a potential pseudo-Anglicism in an English dictionary is not sufficient to establish its absence in actual usage too and therefore its false nature, especially in the case of compounds because they do not exist in the English lexicon. Moreover, the latest innovations of a language are recorded in dictionaries, even those of neologisms or

foreign words, after some time they have been in use (Furiassi, 2008b: 153-154, cit. in Furiassi, 2010: 91). In sum, dictionaries are on the one hand a valuable source of information on false Anglicisms but on the other hand the data they provide are not totally reliable or sufficient. Thus, the “inherent incompleteness” and difficulty of being quickly updated (Bowker and Pearson, 2002: 15, cit. in Furiassi, 2010: 92) of dictionaries make the use of corpora indispensable to study pseudo-Anglicisms. Indeed, the second macro-phase of the creation of the dictionary was centred on another kind of source, corpora (Furiassi, 2010: 92-112). Specifically, Italian newspaper corpora, English corpora (Furiassi, 2010: 92), Italian newspaper archives and web corpora (Furiassi, 2010: 100). After all, as recognised by Furiassi (2010: 92) quoting Meijs (1996: 100), modern lexicography is grounded on computerised corpus data.

The choice of newspaper corpora as the optimal type of corpus for the search for and analysis of pseudo-Anglicisms in Italian was grounded on a general reason, independent of pseudo-Anglicisms and on a specific reason, dependent on these lexical items. The general reason is that journalistic language is an optimal compromise between formal, written or specialised and informal, oral or general language to study the use of lexical items (Gotti, 2003: 26, cit. in Furiassi, 2010: 93; Furiassi, 2010: 92-93; Marengo, 2020, cit. in Gazzardi and Vásquez, 2020: 3) and that “Unfortunately, a large-scale general corpus similar to the *British National Corpus (BNC)* is still unavailable for the Italian language.” (Furiassi, 2010: 95). The specific reason is that newspaper articles and their headlines are the principal text type whereby false Anglicisms are coined, introduced, spread and strategically used, as explained in the first part of this Chapter in the Section concerning the usage and success of these words. Hence, by virtue of their representativeness, richness in and relevance for false Anglicisms, newspaper corpora were chosen as the main source to find these lexemes and collect data on their use in Italian for the dictionary.

The examination of Italian newspaper corpora allowed the scholar to study in terms of form, collocations and meanings the usage of the pseudo-Anglicisms retrieved from the dictionaries and of those absent in the consulted lexicographic resources and discovered in the corpora themselves. Authentic usage examples were extracted and gathered to be included in the dictionary for each sense of each entry



(Furiassi, 2010: 96, 101, 107). Finally, the comparison between the data from the dictionaries and the Italian corpora and the English corpora allowed the scholar to definitively distinguish real and false Anglicisms (Furiassi, 2010: 96, 98). The procedure followed was the following: when a potential false Anglicism extracted from either Italian dictionaries or Italian newspaper corpora could not be found in English dictionaries, the word was searched and investigated in the English corpora. Examples of real English equivalents were also extracted from these corpora (Furiassi, 2010: 98). In the case of pseudo-Anglicisms recorded in Italian dictionaries but not attested in Italian newspaper corpora, newspaper archives were used to find and analyse examples of their use. Lastly, in the case of potential pseudo-Anglicisms absent from both English dictionaries and corpora, they were investigated in web corpora (Furiassi, 2010: 100).

The complementarity of dictionaries and corpora in the research on pseudo-Anglicisms is evident in Furiassi's search for and examination of these words in Italian, composed of two macro-phases, the first centred on dictionaries and the second on corpora. Indeed, some false Anglicisms were present in dictionaries and absent in corpora and vice versa, some of them were present in corpora and absent in dictionaries. In this respect, the corpora were used to verify the actual existence of the pseudo-Anglicisms obtained from dictionaries and to find those not attested in them (Furiassi, 2010: 102). The complementarity holds for the English language too. A potential false Anglicism could be present in corpora and absent in dictionaries or vice versa, present in dictionaries and absent in corpora. Thus, both lexicographic and corpus linguistics criteria are necessary to find, define and study false Anglicisms (Furiassi, 2010: 112-113).

Indeed, the combined study of lexicographic and corpus-based and corpus-driven data, i.e., dictionaries and corpora, led Furiassi (2010: 112) to conceive a set of criteria for an operational definition of false Anglicisms in Italian, along with the theoretical definition. The criteria to establish whether an Anglicism used in Italian is a false one and whether it is to be included in an *ad hoc* dictionary are six. The first three criteria are derived from lexicographic evidence while the other three are derived from corpus data (Furiassi, 2010: 112). The first two of each group deal with the defining features of false Anglicisms while the third deals with the inclusion of

these words in the dictionary. Omitting these last criteria concerning the dictionary, the criteria to identify a false Anglicism in Italian are, in the words by Furiassi (2010: 112-113), the following:

1.a a false Anglicism must not be found as an entry or sub-entry in monolingual English dictionaries;

1.b if a false Anglicism is found as an entry or sub-entry in monolingual English dictionaries, it must have a different meaning in Italian;

2.a a false Anglicism must not be found in large-scale English corpora;

2.b if a false Anglicism is found in large-scale English corpora, it must have a different meaning in Italian;

The two criteria a and the two criteria b are necessary conditions, thus must be met at the same time (Furiassi, 2010: 113). An Italian false Anglicism must be absent in both English monolingual dictionaries and English corpora; if present in English monolingual dictionaries or corpora, it must have a different meaning. Specifically, if an Italian false Anglicism is present in English monolingual dictionaries and corpora, it must have a different meaning in both of them. Finally, criteria a concern all types of false Anglicisms except for semantic shifts and generic eponyms, toponyms and trademarks coined in English, since they exist in English with a different meaning; criteria b concern all types of false Anglicisms except for autonomous compounds and generic trademarks coined in Italian, since they do not exist in English. These criteria were formulated with reference to Italian, but naturally are valid for any language if ITALIAN is replaced by the language at issue.

### **1.12 The *Dictionary of False Anglicisms in Italian* by Cristiano Furiassi (2010) and the Main Formal Features of Pseudo-Anglicisms in Italian**

In the light of these criteria, as well as the lexicographer's intuition and introspection, the final word list obtained by Furiassi from dictionaries and corpora for his *Dictionary of False Anglicisms in Italian* comprises 286 false Anglicisms (Furiassi, 2010: 113-116). Since 2010, the number and use of false Anglicisms in Italian has increased, as correctly predicted by Furiassi (2010: 13, 62, 117, 217). Some of these new or recent false Anglicisms might fall into disuse in the future, some might

become stable units of the Italian vocabulary (Furiassi, 2010: 63, 217) and some might even become real Anglicisms or exogenous English coinages. Similarly, also some of the pseudo-Anglicisms identified by Furiassi could become obsolete, real Anglicisms or exogenous English coinages. Furthermore, methodological and theoretical advancements in the study of false Anglicisms haven't been significant. Indeed, human languages and the disciplines which study them are in constant evolution, thus a prospective new edition of the dictionary would certainly contain a different and longer headword list, as recognised by Furiassi (2010: 116-117). This comment on pseudo-Anglicisms by the scholar is in this respect illuminating: "Their transient and dynamic nature makes it difficult for the lexicographer to pin down their origin and evolution over time, thus making their description continually open to change." (Furiassi, 2010: 218).

However, Furiassi's dictionary is in his words "reliable" (Furiassi, 2010: 217) enough to make some reasonable estimates on the quantitative status of false Anglicisms in Italian before 2010. These words were quantitatively analysed by the academic in terms of incidence and frequency. The incidence is the number of the investigated lexical items compared to the whole vocabulary of the Italian language, based on the number of lexical items included in general dictionaries (Furiassi, 2010: 117). On the basis of the *Grande dizionario italiano dell'uso* (2000), containing "[...] a valid approximation of the total number of words existing in the Italian language", Furiassi estimates the incidence of pseudo-Anglicisms on the Italian vocabulary to be approximately 0.1% (Furiassi, 2010: 117). Despite the intrinsic approximation, this estimate, the only one available to date, clearly indicates that the incidence of pseudo-Anglicisms in Italian is low: these lexemes are quantitatively limited and significantly inferior to authentic Anglicisms. As for the frequency of usage, to be calculated on the basis of corpora (Furiassi, 2010: 117), Furiassi did not calculate a general estimate of these words while creating the dictionary and reports an estimate he made in a previous study five years earlier (Furiassi, 2005). According to this study, the frequency of usage of pseudo-Anglicisms in Italian is low. On the basis of a newspaper corpus, the *La Repubblica* corpus, "[...] there are about 83 false Anglicisms every 1,000,000 words, i.e., approximately 0.08‰ (Furiassi, 2005: 296)." (Furiassi, 2010: 118). False Anglicisms seem to be rare according to this

estimate, nevertheless it was calculated with only one corpus of one newspaper, before the book *False Anglicisms in Italian* and 19 years ago. Clearly, this estimate is far from the reality of the usage of pseudo-Anglicisms in Italian, especially nowadays. In spite of the lack of a general estimate of the frequency of pseudo-Anglicisms in Italian, Furiassi did calculate the relative frequency of usage for each sense of each entry of his dictionary on the basis of the *La Repubblica* corpus and archive (Furiassi, 2010: 126-128). In this respect, an interesting picture emerges. There is a small group of false Anglicisms with a high frequency and a large group with a low frequency. Indeed, based on the *La Repubblica* corpus and archive, 44 pseudo-Anglicisms have a raw frequency above 10 per million words - 34 between 10 and 100 per million words and 10 above 100 per million words - while the remaining 242 pseudo-Anglicisms have a raw frequency below 10 per million words (Furiassi, 2010: 126-128). The quantitative aspects of the phenomenon of pseudo-English in Italian are complex to analyse and relevant for the present study, in this phase of presentation and description of the investigated topic, in two senses: pseudo-Anglicisms, despite raises in number and frequency since 2010, do not constitute a threat, at least quantitatively, to the Italian vocabulary; larger and more representative corpora of the Italian language are necessary to study false Anglicisms in this language and expand our understanding of them (Furiassi, 2010: 91).

Conversely, the qualitative aspects of these words are significantly more relevant for the purpose of this study, because they shed light on some of the characteristics which allow us to better understand what pseudo-Anglicisms are, in themselves and for the Italophones who use, hear or read them. To conclude this first Chapter, the principal specific formal features of Italian pseudo-Anglicisms as collected and defined in Furiassi's dictionary relevant to the present research will be outlined. In the next Chapter, those which differentiate false Anglicisms from genuine Anglicisms will be analysed and interpreted in the light of the research questions and the aims of the theoretical, secondary research part of this dissertation.

- A characteristic of pseudo-Anglicisms in Italian that stands out is that they are almost all nouns, as real Anglicisms (Rogato, 2008: 36; Furiassi, 2010: 124; Furiassi, 2018: 109-110). The only recorded adjectives are ANTISMOG, FULL OPTIONAL and OFF,

while 19 items can be adjectives or nouns. Furiassi (2010: 124) interprets this characteristic maintaining that arguably “[...] false Anglicisms are coined to lexicalize objects, concepts, and phenomena which are thought to be more stylish if characterised by a certain resemblance with English.” Even though this explanation, as it is, is not shared by the author of this study, it mentions what will be shown to be fundamental to a certain use of false Anglicisms, their formal Englishness.

- Another peculiar characteristic of false Anglicisms in Italian is their orthographic variability (Furiassi, 2010: 102). These words in newspaper texts can be graphically unmarked, usually if very common, or marked, with single or double quotation marks, double angle brackets or typographic italics (Furiassi, 2010: 102), for linguistic, communicative or stylistic reasons. Occasionally, false Anglicisms which are generic trademarks, eponyms and toponyms display the initial letter capitalised (Furiassi, 2010: 102). Moreover, misspellings of these lexemes are frequent (Furiassi, 2010: 102). The majority of Italian pseudo-Anglicisms are graphically single-word lexemes (Furiassi, 2010: 104), but those appearing as two-word lexemes or three-word lexemes – only three as already reported: COAST TO COAST; FLY AND DRIVE and STOP AND GO – can display three possible graphic variants: open, solid and hyphenated (Furiassi, 2010: 35-36; 104). Some false Anglicisms display only one of these configurations, some two and some all three. In general, the hyphenated form is the least frequent (Furiassi, 2010: 104). As will be discussed, this graphic variability is not merely a graphic or stylistic feature and indeed is important for the understanding of the nature and use of false Anglicisms.
- A further element of variation in Italian pseudo-Anglicisms is the plural form (Furiassi, 2010: 105). The plural form of the vast majority of false Anglicisms coincides with the singular form, as in real Anglicisms (Furiassi, 2010: 105), in line with the conventional rule of Italian according to which foreign, and in this case pseudo-foreign, words are invariable. Alternatively, the plural form is realised and, according to the English grammar, the inflection -s is added or, rarely, -MAN becomes -MEN (Furiassi, 2010: 105). In this respect, Furiassi (2010: 105) interprets this property as follows: “It seems that the insertion of the inflectional morpheme -s is used to reinforce the English authenticity of a term which is not in fact English.”

- Another interesting feature of false Anglicisms which emerged in the examination of corpora for the creation of the dictionary is their different degrees of “prototypicality” as false Anglicisms (Furiassi, 2010: 106). Indeed, some non-adapted Anglicisms can be authentic or false. This feature has been shown in the Section 1.9 of this Chapter, concerning the litmus test to identify false Anglicisms. In this respect, some pseudo-Anglicisms are the most prototypical, being “always used as such”, some are less so prototypical, being “often but not always used as false Anglicism”, and some are the least prototypical, being “rarely used as false Anglicisms” (Furiassi, 2010: 106-107). This property is deeply connected with the aims and questions of the theoretical part of this research, thus they will be given special consideration in the next Chapter. On the whole, this variability in orthography, morphology (Furiassi, 2010: 102, 107) and in the falseness-prototypicality demonstrates the “instability” (Furiassi, 2010: 101) of false Anglicisms in Italian, namely the fact that they “[...] do not constitute a stable and well-defined phenomenon, but are complex and hard to circumscribe [...]” (Furiassi, 2010: 107).
- As previously pointed out, false Anglicisms are often mediated by and incorporated via a third language (Furiassi, 2010: 58-59). In Italian, the mediating languages identified by Furiassi are French, Dutch, Spanish, Swedish and German (Furiassi, 2010: 126). French is the main mediating language of false Anglicisms in Italian. However, the majority of these words are not mediated and coined directly in Italian.
- A meaningful aspect of pseudo-Anglicisms in Italian, which makes their peculiarity and complexity evident, is their relationship with their Italian and real English counterparts. In Furiassi’s dictionary, Italian synonyms are indicated for each sense of each headword, whenever possible. Sometimes, the domestic equivalent of a pseudo-Anglicism is a real Anglicism regularly employed in Italian and other times there is no equivalent (Furiassi, 2010: 130). Below the Italian synonyms, the English translation equivalents are indicated, whenever possible. As the domestic equivalents, the English ones can be also real Anglicisms of the Italian vocabulary or non-traceable (Furiassi, 2010: 130-131). In sum, pseudo-English coexists with Italian and real English, but sometimes its uniqueness and peculiarity makes it an entity

apart, with no Italian or English ‘competitors’. This property of pseudo-English is particularly relevant for the thesis of this research.

- Finally, the last aspect of Italian false Anglicisms which is important to mention for the aims and research questions of the theoretical part of this work is the great variety and different frequency of the formation processes which generate these words and the relative different degrees of autonomy from the English models which inspire them. Although compound ellipsis, compounding and semantic shift represent the most frequent processes, the very fact that six different processes give rise to them with as many diverse types of relationships with the English models and that only one process has a clear predominance demonstrates the complexity, freedom, originality, versatility and uniqueness of these words and can further shed light on their nature and value.

On this brief outline of the principal specific formal properties of false Anglicisms in Italian as identified by Furiassi (2010) in his dictionary, Chapter One concludes. In the next Chapter, these properties and the other properties presented and examined so far are discussed and interpreted in the light of the questions and aims of the theoretical part of this research, developing the thesis that lies at its core.

## CHAPTER TWO

### **A Critical-Theoretical Interpretation of Pseudo-English in General, in Italian and English as a *Lingua Franca*: The Theoretical Implications of its Origin, Nature, Form, Usage, Essence and its Ultimate Communicative Value**

#### **2.1 Introduction**

In Chapter One, pseudo-English and pseudo-Anglicisms, in general and in Italian, have been presented, described and analysed in their origin, nature, form, use and study. In this Chapter, they are interpreted, in these aspects, in the light of the two aims and five research questions of the theoretical, primary research part of this dissertation. The two aims are, on the one hand, to explore the theoretical implications of the origin, nature, form and usage of pseudo-English and pseudo-Anglicism, in Italian and in general, for the central notions in Linguistics of the competence in English as a foreign language and in a foreign language in general, the usage and popularity of the English language in the Italian language, natural language and belonging to a language, and for the role of the English language in and in relation to different languages and for and between non-Anglophone speech communities and, on the other hand, to develop an understanding of the general, ultimate communicative value of pseudo-English for Italian speakers and non-English speakers in general. The five research questions are the following: 1) Does pseudo-English in Italian and English as a *lingua franca* denote limited knowledge of and competence in the Italian language and/or the English language? With what implications for the concept of competence in English as a foreign language and in a foreign language in general? 2) In the light of the nature of and deepest reason for its usage and popularity, what does pseudo-English in Italian reveal about the usage and popularity of the English language in the Italian language? 3) What does pseudo-English in Italian and English as a *lingua franca* reveal about the role of the English language in and in relation to different languages and for and between non-Anglophone speech communities? 4) What is the essence of pseudo-English? In the light of this essence, what does pseudo-English in general reveal about the concepts



of natural language and belonging to a language? 5) In the light of the answers to these four questions, what is the general, ultimate communicative value of pseudo-English in general for Italian speakers and non-English speakers in general?

The five research questions conceived to the two aims and the topics at their centre will be given a theoretical answer and will be interpreted in this Chapter. In detail, each topic, its implications and the respective question will be treated in specific Sections and, on the basis of the interpretations of the specific aspects of pseudo-English and pseudo-Anglicisms tackled by the first four questions, an interpretation of the general, ultimate communicative value of pseudo-English for Italian and other non-English speakers will be advanced and elaborated as the answer to the fifth research question in the last Section. The research questions and the respective Sections follow a logic order of increasing scope, depth and theoreticality, whereby the answer to each question is the premise of the following question. By virtue of this logic order, the thesis at the core of this research and the understanding of the general, ultimate communicative value of pseudo-English are progressively and orderly developed. Chapter Two indeed constitutes the argumentation of the thesis of this dissertation, and the elaboration of the critical-theoretical interpretation of pseudo-English in Italian and English as a *lingua franca*. In it, I explain how and why I have conceived the thesis and elaborate the critical-theoretical interpretation of pseudo-English. Indeed, this logic order of the research questions and their respective Sections mirrors the order in which I began to develop some ideas on pseudo-English and pseudo-Anglicisms which would later become the motivation of this study and the nucleus of the thesis at its core while studying this topic for a course paper I wrote two years ago on an Italian false Anglicism. In the next Section, I will state the thesis and describe its essential points.

## **2.2 The Thesis and its Genesis**

The thesis at the core of this research is that a human natural real language can become a pseudo-language and assume the role of pseudo-language in and in relation to different languages and for and between speech communities who natively speak different languages. By pseudo-language I mean a linguistic-communicative reality or entity that seems and resembles a language without being so, consisting in the

creation and usage of lexical items that have the form of a real language but not the origin and use-existence in the real language; by real language I mean a language that is the direct, distinctive and authentic expression and linguistic representation of a speech community who natively speaks the language and its culture, society and history, in the form of words and idioms perfectly or unequivocally identifiable as lexemes of the language, which belong to the language. Pseudo-language is a role which human natural languages assume and a role in which they exist when they are employed in the form of pseudo-loans of the language, in a different language or in themselves as *lingua franca* between different languages. In this role, the language exists and is used either despite or beyond itself as real language and is freely or strategically exploited, manipulated and re-created in the form of coinage or usage of pseudo-loans of the language, for purposes either independent of or indirectly linked to the real language. In greater detail, the language exists as a model or an idea of a real language and itself as real language, as lexical and grammatical material and word-formation processes of a real language and itself as real language indirectly related to the real language and itself as real language in a relationship of deep autonomy and freely or strategically exploited. At the base of the concept-role of pseudo-language in contrast to those of language and real language lies a separation between the form of a language and the origin and use-existence in the language, i.e., between a language solely in its lexical and grammatical material and word-formation processes and a language in its social, cultural, historical and linguistic reality. This concept-role of pseudo-language firstly implies that a human natural language can assume not only the role of real language in a speech community who does not natively speak the language and in contacts between different speech communities who do not natively speak the language, the roles of foreign language and *lingua franca*, respectively, but also the role of pseudo-language. The concept-role of pseudo-language secondly implies that there exists a category of lexical items whose nature as belonging to a language, in the light of their peculiar origin, coinage, nature, form and usage, is dual, relative and different from that of any other category of lexical items, pseudo-loans. Indeed, since pseudo-loans lack unity and coherence in their origin, coinage, form and usage and have a dual nature, they are, as such, neither the language whereby they were coined nor the language of their form, the

language of the lexical and grammatical material which constitute them nor the language or languages of their coinage, the language or languages of the word formation process, nor the language or languages whereby they are used. In absolute terms, pseudo-loans belong to a pseudo-language, the language to which they formally appear to belong in the role of pseudo-language; in relative terms, they belong to different real languages, i.e., to the language whereby they were coined in terms of their origin and sometimes partly of their coinage, to the language of their form and coinage in terms of their form and coinage and to the language or languages whereby they are used in terms of their use.

What I have stated so far on the concept-role of pseudo-language is best evident in the nature, form, creation and usage of the pseudo-loans of the language with the most intense and massive relationships with the other languages and which is the international *lingua franca*, English. Indeed, this is the language which is most often used as pseudo-language and which has the highest number and variety of pseudo-loans. By studying pseudo-English and pseudo-Anglicisms in Italian, especially as examined in Furiassi (2010), for the course paper I have named in the previous Section, I noticed some aspects of this phenomenon and these words which, on the one hand, could have interesting and important theoretical implications for some central notions of Linguistics and the role of the English language outside of the native Anglophone speech communities and which, on the other hand, led me to hypothesise that pseudo-English was something not merely different from both English and Italian, but different from any real language and, most importantly, something that real languages could not be and that its defining properties derived precisely from this peculiar and unique essence, not examined in the literature on the topic. I have therefore set out to interpret pseudo-English in Italian and English as a *lingua franca* to explore its theoretical implications and to determine its essence and general, ultimate communicative value. As a result, I have conceived the thesis of the concept-role of pseudo-language described in the previous paragraph after concluding that pseudo-English was a pseudo-language. In the next Sections, I will explain how and why I have arrived at this conclusion and conceived this concept-role of pseudo-language. By examining and interpreting pseudo-English in the light of the aims of the theoretical part of this dissertation and its research questions, i.e.,

by answering the research questions, I will indeed develop and discuss the thesis at the core of this dissertation.

### **2.3 The First Research Question: Pseudo-English and the Knowledge of and Competence in Italian and/or English**

As shown in Section 1.4, the question whether false Anglicisms in Italian derive either from a limited knowledge of, and competence in, Italian and/or English or from good, creative, free, strategic, productive knowledge of, and competence in, these languages is complex and controversial. In the light of the critical review of the two lines of thought on the issue, the positive and ‘extrovert’ one seems to be more accurate than the negative and ‘introvert’ one in accounting for the creation and usage of these lexical items. The further description and examination of these words in Italian has confirmed this: by virtue of the considerable complexity, variety, freedom, creativity, ingenuity, strategy and usefulness of its creation, form and usage and by virtue of its nature, defined by Englishness, however apparent and indirect, the phenomenon of pseudo-English on the whole cannot be considered as the consequence and sign of limited knowledge of, and competence in, English and/or Italian.

This conclusion can be reached by examining other aspects of the use, creation and form of false Anglicisms in Italian and English as a *lingua franca*, which are dealt with in this Section of this Chapter for two reasons. On the one hand, these aspects have been not explicitly studied in the research conducted so far and only partially discussed in this work; on the other hand, they are directly connected with the theoretical implications of the positive relationship which is possible between pseudo-English and the knowledge of, and competence in, English and the languages whereby it is used for the concept of competence in English as foreign language and in a foreign language in general. In this Section, I will therefore advance other reasons for which false Anglicisms in Italian and also English as a *lingua franca* in themselves are not the result and sign of scarce knowledge of, and proficiency in, Italian and/or English. Thereafter, I will discuss the theoretical implications of the fact that pseudo-English is not always, nor necessarily, a sign and result of a limited knowledge of, and competence in, Italian and/or English for the concept of

competence in English as a foreign language and in a foreign language in general. I will subsequently briefly deal with pseudo-English when it is not associated with knowledge of, and competence in, English and/or Italian and when it constitutes a problem and not a resource. Finally, I will elaborate the theoretical answer to the first research question of this work<sup>34</sup>.

The use of pseudo-English in Italian can take three forms: an Italian speaker may not know and hence not employ the corresponding real English and Italian lexemes of a false Anglicism and be unaware of its falseness, i.e., that in English it either does not exist or exists with a different meaning; she or he may not use the corresponding real English and Italian lexemes of a false Anglicism despite knowing them and knowing that the Anglicism is a false one; she or he may use a false Anglicism aware of its falseness, but without knowing and hence without using the corresponding real English and Italian lexemes. In all these cases, the Italian speaker may possess a deep knowledge of the Italian lexis and a good proficiency in English. Indeed, whether or not the speaker knows the English equivalent and Italian synonym or the falseness of a false Anglicism, she or he may be competent in both English and Italian, for two reasons. On the one hand, not knowing nor employing a real English equivalent or an Italian synonym of a pseudo-Anglicism and employing it in lieu of them cannot be equated to being incompetent in English or the Italian lexicon in general. A person might know the lexicon of her or his own language and English well in general and yet not know the English and Italian alternatives to the pseudo-Anglicisms she or he uses. Extending the lack of knowledge of some specific lexical items to a general lack of knowledge of a language is questionable, given the complex and multi-faceted nature of knowing and being proficient in a language; on the other hand, although knowledge of the Anglo-American lexicon, grammar and culture is a crucial component of the communicative competence in English as a foreign language and would allow the speaker to know and thus use the real English equivalent, nothing prevents her or him from using a pseudo-Anglicism anyway, since knowledge of, and proficiency in, English and/or Italian are not in contrast to pseudo-English and do not exclude its usage. The profound reason of this is that English and pseudo-English are two indirectly connected autonomous entities rather

<sup>34</sup> Lit.: “in the game of poker, a combination of four cards of the same value, inferior only to royal flush”; “any set or combination of four elements”

than disconnected independent entities, as shown in detail in Chapter One, which in and between languages other than English as a national language, thus including English as a *lingua franca*, can pacifically, effectively and fruitfully coexist. Pseudo-English can also pacifically, effectively and fruitfully coexist with Italian, as real English. In sum, the traditional, negative view of pseudo-English as in contrast to if not in conflict with English and Italian and their knowledge is rigid, static and fails to explain the complex and dynamic relationship between pseudo-English and English and between pseudo-English and Italian. In this research, I argue that the management and exploitation of this pacific and fruitful coexistence between pseudo-English, English and Italian is the key to clarify and understand the positive relationship that can exist between pseudo-English and competence in these languages, which in turn will be shown to have meaningful theoretical implications for the concept of competence in a foreign language.

The following is an example of the management and exploitation of the pacific and fruitful coexistence between pseudo-English and Italian. In terms of use, an Italophone may know the real English equivalent and the Italian synonym of a false Anglicism and prefer the latter precisely because of this, because she or he knows or thinks that, in a given communicative situation, for a given interlocutor and for a given message, the real English equivalent and the Italian synonym are or would be less clear, convenient, appropriate, effective, or would be perceived, respectively, as xenophilia, Anglophilia, an exhibition of knowledge of English and old-fashioned, unpopular, purist, a deliberate choice to avoid Anglicisms. In this case, it is precisely the knowledge of the English and Italian languages that leads to the use of the false Anglicism and not the contrary. In a different communicative situation, with a different interlocutor and with a different message, if the alternatives to the false Anglicism were more clear, appropriate, convenient and effective, they would be preferred. This example demonstrates that behind the use of pseudo-English there can be knowledge of, and competence in, English and/or Italian which, according to the communicative situation, the interlocutor and the message, allows the speaker to freely, strategically, effectively and appropriately choose between pseudo-English, English and Italian within an utterance in Italian.

There can be pacific and fruitful coexistence also between pseudo-English and English in the context of English as a *lingua franca*. Indeed, in a conversation in English as a *lingua franca* between non-Anglophone speakers, pseudo-Anglicisms can be creatively, freely, strategically and effectively used, for instance in these situations: a speaker uses an English lexeme which the interlocutor does not understand, therefore the speaker uses a pseudo-English counterpart of the English lexeme, one invented for the occasion or one present in the interlocutor's native language, in the hope that the interlocutor understands it, since she or he knows it in her or his language or simply since it is easy to understand; the interlocutor shows a low proficiency in English, therefore the speaker invents simple pseudo-Anglicisms or uses pseudo-Anglicisms which are present in the interlocutor's native language, again in the hope that the interlocutor understands them; in a specular way, the speaker has difficulties in finding the exact English words to express her or his message, therefore she or he resorts to a pseudo-Anglicism, invented in the moment or existing in the interlocutor's native language, always in the hope that the interlocutor understands it. The attempt to use a pseudo-Anglicism for the sake of comprehension can succeed, if the word is understood, or fail, if the word is not understood. In this latter case, the speakers can stop using also pseudo-English and resume using solely real English. Naturally, the outcome of the technique of using pseudo-English in English as a *lingua franca* to overcome communicative difficulties cannot be predicted, but undoubtedly it might succeed and hence it is legitimate to employ it. Indeed, pseudo-English in English as a *lingua franca* can be strategically and effectively resorted to when real English poses some difficulties to the communication.

Behind this manifestation of the coexistence of pseudo-English and English in English as a *lingua franca* as well, there can be knowledge of, and competence in, English. In the first two situations, the speaker is proficient in English and indeed uses real English lexical items, but then strategically uses false counterparts in favour of the interlocutor, while, in the third situation, the speaker might be not highly proficient in English or simply have difficulties in specific words and uses pseudo-English as support, help for herself or himself. In spite of this difference, in all three situations the speakers creatively, strategically and effectively utilise pseudo-English

in English as a *lingua franca* to communicate better, creating pseudo-Anglicisms or using those existing in the interlocutor's language. In so doing, the speakers demonstrate a communicative competence with English which allows them to use pseudo-English as an instrument of and support for communication when they have difficulties with English.

The management and exploitation of the pacific and fruitful coexistence between pseudo-English, English and Italian, at the core of the positive relationship that is possible between them, can be identified not only in the usage of existing false Anglicisms, but also in the creation of these lexical items and in their form. Indeed, it is best evident in these two aspects, as will be shown in the next paragraphs. The premise is that, as mentioned in Section 1.5, false Anglicisms are usually coined in Italian by journalists (Accornero, 2005, cit. in Furiassi, 2010: 62; Furiassi, 2010: 62) and indeed most of them have been introduced and spread by newspapers (Furiassi and Hofland, 2007: 347, cit. in Furiassi, 2010: 62; Furiassi, 2010: 62). Furthermore, since 2010, the coinage, introduction and spread of false Anglicisms in Italian has taken place more and more often in other domains besides that of journalism and news, such as politics, economics and advertising. The reasons for the coinage, introduction and spread of new false Anglicisms in newspaper articles and headlines are various, but essentially revolve around the pragmatic usefulness of these lexical units, deriving from their possibility of being both attractive and effective, eye-catching and clear, within the frame of an English appearance. Journalists strategically and purposefully exploit this pragmatic usefulness, which allows them to achieve their communicative aims by means of false Anglicisms better than by means of Italian or real English alternatives.

Now, I argue that great care and serious consideration on the part of journalists lies behind the decision to coin a new pseudo-Anglicism, especially in headlines. On the one hand, it is reasonable to suppose that, before the final choice of a pseudo-Anglicism instead of a real English or Italian lexeme, these alternatives are taken into consideration. Indeed, the word should be more useful than both the English and Italian alternatives in expressing and provoking what the journalists aim to express and provoke, and in the way in which they want to express and provoke it, otherwise there would be no need for creating the new word and the alternatives would be



chosen. In short, the word should be endowed with a meaning, value and form which makes it uniquely useful, different from and better than the Italian synonyms and real English equivalents and thus worth coining. On the other hand, it is equally reasonable to suppose that the Italian and English languages in general are taken into consideration in the coinage of a new pseudo-Anglicism for a newspaper text, for two reasons. Firstly, the language whereby the lexical item is coined, introduced and utilised is Italian and the readership is Italian. The lexical item should therefore be conveniently usable in this language and understandable for its speakers. In short, the new coinage should successfully integrate into the Italian language, phonetically, lexically, grammatically and culturally. This implies that, despite being an Anglicism, however apparent, the new coinage should not be, so to speak, 'too English'. In other words, it should not be difficult to pronounce, understand and use for Italophones and should be in harmony with the phonology, lexicon and grammar of Italian and the Italian culture. Many false Anglicisms are likely to exist in Italian precisely because their real English counterparts are more difficult to pronounce, understand and use.

Moreover, the new coinage is an Anglicism, however false, composed of English lexical and grammatical material and coined by means of English word-formation processes, and indeed its value and use can heavily rely on its apparent Englishness. It should sound and look English and have a clear relationship with the English language, however indirect. The vast majority of false Anglicisms in Italian are indeed derived from or inspired by precise English models, often the real English equivalents, in form of reduction of compounds, as reported at the end of Chapter One. The relationship between pseudo-English and English should not be, though, too indirect, in the sense that the false Anglicism should not be too distant and different from the inspiring authentic English models and too similar to an Italian lexeme. In other words, the apparent Englishness of the new coinage should be preserved and not sacrificed for its integration into the Italian language. As with the previous aspect, this implies that, despite being a false Anglicism, the new coinage should not be, so to speak, 'too false' or 'too Italian'. It should appear as a possible and realistic English lexeme. Finally, as for the word itself, the new pseudo-Anglicism should be attractive, eye-catching, it should have a pleasant look and

sound and positively capture the readers' attention and interest. In brief, it should be liked and well-received by the Italian speakers. In this respect, a careful consideration of the Italian and English languages is indispensable for the creation of a pseudo-Anglicism so that is attractive in its form.

In sum, the coinage and introduction of a new false Anglicism in Italian by means of a newspaper article or headline, as well as its effectiveness, success and potential integration into the Italian lexicon, can depend on all the aspects mentioned above, which, as a whole, are grounded on a knowledge of the Italian and English languages and the management and exploitation of an optimal balance between these languages in the new false Anglicism and between Italian and the false Anglicism. The deliberate and well-considered coinage and introduction of a new false Anglicism in the Italian language in the field of news and journalism examined so far is a highly relevant reality for the study and interpretation of pseudo-English in Italian, since numerous false Anglicisms in this language have this origin. Indeed, as mentioned at the beginning of the examination of this reality and in Section 1.5, pseudo-Anglicisms are usually coined in Italian by journalists (Accornero, 2005, cit. in Furiassi, 2010: 62; Furiassi, 2010: 62) and most of them were introduced and spread by newspapers (Furiassi and Hofland, 2007: 347, cit. in Furiassi, 2010: 62; Furiassi, 2010: 62). The detailed analysis of the deliberate and well-considered coinage and introduction of new pseudo-Anglicisms in the Italian language in the context of news and journalism further suggests that a positive relationship between English, Italian and pseudo-English can be identified in the origin and form of pseudo-English, in addition to its usage.

In conclusion, I have so far presented and analysed three realities whereby a management and an exploitation of the pacific and fruitful coexistence between pseudo-English, English and Italian can lie behind the use, coinage, introduction and form of pseudo-Anglicisms. As concerns the usage of these lexical items, I have presented a usage of pseudo-English in Italian motivated by a knowledge of Italian and English and a usage of pseudo-English in English as a *lingua franca* as a technique to overcome communicative difficulties with English for the sake of comprehension. As concerns the coinage, introduction and form of pseudo-Anglicisms, I have presented the coinage and introduction of new pseudo-Anglicisms

in the Italian language in the context of news and journalism. These three realities can be interpreted as evidence that a positive relationship between English, Italian and pseudo-English can be identified behind the phenomenon of pseudo-English in Italian and English as a *lingua franca*. Indeed, it is the management and exploitation of the pacific and fruitful coexistence between pseudo-English, English and Italian that defines the phenomenon of pseudo-English and its being an opportunity, a useful communicative resource, and not necessarily a problem.

At this point, the theoretical implications for the concept of competence in English as a foreign language and in a foreign language in general of the positive relationship between English, pseudo-English and Italian and the management and exploitation of the pacific and fruitful coexistence between these entities which can exist behind the phenomenon of pseudo-English in Italian and English as a *lingua franca* and thus the fact that this phenomenon cannot be considered on the whole as a sign and a consequence of inadequate knowledge of, and competence in, the Italian and/or English languages can be elaborated and discussed. In essence, pseudo-English redefines the concept of competence in a foreign language. In general terms, competence in a foreign language can transcend the language itself and involve creating, using or understanding false loans of the language in a free, creative, strategic, effective and appropriate fashion in another language and in the language as *lingua franca*. In specific terms, competence in English as a foreign language can transcend English itself and involve creating, using or understanding false loans of this language, false Anglicisms, in a free, creative, strategic, effective and appropriate fashion in another language and in English as a *lingua franca*. Consequently, competence in English as a foreign language does not necessarily lead to non-usage or non-coinage of pseudo-Anglicisms: it can be expressed also in pseudo-English.

Pseudo-English is indeed a communicative resource which adds to English, whose existence depends on both English and the language or languages whereby it exists, and their relationship. In Italian, this resource can allow speakers of this language to express themselves in a way in which Italian and English do not allow them to express themselves, in a peculiarly free, creative, strategic, effective and appropriate manner. Such a use of this resource, concerned with both freedom,

creativity and strategicness, effectiveness and appropriateness, is based on knowledge of, and competence in, the English and/or Italian languages. Indeed, in order that pseudo-English can be a positive, useful and effective communicative resource in the Italian language, in harmony with both real English and Italian, knowledge of, and competence in, English and/or Italian is decisive. Similarly, pseudo-English can be a positive, effective and useful communicative resource to attempt to overcome difficulties with real English in English as a *lingua franca*. Such a free, creative, strategic and potentially effective use of pseudo-English in support of English as a *lingua franca* can denote knowledge of, and competence in, English, as well. Hence, competence in English as a foreign language can also take the form of coining, using or understanding pseudo-Anglicisms freely, creatively, strategically, effectively and appropriately, in Italian and English as a *lingua franca*, in harmony and not conflict with these languages.

In summary, I have so far shown how pseudo-English can be associated with knowledge of, and competence in, English and/or Italian and constitute an opportunity, a useful communicative resource, demonstrating that pseudo-English in Italian and English as a *lingua franca* cannot be accounted for on the whole as the sign and result of scarce knowledge of, and proficiency in, Italian and/or English. Put it differently, pseudo-English is not always nor necessarily the sign and result of limited knowledge of, and competence in, Italian and/or English. However, as pseudo-English can be associated with knowledge of, and competence in, these languages and constitute an opportunity and a useful communicative resource, it can also be associated with inadequate knowledge of, and competence in, English and/or Italian and constitute a problem and not an opportunity and a useful communicative resource. Before developing the final theoretical answer to the first research question of this work, I will briefly deal with pseudo-English in this form, complementary to that examined so far. This will allow me to clarify the conclusion that pseudo-English in Italian and English as a *lingua franca* is not necessarily nor always a sign and the consequence of inadequate knowledge of, and competence in, Italian and/or English and to develop a comprehensive answer to the research question.

Pseudo-Anglicisms in Italian may be coined, used and spread unintentionally, merely due to a limited knowledge of, and competence in, the Italian and/or English

languages in general or due to lack of knowledge of specific Italian synonyms and real English equivalents. In this form of pseudo-English, too, a general limited knowledge of Italian or English and lack of knowledge of specific English equivalents and Italian synonyms are two different realities, in that one does not necessarily imply the other. In English as a *lingua franca* as well, pseudo-Anglicisms may be employed unintentionally, merely due to limited competence in English in general or due to difficulties with specific words and idioms. Such a form of pseudo-English is not in itself free, creative, strategic, effective, and appropriate. It is not used as a resource or opportunity and thus represents a potential problem for communication. If it leads to a smooth, effective, clear, and appropriate communicative exchange, this occurs despite itself, by chance or for external reasons which act incidentally to it.

Indeed, besides this negative, problematic form of pseudo-English, there can exist a form of pseudo-English in Italian that represents neither a resource nor a problem and is independent of knowledge of, and competence in, Italian and/or English. It lacks freedom, creativity, intention and strategy, but it can lead to smooth, effective, clear and appropriate communicative exchanges. In this form of pseudo-English, false Anglicisms are coined or used for various reasons, which are not related to knowledge of, and competence in, English and/or Italian, be it good or inadequate. For instance, there are no alternative lexemes, neither in English nor in Italian, as the only alternatives are descriptions of the referent of the false Anglicism or definitions of its meaning, the alternative lexemes are old-fashioned or unpopular, the domestic alternative lexemes sound purist, a deliberate attempt to avoid Anglicisms, the false Anglicism is well rooted in the Italian language and its usage is conventional, the false Anglicism is a buzzword, or, in more general terms, it is merely a matter of attractive sound, fashion or play. Interestingly, also this form of pseudo-English in Italian, independent of knowledge of, and competence in, Italian and/or English, demonstrates that pseudo-English is not necessarily nor always a sign and the result of scarce knowledge of, and competence in, Italian and/or English.

Finally, there is one form of pseudo-English, independent of competence in this language, which is always a problem and never a resource, even if consciously resorted to with the intention to use it as a resource: pseudo-English in English with

native speakers of this language, especially in English as a national language, namely in places whereby English is a national language. Unlike English as a *lingua franca*, whereby non-Anglophone speakers can attempt to use pseudo-Anglicisms in the hope that the interlocutor understands them, because they exist or may exist in the interlocutor's language or simply because they are easy to understand, in English between a non-Anglophone speaker and an Anglophone speaker, the use of pseudo-Anglicisms on the part of the non-Anglophone speaker is counterproductive and unreasonable, for the following pragmatic reason. Pseudo-Anglicisms as signs do not exist in real English, as a national or native language, by definition. Hence, although pseudo-Anglicisms, invented in the moment or existing in a certain language, might be understood or even known by an Anglophone speaker, as pointed out in Chapter One, their usage and comprehension would imply an effort on her or his part that, irrespective of its intensity, would make communication more difficult to her or him than to the non-Anglophone speaker. Considering that the language of the communicative exchange is English, the Anglophone speaker's own language, the use of pseudo-Anglicisms on the part of the non-Anglophone speaker in the hope that the Anglophone speaker understands them is both counterproductive and unreasonable. It would facilitate communication for the non-Anglophone speaker while hampering it for the Anglophone speaker. In sum, regardless of the non-native speaker's competence in English, the use of pseudo-English on her or his part in English with a native speaker of this language, especially in English as a national language, constitutes a problem and not a resource or opportunity in communicative terms.

In conclusion, the first research question of this research, whether pseudo-English in Italian and English as a *lingua franca* denotes limited knowledge of, and competence in, the Italian language and/or the English language and with what implications for the concept of competence in English as a foreign language and in a foreign language in general can be answered in theoretical terms as follows. False Anglicisms are not in contrast to knowledge of, and competence in, the Italian and/or English languages. They can indeed denote knowledge of, and competence in these languages. In particular, proficiency in English as a foreign language can be realised also in pseudo-English. This holds for both pseudo-English in Italian and pseudo-

English in English as a *lingua franca*. A positive relationship between English, pseudo-English and Italian can be evident in the coinage, introduction, form and usage of false Anglicisms. Indeed, the management and exploitation of the pacific and fruitful coexistence between Italian, English and pseudo-English is the foundation for a pseudo-English which represents an opportunity and a useful communicative resource and not a problem, characterised by a free, creative, strategic, effective and appropriate coinage and usage of false Anglicisms. This does not rule out, however, that pseudo-English can originate from scarce knowledge of, and competence in, Italian and/or English, be independent of knowledge of, and competence in, these languages and become or be a problem for communication. As already quoted in Section 1.4, in the foreword to Furiassi's book Görlach (2010: 12) notes that false Anglicisms may indeed derive from a wide spectrum of sources, "[...] ranging from incompetent speakers'/writers' practice to sophisticated word-play produced by fully bilingual users." The complexity of the investigated phenomenon lies in its various origins and motivations as well.

#### **2.4 The Second Research Question: The Usage and Popularity of Pseudo-English in Italian and the Usage and Popularity of English in Italian**

In this Section, I will deal with the usage and popularity of pseudo-English in Italian. Firstly, I will interpret the nature of and deepest reason for the usage and popularity of pseudo-English in Italian, in relation to English and Italian. Secondly, I will discuss the theoretical implications of the nature of and deepest reason for the usage and popularity of pseudo-English in Italian for the usage and popularity of the English language in the Italian language. In the light of this, I will finally elaborate the theoretical answer to the second research question of this dissertation, determining what pseudo-English in Italian reveals about the usage and popularity of the English language in the Italian language in the light of the nature of and deepest reason for its usage and popularity.

This issue relates to the previous one concerning the positive relationship which can exist between pseudo-English and the knowledge of, and competence in, English and/or Italian, from whose examination I have concluded that pseudo-English can be a useful communicative resource and proficiency in English as a

foreign language can be expressed also in pseudo-English. Indeed, I argue that the usage and success of pseudo-English in Italian in relation to English and Italian is ultimately motivated by its usefulness as communicative resource, a peculiar usefulness which English and Italian do not allow for, grounded on the very nature of pseudo-English. In what follows, I will elaborate this interpretation of the usage and success of pseudo-English in Italian in its peculiarity by analysing the nature of pseudo-Anglicisms and the aspects of their form and usage in Italian described in Chapter One which differentiate them from genuine Anglicisms. The resulting picture of the peculiarity of pseudo-English and its difference from English will shed light on the one hand on the nature of and deepest reason for the usage and popularity of pseudo-English in Italian in relation to English and Italian and on the other hand on what pseudo-English as communicative resource allows to do. The premises and motivations of this examination and interpretation of the success and popularity of pseudo-English in Italian are described hereunder.

I have already dealt with the usage and popularity of false Anglicisms in Italian in Section 1.5, whereby I have reported the principal linguistic, psychological, sociological and political explanations of the usage and popularity of these lexical items in Italian developed so far by linguists, especially those summarised by Furiassi (2010: 13, 59-64, 93-94; 2018: 120) and Furiassi and Gottlieb (2015: 9, 19), and whereby I have contrasted the two opposite attitudes towards the widespread usage and conspicuous success of these words, the positive, ‘extrovert’ one favourable to them, and the negative, ‘introvert’ one against them. I have also critically reviewed some aspects of these explanations, introducing some points which will be taken into consideration in this Section, in the interpretative phase of this work.

Firstly, I have pointed out that a positive connotation of the English language or the Anglo-American culture and not only of both of them lies at the common extra-linguistic origin of false and authentic Anglicisms. I will indeed show that the separation of the English language from the Anglo-American society and culture is a defining feature of the coinage and usage of pseudo-Anglicisms, which starkly distinguishes it from the usage of authentic Anglicisms. Secondly and most importantly, I have pointed out that the explanations of the usage and popularity of



false Anglicisms provided so far in the literature on pseudo-English, despite being correct in themselves, are generic, equally valid for real and false Anglicisms and overlook or ignore the pragmatic dimension. On the one hand, they fail to account for the peculiar, specific success of pseudo-Anglicisms in relation or contrast to that of real Anglicisms. The interpretation of the **nature** of and **deepest** reason for the usage and popularity of pseudo-English in Italian in relation to English and Italian on which this Section is focused is grounded firstly precisely on the issue that in the literature on the topic of this study the success of pseudo-English is not distinguished from that of English and that while the reasons for which pseudo-Anglicisms are preferred over Italian words are clear, the reasons for which they are preferred over real Anglicisms are not clear.

On the other hand, the principal explanations of the use and success of false Anglicisms advanced so far fail to account for the communicatively strategic, pragmatically motivated, and not merely stylistic or aesthetic, use and coinage of these words. Along with the studies on the usage of Anglicisms in journalistic discourse, which have highlighted the usefulness of these lexical items, and in line with the recent pragmatic turn in the field of language contact and borrowing, two recent studies by Furiassi (2018) and Gazzardi and Vásquez (2020), have focused on the pragmatic reasons for the use of false Anglicisms in Italian. These scholars have noticed that pseudo-English is not merely or necessarily a matter of form or style: false Anglicisms can indeed be both attractive, eye-catching and effective, convenient. Despite the merit of identifying this pragmatic usefulness of pseudo-Anglicisms, neither these studies account for the specificity and uniqueness of this pragmatic usefulness, distinguishing it from that of genuine Anglicisms. When, how and why certain false Anglicisms are more pragmatically useful than real Anglicisms and are hence used in preference to them is not dealt with. Indeed, Gazzardi and Vásquez (2020) do not provide different reasons behind the usage of real and false Anglicisms and Furiassi (2018) deals with only two false phraseological Anglicisms, in themselves and not in relation to authentic phraseological Anglicisms.

In sum, although a pragmatic usefulness has been identified in the use of pseudo-Anglicisms, what brings to the choice of a pseudo-Anglicism instead of a real Anglicism in the light of this pragmatic usefulness has not yet been investigated. The

decision to interpret not only the nature of but also the deepest reason for the use and popularity of pseudo-English in Italian in relation to English and Italian, and especially the decision to investigate what kind of useful communicative resource pseudo-English can be, are motivated by the illuminating findings of the studies by Furiassi (2018) and Gazzardi and Vásquez (2020) on the pragmatic usefulness of false Anglicisms. In the light of the specificity of pseudo-English in relation to and contrast with English, this pragmatic usefulness can indeed provide the definitive key to interpret the nature of and deepest reason for the usage and popularity of pseudo-English in Italian.

Now that their premises and motivations have been described, the interpretation of the nature of and deepest reason for the usage and success of pseudo-English in Italian in relation to English and Italian can begin. The first aspect of pseudo-Anglicisms which should be analysed to this aim is their nature. As shown in depth in Chapter One, pseudo-Anglicisms are firstly words or idioms with a totally English appearance. Formally, as signifiers, they indeed consist of English words, morphemes or combining forms, combined or re-semanticised according to English word-formation processes. In short, pseudo-Anglicisms are firstly Anglicisms and seem and resemble words and idioms of the English language, belonging to and originating from this language. However, despite their English appearance, pseudo-Anglicisms, as signs, are not words and idioms of the English language, belonging to and originating from this language. They are not borrowed from English into Italian, but autonomously coined in Italian. Formally, as signifiers, pseudo-Anglicisms either do not exist or exist with a conspicuously different meaning in English; as signs, they do not exist in English. In short, pseudo- or false Anglicisms are firstly Anglicisms and secondly pseudo- or false Anglicisms.

The nature of false Anglicisms is, hence, dual, characterised on the one hand by an English appearance-form or apparent-formal Englishness and on the other hand by falseness, the non-existence in English. This duality can be expressed in different terms as well. On the one hand, pseudo-Anglicisms are formally English, composed of English lexical and grammatical units, created by means of English word-formation processes, and originate, as explained in Section 1.5, from the prestige and influence of the American and British cultures and the English language, positively

connoted as stereotypically associated with the positive concepts of modernity, efficiency, cosmopolitanism, coolness, power, fashion, technology, wealth, success and freedom of expression. On the other hand, false Anglicisms are pragmatically, semantically, culturally and sometimes also grammatically not English and do not originate from this language but from a different language as original and autonomous creations of its speakers. In short, pseudo-Anglicisms are partly English and partly non-English.

In addition to the linguistic duality, the second defining element of the nature of false Anglicisms is therefore creation: in the languages whereby they exist, these words are first created and then used and not merely used after being imported from English. This creation can have the most varied reasons and defines the originality and autonomy of these lexical items. Pseudo-Anglicisms are, in relation to English, original and autonomous creations of another language.

This creation, autonomy and originality, combined with an English form, characterise the third defining element of the nature of pseudo-Anglicisms, their independence as category of Anglicisms, products of the influence of English on other languages or the contact of English with other languages. As explained in Section 1.2, pseudo-English, the creation, usage and success of pseudo-Anglicisms, is an independent phenomenon of language contact and change. Indeed, unlike real Anglicisms, adapted and non-adapted, hybrid Anglicisms and calques from English, pseudo-Anglicisms are the only Anglicisms which have both an English form and an origin as autonomous, original creations of a different language.

Finally, there is a phenomenon which can affect the nature of false Anglicisms examined in Section 1.6 which must be mentioned to interpret the nature of and deepest reason for their usage and success, the fact that their falseness can change. Indeed, false Anglicisms can cease to be false and become real Anglicisms, in three ways: false Anglicisms are borrowed by English and begin to be widely used in this language (Furiassi, 2010: 70-71; Campos-Pardillos, 2015: 159; 163; 170; Furiassi and Gottlieb, 2015: 17); a word morphologically emerges in English with the same form and meaning of its pseudo-English counterpart in other languages, independently evolving by itself with no foreign influence (Campos-Pardillos, 2015: 159; 170); an English word, more or less autonomously, acquires the meaning of its

pseudo-English counterpart. The nature of pseudo-English is therefore dynamic in addition to complex. The element of falseness or non-existence in English is open to change according to the lexical evolution of the English language, if a false Anglicism begins to exist in this language. Having the nature of false Anglicisms been examined, the next step to interpret the nature of and deepest reason for the usage and popularity of pseudo-English in Italian is to examine their formal properties which differentiate them from real Anglicisms.

The first essential formal feature of pseudo-Anglicisms to mention, direct consequence of their nature, is the fact that these words, in their components and in their entirety, do not undergo adaptation to the morphology, orthography and semantics of the Italian language, despite being coined in Italian. Indeed, their coinage does not follow the rules of the grammar and specifically those of the word-formation processes of the Italian language. This is the manifestation of the **independence** from the Italian grammar and lexical morphology of pseudo-English. On the contrary, the rules of the grammar and specifically those of the word-formation processes of English play a role in the coinage and resulting form of false Anglicisms, but in a peculiar way. Indeed, word-formation processes and grammatical elements and features of the English language are involved in the creation of false Anglicisms, but they are **freely and creatively used and exploited rather than applied**. In other words, non-Anglophone speakers freely and creatively use and exploit English word-formation processes and grammatical elements and features, without necessarily respecting their specific rules and restrictions, thus also in cases whereby this would be incorrect. This is the manifestation of the **autonomy** from the English grammar and lexical morphology of pseudo-English.

This freedom and creativity in the coinage of false Anglicisms in Italian is reflected also in the number and variety of the formation processes which generate them. As noted at the end of Chapter One, six different processes can lead to unique, creative, original, diverse pseudo-Anglicisms in Italian, and only compound ellipsis has a clear predominance of frequency over the other processes. This variety and diversity of the form and origin of false Anglicisms correlates with variety and diversity of the formal relationship between false Anglicisms and their English equivalents or inspiring models.

A further relevant formal property of pseudo-Anglicisms which denotes variability and freedom is the graphic diversity and variability of multi-word pseudo-Anglicisms. Three patterns of solid, open and hyphenated configuration characterise multi-word pseudo-Anglicisms; these graphic forms are often interchangeable in the same pseudo-Anglicism, in that some pseudo-Anglicisms occur in only one graphic form, some occur in two graphic forms and some in three graphic forms (Furiassi, 2010: 35-36; 104). This diversity and variability in the graphic form of multi-word pseudo-Anglicisms is undoubtedly linked to that of real English lexemes, but it is not caused by it. Rather, it is influenced by it. Indeed, this graphic diversity and variability is free and does not explicitly follow rules or conventions of neither English nor Italian. In short, it is not grammatically motivated and Italian speakers can use multi-word pseudo-Anglicisms in any of the three possible graphic forms.

There are other formal properties of false Anglicisms which contribute to their usage and success but are not specific to these lexemes because they are shared with real Anglicisms. In other words, they concern the use and success of false Anglicisms as Anglicisms and not as false Anglicisms. Since the first aim of this Section is to interpret the nature of and deepest reason for the usage and popularity of pseudo-English in Italian in its peculiarity, they are not taken into consideration in this examination of the form of false Anglicisms. However, by virtue of their contribution to the usage and success of these lexical items, they will be taken into consideration later on, once the nature of the usage and popularity of pseudo-English has been identified, understood and interpreted. In the next paragraphs, the aspects of the usage of pseudo-Anglicisms peculiar to these words meaningful to interpret the nature of and deepest reason for their usage and popularity are examined.

An aspect of the usage of pseudo-Anglicisms in Italian which is both interesting and relevant for the topic and aims of this Section is the fact that some pseudo-Anglicisms, as signifiers, can be also used as real Anglicisms. This is possible whenever a pseudo-Anglicism has a homograph, a formal copy, in the English language and is used in the meaning of this homograph, i.e., in its original, authentic English meaning. Indeed, some non-adapted Anglicisms can be genuine or false, depending on their origin and usage, respectively as loanwords from English and original and autonomous coinages of another language. In this respect, Furiassi

(2010: 106-107) identifies three degrees of prototypicality of false Anglicism in Italian, according to whether they are used as such always, often and rarely. This phenomenon is a sign of the notable freedom and versatility of pseudo-English: if the same non-adapted Anglicism can be authentic or false, the Italian speaker can freely decide how to use it, as authentic Anglicism or false Anglicism; furthermore, the speaker can even freely decide to use the Anglicism interchangeably as authentic or false Anglicism.

A further aspect of the usage of false Anglicisms in Italian which can shed light on the nature of and deepest reason for the usage and popularity of pseudo-English is their complex semantic relationship with their Italian and real English counterparts (Furiassi, 2010: 130-131). In general terms, a false Anglicism in Italian can have Italian synonyms and English equivalents and the majority of these words do have both of them. In Furiassi's dictionary (2010: 135-214), more than half of the pseudo-Anglicisms indeed have both Italian synonyms and English translation equivalents. The other recorded pseudo-Anglicisms either have English translation equivalents but lack Italian synonyms or lack both English translation equivalents and Italian synonyms. Only two pseudo-Anglicisms have an Italian synonym but lack an English translation equivalent: DOOMWRITER and DOOMWRITING (Furiassi, 2010: 158-159). Furthermore, the Italian synonyms and English translations can sometimes coincide, if they are English borrowings in Italian. From these data it can be deduced that pseudo-English plays a specific, peculiar and unique role in the Italian language, in relation to both Italian and English, and both in general as a linguistic phenomenon and specifically in the single lexical items. Indeed, the fact that false Anglicisms are used sometimes in the absence of English or domestic equivalents and sometimes in their presence, and in so numerous and diverse relationships with them, demonstrates the uniqueness, freedom and peculiarity of these words.

Finally, in general terms, there is an aspect of the usage of false Anglicisms in Italian that is crucial to understand the nature of the usage and popularity of these lexical items, their quantitative status. Unfortunately, the only available scientific quantitative data on pseudo-English in Italian are those reported by Furiassi (2005, 2010). Consequently, what follows can be deemed as strictly valid until the year 2010. Nevertheless, in the light of the possible increases and decreases in the number

and usage of these words and the relative proximity to the present of the book by Furiassi (2010), the validity of the following considerations can be reasonably extended to the present. Based on Furiassi (2010: 117-118), pseudo-Anglicisms in Italian are quantitatively limited, significantly less numerous than real Anglicisms, and with a low general incidence and frequency. Overall, the phenomenon of pseudo-English in Italian is, quantitatively, inferior to that of English: pseudo-Anglicisms are, compared to real Anglicisms, significantly less numerous and less used. Specifically, though, I have noticed that there is a small group of pseudo-Anglicisms with a high frequency of usage and a large group with a low frequency of usage. These quantitative data suggest that the nature of and deepest reason for the usage and popularity of pseudo-English is different from that of authentic English and autonomous from it. On the one hand, I argue that the noteworthy quantitative difference between genuine and false Anglicisms is related to the substantial qualitative difference of the two classes of Anglicisms, their different nature. On the other hand, I argue that the relatively small number of false Anglicisms and the frequent use of only a few of them is related to the peculiarity and specificity of these words and can shed light on the nature of and deepest reason for their usage and popularity, especially in relation to and contrast with real Anglicisms.

In the light of this examination of the nature of pseudo-Anglicisms and the main aspects of their form and usage in Italian which distinguish them from real Anglicisms, a first interpretation of the nature of the usage and success of pseudo-English in Italian in relation to English and Italian can be advanced. By virtue of the nature of pseudo-Anglicisms and its consequent realisation in linguistic form and usage, the nature of the usage and popularity of pseudo-English in Italian can be interpreted as the expression and exploitation of freedom and uniqueness. In the next paragraphs, I will elaborate this interpretation by illustrating why and how these concepts-values define the nature of the usage and popularity of pseudo-English in Italian.

Freedom and uniqueness are present in the very nature of false Anglicisms, as evident in the duality of this nature. Indeed, false Anglicisms are partly English and partly non-English, formally English and pragmatically, semantically and culturally not English, firstly Anglicisms and secondly false Anglicisms, on the one hand

composed of English lexical and grammatical material, coined by means of English word-formation processes, with a totally English appearance, words and idioms which seem and resemble authentic words and idioms of the English language, belonging to and originating from this language and deriving in communicative terms solely from the prestige, influence and positive connotation of the English language or the Anglo-American culture and, on the other hand, non-existing in English, not borrowed from this language but autonomously coined in another language, lexical items originating from a language different from English as original and autonomous creations of its speakers. This makes false Anglicisms symbols and instruments of freedom and uniqueness. Concretely, false Anglicisms allow non-English speakers to use English in a free manner by separating the language from the Anglo-American culture and society, the lexicon and grammar from their actual usage and limitations in English and by combining two elements which could not be combined in real English and genuine loanwords, the English form and the non-existence and non-origin in English. Specifically, the freedom of pseudo-English is the freedom of using the lexical material and grammar of English in the form of lexemes which are not properly, i.e., completely, English and using English-looking and English-sounding words although they do not exist or exist with a different meaning in English. Such a freedom is possible solely in and with false Anglicisms by virtue of their dual nature. In this sense, the dual nature of false Anglicisms is a sign of freedom and uniqueness or, put it another way, a unique freedom.

Freedom is intrinsic to the second defining element of the nature of pseudo-Anglicisms as well. Indeed, these words arise as new coinages, original and autonomous creations of a language different from English. In other words, they are the result of an act of creation, if not of creativity. The creation of new, original words is the essence of freedom in language, therefore, in this respect, pseudo-English can be interpreted as the freedom of creating seemingly English words. The originality and creation or creativity which define pseudo-Anglicisms is, in sum, another sign of freedom. The third defining element of the nature of pseudo-Anglicisms, their independence as category of Anglicisms, and in general the independence of the creation, usage and success of pseudo-Anglicisms as phenomenon of language contact and change, is a further sign of uniqueness.



Pseudo-Anglicisms are indeed the only Anglicisms which have both an English appearance and a non-English origin as autonomous, original creations and which can be used and be popular by virtue of both this appearance and this origin.

Finally, the phenomenon of the changeability of the falseness or non-existence in English of false Anglicisms and thus their possibility of becoming real Anglicisms is a sign of freedom and uniqueness. The fact that false Anglicisms can be borrowed by English and that words can morphologically or semantically emerge in English with the same form and meaning of their false counterparts, with the effect that false Anglicisms begin to be used in English, can indeed be interpreted as a sign of the freedom these lexical items enjoy and represent. Nothing in principle prevents Anglophone speakers from using false Anglicisms, as nothing prevents these words from becoming their opposite, real Anglicisms. On the contrary, real Anglicisms cannot become false Anglicisms, because, even if in English they cease to be used or acquire a new meaning, they remain totally English lexemes by virtue of their English form and origin. In other words, although real Anglicisms can become archaisms, their nature of lexemes of the English language and borrowed from it cannot change. Hence, in relation to English, the fact that false Anglicisms can become authentic Anglicisms but not *vice versa* is a sign of uniqueness.

In sum, as the very nature of false Anglicisms is characterised by freedom and uniqueness, the nature of the usage and success of these lexical items can be interpreted as the expression and exploitation of freedom and uniqueness. The freedom and uniqueness of the nature of false Anglicisms is indeed the condition for the freedom and uniqueness which can characterise the usage and popularity of these lexical items. This freedom and uniqueness of the nature of false Anglicisms, in turn, concretises in the linguistic form and usage of these words and therefore can be identified in them as well. In what follows, I will discuss the freedom and uniqueness of false Anglicisms as it is realised in their form and usage.

The formal property of pseudo-Anglicisms of the independence from the Italian grammar and lexical morphology and the autonomy from the English grammar and lexical morphology is a considerable sign of freedom. As for Italian, the fact that pseudo-Anglicisms are used or coined in this language without adaptation to its structure and independently of the rules of its grammar and word-

formation processes indeed makes these lexemes 'free'. In this respect, pseudo-Anglicisms represent the freedom of using or creating English-sounding words in Italian freely, without restrictions or conditions related to the grammar of the language. As for English, the freedom in the autonomy of false Anglicisms from the rules of the grammar and, in particular, those of the word-formation processes of English has been already noted. In and with false Anglicisms, non-English speakers can use and exploit and not only apply word-formation processes and grammatical elements and features of the English language in a free fashion, without necessarily respecting their specific rules and restrictions, also in cases whereby this would be incorrect. Creativity has been noted as well in this autonomy, because such a freedom can lead to creativity, in the sense that freedom in the use of the English grammar can result in the freedom to create original and diverse false Anglicisms, especially false Anglicisms which could not exist in English. In this respect, by virtue of their independence from the Italian grammar and lexical morphology and the autonomy from the English grammar and lexical morphology, pseudo-Anglicisms represent, also in their coinage and form, symbols and instruments of freedom.

The autonomy from the English grammar and lexical morphology endows the non-Anglophone users and creators of false Anglicisms with another form of freedom in terms of their creation and form in addition to that of freely and creatively using and exploiting word-formation processes and grammatical elements and features of the English language, without having to respect their specific rules and restrictions, also in cases whereby this would be incorrect. In pseudo-English, non-Anglophone speakers are also free to employ any word-formation processes of the English language. The formation-processes behind the pseudo-Anglicisms in Italian are indeed numerous, various and diverse: the morphological processes include compounding, derivation and shortening of words and compounds and the semantic processes include semantic shift and genericness. It is meaningful that both morphological and semantic processes generate false Anglicisms in Italian, because it implies that pseudo-English represents not only the freedom to act on or modify the English lexicon and grammar but also the freedom to simply use an existing English lexeme with a different meaning. In this case as well, the freedom to employ

numerous and various formation processes with as numerous and various resulting forms opens the way for creativity. Indeed, this freedom allows for the creation and usage of creative, original, diverse, various, peculiar and unique pseudo-Anglicisms, with as creative, original, diverse, various, peculiar and unique formal relationships with their English equivalents or inspiring models. In sum, pseudo-English represents both the freedom to coin and use creative, original, diverse, various, peculiar and unique pseudo-Anglicisms and the freedom to express and use creative, original, diverse, various, peculiar and unique formal relationships between pseudo-Anglicisms and their English equivalents or inspiring models. Freedom and uniqueness are therefore intrinsic to the variety of the formation and form of pseudo-Anglicisms as well.

The diversity and variability of the graphic form of multi-word false Anglicisms is a further aspect of the freedom of these lexical items, as already examined. In short, Italian speakers are free to coin and employ multi-word false Anglicisms in any of the three possible patterns of solid, open and hyphenated configuration. In more general and interpretive terms, this suggests that pseudo-English represents freedom also graphically. In this respect, it indeed represents the freedom to employ and coin multi-word false Anglicisms in a free fashion also in their graphic appearance, with a graphic form which is not only free but also variable.

The main formal – grammatical and graphic – features of false Anglicisms in Italian peculiar to them, which distinguish them from authentic Anglicisms, are a further sign of the freedom and uniqueness of these lexical items. In and with false Anglicisms, in the coinage and form as well as usage of false Anglicisms, Italian speakers can indeed express and exploit freedom and uniqueness by virtue of the freedom and uniqueness of their form. In sum, false Anglicisms represent, both in their nature and form, symbols and instruments of freedom and uniqueness. Consequently, as the nature and specific form of pseudo-Anglicisms in Italian is characterised by freedom and uniqueness, the nature of the usage and popularity of these lexical items can be understood as the expression and exploitation of freedom and uniqueness. This interpretation is corroborated by the usage of false Anglicisms. Indeed, these concepts-values are evident also in those aspects of the usage of these

words, peculiar to them, which differentiate them from genuine Anglicisms. Thus, in the next paragraphs, I will discuss the freedom and uniqueness of pseudo-Anglicisms in Italian as it is directly evident in their usage.

The fact that, because some non-adapted Anglicisms can be authentic or false depending on their origin and usage, respectively as loanwords from English and original and autonomous coinages of another language, the false Anglicisms that have a homograph in English can be also used as real Anglicisms if they are used in the meaning of this homograph, i.e., in their original, authentic English meaning, is a sign of freedom and versatility, as already pointed out. In more general and interpretive terms, this property makes false Anglicisms symbols and instruments of freedom and the nature of their usage and success an expression and exploitation of freedom for the following reason. By virtue of this property, pseudo-English represents for non-Anglophone speakers not only the freedom to use an authentic non-adapted Anglicism as a pseudo-Anglicism but also the opposite, the freedom to use a pseudo-Anglicism as an authentic non-adapted Anglicism. Hence, this freedom and versatility of pseudo-Anglicisms allows Italian speakers to alternate between pseudo-English and real English in a free, convenient and simple fashion, with the same Anglicism. This property confirms that pseudo-English is a resource which adds to English and does not replace it. It is indeed pseudo-English itself that allows for the use of false Anglicisms as real Anglicisms.

The property of the complex semantic relationship between false Anglicisms and their Italian and English counterparts, characterised mostly by the presence of Italian synonyms and English equivalents, which sometimes coincide in the form of well-established English loanwords, often by the absence of Italian synonyms and the presence of English equivalents, rarely by the absence of Italian synonyms and English equivalents and in two cases by the presence of an Italian synonym and the absence of an English equivalent, defines, in use, the uniqueness of pseudo-English in general and of the single false Anglicisms in particular, as has emerged from the analysis of this property. This uniqueness is particularly 'unique', in that it can stem from the presence of Italian synonyms and English equivalents, thus from the difference from these counterparts, the presence of counterparts in a language and the absence of counterparts in the other language, thus from the difference from the

existing counterparts in a language and the irreplaceability with lexemes of the other language, and the absence of counterparts in both languages, thus from the irreplaceability with lexemes of the two languages. In short, pseudo-English allows Italian speakers to express and exploit three forms of uniqueness in their language, in relation to English and Italian and in terms of difference from the counterparts or absence of the counterparts. Consequently, not only specific and peculiar concepts but also specific and peculiar forms and aspects of a concept are represented by pseudo-Anglicisms. In sum, pseudo-English represents, in its complex relationship with Italian and English, the possibility for the Italian speakers of expressing and exploiting formal and semantic uniqueness, uniqueness of form and meaning, in relation to Italian and English, with an English form, i.e., with an English-sounding word.

The quantitative status of false Anglicisms in Italian – their relatively small number, low general incidence and frequency, notable quantitative inferiority to real Anglicisms, the frequent use of a small group of them and the infrequent use of a large number of them – can be interpreted as the definitive sign of the uniqueness of these words, both in relation to real Anglicisms and in themselves. As already noted, this quantitative status firstly constitutes a substantial difference between the usage and popularity of false Anglicisms and those of genuine Anglicisms. It is indeed sufficient to note that the number and frequency of false Anglicisms in Italian are not massive, in a relation of strong imbalance, and considerably inferior to those of real Anglicisms to establish that the usage and popularity of false and real Anglicisms are different, firstly in quantitative terms. The difference, though, is not only quantitative but also qualitative and substantial, related to the peculiarity and different nature of the two classes of Anglicisms, for the following reason. False and real Anglicisms share the same socio-cultural origin – the prestige, influence and positive connotation of the English language or the Anglo-American culture – and the English form, and thus can share the generic motivations for their usage and popularity, deriving from these elements, and the fields and contexts of usage and introduction. Nevertheless, in spite of these important similarities, their use is quantitatively radically different. Now, in the light of the nature and the aspects of the form and usage of false Anglicisms that differentiate them from authentic Anglicisms analysed so far, which

are signs of uniqueness and freedom, it is reasonable to account for the noteworthy quantitative difference between authentic and false Anglicisms as the result and concrete manifestation of the qualitative difference between them and therefore of the peculiarity of false Anglicisms. In short, the fact that false Anglicisms are, quantitatively, not only radically **different** from but also significantly **inferior** to real Anglicisms indicates that the former are peculiar, special, unique in relation to the latter, and that the nature of their usage and popularity is the expression and exploitation of this peculiarity, speciality and uniqueness. The use of false Anglicisms indeed appears as more specific and less generic than that of real Anglicisms.

The quantitative status of pseudo-Anglicisms in Italian demonstrates the uniqueness of these words not only in relation to genuine Anglicisms but also in themselves. Independently of real Anglicisms, the relatively small number and low general incidence and frequency of pseudo-Anglicisms and the frequent use of a small group of them and the infrequent use of a large group of them indeed suggests that the coinage and usage of these lexical items is not generic, massive, merely accidental or fashionable. Rather, it appears specific, moderate, marked, more linked to specific communicative situations and specific messages than to semantic fields – given that the usage domains of pseudo-Anglicisms are heterogenous and essentially the same of authentic Anglicisms – and to the great prestige, massive influence and positive connotation of the English language and Anglo-American culture, in the light of their quantitative status and inferiority to real Anglicisms. In short, since the quantitative status of false Anglicisms in themselves indicates specificity, peculiarity, uniqueness, the nature of their usage and popularity can be interpreted as the expression and exploitation of this peculiarity, specificity and uniqueness. As will be discussed soon, false Anglicisms indeed play a special and unique role in the Italian language.

In summary, the nature of pseudo-Anglicisms and the aspects of their form and usage in Italian, consequences of this nature, which distinguish them from real Anglicisms, as well as their quantitative status, are characterised in general by freedom and uniqueness and, in particular, by freedom, creation-creativity, originality dynamicity, changeability, versatility, variety, diversity, variability,

autonomy-independence, specificity, peculiarity and uniqueness. In addition to the nature, these aspects of the form and usage of pseudo-Anglicisms which distinguish them from real Anglicisms distinguish them from Italian lexemes, too: the changeability of the falseness, the independence from the Italian grammar and lexical morphology, the diversity and variability of the graphic form of multi-word pseudo-Anglicisms, the versatility of certain pseudo-Anglicisms in relation to real Anglicisms and the complex semantic relationships with the English and Italian counterparts. Ultimately, pseudo-Anglicisms are therefore symbols and instruments of freedom and uniqueness: in and with these lexical items, Italian speakers can express and make use of freedom and uniqueness. Specifically, pseudo-Anglicisms represent and allow for a freedom and uniqueness not only greater than but also different from that which Italian words and real Anglicisms represent and allow for, by virtue of their pseudo-English nature and consequent peculiar form and usage. In particular, as formal Anglicisms, pseudo-Anglicisms firstly allow for the freedoms of genuine Anglicisms, i.e., the marked or unmarked graphic representation, the capitalisation or non-capitalisation of generic trademarks, eponyms and toponyms, the realisation or non-realisation of the plural form and the free use as an alternative to Italian lexemes, reported at the end of Chapter One. These properties represent the superficial freedom of pseudo-Anglicisms, shared with authentic Anglicisms. As pseudo-Anglicisms, by virtue of their pseudo-English nature, these lexical items secondly allow for their own distinctive and multifaceted freedoms, which add to the superficial ones. These freedoms, analysed so far, represent the deep freedom of pseudo-Anglicisms, not shared with real Anglicisms. The greater freedom of pseudo-Anglicisms in relation to real Anglicisms thus derives in greater detail not only from the greater freedom they allow as pseudo-Anglicisms but also from the combination of this peculiar freedom with that of real Anglicisms. This special freedom and its addition to that of real Anglicisms are possible solely in pseudo-Anglicisms and indeed are grounded on their pseudo-English nature. The different, special freedom of pseudo-Anglicisms in relation to real Anglicisms thus derives in greater detail not only from this special freedom only they allow for by virtue of their pseudo-English nature but also from the combination of special this freedom with that of real Anglicisms, which in the same way only pseudo-Anglicisms allow for by virtue of

their pseudo-English nature. Consequently, the nature of the usage and popularity of pseudo-English in Italian in relation to this language and English can be firstly understood and interpreted as the expression and exploitation of a freedom and uniqueness that the words of these languages do not represent and allow for. As stated at the beginning of this Section, the very nature of pseudo-English is the first founding element of its usage and popularity.

The ‘special’ freedom and uniqueness may be sufficient reasons for the usage and success of false Anglicisms. A false Anglicism may be coined or introduced, spread, employed and become popular because it is freer and more unique than its Italian and English alternatives and free and unique in a manner in which the Italian and English alternatives are not. The ‘special’ freedom and uniqueness alone may also be insufficient reasons for the usage and success of false Anglicisms, in the sense that they may be secondary reasons, the conditions of the principal, primary reasons. A false Anglicism may be coined or introduced, spread, employed and become popular not simply by virtue of these freedom and uniqueness, but by virtue of their effects, the communicative advantages determined by them. The freedom and uniqueness of false Anglicisms can indeed turn into communicative usefulness, make these words useful and be strategically and effectively utilised. Specifically, as the freedom and uniqueness of false Anglicisms, determined by their nature, are special, different from and greater than those of the English and Italian alternatives, the usefulness of false Anglicisms, determined by their freedom and uniqueness, is correspondingly special, different from and greater than that of the English and Italian alternatives, as will be demonstrated in the following paragraphs.

In general terms, the peculiar freedom and uniqueness of false Anglicisms can turn into communicative usefulness because they can be exploited for a better expression of the message of a speech act and a better achievement of the relative communicative aims. By virtue of its peculiar – greater and different – freedom and uniqueness, a pseudo-Anglicism can indeed be clear to understand, simple to write and pronounce, original and creative in its creation, origin, form and meaning, attractive and eye-catching in its sound and form, versatile and dynamic in its graphic form and meaning, peculiar and specific in its meaning and semantic relationships with Italian and English and free from limitations and conditions to a



greater degree than and in a different manner from the real English and Italian alternatives. Furthermore, by virtue of its greater and different freedom and uniqueness, a pseudo-Anglicism can also be both attractive, eye-catching and convenient, effective, in a unique way. The peculiar possibility of false Anglicisms of being both attractive and convenient, eye-catching and effective, in a better and different manner in relation to English and Italian, is indeed grounded on their peculiar nature and consequent freedom and uniqueness. All these features can be exploited and lead to the usage or coinage of a pseudo-Anglicism that is both attractive and convenient, eye-catching and effective, peculiarly useful and better than Italian and English lexemes to communicate a given message of a speech act in a given manner and to achieve the relative communicative aims.

This is evident, for example, in SPOT, a highly common and popular false Anglicism in Italian, ellipsis of the English compound SPOT ADVERTISEMENT or SPOT COMMERCIAL, which means SPOT ADVERTISEMENT, SPOT COMMERCIAL or a short advertisement or commercial broadcast in television or radio. Its English equivalents and Italian synonyms are, respectively, SPOT ADVERTISEMENT, SPOT COMMERCIAL or ADVERTISEMENT, AD, COMMERCIAL and *PUBBLICITÀ*, (Furiassi, 2010: 28, 201) or *SPAZIO/PAUSA/INTERRUZIONE/INTERMEZZO PUBBLICITARIO/A*. The deepest reason for which this false Anglicism is highly common and popular, preferred by Italian speakers over its Italian and English counterparts, as false Anglicism and not merely as Anglicism, can be that it is useful to refer to a specific referent in a specific manner and to achieve specific communicative aims – firstly understandability, effectiveness and convenience and simplicity of use and secondarily attractiveness, positive attention, versatility, conciseness, peculiarity and freedom – to a greater degree and in a different manner, better in short, in comparison with its English and Italian counterparts. Indeed, compared to the Italian synonyms and English equivalents, SPOT is free and unique. In detail, SPOT is: a word free to seem English without properly being so, to be partly English and partly non-English and to have a non-English origin as original and autonomous creation of a different language and an English form; an English word free to be used with a meaning different from that it has in English; versatile in its nature and meaning, as it can be used as real Anglicism or false Anglicism; free in its form and formation from the rules of the

English and Italian grammars, i.e., autonomous from the English grammar and independent from the Italian grammar; the only type of Anglicism with these properties; specific in its meaning and value, i.e., not perfectly equivalent to its English and Italian counterparts. All these properties can be exploited by Italian speakers in their communicative exchanges and make SPOT preferable over the Italian and English alternatives. Specifically, these properties make SPOT useful, effective, comprehensible, convenient and simple to write and pronounce, hence use, attractive and eye-catching in its form and sound. All this derives from the nature of SPOT, its being a false or pseudo-Anglicism. Indeed, SPOT is free and unique, consequently useful, effective, comprehensible, convenient and simple to write and pronounce, hence use, attractive and eye-catching in its form, meaning and sound in a manner in which an English or Italian lexeme are not.

In sum, by virtue of its nature, hence its peculiar freedom and uniqueness, hence its different and greater usefulness, pseudo-English can be preferred over both Italian and real English. In and with pseudo-English, Italian speakers can indeed express and exploit a freedom and uniqueness which Italian and English do not represent and allow for. In turn, this special freedom and uniqueness can lead to a special usefulness. Since this usefulness is grounded on the very nature of pseudo-English and is not only greater than but also and most importantly different from that of both Italian and English, it can be understood as the general deepest reason for the usage and popularity of pseudo-English in its peculiarity in Italian in relation to English and Italian. It is a general usefulness and a general reason because they are in relation to both English and Italian and concern pseudo-Anglicisms as such, i.e., in their peculiarity and in particular in their difference from real Anglicisms and Italian words. However, in relation to English in particular and in both its differences and similarities with English, hence also in terms of its English appearance, another, specific deepest reason for the usage and popularity of pseudo-English in Italian, deriving from another, specific usefulness, can emerge. In what follows, I will deal with this specific usefulness.

By virtue of not only its falseness and pseudo-Englishness – its greater and different freedom and uniqueness compared to both Italian and English words and its difference from real Anglicisms – but also its apparent Englishness or English

appearance, hence its similarity with real Anglicisms, a pseudo-Anglicism can be not only useful in general terms to communicate the intended message of a speech act in the intended manner and to achieve the relative intended communicative objectives to a greater degree and in a better manner than both real Anglicisms and Italian words. Indeed, it can be also useful in specific terms to communicate the intended message of a speech act in the intended manner and to achieve the relative intended communicative objectives when these are based on the use of the English language and the English form, to a greater degree and in a better manner than real Anglicisms. As already discussed, false Anglicisms are, firstly and formally, Anglicisms, lexemes with a totally English form, consisting of English lexical and grammatical material and coined with English word-formation processes. As such, and solely as such, they exist due to the great prestige, massive influence and positive connotation of the English language or the Anglo-American culture, as genuine Anglicisms. Indeed, false and genuine Anglicisms, as Anglicisms, have in common this socio-cultural origin, the English form, the general domain and contexts of introduction and usage and the generic, superficial reasons for their usage and success.

Now, as formal Anglicisms, pseudo-Anglicisms can play in Italian the same role as real Anglicisms of English words, in the sense of words which are linked, directly or indirectly, to the English language or the Anglo-American culture. As such, they indeed allow Italian speakers to express, exploit and obtain in their speech acts all that the English language allows them to express, exploit and obtain, i.e., as reported in Section 1.5 concerning the usage and success of pseudo-Anglicisms as explained so far in the literature: prestige, modernity, efficiency, cosmopolitanism, coolness, power, fashion, technology, wealth, success, freedom of expression (Rogato, 2008; Furiassi, 2010: 13, 59; Campos-Pardillos, 2015; Furiassi and Gottlieb, 2015: 9; Furiassi, 2018: 120; Gazzardi and Vásquez, 2020; Sokolova, 2020), popularity, attractiveness (Pulcini, 1997a: 79; Fanfani, 2002: 222, cit. in Furiassi, 2010: 59; Furiassi, 2010: 59-60; 2018: 120; Campos-Pardillos, 2015: 155; Gazzardi and Vásquez, 2020), creativity (Hope, 1971: 723, cit. in Furiassi, 2010: 59-60; Fanfani, 2002: 222, cit. in Furiassi, 2010: 59; Furiassi, 2010: 59; 2018: 120; Gazzardi and Vásquez, 2020: 7-8, 12) attention (Rogato, 2008: 35; Gazzardi and

Vásquez, 2020), handiness (Furiassi, 2010: 60; 2018: 120), straightforwardness and effectiveness based on economy of form and semantic richness (Dardano, 1998: 358, cit. in Furiassi, 2010: 60; Furiassi, 2010: 60; 2018: 120), conciseness (Dardano, 1986a: 488-489, cit. in Furiassi, 2010: 94; Pulcini, 1997a: 79; Rogato, 2008: 30, 36; Campos-Pardillos, 2015: 158; Furiassi and Gottlieb 2015: 19, Gazzardi and Vásquez, 2020: 1), status, authority and allure (Furiassi, 2010: 62; 2018: 120; Furiassi and Gottlieb, 2015: 9), “the taste for the exotic, the charm of a foreign language, and the glamorous quirk of being creative and playing with language” (Furiassi, 2010: 62), strong connotative power, flexibility and versatility (Dardano, 1986a: 488-489, cit. in Furiassi, 2010: 94), style (Marello, 1996: 32, cit. in Furiassi, 2010: 93; Furiassi and Hofland 2007: 347, cit. in Furiassi, 2010: 62; Furiassi, 2010: 62), a particular impact on the audience (Accornero, 2005, cit. in Furiassi, 2010: 62; Furiassi, 2010: 62), both “flavour” and “force” (Campos-Pardillos, 2015: 169) or both “good sense” and “good taste” (Rothenberg, 1969: 164-165, cit. in Furiassi, 2010: 65), pragmatic salience in particular (Furiassi, 2018) and pragmatic usefulness in general (Furiassi, 2018; Gazzardi and Vásquez, 2020).

However, as pseudo-Anglicisms, by virtue of their falseness or pseudo-Englishness, autonomy from and indirect relationship with the English language, different and greater freedom and uniqueness compared with real Anglicisms, pseudo-Anglicisms can play in Italian the same role as real Anglicisms of English words, in the sense of words which are linked, directly or indirectly, to the English language or the Anglo-American culture, but in a different manner. As such, they indeed allow Italian speakers to express, exploit and obtain in their speech acts all that the English language allows them to express, exploit and obtain, but in a different manner from real Anglicisms, i.e., with a greater and different freedom and uniqueness. Once exploited in this sense, this greater and different freedom and uniqueness of pseudo-Anglicisms in relation to real Anglicisms turns into a greater and different usefulness. Specifically, it turns into the peculiar, greater and different usefulness for the communication of the intended message of a speech act in the intended manner and to achieve the relative intended communicative objectives when these are based on the use of the English language and the English form, to a greater degree than and in a different manner from real Anglicisms. In short, pseudo-

English allows for a different, better usage of English, a usage of English that real English does not allow for. Specifically, pseudo-English allows non-English speakers to do in their language what real English allows them to do, in a better fashion, i.e., with a usefulness, effectiveness, simplicity, attractiveness, understandability, freedom, versatility, originality and creativity that is greater than and different from that of real English. The interesting and illuminating consideration by Beccaria (1992: 241, cit. in Furiassi, 2010: 26) quoted in Section 1.2, “Noi siamo spesso più inglesi degli inglesi [...]. Usiamo falsi anglicismi che nessun inglese si sognerebbe di usare [...]”<sup>35</sup>, can be re-interpreted as the essence of this form of pseudo-English. When real English and real Anglicisms are, for non-Anglophone speakers, ‘not enough English’, not enough useful to do in their language what they allow them to do as such, or English and useful to do in their language what they allow them to do as such in a way which can be intensified and improved, pseudo-English and pseudo-Anglicisms can be employed in place of them.

Let us consider these three newspaper headlines and sub-headlines analysed in Gazzardi and Vásquez (2020: 8-10) as examples of this form of pseudo-English in Italian. They were taken from the webpage of one of the best-selling Italian national newspapers, *Corriere della Sera*, between January and March 2018. I have highlighted the false Anglicisms in bold.

- 1) Trend ... Si ispira al **foliage** ed è il modo più dolce per traghettare il colore dei capelli dalla bella stagione verso l'autunno. Parola dell'esperto.
- 2) Città **total green**, l'Italia ha due record: a Bolzano e Oristano solo energia rinnovabile.
- 3) Maye Musk, la **top** 69enne (mamma del fondatore della Tesla), **testimonial** di trucchi. Coi capelli bianchi è il volto di una azienda di make-up. È la prova vivente che il glamour migliora con l'età: sfila e fa la nutrizionista.

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<sup>35</sup> Lit.: “[...] there are also many false loans (also labelled apparent Anglicisms or pseudoanglicisms; *false-loans* or *pseudo-loans* in English) – very common words [...] that an English speaker would not understand in the sense with which they are used in Italy.”

In the first headline, FOLIAGE corresponds to “warm hues of autumn leaves”, “autumn colors” [single quotation marks as in the original], “different shades of yellow, orange, and red” (Gazzardi and Vásquez, 2020: 9) or AUTUMN LEAF COLOURS in real English. As formal Anglicism, English-looking lexeme, FOLIAGE is used by virtue of “the advertising power of English” and its “attention-getting potential”, i.e., “to call extra attention to this text” (Gazzardi and Vásquez, 2020: 9). In more general terms, the choice of the English language to indicate the typical warm colours of the tree leaves in autumn is motivated by the linguistic and communicative advantages that can derive from the use of this language in comparison to the use of the Italian language, for example with *I (CALDI) COLORI DELL’AUTUNNO*, *I (CALDI) COLORI AUTUNNALI*, *I (CALDI) COLORI DELLA NATURA IN AUTUNNO* or *IL FOGLIAME AUTUNNALE*. The English language indeed allows Italian journalist to express, exploit and obtain the linguistic and extra-linguistic values, communicative elements and functions, ideas and feelings discussed in Section 1.5 and listed in the paragraph which precedes that which in turn precedes this paragraph.

Now, since the alternative real Anglicisms, as Anglicisms, by virtue of the common formal Englishness, could have led to the same linguistic and communicative advantages for the headline, why has a pseudo-Anglicism been preferred over them? As explained above, because pseudo-English allows for a different, better usage of English than real English, a usage of English that real English does not allow for. Specifically, pseudo-English allows non-Anglophone speakers to do in their language what real English allows them to do, in a better fashion, i.e., with a usefulness, effectiveness, simplicity, attractiveness, understandability, freedom, versatility, originality and creativity that is greater than and different from that of real English. Indeed, FOLIAGE is more peculiar, shorter, clearer, simpler, more evocative, freer, and more creative and original than the alternative authentic Anglicisms. In addition, it is peculiar, short, clear, simple, evocative, free, creative and original in a way in which an authentic Anglicism is not. Consequently, it was useful, convenient and effective to enjoy the linguistic and communicative advantages of the English language both more than the alternative authentic Anglicisms and in a peculiar way in itself. In short, FOLIAGE, by virtue of

its falseness and pseudo-Englishness, would have led to the same linguistic and communicative advantages offered by the English language as a real Anglicism, but better, and for this reason it has been preferred in the creation of the headline.

The choice of TOTAL GREEN instead of the real English equivalent TOTALLY/COMPLETELY ENVIRONMENTALLY FRIENDLY in the second headline and that of TOP instead of TOP MODEL and TESTIMONIAL instead of SPOKESPERSON (Gazzardi and Vásquez, 2020: 11) or ENDORSER Furiassi (2010: 206) in the third headline can be explained in the same way. By virtue of their falseness and pseudo-Englishness, hence a greater and different freedom and uniqueness, strategically exploitable, these false Anglicisms were useful and effective more and in a peculiar way compared to the real Anglicisms for the journalists to achieve what they wanted to achieve by means of the English language. Within the limits of the English form, they indeed allowed for a freedom, uniqueness and hence usefulness with English that real anglicisms, real English, did not allow for. In turn, this would have led to a better enjoyment and exploitation of the linguistic and communicative advantages of the English language. For this reason, the false Anglicisms TOTAL GREEN, TOP and TESTIMONIAL were preferable over the real English equivalents TOTALLY/COMPLETELY ENVIRONMENTALLY FRIENDLY, TOP MODEL and SPOKESPERSON or ENDORSER and have been used in the second and third headline reported above.

That a special usefulness is the deepest reason for the usage and popularity of pseudo-Anglicisms in Italian is corroborated by the increasing usage and success of these lexical items in formal, institutional contexts. Pseudo-Anglicisms have indeed recently been used and coined in formal, institutional contexts in increasing number and more and more often. The political discourse, in particular, is characterised by an increasing usage of pseudo-Anglicisms. The pseudo-Anglicisms coined or used in the official and non-official communications of the Italian government in the last decade are indeed numerous and various: to name only a few, JOBS ACT, DIGITAL ACT, GREEN ACT, FOOD ACT, GROWTH ACT, FAMILY BAG instead of DOGGY BAG, STEPCHILD ADOPTION or STEPCHILD instead of SECOND-PARENT ADOPTION or CO-PARENT ADOPTION, SPENDING instead of SPENDING REVIEW, VOLUNTARY instead of VOLUNTARY DISCLOSURE, FOCUS instead of FOCUS DOCUMENT or FOCUS REPORT

(Corbolante, 2016: online), GREEN PASS, RECOVERY ART, SMART WORKING instead of REMOTE WORK or WORKING FROM HOME. In other words, the usage and popularity of pseudo-English has recently affected the language of politics and governments: nowadays, false Anglicisms are used and are popular in the field of politics as well.

Political, especially institutional, language is often highly controlled and strategic, characterised by a particularly well-planned and well-considered choice of the words. If pseudo-English is more and more present in this kind of language, it is logical to explain its presence as a deliberate choice motivated by ‘serious’, pragmatic reasons of strategy and usefulness. It is indeed extremely unlikely that the success of pseudo-English in this context is merely a matter of freedom and uniqueness, fashion, style, play, creativity or limited knowledge of, and competence in, English and/or Italian. The increasing usage and popularity of pseudo-English in the Italian political discourse, whereby the usefulness of the words is fundamental, and their choice is strategic, confirms that a peculiar usefulness is the deepest reason for the usage and success of pseudo-English in Italian in relation to English and Italian. Furthermore, politics is one of the principal topics dealt with by newspapers and newspapers are one of the principal sources of creation, introduction and spread of false Anglicisms in Italian. Consequently, the increasing creation and usage of false Anglicisms in politics based on their usefulness is likely to spread into the general language by means of news media and strengthen the usage and popularity of these lexical items based on their usefulness in the general language.

Before dealing with the theoretical implications of the nature of and deepest reason for the usage and popularity of pseudo-English in Italian for the usage and popularity of English in Italian, I will elaborate on the critical review of the generic explanations of the usage and popularity of pseudo-Anglicisms in Italian outlined at the beginning of this Section, on which I have grounded the premises and motivations of the examination and interpretation of the nature of and deepest reason for the usage and popularity of pseudo-English in Italian which followed and has concluded in the previous paragraph. Now that the nature of and deepest reason for the usage and popularity of pseudo-English in Italian in relation to English and Italian and English in particular have been identified, understood and interpreted, the observations I have made on the generic explanations of the usage and popularity of



pseudo-English in Italian developed so far in research can be considered well-founded. Firstly, the separation of the English language and the Anglo-American culture is a defining property of pseudo-English and its usage and popularity as such. For different purposes and in different manners, the language, the culture, both or none of them determine the usage and popularity of false Anglicisms. In general terms, the prestige, positive connotation and influence of the English language or the Anglo-American culture indeed explain the existence of false Anglicisms, but not their usage and success, which may be either dependent or independent of them, for different purposes and in different manners.

Secondly, the non-distinction between real and false Anglicisms, the lack of interest in the communicatively strategic use of false Anglicisms and the identification of the usefulness of these words but the non-investigation of its essence constitute further limitations of the generic explanations of the usage and popularity of pseudo-English. They constitute limitations in that they limit the understanding of false Anglicisms to their form and formal Englishness. As a result, the generic explanations, despite being correct *per se*, are partial and concern the simplest, most superficial usage and success of false Anglicisms. Specifically, these explanations do not consider the whole nature of these lexical items – the linguistic duality between the English form or formal Englishness and the falseness, non-Englishness, non-origin and non-existence in English, the autonomous, original creation in the languages whereby they are used and the status of independent typology of Anglicisms – its realisation in the form and usage as freedom and uniqueness and their exploitation as usefulness. They only consider the English form of false Anglicisms, their defining aspect shared with genuine Anglicisms. Indeed, these generic explanations concerning false Anglicisms are equally valid for genuine and false Anglicism precisely because they treat false Anglicisms solely as Anglicisms and not in themselves as false Anglicisms. In short, the generic explanations explain the superficial usage and popularity of false Anglicisms as Anglicisms and not the strategic, peculiar usage and popularity of these lexemes as false Anglicisms.

These explanations are indeed in line with two concepts of the research conducted so far on pseudo-Anglicisms reported in Chapter One which at this point I argue can be accurately questioned. The first one is that pseudo-Anglicisms are

believed to be real Anglicisms by the majority of Italian speakers. Furiassi (2010: 34) expresses this concept in these terms: “False Anglicisms are considered authentically English by most Italian speakers.” In the light of the absence of evidence or argumentation in support of this fact and in the light of the examination and interpretation of the nature of and deepest reason for the usage and popularity of pseudo-English in Italian of this Section, I advance a different and more complex hypothesis on how Italian speakers perceive and conceive false Anglicisms. Firstly, it is extremely difficult to establish if Italian speakers mostly perceive and conceive false Anglicisms as such or as real Anglicisms; secondly, it is highly likely that the Italian speakers’ perception and conception of these lexical items are heterogeneous, multifaceted or uncertain. Consequently, it is more reasonable to suppose that speakers consider false Anglicisms either as real Anglicisms or as realistic, i.e., credible, possible Anglicisms which in English could exist, as I have stated in Section 1.2, or that they do not know whether a certain false Anglicism is false or authentic, when they do not recognise or know their falseness.

Indeed, on the one hand the falseness and pseudo-Englishness and consequent peculiar freedom, uniqueness and usefulness of pseudo-English is likely to be enjoyed – exploited and expressed in production and obtained, perceived and appreciated in reception – not fully consciously and implicitly, as many other linguistic-communicative phenomena. On the other hand, and most importantly, what matters in pseudo-English in relation to English and in terms of Englishness is that pseudo-Anglicisms seem and resemble English, not that they are English, or, if anything, that they might be English, not that they should be English, as claimed by Nicholls (2003: online). Pseudo-English, as such, can be used and be popular precisely because it seems and resembles English without properly being so, i.e., by virtue of its nature, as demonstrated in detail. The usage and popularity of pseudo-English can be indeed only partially and indirectly based on its Englishness, its appearance as and resemblance with real English.

The second questionable concept of the research conducted so far on pseudo-Anglicisms in Italian and their usage in particular, representative of the more general and formal explanations of the usage and popularity of pseudo-English, is that pseudo-English, the coinage, usage and success of pseudo-Anglicisms, represents a

fashion and that pseudo-Anglicisms are fashionable. As reported in Section 1.2 and 1.5, this idea is supported by Serafini (2002: 603, cit. in Furiassi, 2010: 28-29) in the period in which the usage, pervasiveness and popularity of these lexical items becomes a topic of interest in research. As I have already pointed out, while some false Anglicisms are fashionable, false Anglicisms in general are not in themselves a fashion, as the phenomenon of pseudo-English in general and in itself cannot be reduced to a fashion. Now, in the light of the examination and interpretation of the nature of and deepest reason for the usage and popularity of pseudo-English in Italian conducted in this Section, I can develop an argument for my objection. By virtue of their peculiar nature and the equally peculiar consequent freedom, uniqueness and usefulness, their quantitative status and their increasing spread in the political discourse and institutional language, pseudo-Anglicisms and pseudo-English cannot be explained as a fashion. Crucially, pseudo-Anglicisms in Italian are used and are popular, ultimately and in their peculiarity, not because they are fashionable. On the contrary, pseudo-English is a peculiar communicative resource and pseudo-Anglicisms are used and are popular, ultimately and in their peculiarity, as symbols and instruments of this communicative resource.

At this point, now that the generic, superficial explanations of the usage and popularity of pseudo-English in Italian have been critically reviewed in their limitations in depth and the nature of and deepest reason for the usage and popularity of pseudo-English in Italian in relation to English and Italian and English in particular have been identified, understood and interpreted, their theoretical implications for the usage and popularity of the English language in the Italian language can be elaborated and discussed. Firstly, I will deal with the theoretical implications of the nature of and general deepest reason for the usage and popularity of pseudo-English in relation to both English and Italian and, secondly, I will deal with the theoretical implications of the nature of and specific deepest reason for the usage and popularity of pseudo-English in relation to English. Together, these implications will lead to the theoretical answer to the second research question of this study, what pseudo-English in Italian reveals about the usage and popularity of the English language in the Italian language in the light of the nature of and deepest reason for its usage and popularity.

The nature of and deepest general reason for the usage and popularity of pseudo-English in Italian in relation to both English and Italian revolve around the difference of pseudo-English from both languages. Pseudo-English allows for a freedom and uniqueness, exploitable as usefulness, which neither English nor Italian allow for. In short, pseudo-English can be not only more useful than both English and Italian but also and most importantly useful in a peculiar, unique way, in a way in which neither English nor Italian are. For the usage and popularity of English in Italian, these nature of and general deepest reason for the usage and success of pseudo-English imply that, in Italian and in general in a different language, English can be used and be popular despite itself as real English. Indeed, as pseudo-English, English can be a communicative resource which exploits English not as a foreign language proper but as foreign lexical and grammatical material, features and processes or even simply ideas and values associated with the community and the cultures which speak that language, as an instrument for the achievement of objectives which can be independent of real English. Consequently, pseudo-Anglicisms and pseudo-English can be used and be popular in a unique, peculiar way, independently of real Anglicisms and real English.

The use and popularity of pseudo-English as such in relation to English and Italian by virtue of the greater and different usefulness of false Anglicisms in relation to both real Anglicisms and Italian words can be interpreted as English used and successful despite itself as real English, in greater detail, for the following reason. In pseudo-English, speakers can exploit – hence also manipulate, re-create and not merely use – English as an instrument for objectives whose achievement does not necessarily depend on real English. Indeed, when pseudo-English is better than real English and Italian and is used for this reason, it is so precisely because it is not Italian and especially not real English, because it is different from real English and as such allows to do what real English does not allow to do. In this case, English can be used and be popular solely as a means and not as both a means and an end. In other words, English can be used and be popular for reasons independent of the reasons for which English is usually used and is popular as real English, i.e., the direct, distinctive and authentic expression and linguistic representation of the speech community who natively speaks English and its culture, society and history, in the

form of real Anglicisms. Specifically, English-sounding words or idioms which in English exist with a different meaning, do not exist or cannot exist can be used and be popular not because they allow speakers to enjoy, exploit and achieve the linguistic and communicative advantages of the English language or to express, exploit and obtain in their speech acts all that the English language allows them to express, exploit and obtain. On the contrary, these seemingly English lexical items can be used and be popular because they are particularly and peculiarly useful for speakers to communicate what they want to communicate in the way in which they want to communicate it independently of the real English language, for objectives which can be independent of real English, whose achievement does not necessarily rely on real English, the direct, distinctive and authentic expression and linguistic representation of the speech community who natively speaks English and its culture, society and history, in the form of real Anglicisms. These objectives may be usefulness, simplicity of use, effectiveness, intelligibility, play, creativity, uniqueness, precision in reference. In this sense, English can be a mere communicative instrument and can be used and be popular despite itself as real English.

Complementary to these theoretical implications of the nature of and deepest reason for the usage and popularity of pseudo-English in Italian in relation to both English and Italian, whereby English can be used and be popular despite itself as real English are those in relation to English, whereby English can be used and be popular beyond and not despite itself as real English. To sum up, the nature of and specific deepest reason for the usage and popularity of pseudo-English in Italian in relation to English revolve around both the difference from and similarity with real English of pseudo-English. By virtue of both its falseness and pseudo-Englishness – its different and greater freedom and uniqueness compared to real English – and its formal Englishness or English form, pseudo-English can be particularly and peculiarly useful for Italian speakers to express, exploit and obtain in their speech acts all that the English language allows them to express, exploit and obtain and to enjoy the linguistic and communicative advantages of this language. Indeed, pseudo-English allows to do all that real English allows to do, in a different and potentially better manner than real English, i.e., with a different and greater freedom and uniqueness.

In brief, in relation to real English and in the light of both its similarity with and difference from it, pseudo-English represents, in a language different from English, the possibility of a different, better use of English in comparison with real English, a use of the English language that is useful, effective, simple, attractive, understandable, free, versatile, original and creative to a greater degree and in a better way than real English.

The first theoretical implication of these nature of and specific deepest reason for the usage and popularity of pseudo-English in Italian in relation to English is that, in Italian and in general in a different language, English can be used and be popular beyond itself as real English. As pseudo-English, English can indeed be, so to speak, 'more English' or 'English in a better fashion' than as real English. The concept of 'beyond' as opposed to that of 'despite' indicates precisely that English is employed in a way that improves it as such and expands it beyond its limits as real English, for a better expression, exploitation and achievement of what English, as real English, allows to express, exploit and achieve in another language. It is an exploitation, a manipulation and a re-creation – not merely a direct use – of English for objectives which are linked to real English, whose achievement depends on real English. In detail, the achievement of these objectives, the deepest reason for the usage of this form of pseudo-English, depends indirectly on real English – the formal Englishness or English form of pseudo-English and what it represents – and directly on its exploitation, manipulation and re-creation as pseudo-English – the falseness and pseudo-Englishness of pseudo-English and the consequent different and greater freedom, uniqueness, hence usefulness compared to real English.

In sum, the functions and values of real English in a different language can be expanded and enhanced beyond its limits by means of pseudo-English. Contrary to the previous one, English is used and is popular as both a means and an end in this form of pseudo-English. The corollary of this implication of these usage and popularity of pseudo-English in relation to English is, indeed, that, in Italian and in general in a different language, English can be expanded and improved as communicative resource by the non-English speakers in this form of pseudo-English. Consequently, this form of pseudo-English can be described somewhat metaphorically as English used and popular beyond itself as real English.

The second theoretical implication of the nature of and specific deepest reason for the usage and popularity of pseudo-English in Italian in relation to English – the possibility of a different, better usage of English compared to real English by expanding and improving real English beyond itself as real English – for the usage and popularity of English in Italian is the following: in Italian and in general in a different language, the complete and authentic Englishness of a real Anglicism – its being of English origin, directly linked to the English language or the Anglo-American culture, a direct, distinctive and authentic expression of the English language or the Anglo-American culture, an actual lexeme belonging to the English language, in short actually existent in English and used by native Anglophone speakers – is not necessarily and always a sufficient reason to motivate and justify its usage and success as Anglicism and make it useful and worth using as such. The communicative and linguistic values of usefulness, effectiveness, convenience and clarity can indeed outweigh the complete and authentic Englishness and the use of a real Anglicism as Anglicism, its non-use or the use of a false Anglicism instead of it can be determined by and subjected to these communicative and linguistic values. If the complete and authentic Englishness is in harmony with its usefulness, effectiveness, convenience and clarity, a real Anglicism can be used and be successful directly by virtue of this complete and authentic Englishness; otherwise, a real Anglicism might not be used and be successful directly by virtue of this complete and authentic Englishness and it might be used and be successful despite it. In this case, pseudo-English can be resorted to, using an existing false Anglicism or coining one as an alternative, endowed with a greater and better harmony between the Englishness, apparent as not complete and authentic, and its usefulness, effectiveness, convenience and clarity. After all, the very existence of false Anglicisms and their use instead of genuine Anglicisms indicates that the complete and authentic Englishness of genuine Anglicisms is not necessarily and always a sufficient reason to motivate and justify their usage and success as Anglicisms and make them useful and worth using as such.

In conclusion, the second research question of this work, what pseudo-English in Italian reveals about the usage and popularity of the English language in the Italian language in the light of the nature of and deepest reason for its usage and popularity,

can be answered in theoretical terms as follows. Pseudo-Anglicisms and the linguistic-communicative phenomenon of pseudo-English – the coinage, usage and popularity of pseudo-Anglicisms – can expand and deepen our understanding of the role of the English language and its usage and popularity in the Italian language. In the light of their peculiar and complex nature, origin, form, usage, popularity and relationship with English and Italian, pseudo-Anglicisms indeed have important theoretical implications for authentic Anglicisms and English in Italian, far from merely being the result and sign of limited knowledge of, and competence in, English and/or Italian, a fashion and simply Anglicisms which in English either do not exist or exist with a conspicuously different meaning, used and popular in the same manner as their authentic counterparts. By virtue of the nature of and deepest reason for its usage and popularity, pseudo-English in Italian reveals about the usage and popularity of the English language in the Italian languages what follows.

Firstly, pseudo-English implies that, in Italian and in general in a different language, English is not simply and only English and can transform into ‘something different’. Indeed, in Italian English can be used and be popular either as real English or as pseudo-English. As real English, English is used and is popular by virtue of itself as real English, the direct, distinctive and authentic expression and linguistic representation of the speech community who natively speaks English and its culture, society and history, in the form of real Anglicisms; as pseudo-English, English can be used and be popular either despite itself as real English or beyond itself as real English, in the form of false Anglicisms. The two roles of real English and pseudo-English are radically different and in a relationship of autonomy and the two forms of pseudo-English are in a relationship of complementarity. In the first form of pseudo-English, English is a mere communicative instrument for the achievement of aims which can be independent of real English, whose achievement does not necessarily rely on real English. In the second form of pseudo-English, English is both an instrument and an end for the achievement of aims which depend on real English, whose achievement relies indirectly and partially on real English. It is English expanded and enhanced beyond its limits as real English to be ‘more English’ or ‘English in a better fashion’ than as real English, employed in a way that improves it as such and aimed at a better expression, exploitation and achievement of



what English, as real English, allows to express, exploit and achieve in another language.

Secondly, pseudo-English implies that, in Italian and in general in a different language, the complete and authentic Englishness of real English and real Anglicisms is not necessarily and always a sufficient reason to motivate and justify their usage and success as real English and real Anglicisms and make them useful and worth using as such. In other words, the fact of being completely and authentically English is not sufficient to make real English and real Anglicisms useful as such. Indeed, balance between the Englishness and its communicative and linguistic usefulness, effectiveness, convenience and clarity can be more important than the complete and authentic Englishness *per se*. Real Anglicisms and real English do not always own this balance between these two elements and, if false Anglicisms and pseudo-English do own this balance or offer a greater and better balance, they can be used and be popular instead of real Anglicisms and real English because of this.

Thirdly, in the light of the significant quantitative inferiority of pseudo-Anglicisms to real Anglicisms, pseudo-English implies that the lesser and less peculiar freedom and uniqueness and the less peculiar usefulness of real English quantitatively predominate over the greater and more peculiar freedom and uniqueness and more peculiar usefulness of pseudo-English. Quantitatively, real English and real English loanwords are indeed by far the principal form of usage and popularity of English in Italian and pseudo-English is secondary to real English. Moreover, while the complete and authentic Englishness of real Anglicisms is not necessarily and always a sufficient reason to motivate and justify their usage and success as Anglicisms and make them useful and worth using as such, it is so most often. Specifically, while real Anglicisms are endowed with balance between the Englishness and its communicative and linguistic usefulness, effectiveness, convenience and clarity not always, they are endowed with it more often than pseudo-Anglicisms. Nevertheless, despite being by far the dominant form of usage and popularity of English in Italian, real Anglicisms and real English are not the only form of usage and popularity of English in Italian. Indeed, pseudo-Anglicisms and pseudo-English reveal about the usage and popularity of English in Italian that this

reality is complex, multifaceted and dynamic and more than it is explained in the literature on the topic.

### **2.5 The Third Research Question: Pseudo-English and the Role of the English Language in and in Relation to Different Languages and for and between Non-Anglophone Speech Communities**

In this Section, I deal with a topic which has been extensively studied and widely debated in linguistic research, the role of the English language outside of the native Anglophone speech communities, in any context whereby it is not an official national language and a native language for the speakers. I deal with it from the perspective of pseudo-English, the topic of this dissertation. Specifically, based on the interpretations of the origin, nature, form, usage and success of this phenomenon, in Italian and English as a *lingua franca*, elaborated in the two previous Sections, I will interpret pseudo-English in terms of its theoretical implications for the role of the English language in and in relation to the other languages and for and between non-Anglophone speech communities. The aim is to establish what pseudo-English in Italian and English as a *lingua franca* reveals about the role of the English language in and in relation to the other languages and for and between non-Anglophone speech communities.

Of the five Sections of this Chapter concerning the research questions of this study, this one constitutes a transition between the previous and the next Sections rather than an autonomous Section. In detail, this Section on the one hand represents the continuation and expansion of the discussion of the theoretical implications of the nature of and deepest reason for the usage and popularity of pseudo-English in Italian for the usage and popularity of English in Italian. On the other hand, it represents the premise of the next Section, focused on the essence of pseudo-English. Moreover, this Section does not include a phase of analysis before that of interpretation, based on whose results the investigated implications are identified and elaborated, unlike the other Sections concerning the research questions of this dissertation. In this Section, I will indeed identify and elaborate the implications of pseudo-English in Italian and English as a *lingua franca* for the role of the English language in and in relation to different languages and for and between non-Anglophone speech

communities directly after summarising the findings of the two previous Sections, describing their connection and reporting the cross-linguistic properties of pseudo-English analysed in Section 1.6 which are relevant to the topic. This Section is particularly meaningful for this work, though, since it marks a significant broadening of its scope. Specifically, it marks a shift from pseudo-English primarily in Italian and secondarily in English as a *lingua franca* to pseudo-English in and between any language and English in and in relation to different languages and for and between non-Anglophone speech communities in the focus of attention.

From the analysis of the positive relationship between English, pseudo-English and Italian and the management and exploitation of the pacific and fruitful coexistence between them which can exist behind the phenomenon of pseudo-English in Italian and English as a *lingua franca* conducted in Section 2.3, I have concluded that pseudo-English in Italian and English as a *lingua franca* is not necessarily nor always a sign and the result of inadequate knowledge of, and competence in, Italian and/or English and that, indeed, pseudo-English can be an opportunity and a positive, useful communicative resource in the Italian language, in harmony with both real English and Italian, and in English as a *lingua franca*, in harmony with real English. I have argued that this implies a redefinition of the concept of competence in English as a foreign language and in any foreign language in general. In specific terms, competence in English as a foreign language can transcend English itself and involve creating, using or understanding false Anglicisms in a free, creative, strategic, effective and appropriate fashion in another language and in English as a *lingua franca*; in general terms, competence in a foreign language can transcend the language itself and involve creating, using or understanding false loans of the language in a free, creative, strategic, effective and appropriate fashion in another language and in the language as *lingua franca*. As a result, competence in English as a foreign language can be realised also in pseudo-English, in a different language and in English as a *lingua franca*.

The details and properties of this useful and positive communicative resource and its theoretical implications for the usage and success of real English in Italian have been explored in the following Section 2.4. From the analysis of the nature of pseudo-Anglicisms and the aspects of their form and usage in Italian described in

Chapter One which differentiate them from genuine Anglicisms, I have concluded that these words are symbols and instruments of a peculiar freedom and uniqueness: pseudo-Anglicisms represent and allow for a freedom and uniqueness not only greater than but also different from that which Italian lexemes and genuine Anglicisms represent and allow for, by virtue of their pseudo-English nature and its realisation in the form and usage. Consequently, I have interpreted the nature of the usage and popularity of pseudo-English in Italian in relation to both this language and English firstly as the expression and exploitation of a freedom and uniqueness that the words of these languages do not represent and allow for.

As this peculiar freedom and uniqueness can be strategically and conveniently exploited for communicative purposes, I have also concluded that a peculiar usefulness, greater than and different from that which English and Italian, real Anglicisms and Italian lexemes, represent and allow for is the general deepest reason for the usage and popularity of pseudo-English as such in Italian in relation to Italian and English. By virtue of their nature, hence their peculiar freedom and uniqueness, hence their peculiar usefulness, pseudo-Anglicisms can be useful to a greater degree and in a better manner than Italian words and genuine English loanwords to communicate the intended message of a speech act in the intended manner and to achieve the relative intended communicative aims. Another peculiar usefulness, greater than and different from that which real English and real Anglicisms, in particular, represent and allow for can be the specific deepest reason for the usage and popularity of pseudo-English in Italian as such in relation to English. By virtue of their nature, hence their peculiar freedom, uniqueness and usefulness, and their formal Englishness or English form, their similarity with real Anglicisms, false Anglicisms can be useful in specific terms to a greater degree and in a better manner than real Anglicisms to communicate the intended message of a speech act in the intended manner and to achieve the relative intended communicative aims when these are based on the use of the English language and the English form. In detail, false Anglicisms allow Italian speakers to express, exploit and obtain in their speech acts all that the English language allows them to express, exploit and obtain, but in a better manner, i.e., with a greater and different freedom, uniqueness and usefulness, than real Anglicisms. In short, pseudo-English allows for a different and potentially

better usage of English than real English and this can be the specific deepest reason for the usage and popularity of pseudo-English in its peculiarity in Italian, in relation to English.

I have argued that these nature of and deepest reason for the usage and popularity of pseudo-English in Italian in relation to English and Italian and English in particular have important theoretical implications for the usage and popularity of the English language in the Italian language. Firstly, in Italian and in general in a different language, English can be employed and be popular either as real English or as pseudo-English. As real English, English is employed and is popular by virtue of itself as real English, in the form of real Anglicisms. As pseudo-English, English can be employed and be popular, in the form of pseudo-Anglicisms, in two forms: either despite itself as real English, as a mere communicative instrument for the achievement of objectives which can be independent of real English, whose achievement does not necessarily rely on real English, or beyond itself as real English, as a communicative instrument and an end for the achievement of objectives which depend on real English, whose achievement relies indirectly and partially on real English. Secondly, the nature of and deepest reason for the usage and popularity of pseudo-English in Italian in relation to English and Italian and English in particular imply that, in Italian and in general in a different language, the complete and authentic Englishness of real English and real Anglicisms is not necessarily and always a sufficient reason to motivate and justify their usage and success as real English and real Anglicisms and make them useful and worth using as such. Indeed, an optimal balance between the Englishness and its communicative and linguistic usefulness, effectiveness, convenience and clarity can be more critical than the complete and authentic Englishness alone in determining the usage and popularity of an Anglicism. Thirdly, the nature of and deepest reason for the usage and popularity of pseudo-English in Italian in relation to English and Italian and English in particular imply that the less peculiar communicative usefulness of real English is, quantitatively, preferred over the more peculiar one of pseudo-English, in the light of the notable quantitative inferiority of pseudo-Anglicisms to authentic Anglicisms. In short, English in Italian is useful more often as real English than as pseudo-English. Finally, again in the light of the considerable quantitative superiority of authentic

Anglicisms to pseudo-Anglicisms, the complete and authentic Englishness is most often a sufficient reason to motivate and justify the usage and success of real English and real Anglicisms as such, even though it is so not necessarily and always as demonstrated by pseudo-Anglicisms. Indeed, although balance between the Englishness and its communicative and linguistic usefulness, effectiveness, convenience and clarity can be offered by pseudo-English when it is absent, insufficient or improvable in real English, it is offered more often by real English than pseudo-English, though not always.

At this point, the connection between the two previous Sections summarised above becomes clear. In general terms, as already mentioned, Section 2.4 has dealt with the details and properties of the positive and useful communicative resource of pseudo-English discussed in Section 2.3: what it allows for and how, its usage and success, how and why it is used and successful in its specificity, and its implications for the usage and success of English in Italian and by extension in any different language. In this last respect, a noteworthy specific connection between the two Sections emerges. Indeed, the fact that competence in English as a foreign language can **transcend** English itself in pseudo-English is, in detail, an aspect of the concept of the usage and popularity of English **despite** and **beyond** itself as real English in pseudo-English.

The connection between the previous Section 2.4 and this Section, between the usage and popularity of English despite and beyond itself as real English in pseudo-English and the implications of pseudo-English on the role of English in and in relation to different languages and for and between non-Anglophone speech communities, is direct and even stronger and more important. If pseudo-English in Italian implies firstly that English is not simply and solely English in Italian and in general in a different language and can indeed assume two different and autonomous roles, either that of real English, used and popular by virtue of itself as real English, in the form of real Anglicisms, or that of pseudo-English, used and popular in turn either despite itself as real English or beyond itself as real English, in the form of pseudo-Anglicisms, and secondly that the complete and authentic Englishness of real English and real Anglicisms is not necessarily and always a sufficient reason to motivate and justify their usage and success as real English and real Anglicisms and

make them useful and worth using as such in Italian and in general in a different language, what is the theoretical implication of pseudo-English as English used and popular despite and beyond itself as real English and of the relative importance of the complete and authentic Englishness of Anglicisms for the role of English in and in relation to different languages and for and between non-Anglophone speech communities? To answer this question, it is necessary to take the cross-linguistic properties of pseudo-English analysed in Section 1.6 which are relevant to the aspect of the phenomenon investigated in this Section into consideration. These properties concern the relation between languages in the light of pseudo-English and the relation of pseudo-English with real English and include, in summary: the widespread presence of the phenomenon of pseudo-English in and between numerous and various European and non-European languages, the existence of false Anglicisms shared by different languages, the introduction of false Anglicisms into a language *via* borrowing from another language, whereby they were coined or borrowed in turn from another language, the existence of international false Anglicisms and in general of an international or global pseudo-English and the borrowing of false Anglicisms by English in the form of exogenous English coinages. Finally, it is necessary to underline the fact that English is more spoken as an international *lingua franca* by non-native speakers than as a native language.

At this point, in the light of the interpretation of pseudo-English in Italian and English as a *lingua franca* in terms of its origin, nature, form, usage and success developed so far, in conjunction with its cross-linguistic properties, the theoretical implications of pseudo-English for the role of the English language in and in relation to different languages and for and between non-Anglophone speech communities can be elaborated and discussed. In essence, pseudo-English implies that English can assume not only the roles of foreign language and *lingua franca* in and in relation to different languages and for and between non-Anglophone speech communities. Indeed, English can also assume the role of pseudo-English in addition to these roles, two forms of the role of real English. Moreover, even in English as a *lingua franca*, a form of real English, English can also assume the role of pseudo-English, when false Anglicisms are employed instead of authentic lexemes of the English language. In greater detail, the role of pseudo-English is a role of the English language in and in

relation to different languages and for and between non-Anglophone speech communities whereby this language constitutes not necessarily, in pseudo-English as English despite itself as real English, not directly and completely, in pseudo-English as English beyond itself as real English, and not as such and especially in its apparent Englishness, in both forms of pseudo-English, a foreign language or foreign lexical and grammatical material, i.e., English as the direct, distinctive and authentic expression and linguistic representation of the speech community who natively speaks English and its culture, society and history, in the form of words and idioms perfectly or unequivocally identifiable as English as a foreign language or *lingua franca*. Hence, as pseudo-English, English does not represent modernity, efficiency, cosmopolitanism, coolness, power, fashion, technology, wealth, success and freedom of expression, the values associated with the English language and the Anglo-American culture, as real English, in the form of words and idioms which actually belong to these language and culture and which are direct, distinctive and authentic expressions and linguistic representations of the language and culture associated with these values in the real world. If pseudo-English expresses what real English expresses and allows speakers to express, exploit and obtain in their languages what real English allows them to express, exploit and obtain, this is due only and indirectly to the English form of false Anglicisms which, by virtue of their falseness, i.e., the non-English origin and the non-existence or existence with a different meaning in real English, is indeed separated and autonomous from real English and the social, cultural, historical and linguistic reality of the English language and the Anglo-American culture.

This falseness and pseudo-Englishness, this separation between form and origin-existence, between English solely in its lexical and grammatical material and word-formation processes and English in its social, cultural, historical and linguistic reality, makes English in and in relation to different languages and for and between non-Anglophone speech communities something it is not as real English, namely as foreign language and *lingua franca*. It indeed causes English to assume the role of pseudo-English and can lead non-English speakers to use and perceive English as pseudo-English or more simply as something which appears but may actually not be English. As pseudo-English, English can be used and be popular despite and beyond



itself as real English, hence as English as a foreign language and English as a *lingua franca*. On the one hand, the falseness and pseudo-Englishness makes English in the other languages and in English as a *lingua franca* a communicative resource which is different from the communicative resource that both real English and the languages whereby it is used are and which indeed allows for a peculiar freedom, uniqueness and usefulness that real English and the languages whereby it is used do not allow for. On the other hand, the falseness and pseudo-Englishness makes English in the other languages and in English as a *lingua franca* a communicative resource in a way in which the other languages and English as a *lingua franca* are not communicative resources. The result is that, in the other languages and in itself as *lingua franca*, real English can become pseudo-English and can be used as such, i.e., as a mere communicative instrument or a communicative instrument and end, differently from real English, as a foreign language and *lingua franca*.

In conclusion, the third research question of this dissertation, what pseudo-English in Italian and English as a *lingua franca* reveals about the role of the English language in and in relation to the other languages and for and between non-Anglophone speech communities, can be answered in theoretical terms as follows. As pseudo-English redefines the concept of competence in English as a foreign language and in a foreign language in general and the usage and popularity of English in Italian, it redefines the role of the English language in and in relation to the other languages and for and between non-Anglophone speech communities. English can indeed assume the role of pseudo-English besides the roles of foreign language and *lingua franca* and within the role of English as a *lingua franca*, in any context whereby it is not an official national language and a native language for the speakers. Consequently, real English, as foreign language or *lingua franca*, is a role of the English language in and in relation to the other languages and for and between non-Anglophone speech communities, and not the only one. That English can assume the role of pseudo-English and not only that of real English outside of the native Anglophone speech communities emerges on the one hand from the nature of this phenomenon of language contact and change as well as communicative resource and its origin, form, usage and popularity in Italian and English as a *lingua franca* and, on the other hand, from its cross-linguistic properties – the spread in and

between numerous and various languages, the existence of some false Anglicisms shared by different languages, the introduction of false Anglicisms into a language *via* borrowing from another language, whereby they were coined or borrowed in turn from another language, the existence of international false Anglicisms and in general of an international or global pseudo-English and the borrowing of false Anglicisms by English in the form of exogenous English coinages – and the fact that English is more spoken as an international *lingua franca* by non-native speakers than as a native language.

## **2.6 The Fourth Research Question: the Essence of Pseudo-English and the Notions of Natural Language and Belonging to a Language**

In the research conducted so far on pseudo-English and pseudo-Anglicisms, in general, in Italian and in the other languages, an issue has been disregarded, the relationship of pseudo-English and pseudo-Anglicisms with the concepts of natural language and belonging to a language, respectively, and the essence of this phenomenon and these lexical items in the light of this. In this respect, a set of questions concerning the topic of this dissertation remains indeed unanswered at present: if pseudo-English in a given language is neither English nor the given language, what is it? Also in the light of its cross-linguistic nature, is pseudo-English a language of its own? Is pseudo-English a language in the first place? If pseudo-Anglicisms in a given language are neither English nor the given language, to what language do they belong? Specifically, when pseudo-Anglicisms display a language-specific nature, in the case of pseudo-Anglicisms coined in a language and used exclusively in that language, or a cross-linguistic nature, in the case of pseudo-Anglicisms that are international, shared by different languages, borrowed by a language from another language or before being borrowed by English and thus ceasing to be pseudo-Anglicisms, to what language do they belong? Do pseudo-Anglicisms belong to a language of its own? Do pseudo-Anglicisms belong to a language in the first place?

The relationship of pseudo-English and pseudo-Anglicisms with the concepts of natural language and belonging to a language, respectively, and the essence of this phenomenon and these lexical items in the light of this is a fundamental issue,

because, on the one hand, it concerns both the nature of pseudo-English and pseudo-Anglicisms and the concept of natural language, a central topic of theoretical and general linguistics and philosophy of language and, on the other hand, it concerns the concept of belonging to a language, a central topic of lexicology. The implications of this issue for a definitive understanding of the essence of pseudo-English and for the concepts of natural language and belonging to a language can indeed be important and enlightening. In this Section, I therefore deal with this complex issue. On the one hand, I will deal with the essence of pseudo-English; on the other hand, I will deal with the theoretical implications of the essence of pseudo-English for the concepts of natural language and belonging to a language. Together, these two aspects of the investigated issue will lead to the theoretical answer to the fourth research question of this research, which encompasses and summarises the questions listed in the previous paragraph. This Section, combined with the successive and final one, marks the phase of greatest scope, depth and theoreticality of this Chapter. In it, the underlying principle of all that has emerged so far on the origin, nature, form and usage of pseudo-English is indeed identified, described and discussed.

I begin the investigation into the essence of pseudo-English in relation to the concept of natural language by clarifying a defining property of the nature of and deepest reason for the usage and popularity of pseudo-English in Italian and of the role of pseudo-English of the English language in and in relation to the other languages and for and between non-Anglophone speech communities. This property is the first aspect of pseudo-English which emerges as decisive to explore its essence. As for the nature of and deepest reason for the usage and popularity of pseudo-English in Italian, the freedom, uniqueness and usefulness that characterises false Anglicisms are peculiar in relation to real English and Italian, greater than and different from those which real English and Italian express and allow for, not only because these languages do not represent and allow for it. Indeed, real English and Italian cannot, by definition, represent and allow for the freedom, uniqueness and usefulness which define pseudo-English as such and in contrast to them. Put it another way, the freedom, uniqueness and usefulness of pseudo-English in its peculiarity are not merely different from those of real English and Italian. They are impossible in real English and Italian. False Anglicisms allow Italian speakers to

express, exploit and obtain a freedom, uniqueness and especially a usefulness which real Anglicisms and Italian words cannot, by definition, allow them to express, exploit and obtain. Similarly, the usage of English in another language for objectives dependent partly and indirectly on real English or pseudo-English that is different and potentially better in comparison with the usage of English or real English is not only different and potentially better. Pseudo-English allows for a usage of English that real English cannot, by definition, allow for, which is impossible in real English. The role of the English language in and in relation to the other languages and for and between non-Anglophone speech communities of pseudo-English in contrast to those of foreign language and *lingua franca* is equally characterised by impossibility. As pseudo-English, English acquires a role in and in relation to the other languages and for and between non-Anglophone speech communities that is not only different from the two roles of real English, the roles that real English can assume. Indeed, it acquires a role that is impossible for real English by definition, a role that real English cannot assume by definition.

In short, pseudo-English is different from real English not simply as something that real English is not. Pseudo-English is something that real English cannot be. As such, in its falseness and pseudo-Englishness, it has an origin, a nature, a form and a usage that are intrinsically impossible in real English. It constitutes a communicative resource that real English cannot constitute and indeed allows for a freedom, uniqueness and usefulness that real English cannot allow for. An intrinsic difference between pseudo-English and Italian is also evident. Pseudo-English is something that real Italian, Italian as the direct, distinctive and authentic expression and linguistic representation of the speech community who natively speaks Italian and its culture, society and history, cannot be, as pseudo-Italian in the form of pseudo-Italianisms is something that real Italian in the form of real Italianisms cannot be. Pseudo-English has an origin, a nature, a form and a usage that are intrinsically impossible in real Italian. It is a communicative resource that real Italian cannot be and indeed allows for a freedom, uniqueness and usefulness that real Italian cannot allow for.

In order to understand what this ‘something’ is, what pseudo-English is that real English and real Italian cannot be, I will enumerate the properties of false Anglicisms and pseudo-English in general examined so far that distinguish them

from real English lexemes and real Italian lexemes – within English and Italian and outside them as authentic loans – and real English and real Italian, respectively, and which are relevant to the concept of natural language. In other words, these properties constitute what false Anglicisms and pseudo-English are that real English lexemes, real Anglicisms, real Italian lexemes, real Italianisms, real English and real Italian cannot be. In detail, these are the distinctive properties of false Anglicisms in relation to the concept of natural language that real English lexemes, real Anglicisms, real Italian lexemes and real Italianisms cannot bear:

- The dual nature or the duality of the nature, i.e., the separation between the form and the origin-usage. Formally, pseudo-loans seem and resemble a certain language, but pragmatically, semantically, sometimes grammatically and culturally are not that language. Pseudo-loans are in sum partly a language and partly not. As a result, they are not a language as such, properly and completely. Due to the separation between the form and the origin-usage, these lexical items as such do not originate from and are not used in the language they seem and resemble and, as signs and not merely signifiers, they indeed do not exist in the language. All the properties that follow are grounded on this dual nature.
- The possibility of having the form of a language but an origin and a usage autonomous from the language, i.e., of having the appearance of a language despite not having been coined and not being used in the language, thus of being partly a language and partly not that language and seeming and resembling a language without properly being so.
- The possibility of having the same form of a genuine loan, a genuine lexeme of a language, i.e., the possibility of a genuine loan of becoming a pseudo-loan semantically, simply by acquiring a new and different meaning.
- The changeability of the nature, i.e., the possibility of pseudo-loans of becoming genuine loans.
- The changeability of the nature as versatility in meaning and use, i.e., the possibility of certain pseudo-loans of being used with a different nature, as genuine loans, in the meaning of their homograph genuine counterparts.

- Autonomy from the grammar of the language pseudo-loans seem and resemble. Concretely, the possibility of a coinage whereby the grammar and specifically the word-formation processes of the language pseudo-loans seem are freely and creatively used and exploited rather than applied. In other words, the possibility of a use of the grammar and word-formation processes of a language that is free from restrictions and that can violate their rules and limitations.
- Independence from the grammar of the language whereby pseudo-loans are coined and used, in coinage and form. Concretely, the coinage of pseudo-loans in a language completely independently of the morphology, orthography and semantics of the language.
- Graphic diversity and variability in multi-word pseudo-Anglicisms, free from the grammatical restrictions of the language they seem and resemble. In other words, the possibility of multi-word pseudo-Anglicisms of being coined and used in three different graphic forms, interchangeably and freely from the orthographic rules of English.

As to pseudo-English in general – as phenomenon of language contact and change, communicative resource, creation and usage of false Anglicisms – these are the distinctive properties of pseudo-English in relation to the concept of natural language that real English and real Italian cannot bear:

- The possibility of using a language by separating the language from its linguistic, social, cultural and historical reality and its native speakers, i.e., the possibility of separating a language solely in its lexical and grammatical material and word-formation processes from the language in its linguistic, social, cultural and historical reality, i.e., the possibility of separating the form of a language from the origin and usage in the language, i.e., the possibility of separating the lexicon, grammar and word-formation processes of a language from their actual usage and limitations, and the possibility of combining two elements which could not be otherwise combined, the form of a language and the non-origin and non-usage in the language.
- The possibility of using the lexical material, grammar and word-formation processes of a language in the form of lexical items which seem and resemble but are not

lexemes of the language and which are only formally and not properly and completely, lexemes of the language or, put it differently, the possibility of creating and using lexical items that seem and resemble lexemes of a language although they do not exist or exist with a different meaning in the language.

- The possibility of using a lexeme of a language with a different meaning in a different language and in the language as *lingua franca*.
- The possibility of changing the nature of pseudo-loans and genuine loans, i.e., the possibility of alternating between pseudo-loans and authentic loans in the same lexical item in a free and simple fashion. Concretely, both the possibility of using certain pseudo-loans as authentic non-adapted loans, by using them in the meaning of their homograph authentic counterparts, and the possibility of using authentic non-adapted loans as pseudo-loans, by using them in a different meaning.
- The possibility of creating lexical items by exploiting the vocabulary, grammar and word-formation processes of a language freely and creatively, without respecting their rules, restrictions or conditions, thus also violating these rules, restrictions or conditions.
- The possibility of creating lexical items in a language totally independently of the morphology, orthography and semantics of the language.
- The possibility of creating and using multi-word lexical items with a graphic form which is not only free but also variable, autonomously from the orthographic rules of the language they seem and resemble.
- The possibility of expressing competence in a foreign language by transcending the language itself, i.e., creating, using or understanding pseudo-loans of the language in a free, creative, strategic, effective and appropriate fashion in another language and in the language as *lingua franca*.
- The possibility of alternating between pseudo-English and real English in a free and simple fashion, also with the same word. Indeed, whereas real English, the use of English as real English, in the form of language or authentic Anglicisms in a different language, excludes pseudo-English and is incompatible with it, pseudo-English, the use of English not as real English but as pseudo-English, in the form of pseudo-Anglicisms in English as a *lingua franca* or in a different language, does not exclude real English and can peacefully and fruitfully coexist with it.

- The possibility of a language of being used and being popular in a different language despite itself as real language, for reasons independent of the reasons for which the language is used and is popular as real language, i.e., the possibility of using a language despite itself as real language in a different language, merely as an instrument for the achievement of objectives which can be independent of the real language. In concrete terms, the possibility of exploiting – hence also manipulating, re-creating and not merely using – a language as an instrument for objectives whose achievement does not necessarily depend on the language as real language.
- The possibility of a language of being used and being popular in a different language beyond itself as real language, for reasons partially and indirectly related to the reasons for which the language is used and is popular as real language, i.e., the possibility of using a language beyond itself as real language in a different language, as both a means and an end for the achievement of objectives which depend partially and indirectly on the real language. In concrete terms, the possibility of exploiting – hence also manipulating, re-creating and not merely using – a language as an instrument and an end for objectives whose achievement depends partially and indirectly on the language as real language.
- The possibility of a real language of being improved and expanded beyond its limits of real language as communicative resource in a different language.
- Compared with a real language, the possibility of a better expression, exploitation and achievement of what the real language allows to express, exploit and achieve in another language, of an expansion and enhancement of the functions and values of the language, of a greater or better balance between the foreign form and its communicative and linguistic usefulness, effectiveness, convenience and clarity, all this beyond the limits of the language as real language. In sum, the possibility of a different, better usage of a language in a different language in comparison with the real language, a usage of a language that is useful, effective, simple, attractive, clear, free, versatile, original and creative to a greater degree and in a better way than the use of the real language and to a degree to which and in a way in which the use of the real language cannot be.
- The possibility of a language of assuming a role different from those of foreign language and *lingua franca* in any situation whereby the language is not a shared



native language for the speakers, including in the language as *lingua franca*. In other words, the possibility of a language of becoming something else in a different language and in itself as *lingua franca*.

- In summary and in conclusion, the possibility of a language of not being a real language and not existing in the role of real language in and in relation to the other languages and for and between speech communities who do not natively speak the language, including in the language itself as *lingua franca*. In detail, the possibility of a language of not being the direct, distinctive and authentic expression and linguistic representation of a speech community who natively speaks the language and its culture, society and history, in the form of words and idioms perfectly or unequivocally identifiable as lexemes of the language and belonging to the language.

In the light of this description of what of pseudo-Anglicisms and pseudo-English in relation to the concept of natural language are that real English lexemes, real Anglicisms, real Italian lexemes, real Italianisms, real English and real Italian cannot be, a first element of what pseudo-English is that real English and real Italian cannot be, hence a first element of the essence of pseudo-English, can be identified. Firstly, pseudo-English is not a language and, in particular, a real language. Therefore, the first part of the essence of pseudo-English is that of non-language and, in particular, non-real language. This is the first part of the reason for which pseudo-English is something real English and real Italian are not and cannot be. Pseudo-English is a non-language, a non-real language, and as such bears properties which are not only different from but also, crucially, opposite to those of languages and real languages, which are in opposition to their essence. On the contrary, real English and real Italian are languages and, in particular, real languages, hence they cannot be non-languages and non-real languages, because they would deny themselves and their essence. As non-language and non-real language, pseudo-English allows Italian speakers to do what both real English and real Italian cannot allow them to do, as languages and real languages. Pseudo-English in relation to the concept of natural language, real English and real Italian is indeed a role, a role of the English language in and in relation to the other languages and for and between non-Anglophone speech communities whereby English is firstly a non-language and a non-real language.

Nevertheless, pseudo-English is not only a non-language and a non-real language. Indeed, it bears some properties of languages and real languages, it has a dual nature and, most importantly, seems and resembles English, is often used exactly as real English and even more often is perceived as real English. To complete the essence of pseudo-English, I will therefore enumerate the properties of pseudo-English in relation to the concept of natural language which are shared with real English and real Italian, i.e., what real English and real Italian are that also pseudo-English is. In detail, these are the properties of pseudo-English in relation to the concept of natural language which also languages and real languages bear:

- The form of and the appearance as a language and a real language. Firstly, pseudo-loans consist of lexical and grammatical forms of a real language and, as such, are, though only formally hence only partly, a language and a real language and indeed seem and resemble a language and a real language. In other words, pseudo-loans seem and resemble real loans. In general terms, pseudo-English is formally and only formally, hence only partly, English and indeed seems and resembles real English.
- The form of and the appearance as a language and real language, in another sense. Pseudo-loans are created as real lexemes of a language and a real language are created, by means of the grammar and specifically the word-formation processes of the language and real language. Indeed, authentic word-formation processes and grammatical elements of the real English language are involved in the creation of pseudo-Anglicisms, although they are freely and creatively used and exploited rather than applied, often in contrast to their own rules, restrictions or conditions. In this respect as well, pseudo-loans seem and resemble real loans, and pseudo-English seems and resembles real English.
- The usage of the lexical and grammatical material of a language and real language.
- The creation and not merely the usage of lexical items.
- The creation of lexical items by means of the vocabulary, grammar and word-formation processes of a language and real language.
- The creation and usage of lexical items which, formally, are a language and real language and indeed appear as a language and a real language and as lexemes of a language and real language.

- The creation and usage of lexical items which could exist in a language and real language although they do not exist in it.
- The creation and usage of lexical items which can be borrowed by a language and real language.
- The possible function of language and real language, i.e., the possibility of using a non-language and non-real language with the functions, purposes and values of a language and a real language. As to pseudo-English, the possibility of using pseudo-English in a language different from English as enhanced and expanded English, English beyond itself as real language, for the same purposes for which real English is used.

At this point, in the light of this description of what pseudo-English in relation to the concept of natural language is that also real English and real Italian are, the second element of what pseudo-English is that real English and real Italian cannot be, hence the second element of the essence of pseudo-English, can be identified. Pseudo-English seems and resembles a language and a real language. Therefore, the second part of the essence of pseudo-English is that of apparent language and apparent real language, result of the appearance as and resemblance to a language and a real language. This is the second part of the reason for which pseudo-English is something real English and real Italian are not and cannot be. Pseudo-English is an apparent language and an apparent real language, and as such bears only some of the defining properties of languages and real languages. On the contrary, real English and real Italian are languages and, in particular, real languages and as such bear all the defining properties of languages and real languages. Hence, they cannot be apparent languages and apparent real languages, because they would deny themselves and their essence. As apparent language and apparent real language as well, pseudo-English allows Italian speakers to do what both real English and real Italian cannot allow them to do, as languages and real languages, in the sense that it allows Italian speakers to do what both real English and real Italian allow them to do, but in a manner in which they cannot, as languages and real languages. In the light of the dissimilarities and similarities between pseudo-English and real English and real Italian, in relation to the concept of natural language, pseudo-English is firstly a non-

language and a non-real language and secondly an apparent language and an apparent real language.

Combining the first element of non-language and non-real language with the second of apparent language and apparent real language, result of the appearance as and resemblance to a language and real language, the essence of pseudo-English can be finally so described: pseudo-English seems and resembles a language and in particular a real language, but, in reality, is not a language and in particular a real language. Specifically, pseudo-English seems and resembles but is not real English. I denominate this essence of pseudo-English, this role of human natural languages in and in relation to the other languages and for and between the other speech communities as PSEUDO-LANGUAGE: a linguistic-communicative reality or entity that seems and resembles a language but is not so, consisting in the creation and usage of single lexical items which have the form of a real language but do not have the origin and use-existence in the real language. It bears some properties of languages and real languages and some peculiar properties which contrast with the concept of language and real language. In concrete terms, pseudo-language is the role in which a human natural language exists in and in relation to the other languages and for and between the other speech communities in the form of pseudo-loans of the language. In sum, pseudo-English is a pseudo-language and the role of pseudo-language of the English language in and in relation to the other languages and for and between non-Anglophone speech communities, in the form of pseudo-Anglicisms. The greater and, most importantly, different and peculiar freedom, uniqueness and consequent usefulness that pseudo-English represents and allows for in contrast to that of both real English and Italian, the fact that pseudo-English represents and allows for a different and peculiar freedom, uniqueness and usefulness that real English and Italian cannot represent and allow for, stems precisely from the essence of pseudo-language. As pseudo-language, pseudo-English allows to do what languages and real languages cannot allow to do.

The concept of pseudo-language in the meaning and definition indicated above has never been named, hypothesised or studied before in Linguistics. Indeed, among some of the linguistic studies whereby the concept and term are considered and employed, pseudo-language refers to: a form of “abnormal linguistic behaviour”, an

unintelligible ““nonsense language”” (Samarin, 1969: 70; single quotation marks as in the original); “an anomalous form of human language”, the linguistic nature of religious glossolalia, a fictitious, nonsense language without semantics (Samarin, 1971: 56, 62); the linguistic nature of religious glossolalia (Wolfram, 1974: 123); “language-like behaviour” totally different from that based on natural, real languages, “an unstable developing/disintegrating approximation (possibly within inherent limits) to a stable dual language system.”, without linguistic semantics and phonology and in constant change, “language minus semantics” (Chilton, 1979: 124, 126-127, 130, 135, 137, 140); a non-natural language, “a defined artificial language which happens to use natural language terms” (Jones and Galliers, 1995: xiii, 4); a fake language invented for experimental purposes (Peperkamp, Le Calvez, Nadal and Dupoux, 2006); an invented fake language which “merely displays one or two stereotypical traits” of a real language (Corrius and Zabalbeascoa, 2011: 115). In contrast to these studies, I have chosen the term PSEUDO-LANGUAGE to designate the essence of pseudo-English because it best describes it in terms of the contrast between form of a real language and non-origin and non-usage in the real language, the presence of some properties of languages and real languages and other specific properties in opposition to those of languages and real languages and, above all, the appearance as and resemblance to a language and a real language. Indeed, the fact of seeming and resembling a language and a real language without actually being so is the pivot of the essence of pseudo-English, represented by the prefix –PSEUDO, as the fact of seeming and resembling authentic loans of a real language, English for instance, without actually being so is the pivot of the nature of pseudo-loans of a language, pseudo-Anglicisms for instance, represented as well by the prefix –PSEUDO. I have indeed chosen the term PSEUDO-LANGUAGE to designate the essence of pseudo-English also because it is coherent with the terms PSEUDO-LOAN and PSEUDO-ANGLICISM. I conclude this explanation and discussion of the introduction of the term PSEUDO-LANGUAGE to indicate the linguistic-communicative reality or entity that seems and resembles a language without being so, consisting in the creation and usage of single lexical items which have the form of a real language but not the origin and use-existence in the real language, the role in which a human natural language exists in and in relation to the other languages and for and between the

other speech communities in the form of pseudo-loans of the language, by highlighting what follows. In opposition to the other meanings in which the term PSEUDO-LANGUAGE is used in the studies reported above, the prefix –PSEUDO does not mean fakeness, falseness, non-naturalness, construction, artificiality, i.e., negation of a language and a natural language, not being a language and a natural language; on the contrary, it means seeming and resembling without being, appearance and resemblance without essence, therefore seeming and resembling without being a language and a real language or having the appearance as and resemblance to but not the essence of a language and a real language. In regard to the naturalness, a pseudo-language as defined in this work lacks artificiality, planning and construction despite not being a language and a real language. Indeed, pseudo-English is a natural phenomenon of language contact and change and is as natural as real English, real Italian and any real language. It emerges and occurs naturally and is perceived and can function as a real, natural language.

At this point, the theoretical implications of the essence of pseudo-English for the concepts of natural language and belonging to a language can be elaborated and discussed. As to the concept of natural language, the concept-role of pseudo-language implies that a human natural language in the role of real language, i.e., as the direct, distinctive and authentic expression and linguistic representation of a speech community who natively speaks the language and its culture, society and history, in the form of words and idioms perfectly or unequivocally identifiable as lexemes of the language, which belong to the language, can become a pseudo-language and assume the role of pseudo-language. This occurs when the language is used in the form of pseudo-loans of the language in different languages or between different languages as *lingua franca*. As pseudo-language and in the role of pseudo-language, the language exists as a model or an idea of a real language and itself as real language, as lexical and grammatical material and word-formation processes of a real language and itself as real language freely or strategically exploited and indirectly linked to the real language and itself as real language in a relationship of deep autonomy. In detail, a natural real language becomes a pseudo-language when, only in use or both in coinage and use of pseudo-loans, non-native speakers of the language separate the form of the language from the origin and use-existence in the

language, i.e., the language solely in its lexical and grammatical material and word-formation processes from the language in its social, cultural, historical and linguistic reality. In sum, the concept-role of pseudo-language as the essence of pseudo-English, introduced in this dissertation, implies for the concept of natural language that real language, in turn as foreign language and *lingua franca*, is not the only possible role of a human natural language in and between different languages. Preserving the natural character, a human natural language can indeed assume also the role of pseudo-language in this condition.

As to the concept of belonging to a language, the concept-role of pseudo-language implies that the nature of a lexical item as belonging to a language, therefore the task of determining to which language a lexical item belongs, is always dual, relative and different from that of any other category of lexical items in the case of pseudo-languages, i.e., when the lexical item at issue is a false loan. On the one hand, false Anglicisms have a dual nature as explained in Section 2.4, defined by appearance as and form of a language and non-origin and non-usage in the language, being partly a language and partly not; on the other hand, false Anglicisms lack unity and coherence in their origin, coinage, form and usage, because their origin is in a language different from English, the coinage is English in the word-formation process but potentially also non-English, i.e., of the language of origin, in its free and creative exploitation in contrast to the rules and limitations of the grammar and word-formation process of English, the form is English and the usage can be either solely in the language of origin and coinage or in other languages in addition to the language of origin and coinage. These words indeed involve at least two languages: English, the language whereby they are created and used and, if they are used in different languages, the different languages whereby they are used. Moreover, false Anglicisms seem and resemble authentic Anglicisms and can function and be perceived as authentic Anglicisms.

As such, in their nature and entirety, false Anglicisms therefore belong neither to the language or languages whereby they are utilised nor to that whereby they were coined nor to the language of their form, specifically of the lexical and grammatical material and word formation processes which constitute them, i.e., English. Indeed, false Anglicisms in Italian are “neither English nor Italian” in Furiassi’s words

(2010: 110). In the light of the concept-role of pseudo-language, the question of to what language false loans belong left unanswered in research can be answered as follows. In absolute terms, in their nature and entirety, false Anglicisms do not belong to any real language. They belong to pseudo-English, the English language in the role of pseudo-language in and in relation to different languages and for and between non-Anglophone speech communities. In general, false loans belong to the language of their form and coinage in the role of pseudo-language in and in relation to different languages and for and between different speech communities. An additional, more detailed identification of the language or languages to which false loans belong requires an autonomous analysis of each of the defining elements of these lexical items described in the previous paragraph. In relative terms, in their single defining elements, false Anglicisms belong to different real languages: they belong to English in terms of their form and coinage, to the language whereby they were coined in terms of their origin and sometimes partly of their coinage and to the language or languages whereby they are utilised in terms of their use. In general, false loans belong to different real languages, i.e., to the language of their form and coinage in terms of their form and coinage, to the language whereby they were coined in terms of their origin and sometimes partly of their coinage and to the language or languages whereby they are utilised in terms of their use. In sum, the concept-role of pseudo-language as the essence of pseudo-English, introduced in this dissertation, implies for the concept of belonging to a language that certain lexical items do not belong to a real language or anyway to a single real language. As instantiated by false Anglicisms, false loans do not belong to a real language but to the language of their form and coinage in the role of pseudo-language in and in relation to different languages and for and between non-Anglophone speech communities, in absolute terms and in their nature and entirety. However, they can be described as belonging to different real languages, in relative terms and in their single defining elements, according to the language or languages which characterise the defining elements.

In conclusion, the fourth research question of this study, what is the essence of pseudo-English and, in the light of this essence, what pseudo-English in general reveals about the concepts of natural language and belonging to a language, can be



answered in theoretical terms as follows. The essence of pseudo-English is the concept of pseudo-language and the role of pseudo-language of the English language in and in relation to the other languages and for and between non-Anglophone speech communities, in the form of pseudo-Anglicisms. Pseudo-English seems and resembles a language and a real language, but, in reality, is not a language and a real language. It seems and resembles but is not real English. In the light of this concept-role of pseudo-language, pseudo-English can deepen our understanding of the concepts of natural language and belonging to a language by virtue of its theoretical implications for these concepts.

As regards the concept of natural language, pseudo-English suggests that a human natural real language in the form of lexemes belonging to the language can become a pseudo-language and assume the role of pseudo-language. This occurs when the language is employed in the form of pseudo-loans of the language in a different language or between different languages as *lingua franca*. As pseudo-language, in the role of pseudo-language, the language exists as a model or an idea of a real language and itself as real language, as word-formation processes as well as lexical and grammatical material of a real language and itself as real language, indirectly connected with the real language and itself as real language, in a relationship of deep autonomy and freely or strategically exploited. Specifically, a real language becomes a pseudo-language when, using or creating and using pseudo-loans, non-native speakers of the language separate the form of the language from the origin and use-existence in the language, i.e., the language only in its word-formation processes as well as lexical and grammatical material from the language in its social, cultural, historical and linguistic reality. In summary, in the light of its essence of concept-role of pseudo-language, pseudo-English reveals about the concept of natural language that a human natural language in and between different languages can exist not only in the roles of real language, in turn as foreign language and *lingua franca*, but also, preserving its natural character, in the role of pseudo-language.

Finally, as regards the concept of belonging to a language, pseudo-English suggests that this concept involves pseudo-languages and different real languages in the case of pseudo-loans as pseudo-Anglicisms. The nature of these lexical items as

belonging to a language is indeed peculiar, different from that of any other category of lexical items and multifaceted in its components. In absolute terms, in their nature and entirety, pseudo-loans belong neither to the language of their origin nor to the language of their form, nor to that or those of their coinage nor to that or those of their usage. They belong to a pseudo-language, the language of their form and coinage in the role of pseudo-language in and in relation to different languages and for and between different speech communities. In relative terms, in their single defining elements, pseudo-loans belong to different real languages. They belong to the language whereby they were coined in terms of their origin and sometimes partly in terms of their coinage, to the language of their form and coinage in terms of their form and coinage and to the language or languages whereby they are used in terms of their usage. In summary, in the light of its essence of concept-role of pseudo-language, pseudo-English reveals about the concept of belonging to a language that there exist lexical items which, unlike any other category of lexical items, belong not to a real language but to a pseudo-language in absolute terms, in their nature and entirety, and to different real languages, at least two, according to the languages of their origin, coinage, form and use, in relative terms, in these single defining elements. These peculiar and unique lexical items are pseudo-loans.

### **2.7 The Fifth Research Question: The General Ultimate Communicative Value of Pseudo-English for Italian Speakers and Non-English Speakers in General**

The last research question of this dissertation concerns the general, ultimate communicative value of pseudo-English for Italian speakers and non-English speakers in general, in the light of the answers to the other four research questions. After determining the essence of pseudo-English as phenomenon of language contact and change, what pseudo-English is in theoretical terms in relation to the concept of natural language, in this Section, I will determine the general, ultimate value of pseudo-English in communicative terms for Italian speakers and non-English speakers in general. By general, ultimate value of pseudo-English in communicative terms and general, ultimate communicative value of pseudo-English, I mean what pseudo-English as communicative resource, in general, can represent as such, in its peculiarity, uniqueness and difference from English, Italian and the other languages,

for its users, the Italian and other non-English speakers, i.e., what false Anglicisms as linguistic-communicative instruments-symbols, in general, can represent as such, in their peculiarity, uniqueness and difference from English, Italian and other non-English lexemes, for their non-Anglophone creators and users. Firstly, I will elaborate the theoretical answers to the first three research questions of the study in communicative terms as possibilities of pseudo-English for the speakers in their communicative acts. These possibilities represent the communicative values of pseudo-English in specific aspects. Secondly, in the light of the answer to the fourth research question, the essence of pseudo-language of pseudo-English, I will elaborate the general, ultimate value of pseudo-English for Italian and other non-English speakers as communicative resource, so concluding my critical-theoretical interpretation of pseudo-English in Italian and English as a *lingua franca*.

The theoretical answer to the first research question of this research, whether pseudo-English in Italian and English as a *lingua franca* denotes limited knowledge of, and competence in, the Italian language and/or the English language and with what implications for the concept of competence in English as a foreign language and in a foreign language in general, elaborated in Section 2.3, is, in summary, the following. Pseudo-English in Italian and English as a *lingua franca* does not necessarily or intrinsically denote limited knowledge of, and competence in, the Italian language and/or the English language. Indeed, pseudo-English can be an opportunity and a positive, useful communicative resource in Italian and English as a *lingua franca*, in harmony with both Italian and English, and can denote knowledge of, and competence in, these languages. For the concept of competence in English as a foreign language and in a foreign language in general this implies that competence in English as a foreign language can be expressed also in pseudo-English and involve creating, using or understanding false Anglicisms in a free, creative, strategic, effective and appropriate fashion and that competence in a foreign language in general can be expressed also in the language as pseudo-language, in the role of pseudo-language, and involve creating, using or understanding false loans of the language in a free, creative, strategic, effective and appropriate fashion. Consequently, in communicative terms, pseudo-English can represent for Italian and other non-Anglophone speakers the possibility of expressing competence in English

as a foreign language also with false Anglicisms and pseudo-English, i.e., the possibility of expressing competence in English as a foreign language also in English as a pseudo-language, in the role of pseudo-language. Moreover, pseudo-English in this respect can represent for the non-English speakers the possibility of being at the same time free, creative and proficient in English.

The theoretical answer to the second research question of this study, what pseudo-English in Italian reveals about the usage and popularity of the English language in the Italian language in the light of the nature of and deepest reason for its usage and popularity, elaborated in Section 2.4, is, in summary, the following. Pseudo-English and false Anglicisms are symbols and instruments of a peculiar freedom, uniqueness and usefulness, in that they represent and allow to express, exploit and obtain a freedom, uniqueness and usefulness that is greater than and different from that of real English, real Italian, real Anglicisms and Italian lexemes, which they cannot represent and allow to express, exploit and obtain. In relation to both English and Italian, this peculiar freedom, uniqueness and communicative usefulness can make pseudo-English a better communicative resource in general terms, independently of real English. In relation to real English in particular, this peculiar freedom, uniqueness and communicative usefulness can make pseudo-English a better communicative resource in specific terms, for reasons indirectly connected with real English. Indeed, by virtue of both its difference from and similarity with real English, i.e., its formal Englishness or English form and its resemblance with and appearance as real English, pseudo-English can be useful in specific terms in allowing Italian speakers to express, exploit and obtain in their speech acts all that the English language allows them to express, exploit and obtain, but in a different and better manner in comparison with real English, i.e., with a greater and different freedom, uniqueness and usefulness. In sum, pseudo-English allows for a different and better usage of English in Italian in comparison with real English itself.

This peculiar freedom, uniqueness and usefulness of pseudo-English firstly implies that, in Italian and in general in a different language, English can be used and be popular either as real English or as pseudo-English, i.e., pseudo-language. As real English, English is used and is popular by virtue of itself as real English, in the form

of real Anglicisms. Conversely, as pseudo-English, English can be used and be popular, by means of false Anglicisms, in two forms: either despite itself as real English, as a mere communicative instrument for the achievement of aims that can be independent of real English, whose achievement does not necessarily rely on real English, or beyond itself as real English, as a communicative instrument and an end for the achievement of aims that rely on real English, whose achievement relies indirectly and partially on real English. In this second form of pseudo-English, English is enhanced and expanded beyond its limits as real English so that it is 'more English' or 'English in a better fashion' than as real English and is accordingly employed for a better expression, exploitation and achievement of what English, as real language, allows to express, exploit and achieve in another language.

The peculiar freedom, uniqueness and usefulness of pseudo-English, greater and potentially better than that of real English, secondly implies that the complete and genuine Englishness of real English is not necessarily and always a sufficient reason to motivate and justify its usage and popularity as real English and make it useful and worth using as such in different languages. Indeed, balance between the Englishness and its communicative and linguistic usefulness, effectiveness, convenience and clarity can be more valuable than the complete and genuine Englishness in itself. When real English lacks this balance or when its balance can be increased and improved, pseudo-English may be employed in its place if it offers a greater and better balance. Pseudo-English can be preferred as such over real English and be used instead of it because it can offer a greater and better balance between the Englishness and its linguistic and communicative usefulness, effectiveness convenience and clarity than real English.

In the light of the significant quantitative inferiority of false Anglicisms to genuine Anglicisms, the peculiar communicative usefulness of pseudo-English in Italian thirdly implies that the communicative usefulness of real English is quantitatively superior to that of pseudo-English in this language. Indeed, real English in the form of real Anglicisms is, quantitatively, by far, the principal form of usage and popularity of the English language in the Italian language and pseudo-English is, in general, less useful than real English. In addition, the significant quantitative inferiority of false Anglicisms to authentic Anglicisms in Italian implies

that although, as previously noted, the complete and authentic Englishness of real English is not necessarily and always a sufficient reason to motivate and justify its usage and success as real English and make it useful and worth using as such, it is so more often than not. Indeed, despite offering an optimal balance between the Englishness and its communicative and linguistic usefulness, effectiveness, convenience and clarity not always, real English offers it more often than not and more often than pseudo-English.

In the light of the nature of and deepest reason for the usage and popularity of pseudo-English in Italian and its theoretical implications for the usage and popularity of English in Italian, pseudo-English represents for Italian speakers, in communicative terms, the possibility of expressing, exploiting, enjoying and achieving a peculiar freedom, uniqueness and usefulness that is greater than and different from that of English and Italian and that these languages cannot represent and allow for. Firstly, pseudo-English can constitute a better communicative resource than Italian and English, in general terms. This is associated with the possibility of exploiting, manipulating and re-creating English in Italian despite itself as real English and real language, independently of real English, as a mere linguistic-communicative instrument for reasons and aims that can be independent of real English. Secondly, pseudo-English can constitute a better communicative resource than English, in specific terms. In relation to English in particular, pseudo-English constitutes the possibility of a better usage of the English language in a different language, of a better expression, exploitation, enjoyment and achievement of all that the English languages allows to express, exploit, enjoy and achieve in a different language. This is associated with the possibility of exploiting, manipulating and re-creating English in Italian beyond itself as real English and real language, as a communicative means and an end for reasons and aims that indirectly and partially depend on real English. Finally, pseudo-English represents the possibility of a greater and better balance between the Englishness and its linguistic and communicative usefulness, effectiveness, convenience and clarity than real English. In sum, pseudo-English firstly represents for Italian speakers the possibility of bridging communicative gaps of both English and Italian and improving their communicative acts by means of a resource which is peculiarly different from and better than them.

Secondly, pseudo-English represents for Italian speakers the possibility of bridging communicative gaps of real English and improving the use of the English language by means of a resource which is peculiarly different from, similar to and better than real English. Specifically, pseudo-English constitutes the possibility of expanding, enhancing and improving real English as pseudo-language into pseudo-English, beyond its limits as real English and real language.

The theoretical answer to the third research question of this dissertation, what pseudo-English in Italian and English as a *lingua franca* reveals about the role of the English language in and in relation to the other languages and for and between non-Anglophone speech communities, elaborated in Section 2.5, is, in summary, the following. In the light of its origin, nature, form, usage, popularity, cross-linguistic properties and the usage of English more as an international *lingua franca* on the part of non-native speakers than as a native language, pseudo-English redefines the role of the English language in and between different languages. It indeed indicates that English can assume the role of pseudo-English besides the roles of foreign language and *lingua franca* and within the role of English as a *lingua franca*, in any context whereby it is not an official national language and a native language for the speakers. Hence, pseudo-English represents for Italian and other non-English speakers, in communicative terms, the possibility of using English in and between different languages not only as a foreign language and a *lingua franca*, respectively, but also as pseudo-English. Since foreign language and *lingua franca* are the two roles of real language of English in and between different languages, the possibility of using English despite and beyond itself as real language consists, in detail, in the possibility of using English despite and beyond itself as foreign language and *lingua franca*.

The possibilities of pseudo-English for Italian and other non-Anglophone speakers in communicative terms developed so far concern specific aspects of the topic of this study. Indeed, they represent some specific communicative values of pseudo-English. The general, ultimate communicative value of pseudo-English for Italian speakers and non-English speakers in general as a communicative resource, which encompasses these specific values, by contrast concerns and is grounded on the essence of pseudo-English as phenomenon of language contact and change.

Consequently, to determine this general, ultimate communicative value of pseudo-English for Italian and other non-English speakers, it is necessary to consider the answer to the fourth research question of this work, what is the essence of pseudo-English and, in the light of this essence, what pseudo-English in general reveals about the concepts of natural language and belonging to a language. The theoretical implication of the essence of pseudo-English for the concept of belonging to a language is not relevant in communicative terms, therefore it is not considered. The essence of pseudo-English is the concept of pseudo-language and the role of pseudo-language of the English language in and in relation to the other languages and for and between non-Anglophone speech communities, in the form of pseudo-Anglicisms. Pseudo-English seems and resembles a language and a real language, without being a language and a real language. Specifically, it seems and resembles but is not real English. In sum, pseudo-English is a pseudo-language and the role of pseudo-language of the English language in and in relation to the other languages and for and between non-Anglophone speech communities. This essence of pseudo-English, this concept-role of pseudo-language, implies for the concept of natural language that a human natural real language in the form of authentic lexical items of the language can become a pseudo-language and assume the role of pseudo-language when employed in the form of pseudo-loans of the language and in a different language or between different languages as *lingua franca*. In other words, the essence of pseudo-English implies that human natural languages in and between different languages can exist not solely in the roles of real language, foreign language and *lingua franca*, but also, preserving their natural character, in the role of pseudo-language. In detail, non-native speakers of a real language make a real language a pseudo-language when, creating or using pseudo-loans of the language, they separate the form of the language from the origin and use-existence in the language, i.e., the language merely in its lexical and grammatical material and word-formation processes from the language in its social, cultural, historical and linguistic reality. The result is that a language exists as a model or an idea of a real language and itself as real language, as lexical and grammatical material and word-formation processes of a real language and itself as real language, indirectly related to the real language and itself as real



language in a relationship of deep autonomy and freely or strategically exploited as a pseudo-language, in the role of pseudo-language.

At this point, in the light of the essence of pseudo-English as phenomenon of language contact and change and its implications for the concept of natural language, its general, ultimate value as communicative resource for Italian and other non-English speakers can be finally elaborated as follows: in communicative terms, pseudo-English ultimately represents for Italophones and non-Anglophones in general the possibility and freedom of using the English language in and between different languages as a pseudo-language, as a communicative resource which seems and resembles a language, a real language and real English, without being so, as a model or an idea of a language, a real language and real English, as lexical and grammatical material and word-formation processes of real English, indirectly related to it in a relationship of deep autonomy and freely or strategically exploited in the form of pseudo-Anglicisms. In detail, pseudo-English represents in the light of its essence the possibility and freedom for non-Anglophone speakers of making real English pseudo-English in and between different languages by separating the form of English from the origin and use-existence in the language, i.e., English merely in its lexical and grammatical material and word-formation processes from the language in its social, cultural, historical and linguistic reality. The reasons for using English as pseudo-language in and between different languages are various and can range from the same reasons for which real English is used to specific reason grounded on the peculiar nature and essence of pseudo-English and its difference from real English or from real English and the languages whereby it is used, from purely stylistic and aesthetic to practical linguistic-communicative reasons, from a desire of play, creativity, freedom, attractiveness to one of strategy, convenience, effectiveness, usefulness, clarity, from a scarce knowledge of, and proficiency in, English and/or the languages whereby pseudo-English is used to a deep knowledge of, and a high proficiency in, English and/or the languages whereby pseudo-English is used. In the light of its essence of pseudo-language, these reasons for the usage of pseudo-English are ultimately grounded precisely on this essence, on the fact that pseudo-English is a pseudo-language and not a language and a real language. Indeed, non-Anglophone speakers can achieve what they intend to achieve by means of pseudo-

English, often despite their unawareness of its essence of pseudo-language or anyway of any peculiarity and difference of pseudo-English in relation to real English and the languages whereby it is employed, precisely because pseudo-English is a pseudo-language.

In conclusion, the fifth research question of this dissertation, what is the general, ultimate communicative value of pseudo-English in general for Italian speakers and non-English speakers in general in the light of the answers to the other four research questions, can be answered in theoretical terms as follows. On the one hand, the general, ultimate communicative value of pseudo-English is the possibility and freedom for Italophones and other non-Anglophones of using the English language in a different language, their own language, and between different languages, within English as a *lingua franca* with interlocutors who natively speak neither their language nor English, as a pseudo-language, i.e., a communicative resource which seems and resembles a language, a real language and real English, without being so, a model or an idea of a language, a real language and real English, consisting in lexical and grammatical material and word-formation processes of real English, indirectly related to it in a relationship of deep autonomy and freely, creatively or strategically exploited in the form of pseudo-Anglicisms. On the other hand, the general, ultimate communicative value of pseudo-English is the possibility and freedom for Italophones and other non-Anglophones of turning real English, as a foreign language and a *lingua franca*, into pseudo-English, a pseudo-language, by exploiting, manipulating and re-creating real English for all the possible purposes, freely, creatively or strategically, in a peculiar manner in relation to English and English and their own languages, beyond and despite the concepts of language, real language and real English.

This description of the general, ultimate communicative value of pseudo-English for Italian and other non-English speakers brings Chapter Two with the critical-theoretical interpretation of pseudo-English in Italian and English as a *lingua franca* and the elaboration of the thesis at the core of this dissertation to a close. The end of this Chapter marks the end of the theoretical, secondary research part of this dissertation, developed in Chapters One and Two, as well. In the next Chapter, the empirical, primary research part of the dissertation will indeed begin, with the

presentation and description of the empirical study by means of which I will determine the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers and critically refine and elaborate my critical-theoretical interpretation of pseudo-English in empirical terms in relation to upper-secondary-school common Italian speakers and their conception of pseudo-Anglicisms, in light of the similarities and differences as well as the agreement and/or disagreement between the former and the latter, and the relation of the former to the latter. The underlying aim is to complete the critical-theoretical interpretation of pseudo-English in itself with an empirical interpretation of pseudo-English as conceived by common Italian speakers.

## **CHAPTER THREE**

### **The Empirical Study**

#### **3.1 The Rationale Behind the Empirical Study**

This Chapter opens the empirical, primary research part of this dissertation after the theoretical, secondary research part developed in Chapters One and Two. The description, analysis and interpretation of false Anglicisms and pseudo-English in these Chapters has dealt with these words and this phenomenon as well as communicative resource in themselves, i.e., in terms, respectively, of their nature, form, origin, coinage and usage as described and examined in the literature on the topic, especially in Furiassi (2010), and of its theoretical implications. In particular, the nature, form, origin, coinage and usage of pseudo-Anglicisms and pseudo-English in general and in Italian have been interpreted in Chapter Two to give a theoretical answer to the research questions of the first theoretical, secondary research part of the dissertation concerning the theoretical implications of pseudo-English for some important notions of Linguistics and for the role of English in and in relation to the other languages and for and between non-Anglophone speech communities and its general, ultimate communicative value, elaborating in this way the thesis at the core of this research.

This critical-theoretical interpretation of pseudo-English in general, in Italian and English as a *lingua franca* would have been incomplete if it had considered pseudo-Anglicisms only in themselves and not also as conceived by common Italian speakers, those who employ and create them and do not study them. Indeed, as already noted, the topic of this study is the phenomenon of pseudo-English and not simply pseudo-Anglicisms. It is a cultural, social, psychological, linguistic and communicative phenomenon whose relevance goes beyond linguistic research. More specifically, pseudo-Anglicisms exist in that they are created, used and talked about by speakers who, more or less consciously and unconsciously, can be argued to have different individual and collective behaviours, experiences, attitudes, opinions and ideas as regards these lexical items. Nevertheless, linguists have so far studied pseudo-Anglicisms predominantly from a formal, lexicological, lexicographic, descriptive and classificatory perspective, overlooking the substantial difference

from real English, the essence, deepest communicative value and possible implications for other linguistic realities and our knowledge of human natural languages of the phenomenon of pseudo-English in general, and developing insights which, however accurate, have not led to broad and deep interpretations. In particular, no study on false Anglicisms in Italian has ever taken Italian speakers into consideration directly as informants, with surveys in the form of questionnaires or interviews.

In accordance with a constructivist research paradigm (Richards, 2003: 36; 38-39) and the fundamental qualitative research principle that “[...] human behaviour is based upon meanings which people attribute to and bring to situations (Punch, 2005) and it is only the actual participants themselves who can reveal the meanings and interpretations of their experiences and actions.” (Dörnyei, 2007: 38), I argue that the speakers can be a sort of research instrument to understand and interpret pseudo-English in this respect, by directly providing valuable information on their conception of pseudo-English. In other words, since it is the speakers who create and use pseudo-Anglicisms, whose existence indeed depends on them, it is essential to examine them directly to interpret these lexemes. Furiassi himself (2010: 216-217) states that his dictionary of false Anglicisms in Italian could be improved with the valuable information on the use of these lexemes which Italian informants can provide by means of questionnaires. Consequently, for these considerations and because, in short, to develop a deep understanding of what false Anglicisms represent it is necessary and interesting to develop an understanding of what false Anglicisms represent for those who use, create and read or hear them, the empirical, primary research part of this dissertation consists in a qualitative exploratory study on the conception of false Anglicisms of common Italian speakers in the form of a questionnaire. The aims of the questionnaire are two: one the one hand, to determine how upper-secondary-school common Italian speakers conceive pseudo-Anglicisms; on the other hand, to critically refine and elaborate the critical-theoretical interpretation of pseudo-English of this dissertation in empirical terms in relation to upper-secondary-school common Italian speakers and their conception of pseudo-Anglicisms, in the light of the similarities and differences as well as the agreement and/or disagreement between the former and the latter, and the relation of the former

to the latter. The underlying aim behind these two aims is to complete the critical-theoretical interpretation of pseudo-English in itself of this dissertation with an empirical interpretation of pseudo-English as conceived by common Italian speakers, for a better understanding of what pseudo-English represents in the light of what it represents for its users.

### **3.2 The Approach and Design of the Empirical Study**

The empirical investigation of this research is a small-scale exploratory study which can be described as follows, following Grotjahn's classification (1987, cit. in Brown, 2004: 483): non-experimental in terms of data collection method, qualitative in terms of data type and interpretive in terms of data analysis procedure. The research approach followed is qualitative, the data collection instrument is an online questionnaire and the time orientation (Brown, 2004: 483) is cross-sectional. The small-scale character of the empirical study is motivated by the structure of the paper, whereby Chapters One and Two constitute the macro-level of analysis of the topic of pseudo-English, Chapters Three and Four constitute the micro-level of analysis and Chapter Five constitutes a combination of the two levels. In turn, this structure is grounded on the following consideration. Pseudo-English is the result of the massive influence and widespread pervasiveness of English worldwide, freely, creatively, artfully and strategically exploited, manipulated and re-created as a peculiar communicative resource, different from English and the languages whereby it is employed. Investigating such a complex and broad topic both in general, theoretical terms and in a small, specific group of people seems appropriate and interesting. As Dörnyei (2007: 30) states, "[...] even broad trends such as language globalization can be investigated from a micro-perspective [...]." Furthermore, when complex and vast topics are studied little and predominantly in a few, general aspects, studying them precisely in those specific aspects which have been overlooked or even totally ignored can lead to meaningful contributions to the understanding of the topic. A further element of the small-scale nature of the study is the sample, which will be the object of a specific Section.

The small-scale character of the exploratory study is in turn related to the qualitative research approach adopted as epistemological and methodological

foundation and orientation. As illustrated in the first Section, to interpret pseudo-English understanding its value and meanings, it is necessary and interesting to understand what value and meanings speakers, its users, attribute to it and it is the speakers themselves who can reveal them if directly involved in the inquiry. This mirrors the essence of qualitative research, whose aim is: “[...] to make sense of, or interpret, phenomena in terms of the meanings people bring to them.” (Denzin and Lincoln, 1994b: 2, cit. in Richards, 2003: 11). In Dörnyei’s words (2007: 40), “[...] instead of seeking a generalizable ‘correct interpretation’, qualitative research aims to broaden the repertoire of possible interpretations of human experience.” In this type of idiographic (Richards, 2003: 288), context-sensitive (Dörnyei, 2007: 29, 45, 54; Richards, 2009: 149; Obeyd, 2021: 56, 60, 78) and participant-sensitive (Dörnyei, 2007: 39; Richards, 2009: 149; Obeyd, 2021: 56-58) research, the focus is on ‘the particular’, the individual cases, because meanings lie, and thus are to be investigated, in them (Richards, 2003: 10, 265, 289; Dörnyei, 2007: 27; Obeyd, 2021: 56).

The data collected and analysed in this exploratory study are non-numerical, verbal data in textual form and consist in the subjective ideas, opinions, attitudes and experiences of individuals. Specifically, the data are the responses to a questionnaire by a group of upper-secondary-school common Italian speakers regarding their conception of pseudo-Anglicisms. In short, the data are qualitative and concern the subjectivity of the participants of the study.

An online questionnaire has been chosen and used as the data collection instrument of the empirical part of this research for these reasons. On the one hand, in practical terms, questionnaires are highly efficient in “[...] obtaining large amounts of data in a relatively short period of time in a cost-effective way [...]” (Dörnyei and Csizér, 2012: 75) and “[...] in a simple processible form.” (Obeyd, 2021: 65). These efficiency, simplicity and convenience are even greater in online questionnaires, which are easy to create, allow participants to respond at their convenience and directly and automatically collect the data in an orderly way, representing them in graphs. Even though large amounts of data were not necessary for the study and there were no time constraints, these advantageous features made the online questionnaire an ideal instrument. The automatic collection of data and

their graphic representation was particularly important, since it could facilitate the analysis process.

On the other hand, in methodological terms, the questionnaire has been used firstly because it was the appropriate research instrument for the exploratory study. Indeed, the questions I would ask the students to understand how they conceive false Anglicisms and to complete my critical-theoretical interpretation of the creation and usage of these words would be complex, require critical reflection and often include brief explanations. The written formulation of the questions was therefore necessary and, given the unfamiliarity and likely difficulties with metalinguistic reflection of the respondents, to allow them to provide the rich, varied and complex data I needed and to thoroughly examine their conception of pseudo-Anglicisms, adequate stimuli were equally necessary. To this end, providing possible responses from which to choose one in a multiple-choice format was the most natural and effective strategy. In any case, two non-closed-ended questions were also included in the questionnaire. Secondly, the systematic and structured nature of the questionnaire would favour the precision, rigour and order of the management of the data, which in turn would favour the precision, rigour and order of their analysis. With qualitative data concerning people's subjectivity, this was especially appropriate. The questionnaire is traditionally a quantitative data collection instrument, however, for the practical and methodological reasons illustrated above, it has been utilised for the empirical study of this dissertation, capitalising on its properties which could prove useful and appropriate for the quality and success of the study. In the following Section, the questionnaire is illustrated in detail.

### **3.3 The Online Questionnaire**

The online questionnaire was created with Google Forms and comprises 30 items. Adopting Dörnyei's terminology (2007: 102), the first three of them are factual questions concerning respectively the age, gender and course of studies of the respondents and the remaining 27 are behavioural and attitudinal questions concerning the investigated topic. Except one open-ended item of free and personal reflection and one whereby an English lexical unit has to be reported, they are all multiple-choice items. The sole open-ended item is focused on the reasons for the



greater usage and success of certain pseudo-Anglicisms compared to the corresponding authentic Anglicisms. In it, the participants have been asked to give their free, personal opinion on the possible reasons for this issue, which is essential to understand pseudo-Anglicisms in depth and account for their existence and value as such but has not been adequately studied in research. Of the 25 multiple-choice questions concerning pseudo-English, five have two options, 16 have three options and four have four options. All the questions have to be answered, except that whereby an English lexical unit has to be reported, since respondents are asked to do so if they have answered the previous question affirmatively and if they remember the word.

A brief paragraph introduces the survey by explaining that it constitutes the empirical part of this master's thesis and presenting the topic under investigation by means of a definition of pseudo-Anglicism with two examples. The aim of the questionnaire is stated, and gratitude is expressed to the respondents for the time and attention they will devote to the questionnaire and their valuable and important contribution to this study. Finally, the nature of the items is described, instructions on the responses are given and gratitude is reiterated to the respondents. In line with Dörnyei (2007: 113-114) and Dörnyei and Csizér (2012: 83), this premise has not only an informative, introductory function, but also a strategic one, namely, to obtain the respondents' cooperation, making sure that they take the questionnaire seriously and perceive their contribution as meaningful. Authentic, honest and accurate responses provided with care are indeed necessary conditions to reliable and rich qualitative data.

The fundamental principle of multi-item scales (Dörnyei, 2007: 103-104; Dörnyei and Csizér, 2012: 75-76) has been applied to the design of the questionnaire, both accurately and strategically. As the two scholars explain, in the questions on attitudes, opinions and beliefs, the wording of the questions has a profound impact on the responses, with slight lexical or grammatical differences potentially resulting in different responses. This is especially true for the questionnaire of this investigation, which almost entirely consists precisely of this kind of questions and deals with issues on which the sample is not accustomed to reflecting. To reduce the possible extraneous conditioning of the wording of the specific items and to examine how

respondents would think about the same sub-topic in different aspects and from different perspectives, for each sub-topic investigated, partly corresponding to the five research questions of the first, theoretical part of the dissertation, various, differently worded items have been created. In turn, this has allowed for the analysis of the coherence, confusion or contradiction in the respondents' conception of false Anglicisms.

Except in five cases, the response options of the items have been created to be representative of different possible conceptions of pseudo-Anglicisms. In the light of the two aims of the questionnaire, establishing how upper-secondary-school common Italian speakers conceive false Anglicisms and critically refining and elaborating the critical-theoretical interpretation of pseudo-English of this dissertation in empirical terms in relation to these speakers and their conception of pseudo-Anglicisms, in the light of the similarities and differences as well as the agreement and/or disagreement between the former and the latter, and the relation of the former to the latter, my critical-theoretical interpretation of pseudo-English and alternative or opposite conceptions of pseudo-Anglicisms have been presented for the respondents to choose between. These alternative or opposite conceptions, diverse and in a relation of difference from or opposition to my interpretation, have been derived directly from the sub-topic at issue or indirectly from the existing literature on that sub-topic. To increase the validity of the responses and the freedom in their selection, the order of the various response options was random, unless they were logically connected.

Some questions are direct while others are introduced by a brief presentation or description of the investigated aspect of pseudo-English. These descriptions have been carefully created to be clear, objective and, above all, non-suggestive. On the whole, the items proceed from the general to the specific and in increasing order of complexity. Many of them are logically connected and often one item is based on the previous one. Specialised linguistic terminology has been clarified whenever necessary and, after reporting the two equivalent terms *FALSI ANGLICISMI* and *PSEUDO-ANGLICISMI* in the presentation of the topic of the survey in the introduction, only *FALSI ANGLICISMI* and the singular form *FALSO ANGLICISMO* have been used because they are simpler and sound less technical. If made explicit, the meaning of the pseudo-Anglicisms reported as examples is either expressed by the author in his

own words or quoted from Furiassi (2010). The questionnaire has been tested with three Italophone adult informants who did not know false Anglicisms at all, to assess its clarity, difficulty, length and completion time, and then it has been submitted to the thesis supervisor. After positive feedback from these sources, the final approval of the supervisor and a further check, the questionnaire has been completed to the final version and launched, as will be illustrated after the next Section on the sample.

### **3.4 The Sample**

The respondents of the questionnaire are 53 upper-secondary-school common Italian speakers aged between 16 and 20, 36 females and 17 males, who attend the *Marie Curie* technical college in Bussolengo, Verona, Northern Italy. They belong to four classes and follow two curricula. Two classes follow the “tourism” curriculum and the other two follow the “administration, finance and marketing” curriculum, with a special focus on “international relations for marketing”. All the participants attend three one-hour English classes per week. It is a purposive and convenience sample selected for the following reasons, which in turn will clarify this dual nature.

Firstly, from a theoretical point of view, I argue that people who are young, in their upper-secondary-school years, in the process of developing their competence in English and their ideas, including stereotypes and prejudices, on language, who are frequently exposed to English and whose knowledge of English and language in general is still implicit, mainly prescriptive and non-scientific, are an interesting and relevant category of subjects in investigating the phenomenon of pseudo-English in its value and theoretical implications. Indeed, studying pseudo-Anglicisms in these subjects allows us to understand how the conception of these lexical items originate and begin to develop in relation to the development of the linguistic competence in general and the competence in English specifically, two aspects which are deeply connected to pseudo-English and the thesis and aims of this research. Secondly, from a practical point of view, my father used to be a teacher in an upper secondary school attended by students who bear these characteristics in which I was interested. I have therefore asked him to inform his classes and colleagues who teach in different classes of a different field of studies about my research project and my need for a sample. Thanks to his mediation, I have contacted the representatives of four classes

via e-mail and, in this way, I have found an ideal convenience sample for this study in those students of these classes who had accepted to participate in the project. Another reason for which these volunteers of the upper secondary school whereby my father used to teach represent an ideal sample for this study is that their core subjects are “discipline turistiche aziendali”, literally, “tourism-business disciplines” and “economia aziendale” and “geo-politica”, literally, “business economics” and “geopolitics”, whose specialised discourse is rich in real and false Anglicisms.

In sum, for both the relevance of their characteristics to the topic of this dissertation and the aims of its empirical, primary research part and practical reasons of convenience, availability and accessibility (Dörnyei and Csizér, 2012: 81), the subjects described above have been selected and involved to complete the questionnaire in representation of upper-secondary-school common Italian speakers. In the next Section, the practical aspects of the implementation on the research project illustrated so far are dealt with.

### **3.5 The Administration and Completion of the Questionnaire**

The administration and completion of the questionnaire have taken place online. I have sent an e-mail containing the link to the online questionnaire to the representatives of the four classes who, by means of my father, had been informed about and showed interest in the survey. In turn, the representatives have shared the link with their classmates so that any student of the involved classes could access and fill in the questionnaire. By clicking on the link, the questionnaire could be directly and easily opened, completed and sent to me. I have informed the class representatives that if problems had arisen with the questionnaire, I would have been available for help, but problems have not arisen. Three weeks after I had sent the link to the questionnaire to the class representatives and after receiving responses from more than half of the informed students, I have closed the questionnaire and sent the responses to the thesis supervisor. Then, I have analysed the responses as will be illustrated in the next and final Section of this Chapter.

### **3.6 Analysis of the Data**

Being the questionnaire an online one, created with Google Forms, the responses have been directly and automatically collected and processed into data by the software as the participants completed the questionnaire sending it back to the author. Once the questionnaire had been closed, the analysis, qualitative, interpretive and thematic, has been conducted as follows.

As a preliminary, the first three factual items on the surveyed subjects have been considered to present the sample again, in greater detail. Based on the number of questionnaires completed and the pie charts of the responses, the number of the respondents overall and their distribution according to age, gender and course of studies have been reported. After this description of the sample, the responses to the remaining 27 items regarding pseudo-English have been analysed in three concatenated phases.

In the first phase, each item has been examined individually to determine the respondents' specific conceptions of general and specific aspects and features of pseudo-Anglicisms, an issue that relates to pseudo-Anglicisms indirectly, in their impact on another reality and not in their own aspects and features, and two issues that do not relate to pseudo-Anglicisms but indirectly or directly affect them and their conception. With respect to the multiple-choice items, the analysis has been conducted below the pie charts representing the percentage of selection of each response option and form of the investigated conception, in two phases. In the first one, in the light of the relationship between the supporters of each form of the conception and the total of the respondents and the relationship between the supporters of each form and those of the other forms, the distribution of the respondents' conception between its forms indicated by the response options has been established in its homogeneity and heterogeneity; in the second one, in the light of the content of the forms of the investigated conception supported by the respondents, their conception has been established in its content and similarities and differences. The optional item for which an English lexical unit had to be reported has been examined firstly in the light of the number of respondents who had responded to it and the preceding multiple-choice item, which indeed was its premise, and secondly by focusing on the reported lexical units. The nature and features of these words have been analysed, and their odd Englishness has been

assessed when possible. Finally, the respondents' ideas on and experience of the issue investigated by the two items and the difficulty encountered by them in reflecting on it have been outlined.

The responses to the open-ended item of the questionnaire have been analysed as follows. As a preliminary, the invalid responses have been reported to be excluded from the analysis and to identify the respondents whose conception of pseudo-Anglicisms in relation to the reasons for their greater popularity and success in comparison with the equivalent authentic Anglicisms in the respondents' personal, subjective and free terms would be analysed. The analysis of the valid responses has been conducted in three phases. In the first phase, after a division of the responses into those that were entirely pertinent to the topic in question, entirely clear in their content – in all the reasons expressed in them – and including correct examples of pseudo-Anglicisms and at least two reasons and those that were entirely or partially non-pertinent to the topic in question, entirely or partially unclear in their content and including incorrect examples of pseudo-Anglicisms and only one reason, the latter have been analysed in these four problems in this order. The aim was to understand what difficulties these problems denoted, thus with what difficulties the respondents had reasoned on the reasons for the preference of certain pseudo-Anglicisms over the equivalent real Anglicisms in their personal, subjective and free terms. In detail, the responses characterised by each of the four problems have been reported, the cause, nature and meaning of each form of the problems have been determined when possible and, in the light of the nature and meaning of each form of the problems, the difficulties that originated them have been identified and described in their nature and concrete manifestations. Once all the difficulties from which each of the problems derived had been identified and described, they have been listed and a conclusive collective overview of them has been developed. In the second phase, the responses that were entirely or partially pertinent to the topic in question, entirely or partially clear in their content – respectively in all or some of the reasons expressed in them – and including correct examples of pseudo-Anglicisms and single or multiple reasons have been analysed in their unproblematic content. The aim was to determine, in a complementary way to the analysis of the problems of the responses and the difficulties encountered by the respondents in developing these problematic

responses, how and how heterogeneously or homogeneously the respondents had reasoned on the reasons for the preference of certain pseudo-Anglicisms over the equivalent real Anglicisms, in their personal, subjective and free terms, without problems and difficulties in the content of their reasoning. Specifically, after a detailed explanatory presentation, the reasons for the greater usage and appreciation of certain pseudo-Anglicisms than the equivalent genuine Anglicisms expressed by the respondents and the topics tackled by them in these reasons have been reported in two lists and the reasons have been collectively analysed in quantitative and qualitative terms in the light of a set of 13 aspects and overall described in these aspects. Finally, in the third phase, as a conclusive summary of all the results of the open-ended item of the questionnaire, an overall description of respondents' conception of pseudo-Anglicisms in relation to the reasons for their greater popularity and success in comparison with the equivalent authentic Anglicisms in the respondents' personal, subjective and free terms, with and without problems and difficulties, has been developed.

In the second phase of the analysis of the responses to the 27 items of the questionnaire regarding pseudo-English, a general description of the conception of pseudo-Anglicisms of the respondents has been developed in the light of their specific conceptions of aspects of pseudo-English, determined in the first phase, for the achievement of the first aim of the questionnaire. The description has been developed in terms of variety, a series of features out of a total of nine features depending on the aspects of pseudo-English, and the difficulties encountered by the respondents in reasoning on pseudo-Anglicisms, and in these three phases: firstly, as regards general aspects of pseudo-Anglicisms, i.e., the respondents' general familiarity with pseudo-Anglicisms and their general opinions on and attitudes towards these lexical items in themselves independently of their features; secondly, as regards specific aspects of pseudo-Anglicisms, i.e., pseudo-Anglicisms in relation to their features in the aspects of creation, usage, form and nature; thirdly, as regards two issues that do not pertain to pseudo-Anglicisms but indirectly or directly affect them and their conception and an issue that pertains to pseudo-Anglicisms indirectly, in their impact on another reality and not in their own aspects and features. Finally, in the light of the general description of the conception of pseudo-Anglicisms of the

respondents, the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers has been described in the properties mentioned above.

The third and final phase of the analysis of the responses to the 27 items of the questionnaire regarding pseudo-English, aimed at the achievement of the second aim of the questionnaire, has been divided into three parts. In the first part, the critical-theoretical interpretation of pseudo-English as advanced, developed and discussed in this dissertation has been compared with the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers to determine the similarities and differences between them. In the second part, the ways in which the critical-theoretical interpretation of pseudo-English is in agreement, disagreement and both agreement and disagreement with the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers have been described, and the relation of the former to the latter in the light of the different forms of agreement, disagreement and both agreement and disagreement of the former with the latter has been assessed. Finally, in the third part, the critical-theoretical interpretation of pseudo-English advanced, developed and discussed in this dissertation has been critically refined and elaborated in empirical terms in relation to upper-secondary-school common Italian speakers and their conception of pseudo-Anglicisms, in the light of the similarities and differences as well as the agreement and/or disagreement between the former and the latter, and the relation of the former to the latter. On this description of the third and last phase of the analysis of the responses to the items of the questionnaire concerning pseudo-English, Chapter Three concludes. In the next Chapter, these responses are reported and analysed as described in this Section.



## **CHAPTER FOUR**

### **Analysis of the Responses to the Online Questionnaire**

#### **4.1 Introduction**

In this Chapter, the responses to the online questionnaire at the centre of the empirical study of this dissertation are reported and analysed, as stated at the end of the previous Chapter. In particular, these responses are analysed as illustrated in the last Section of Chapter Three, in order to achieve two aims: on the one hand, to determine how upper-secondary-school common Italian speakers conceive pseudo-Anglicisms; on the other hand, to critically refine and elaborate the critical-theoretical interpretation of pseudo-English as advanced, developed and discussed in this dissertation in empirical terms in relation to upper-secondary-school common Italian speakers and their conception of pseudo-Anglicisms, in light of the similarities and differences as well as the agreement and/or disagreement between the former and the latter, and the relation of the former to the latter.

The principal information on the empirical study, including its rationale, nature, design and research approach, the questionnaire, the sample and the analysis of the data have been provided in Chapter Three, which indeed constitutes the presentation of the empirical study. In this introduction to Chapter Four, I will therefore deal with the structure of this Chapter and the specific, technical aspects of the presentation and analysis of the responses to the questionnaire, not mentioned in the previous Chapter. As for the structure, the Chapter consists of five Sections. The next Section is focused on the sample and the other three Sections are concerned with the analysis. Indeed, each of these Sections corresponds to one of the three phases through which the analysis is conducted, as described in the last Section of the previous Chapter. In greater detail: Section 4.3 is focused on the analysis of the individual items of the questionnaire and it is aimed at gaining information on the respondents' ideas on general and specific aspects and features of pseudo-Anglicisms, an issue that relates to pseudo-Anglicisms indirectly, in their impact on another reality and not in their own aspects and features, and two issues that do not relate to pseudo-Anglicisms but indirectly or directly affect them and their conception; Section 4.4 is focused on a general description of the respondents'

conception of pseudo-Anglicisms and it is aimed at the achievement of the first item aim of the questionnaire, to determine how upper-secondary-school common Italian speakers conceive pseudo-Anglicisms; Section 4.5 is focused on the similarities and differences as well as the agreement and/or disagreement between the critical-theoretical interpretation of pseudo-English as advanced, developed and discussed in this dissertation and the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers, and the relation of the former to the latter, for the critical refinement and elaboration in empirical terms of the former in relation to the latter, and it is aimed at the achievement of the second aim of the survey.

As for the analysis, inside the text all the questions of the questionnaire are translated from Italian into English. The responses are managed in terms of translation inside the text as follows: the response options of the multiple-choice items and the quoted responses to the open-ended item are translated from Italian into English and the English words reported by the students for the twenty-first item are translated when their meaning needs to be clarified. In terms of representation, outside the text all the multiple-choice questions and the graphs of the respective responses are also represented in Section 4.3, in the first phase of the analysis, in the form of pictures of the questions and the relative pie charts of the responses as graphically processed by Google Forms. The questions whose length exceeds two lines are shortened in the middle, and the eliminated section is replaced by ellipsis. The two non-multiple-choice items are represented differently. Of the item for which an English lexeme had to be reported, the twenty-first, the question is represented as it appeared to the respondents during the completion of the questionnaire, in the form of a screenshot, whereas the responses are listed inside the text, in the order in which the completed questionnaires to which they belong were sent to the author of this study. Of the open-ended item on the reasons for the greater popularity and success of certain pseudo-Anglicisms compared to the equivalent authentic Anglicisms, the question is represented as that of the twenty-first item, whereas all the responses are neither represented nor reported in this Chapter. For space constraints – the responses are 53 and often moderately long – these responses are reported, listed in the order in which the completed questionnaires to which they belong were sent to the author of this study, in a table in Appendix B. Moreover, the questionnaire as it appeared to the

respondents during completion is reported in Appendix A, in the form of screenshots of each item.

As to the order in which the forms of the conceptions of pseudo-Anglicisms investigated by the items and the corresponding response options are indicated or named, reported and analysed, this order was followed. When the conception is presented for the first time and, subsequently, simply indicated or named, its forms and the corresponding response options are in the order in which these response options appear in the questionnaire. By contrast, when the conception is analysed and the results of its investigation are reported and analysed, its forms and the corresponding response options are in decreasing order of selection, from the most selected to the least selected. In case of equal selection, when two or more forms and response options are equally selected, the order in which these forms and response options are indicated is that of appearance of the response options in the questionnaire.

Finally, the approximation of percentages, fractions and ratios is organised as follows. The percentages were rounded to one decimal place, automatically when calculated by Google Form and manually by the author of this dissertation when calculated by him. The fractions and ratios are approximated within one unit, two units, or beyond two units. The approximated value is greater or lesser than the real value by at most 1 in the first case, 2 in the second case and more than 2 in the third case. The approximation within one unit is expressed by the adverb ‘approximately’, that within two units is expressed by the phrase ‘slightly more/less than’ and that beyond two units is expressed by the phrase ‘more/less than’.

## **4.2 The Sample in Detail**

Before analysing the 27 behavioural and attitudinal questions of the questionnaire regarding pseudo-English, I take the first three factual questions regarding the age, gender and course of studies of the participants of the survey into consideration, to describe the sample of the survey in detail in these aspects. First of all, because 53 students of the four classes informed about the survey have completed the questionnaire and sent it to me, the sample consist in 53 subjects. The distribution of

these subjects in terms of age, gender and course of studies is graphically represented, respectively, in the pie charts reported below in Figures 1., 2. and 3.

Quanti anni hai?  
53 risposte

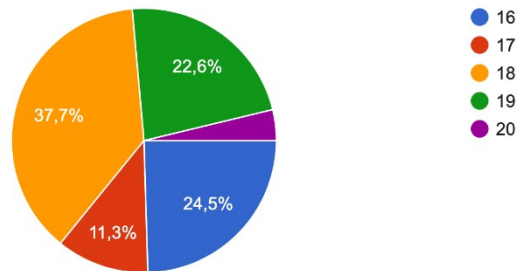


Figure 1.

In quale genere ti identifichi?  
53 risposte

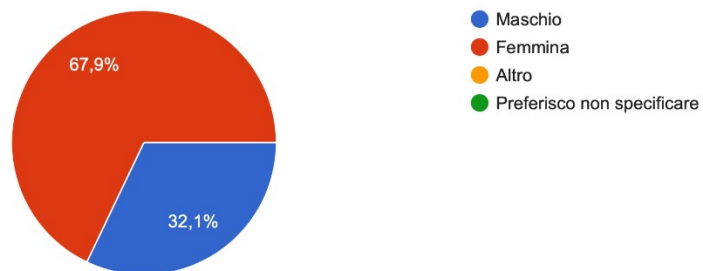


Figure 2.

Che tipo di scuola frequenti?  
53 risposte

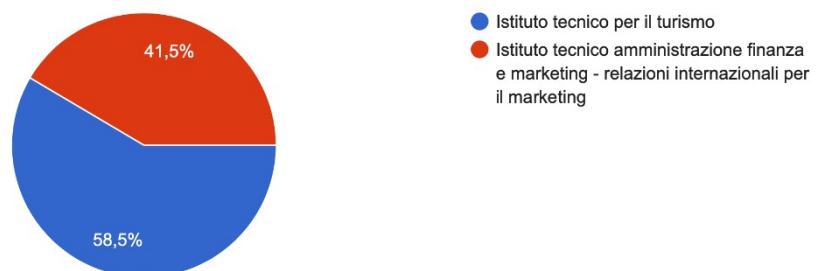


Figure 3.

As for the age, 20 students, 37.7% of the sample, are 18 years old, 13 students, 24.5% of the sample, are 16 years old, 12 students, 22.6% of the sample, are 19 years old, six students, 11.3% of the sample, are years 17 old and two students, 3.8% of the sample, are 20 years old. The sample of the empirical study is therefore heterogeneous in the participants' age and in the distribution of its value in the range 16-20 years. As to the gender, 36 students, 67.9 % of the sample, are female and the remaining 17 students, 32.1% of the sample, are male. A significant majority of girls over boys characterises the sample and thus makes it inhomogeneous in the variable of gender. Finally, as to the course of studies, 31 students, 58.5% of the sample, study tourism and the remaining 22 students, 41.5% of the sample, study international relations for marketing. Though less markedly than in that of gender, the sample is inhomogeneous in the variable of the course of studies, as well.

In sum, since the distribution in the sample of the participants according to their age, gender and course of studies is inhomogeneous, the sample of the survey of this dissertation can be described as inhomogeneous in these features independent of the features investigated by the survey, the participants' conception of pseudo-Anglicisms. In other words, independently of the conception of pseudo-Anglicisms, the sample of the survey of this dissertation is inhomogeneous in the participants' age, gender and course of studies. At this point, having the sample been described in detail in these features, the participants' conception of pseudo-Anglicisms can be analysed in the following Section, the first phase of the analysis of the responses to the questionnaire, focused on the responses of the participants to the single items of the questionnaire.

### **4.3 First Phase of Analysis: Analysis of the Responses to the Individual Items of the Questionnaire**

#### **4.3.1 The Fourth Item**

The fourth item of the questionnaire concerns the respondents' general familiarity with pseudo-Anglicisms, in three degrees of familiarity. The aim is to establish how

familiar the respondents are with pseudo-Anglicisms based on how many times, never, once, more than once, they have heard of such words. The question is the following: “First of all, an orientative ice-breaker question. Have you ever heard of false Anglicisms/pseudo-Anglicisms, words which seem English but, actually, are not so?”. The responses are so distributed: 20 students, 37.7% of the sample, have heard of pseudo-Anglicisms “More than once”; 19 students, 35.8% of the sample, have heard of pseudo-Anglicisms “Once”; 14 students, 26.4% of the sample, have “Never” heard of pseudo-Anglicisms. The question and the responses are represented below in Figure 4.

Anzitutto, una domanda rompi-ghiaccio di orientamento. Hai mai sentito parlare di falsi anglicismi/pseudo-anglicismi, parole che sembrano inglesi ma che in realtà non lo sono?  
53 risposte

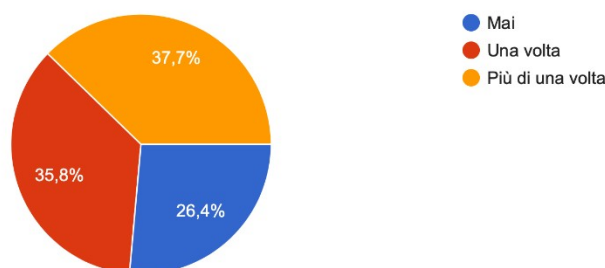


Figure 4.

Since the difference between the selection percentage of the responses is, at most, between the most and least selected responses, of 11.3 percentage points, i.e., six students, the familiarity of the respondents with pseudo-Anglicisms is moderately homogeneously distributed between the three degrees indicated by the response options. A Lack of familiarity with these lexical items is expressed by slightly more than a quarter of the sample, while familiarity is expressed by the remaining 3/4, who has heard of pseudo-Anglicisms before the questionnaire once or more than once. Specifically, the familiarity is more than minimal by 1.9 percentage points, i.e., one student. Indeed, the majority of the sample has heard of pseudo-Anglicisms more than once. Consequently, it can be concluded about the respondents' familiarity with pseudo-Anglicisms, investigated by the fourth item of the questionnaire, firstly that

the vast majority of the students involved in the study is familiar with pseudo-Anglicisms and secondly that they are so more than minimally by one subject.

#### **4.3.2 The Fifth Item**

The fifth item of the questionnaire tackles the respondents' conception of pseudo-Anglicisms in relation to the sense and knowledge of their existence in terms of oddness, surprise, amusement, pretentiousness and ridiculousness. The aim is to determine how the respondents conceive pseudo-Anglicisms in relation to the sense and knowledge of their existence, as highly odd, surprising, amusing, pretentious or ridiculous by virtue of non-sense and non-knowledge of their existence, as fairly odd, surprising, amusing, pretentious or ridiculous by virtue of sense but non-knowledge of their existence or as not at all odd, surprising, amusing, pretentious or ridiculous by virtue of sense and knowledge of their existence and freedom and creativity in native and foreign languages. The question is the following: "How odd, surprising, amusing, pretentious or ridiculous do you consider false Anglicisms?". The responses are so distributed. The response option "A little, because I think that it makes sense that they exist, but I did not know that they existed." has been selected by 23 students, 43.4% of the sample. The response option "Not at all, because I think that it makes sense that they exist, because I know some of them and because with one's language or with foreign languages one can be very free and creative." has been selected by 23 students, 43.4% of the sample. The response option "A lot, because I think that it does not make sense that they exist or because I did not know that they existed." has been selected by seven students, 13.2% of the sample. The question and the responses are represented below in Figure 5.

Quanto reputi strani, sorprendenti, divertenti, pretenziosi o ridicoli i falsi anglicismi?

53 risposte

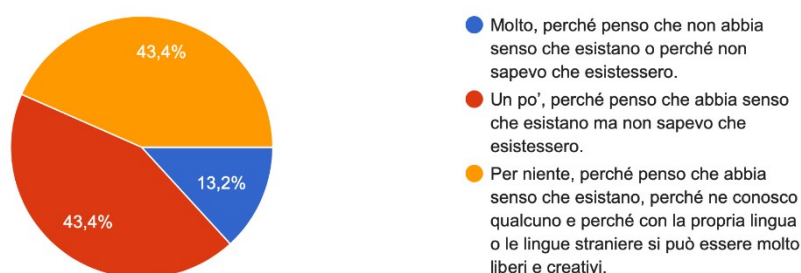


Figure 5.

The students' conception of pseudo-Anglicisms in terms of oddness, surprise, amusement, pretentiousness and ridiculousness in relation to the sense of these words and the knowledge of their existence is peculiarly distributed between the three forms of this conception indicated by the response options. There is not one response more selected than all the others and, indeed, the conception of pseudo-Anglicisms as not at all odd, surprising, amusing, pretentious or ridiculous by virtue of the sense of these lexical items and the knowledge of their existence and that of pseudo-Anglicisms as slightly odd, surprising, amusing, pretentious or ridiculous by virtue of the sense of these lexical items and the non-knowledge of their existence share the same selection percentage. Hence, the subjects' conception of pseudo-Anglicisms in terms of oddness, surprise, amusement, pretentiousness and ridiculousness in relation to the sense of these words and the knowledge of their existence is, in specific terms and between the two equally most shared forms of this conception, homogeneously distributed. The difference between this selection percentage and that of the conception of pseudo-Anglicisms as highly odd, surprising, amusing, pretentious or ridiculous by virtue of lack of sense of these lexical items and the non-knowledge of their existence is, by contrast, marked, of 30.2 percentage points, i.e., 16 students. Hence, the students' conception of pseudo-Anglicisms in terms of oddness, surprise, amusement, pretentiousness and ridiculousness in relation to the sense of these words and the knowledge of their existence is, in general terms and between all the three forms of the investigated conception of pseudo-Anglicisms indicated by the response options, heterogeneously distributed, in the light of this considerable difference



between the selection percentage of the most selected responses and that of the least selected response.

The first item of the questionnaire on the conception of false Anglicisms has yielded clear and interesting results. On the one hand, the vast majority of the participants of the study, 86.8% of them, thinks that false Anglicisms are not odd, surprising, amusing, pretentious or ridiculous or only slightly so. In both cases, they indeed think that it makes sense that these lexemes exist. On the other hand, the number of the subjects who expressed agreement with the first or second response options, characterised by lack of knowledge of the existence of false Anglicisms, 30, is more than twice as that of the subjects who expressed agreement with the first response option in the previous question, characterised by lack of familiarity with these words, the fact of having never heard of false Anglicisms, 14. In other words, 30 students do not know that false Anglicisms exist, but only the half of them has never heard of false Anglicisms, while the other half has heard of these words. This contradiction is notable in two senses. Firstly, it emerges at the very beginning of the questionnaire and concerns a simple, objective and non-interpretive aspect of the investigated topic, the knowledge of false Anglicisms. Secondly, it sheds light, starting from the simple knowledge of and familiarity with false Anglicisms, on the confusion, contradiction and doubt that characterise the implicit conception of these lexical items in the common speakers.

In summary and by way of conclusion, the conception of pseudo-Anglicisms of the participants of the survey in terms of oddness, surprise, amusement, pretentiousness and ridiculousness in relation to the sense of these words and the knowledge of their existence, investigated by the fifth item of the questionnaire, can be described as follows. Most of the participants, 86.8% of them, conceive false Anglicisms either as not at all odd, surprising, amusing, pretentious or ridiculous or as only slightly so. In both cases, they indeed think that it makes sense that these lexemes exist. Nevertheless, they know about the existence of false Anglicisms in the first case and do not know about it in the second case. The non-knowledge of the existence of false Anglicisms of this conception of these words as slightly odd, surprising, amusing, pretentious or ridiculous numerically exceeds and thus

contradicts the non-familiarity with these words stated in the previous item of the question.

#### 4.3.3 The Sixth Item

The sixth item of the questionnaire deals with the respondents' conception of pseudo-Anglicisms that are ungrammatical in English in relation to their hypothetical existence in this language in terms of grammatical possibility, grammatical impossibility or uncertain. The aim is to determine how the respondents conceive pseudo-Anglicisms that are ungrammatical in English, as grammatically possible, grammatically impossible or indeterminate between grammatically possible and grammatically impossible in English, and thus if they can determine whether a false Anglicism grammatically impossible in English could exist in this language as grammatically correct or incorrect. The question is the following: "In your opinion, could the false Anglicisms NO GLOBAL with the meaning of ANTI-GLOBALIST, ANTI-GLOBALISATION PROTESTER/PERSON, "(referred to) who belongs to movements against the process of cultural, economic and political globalisation"<sup>36</sup> (Furiassi, 2010: 182), CAMERA CAR with the meaning of "video camera set on a car or motorcycle moving for impressive shooting during sports races"<sup>37</sup> (Furiassi, 2010: 152), BISEX with the meaning of BISEXUAL or UNISEX and TOAST with the meaning of TOASTY/TOASTIE, TOASTED SANDWICH, SANDWICH exist in English, in that they would conform to the grammar of this language?". The responses are so distributed. 23 students, 43.4% of the sample, have selected the response option "Yes, because they are grammatically correct.". 23 students, 43.4% of the sample, have selected the response option "I do not know.". Seven students, 13.2% of the sample, have selected the response option "No, because they are grammatical incorrect.". The question and the responses are represented below in Figure 6.

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<sup>36</sup> Lit.: "In the study of false exoticisms and, more in general, apparent loans, one must always proceed by integrating the interlinguistic comparison in synchrony with the parameter of the diachronic analysis, decisive to attribute the word in question to the category of real or false loan."

<sup>37</sup> Translation from Italian by the author.

Secondo te, i falsi anglicismi no global con il significato di antiglobale, antiglobalista, "(riferito a) chi fa parte di movimenti contrari al processo di glob...ebbero conformi alla grammatica di questa lingua?

53 risposte

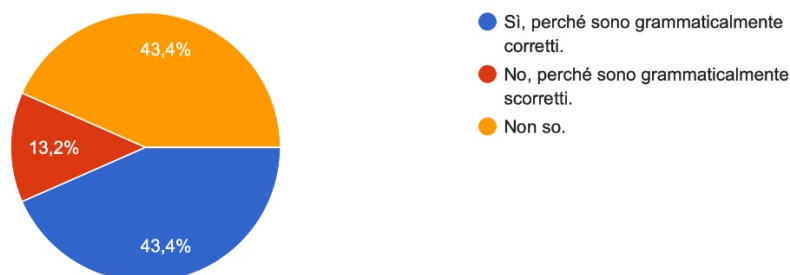


Figure 6.

The students' opinions on the existence in English of the four pseudo-Anglicisms presented in the question are distributed between the three possible opinions indicated by the response options as in the previous item. There are indeed two responses equally more selected than the other, which share the selection percentage of 43.4%. The difference between this selection percentage and that of the least selected response, 13.2%, is of 30.2 percentage points, i.e., 16 students. The subjects' opinions on the existence in English of the four pseudo-Anglicisms is therefore distributed homogeneously in specific terms, between the two equally most shared opinions, possible and uncertain existence, and heterogeneously in general terms, between all the three opinions offered by the responses, in the light of this noteworthy difference between the selection percentage of the most selected responses and that of the least selected response, the impossible existence.

The false Anglicisms reported in the question of the sixth item of the questionnaire, of which the grammatically possible or impossible existence in English was to be established, are all impossible in English as ungrammatical. As regards NO GLOBAL, NO before the adjective GLOBAL is an adverb and cannot be a prefix meaning "against", "anti-" or "non-" – NO and NON, indeed, are not synonyms – and GLOBAL is not a noun. Moreover, GLOBAL does not mean GLOBALIST and is unrelated to the concept of globalisation. As to CAMERA CAR, its meaning of "video camera set on a car or motorcycle moving for impressive shooting during sports

aces”<sup>38</sup> (Furiassi, 2010: 152), corresponding to ON-BOARD CAMERA in English (Furiassi, 2010: 40, 152), is impossible with CAMERA before CAR, because in English compounds the modifier precedes and not follows the head. In regard to BISEX, SEX is a noun and not an adjective and indeed SEX and SEXUAL are not synonyms, as the prefixes BI- in BISEXUAL and UNI- in UNISEX. Finally, as concerns TOAST, there exist no semantic processes in English which allow this lexeme to acquire the meaning of TOASTY/TOASTIE, TOASTED SANDWICH and SANDWICH, as there exist no morphological processes in English which allow TOASTY/TOASTIE and TOASTED SANDWICH to be shorted to TOAST preserving their meanings.

Only seven respondents have correctly noted the ungrammaticality and consequent impossible existence in English of these false Anglicisms, while the others have failed to note it. Half of them have established that the false Anglicisms could exist in English as grammatically correct, and the other half did not know whether these lexical items could exist in English. Hence, the vast majority of the sample conceives false Anglicisms that are grammatically impossible in English either as grammatically possible in English or as indeterminate between grammatically possible and impossible in English. The vast majority of the participants of the survey indeed has difficulties in determining whether a false Anglicism that is ungrammatical in English could exist in English as grammatically correct or incorrect. A general limited or superficial knowledge of the English grammar is not the only possible explanation of this problematic conception of false Anglicisms in grammatical terms in relation to English, for these reasons. Firstly, knowledge of the grammar of a foreign language cannot be assessed on the basis of four lexical items, as pointed out in Section 2.3. Secondly, not knowing whether a false Anglicism could exist in English as grammatical or ungrammatical is different from thinking that a false Anglicism could exist in English as grammatical. Thirdly,

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<sup>38</sup> In its entry in the dictionary (Furiassi, 2010: 170), INFOPOINT is defined as either an autonomous compound - the combination of INFO and POINT, as previously illustrated (Furiassi, 2010: 111) - or as the ellipsis of the compound INFORMATION POINT. This second classification, though, is incorrect as it contradicts the definition of compound ellipsis, which involves the elimination of entire words and in three cases also parts of words but not parts of words solely, which indeed is what occurs in clipping. Thus, instead of compound ellipsis, the second possible formation of INFORMATION POINT is the clipping of the compound INFORMATION POINT.

metalinguistic reflection and noting and correcting mistakes are little practiced activities in the teaching and learning of English in Italy. Unfamiliarity and consequent difficulties with the activity of determining the grammaticality or ungrammaticality of lexical items in English in general and in itself, independently of the four false Anglicisms provided in the question can therefore be another explanation of the problematic conception of false Anglicisms as grammatically possible or impossible in English which has emerged from the sixth item of the questionnaire. Finally, specific difficulties with the four false Anglicisms and their grammatical aspects responsible for the ungrammaticality can explain the responses to the item analysed so far.

So, the conception of pseudo-Anglicisms of the participants of the survey in relation to English in terms of the grammatical possibility, impossibility or uncertainty of their existence in this language, investigated by the sixth item of the questionnaire, can be outlined as follows. Based on four pseudo-Anglicisms ungrammatical in English, this conception is limited, confused and problematic and constitutes a challenging and obscure aspect of pseudo-Anglicisms. Indeed, only 13.2% of the sample has correctly conceived the four pseudo-Anglicisms as impossible in English as grammatically incorrect, whereas the remaining vast majority of the sample, the 86.8%, has not conceived the four pseudo-Anglicisms as impossible in English as grammatically incorrect. Half of them, 43.4% of the sample, has conceived the pseudo-Anglicisms as possible in English as grammatically correct and the other half did not know how to conceive them, as grammatically correct and possible or grammatically incorrect and impossible. These mistakes, confusion and difficulties in the conception of pseudo-Anglicisms in relation to English as grammatically possible or impossible in this language can be due to a general limited or superficial knowledge of the English grammar, unfamiliarity and consequent difficulties with metalinguistic reflection and the activity of noting and correcting mistakes in the respondents' learning of English and specific grammatical difficulties with the four false Anglicisms of the question.

#### **4.3.4 The Seventh Item**

The seventh item of the questionnaire focuses on the respondents' conception of pseudo-Anglicisms in relation to knowledge of English in the light of their freedom, creativity and originality in the manipulation of English. The aim is to determine how the participants of the survey conceive these freedom, creativity and originality in the manipulation of English, if based on a good knowledge of English, a limited knowledge of this language or neither of them. The question is not direct and consists in a sentence to complete with one of the three response options, that which is representative of the respondent's opinion. The sentence to complete is the following: "False Anglicisms denote great freedom, creativity and originality in the manipulation of English. In your opinion, these freedom, creativity and originality in the manipulation of the English language:". The responses are so distributed. The sentence has been completed with "Neither the first option nor the second: they are not based on a more or less deep or limited knowledge of English." by 19 students, 35.8% of the sample. It has been completed with "Are based on a limited knowledge of English." by 18 students, 34% of the sample. It has been completed with "Are based on a more or less deep knowledge of English." by 16 students, 30.2% of the sample. The question and the responses are represented below in Figure 7.

I falsi anglicismi denotano una grande libertà, creatività ed originalità nel manipolare l'inglese.  
 Secondo te, queste libertà, creatività ed originalità nella manipolazione della lingua inglese:  
 53 risposte

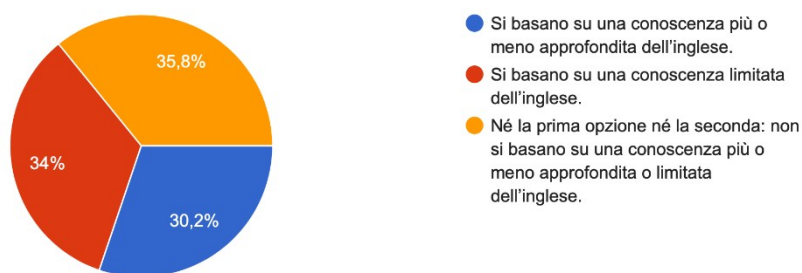


Figure 7.

In the light of a difference of 5.6 percentage points, i.e., three students, in the selection percentage between the most selected response and the least selected one, the conception of the participants of the survey of the relationship in pseudo-

Anglicisms between their great freedom, creativity and originality in the manipulation of English and knowledge of English is essentially homogeneously distributed between the three forms of this conception indicated by the response options. The freedom, creativity and originality of pseudo-Anglicisms in the manipulation of the English language is considered as based on a more or less deep knowledge of English by little less than one third of the sample, based on a limited knowledge of English by nearly one third of the sample and autonomous from a more or less deep or limited knowledge of English by little more than one third of the sample. More precisely, the first of these forms of the investigated conception of pseudo-Anglicisms is the least shared, held by 16 students, the second one is the second most shared, held by 18 students, and the third one is the most shared, held by 19 students.

Consequently, in most of the subjects surveyed, pseudo-Anglicisms are conceived in relation to knowledge of English in the light of their freedom, creativity and originality in the manipulation of English as unrelated to knowledge of this language, be it deep or scarce. However, this majority is not overwhelming and indeed the two alternative conceptions, whereby pseudo-Anglicisms are related to a more or less deep knowledge of English and a limited knowledge of English are only slightly less present among the subjects. It is nevertheless remarkable and meaningful that the first of these three conceptions is held by slightly more than one third of the sample because it is, compared to the other two forms, non-dichotomic, more complex, less obvious and probably less frequent in the non-academic public opinion. In brief, the conception of pseudo-Anglicisms in relation to knowledge of English in the light of their freedom, creativity and originality in the manipulation of English of the students involved in the empirical study of this dissertation, investigated by the seventh item of the questionnaire, is varied and mostly characterised, by one subject and in non-dichotomic, more complex, less obvious and probably less familiar terms in comparison with the two minority forms of this conception, by autonomy of these freedom, creativity and originality in the manipulation of English from knowledge of this language.

#### **4.3.5 The Eighth Item**

The eighth item of the questionnaire is concerned with the respondents' conception of pseudo-Anglicisms in relation to knowledge of English in terms of creation of pseudo-Anglicisms that are attractive, successful, effective, liked and frequently employed. The aim is to determine whether the participants of the survey think that knowledge of English is necessary to create pseudo-Anglicisms with these characteristics. The question is the following: "In your opinion, is knowledge of English necessary to create false Anglicisms that are attractive, successful, effective, liked and frequently used?". The responses are so distributed. 31 subjects, 58.5% of the sample, replied affirmatively selecting the response option "Yes", and the other 22 subjects, 41.5% of the sample, replied negatively selecting the response option "No". The question and the responses are represented below in Figure 8.

Secondo te, serve conoscere l'inglese per creare falsi anglicismi belli, di successo, efficaci, che piacciono e sono usati spesso?  
53 risposte

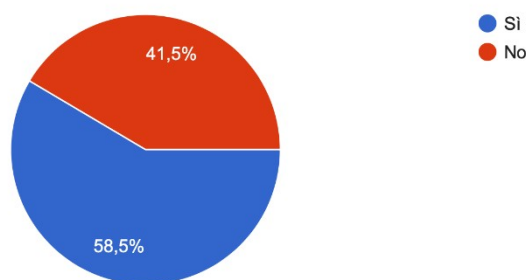


Figure 8.

In the light of a difference of 17 percentage points, corresponding to nine respondents, in the selection percentage between the two responses, the respondents' conception of pseudo-Anglicisms in relation to knowledge of English in terms of creation of pseudo-Anglicisms that are attractive, successful, effective, liked and frequently employed is heterogeneously distributed between the two forms of this conception indicated by the response options. Moreover, since the difference between these majority and minority is moderately significant, the respondents' ideas on the necessity or un必要性 of knowledge of English for the creation of attractive, successful, effective, liked and frequently employed false Anglicisms are varied. For



the majority of the students surveyed, 31 of them, the creation of pseudo-Anglicisms that are attractive, successful, effective, liked and frequently employed requires knowledge of English, whereas for the remaining minority of the students, 22 of them, it does not require knowledge of English. Comparing the responses to this item with those to the previous item, both concerned with the relationship between pseudo-Anglicisms and knowledge of English, it emerges what follows. Knowledge of English plays different roles in pseudo-Anglicisms depending on the aspect of these lexical items in question. In their freedom, creativity and originality in the manipulation of English in general, knowledge of this language is considered mostly as unimportant; in the creation of pseudo-Anglicisms that are attractive, successful, effective, liked and frequently employed, knowledge of English is conversely considered mostly as important and necessary. In the next item of the questionnaire, the issue of the role of knowledge of English in pseudo-Anglicisms is treated in general terms, in the light of this item and the previous one.

#### **4.3.6 The Ninth Item**

The ninth item of the questionnaire is focused on the respondents' conception of pseudo-Anglicisms in relation to knowledge of English in general terms. The aim is to establish whether the participants of the survey conceive these lexical items as signs and results of scarce knowledge of the English language. The question is the following: "In the light of the two previous items, do false Anglicisms denote scarce knowledge of English, in your opinion?". The responses are so distributed. The response option "No: they are coined and used independently of one's knowledge of English." has been selected by 20 students, 37.7% of the sample. The response option "It depends on the language whereby they are used: as long as they are used in Italian among Italophone speakers, they do not denote scarce knowledge of English, but, if they are used in English with Anglophone speakers, then they do denote it." has been selected by 16 students, 30.2% of the sample. The response option "Yes: if English were known properly, authentic Anglicisms, namely loanwords, and not false Anglicisms would be used." has been selected by 12 students, 22.6% of the sample. The response option "No: they denote scarce knowledge of Italian. If Italian were known properly, Anglicisms, false or authentic, would not be used." has been

selected by five students, 9.4% of the sample. The question and the responses are represented below in Figure 9.

Alla luce delle due domande precedenti, i falsi anglicismi denotano ignoranza dell'inglese secondo te?

53 risposte

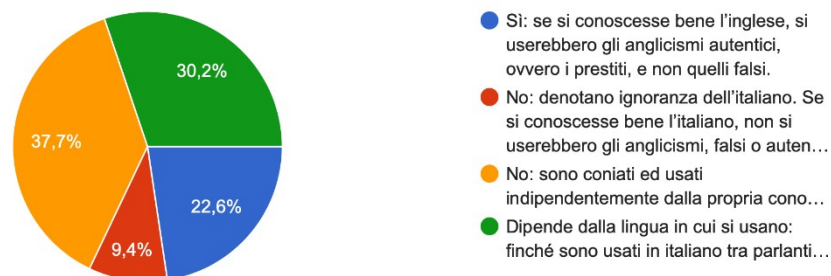


Figure 9.

The distribution of the respondents' conception of pseudo-Anglicisms in relation to knowledge of English in general terms between the four forms of this conception indicated by the response options is notably heterogeneous and complex. Firstly, 28.3 percentage points, corresponding to 15 students, is the difference between the selection percentage of the most selected response and that of the least selected response. Secondly, there are not responses with the same selection percentage. Thirdly, the difference in the selection percentage between the single responses is, at least, of 7.5 percentage points, corresponding to four students. The sample's ideas on the relationship between pseudo-Anglicisms and knowledge of English in general terms are therefore not only different between themselves, but also different in their distribution in the sample. This notable heterogeneity in the distribution of the four forms of the investigated conception of false Anglicisms between the students makes their difference and variety even more intense. Not only the participants of the survey hold different conceptions of false Anglicisms in relation to knowledge of English in general terms, but different numbers of participants hold each conception. In other words, variety characterises both the conceptions and their spread.

The most widespread conception of false Anglicisms in relation to knowledge of English in general terms found in the sample is that according to which these

lexical items are coined and used independently of one's knowledge of English, shared by 20 students, 37.7% of the sample. In the relative majority of the students surveyed, false Anglicisms are thus conceived not as signs and result of limited knowledge of English, but as independent of one's knowledge of this language. In the light of the polarisation of the non-academic public opinion on the controversial issue of the relationship between knowledge of English and pseudo-Anglicisms, this datum is noteworthy and meaningful. Indeed, the relative majority of the sample has responded favourably to a conception of false Anglicisms in themselves as signs and result of neither limited nor good knowledge of English. The second most widespread conception of false Anglicisms in relation to knowledge of English in general terms found in the sample is that according to which the relationship between false Anglicisms and knowledge of English changes according to the language in which these words are used: they denote limited knowledge of English not in Italian between Italophones, but in English with Anglophones. This datum is even more noteworthy and meaningful, for this reason. On the one hand, this conception is absent from the research on pseudo-English – indeed it has been advanced and developed in this work, in Section 2.3 of Chapter Two – and highly probably in the non-academic public opinion as well; on the other hand, this conception is complex, especially for laypeople, as divided into two parts and in conditional form. Hence, that this is the second conception of false Anglicisms in relation to knowledge of English in general terms with which the surveyed students agree most suggests that these common speakers that compose the sample of the empirical study of this dissertation are significantly open to unfamiliar and complex conceptions of false Anglicisms. Combining the datum of this conception with that of the previous one, an interesting picture emerges. Both these conceptions are non-dichotomic and more complex, less obvious and familiar in comparison with the other two conceptions indicated by the response options, whereby false Anglicisms are, respectively, signs and result of limited knowledge of English in opposition to authentic Anglicisms and signs and result of limited knowledge of Italian, in opposition with authentic Anglicisms to Italian. Consequently, it can be concluded that the vast majority of the sample, 67.9%, corresponding to 36 students, agrees with a conception of false Anglicisms in relation to knowledge of English that is non-dichotomic, relatively

complex and significantly different from the principal forms of this conception to which they are most frequently exposed.

Finally, since the ninth item of the questionnaire requires to respond in the light of the two previous items and indeed represents the conclusive item on the relationship between false Anglicisms and knowledge of English, in general terms, it is necessary to analyse the relationship between the responses to this item and those to the two previous items. The results of the ninth item of the questionnaire do not contradict those of the seventh and eighth items, individually. Indeed, the three items deal with the topic of the relationship between false Anglicisms and knowledge of English from different and autonomous perspectives: in terms of the freedom, creativity and originality in the manipulation of English, in terms of creation of pseudo-Anglicisms that are attractive, successful, effective, liked and frequently employed and in general terms, considering pseudo-Anglicisms in themselves. Collectively, the results of the ninth item not only do not contradict those of the seven and eighth items but are also, crucially, consistent with them. The conclusion drawn in the analysis of the eighth item comparing it with the seventh item that knowledge of English plays different roles in pseudo-Anglicisms depending on the aspect of these lexical items in question is indeed corroborated by the ninth item. The role of knowledge of English in pseudo-Anglicisms in general, as such and not in a specific aspect, can be different from that in these words in specific aspects.

In summary and conclusion, the conception of pseudo-Anglicisms in relation to knowledge of English in general terms of the respondents of the survey, investigated by the ninth item of the questionnaire, can be outlined as follows. The majority of the sample, the 37.7%, conceives pseudo-Anglicisms in general terms as independent of one's knowledge of English. Combining this predominant form of the investigated conception with the second most widespread one, held by 30.2% of the sample, whereby false Anglicisms denote limited knowledge of English in English with Anglophones and not in Italian between Italophones, it emerges what follows: the vast majority of the sample, the 67.9%, conceives false Anglicisms in relation to knowledge of English in a fashion that is non-dichotomic, relatively complex and significantly different from the principal forms of this conception to which they are most frequently exposed. Put it another way, exposed to both non-dichotomic,

relatively complex and unfamiliar conceptions and dichotomic, simple and familiar conceptions on the relationship between pseudo-Anglicisms and knowledge of English, the students surveyed have expressed a clear preference for the former. Finally, the conception of pseudo-Anglicisms in relation to knowledge of English in general terms observed in the ninth item of the questionnaire is not inconsistent with those in specific aspects observed in the seventh and eighth items, individually, and consistent with them collectively, in their union, by virtue of which knowledge of English can play different roles in pseudo-Anglicisms based on their aspect at issue.

#### **4.3.7 The Tenth Item**

The tenth item of the questionnaire concerns the respondent's conception of pseudo-Anglicisms in terms of awareness, unawareness or doubt about their falseness in their usage. The aim is to determine how the respondents conceive the use of pseudo-Anglicisms in relation to their falseness, if in the awareness, unawareness or doubt about their falseness. The question is not direct and consists in a sentence to complete with one of the three response options, that which is representative of the respondent's opinion. The sentence to complete is the following: "In your opinion, most of the people who use false Anglicisms:". The responses are so distributed. 35 respondents, 66% of the sample, have completed the sentence with "They do not know that they are false Anglicisms and believe that they are authentic loanwords from English.". 17 respondents, 32.1% of the sample, have completed the sentence with "They do not know whether they are false Anglicisms or authentic loanwords from English.". One respondent, 1.9% of the sample, have completed the sentence with "They know that they are false Anglicisms.". The question and the responses are represented below in Figure 10.

Secondo te, la maggior parte delle persone che usano i falsi anglicismi:

53 risposte

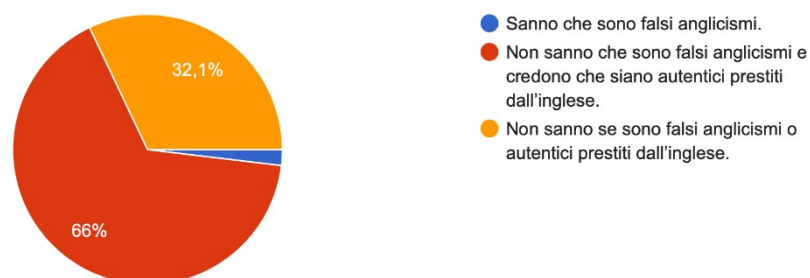


Figure 10.

The conception of the surveyed students of false Anglicisms in relation to their usage in terms of awareness, unawareness or doubt about their falseness is distributed in a considerably heterogenous manner between the three forms of this conception indicated by the response options. Indeed, the least widespread form of the investigated conception has been selected by one subject, the second most widespread form has been selected by less than half of those who have selected the most widespread form, 17 subjects, this predominant form has been selected by an overwhelming majority of the sample, 35 subjects, and the difference in the selection percentage between the most and least selected responses is of 33.9 percentage points, 18 subjects. It follows that the sample's ideas on the awareness of the falseness in those who use false Anglicisms are clear and relatively homogeneous. Unawareness of the falseness of false Anglicisms and the belief that they are authentic Anglicisms characterises the use of these words according to 2/3 of the participants of the study. Doubt about the falseness or authenticity of false Anglicisms characterises the use of these words according to the remaining one third of the participants. Finally, except for one student, awareness of the falseness does not characterise the use of false Anglicisms. As in the previous item, it is noteworthy that the second most widespread conception of false Anglicisms in terms of awareness, unawareness or doubt about their falseness found in the sample is that of doubt, because it is non-dichotomic, more complex, less obvious and probably less frequent in the non-academic public opinion compared to those of unawareness and awareness. In this aspect of false Anglicisms as well, though to a moderate extent,

the students involved in the survey have expressed interest in and agreement with complex and unfamiliar ideas on false Anglicisms.

In short, the conception of the use of false Anglicisms in terms of awareness, unawareness or doubt about their falseness of the students involved in the survey of this study, investigated by the tenth item of the questionnaire, can be described as follows. For the vast majority of the students, 2/3 of them, most of the people who use false Anglicisms do not know that they are false Anglicisms and believe that they are authentic Anglicisms. For the remaining one third of the students, most of the people who use false Anglicisms do not know whether they are false Anglicisms or authentic loanwords from English. Only one student thinks that most of the people who use false Anglicisms are aware of their falseness. The second of these data is remarkable, as the conception of the doubt is non-dichotomic, more complex, less obvious and probably less familiar than the other two conceptions.

#### **4.3.8 The Eleventh Item**

The eleventh item of the questionnaire tackles the respondent's conception of pseudo-Anglicisms in relation to their impact on the Italian language in positive or negative terms. The aim is to establish how the respondents conceive the impact of pseudo-Anglicisms on Italian, as positive or negative. The question is the following: "On the impact of false Anglicisms on Italian there are different opinions. In your opinion, what impact do these words or phrases have on the lexicon of Italian?". The responses are so distributed. 31 students, 58.5% of the sample, have responded with "A positive impact: they add to Italian words and enrich the lexicon of this language.". 22 students, 41.5% of the sample, have responded with "A negative impact: they replace some Italian words and impoverish the lexicon of this language.". The question and the responses are represented below in Figure 11.

Sull'impatto dei falsi anglicismi sull'italiano ci sono opinioni diverse. Secondo te, queste parole o locuzioni che impatto hanno sul lessico dell'italiano?

53 risposte

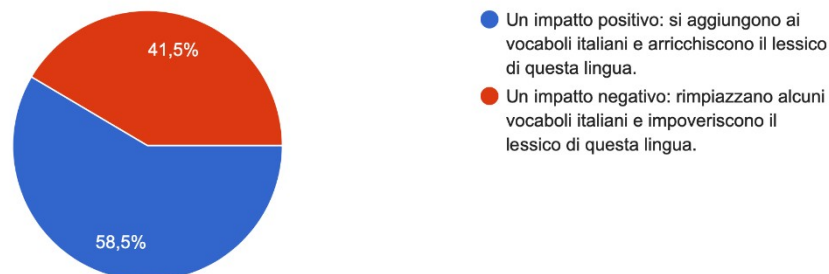


Figure 11.

The respondents' conception of false Anglicisms in relation to their impact on the Italian language in positive or negative terms is heterogeneously distributed between the two forms of this conception indicated by the two response options, in the light of a difference between the response options in the selection percentage of 17 percentage points, corresponding to nine subjects. For the majority of the participants of the survey, false Anglicisms have a positive impact on the Italian language: these lexical items add to Italian lexical items and enrich the Italian lexicon. By contrast, for the remaining minority of the participants, false Anglicisms have a negative impact on the Italian language: these lexical items replace some Italian lexical items and impoverish the Italian lexicon. As in the eighth item, the difference between these majority and minority is modest and, specifically, mirrors the polarisation of the non-academic public opinion on the impact of English on Italian, divided between negative-introvert and positive-extrovert attitudes towards Anglicisms. Hence, the sample's ideas on the impact of false Anglicisms in Italian are varied, essentially in line with those of common Italian speakers and with a modest preponderance of a positive-extrovert attitude.

In brief, the conception of pseudo-Anglicisms in relation to their impact on the Italian language in positive or negative terms of the students who participated in the survey, investigated by the eleventh item of the questionnaire, can be outlined as follows. The majority of the sample – the 58.5%, 31 subjects – conceives pseudo-Anglicisms as having a positive impact on the lexicon of Italian of addition and



enrichment. The remaining minority of the sample – the 41.5%, 22 subjects – conceives pseudo-Anglicisms as having a negative impact on the lexicon of Italian of replacement and impoverishment. Despite a modest preponderance of a positive-extrovert attitude towards pseudo-Anglicisms, these data essentially mirror the polarised opinions of the Italian speech community on the impact of Anglicisms on Italian.

#### **4.3.9 The Twelfth Item**

The twelfth item of the questionnaire deals with the respondents' conception of pseudo-Anglicisms in relation to the importance of their study in the teaching of English as a foreign language. The aim is to determine whether the respondents consider pseudo-Anglicisms worth studying in the teaching of English as a foreign language. The question is the following: "In the teaching of English as a foreign language, should false Anglicisms be studied, in your opinion, to know that they exist, in many languages but not in English, that they can lead to lack of understanding or misunderstanding if used with English and non-Italian speakers, to know their positive and negative aspects and, in general, because they deserve attention?". The responses are so distributed. The response option "Yes, it would be useful and fruitful." has been selected by 43 subjects, 81.1% of the sample. The response option "No, it would be useless and counterproductive." has been selected by 10 subjects, 18.9% of the sample. The question and the responses are represented below in Figure 12.

Secondo te, nell'insegnamento dell'inglese come lingua straniera si dovrebbero studiare i falsi anglicismi, per sapere che esistono, in molte lingue...egativi e in generale perché meritano attenzione?

53 risposte

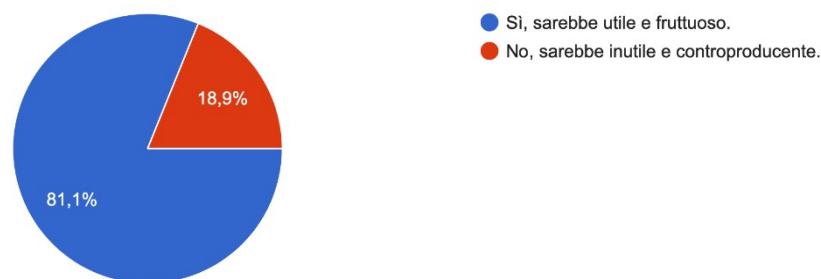


Figure 12.

In the light of a difference of 62.2 percentage points in the selection percentage between the two response options, the conception of pseudo-Anglicisms in relation to the importance of their study in the teaching of English as a foreign language of the surveyed students is notably heterogeneously distributed between the two forms of the investigated conception indicated by the response options. For an overwhelming majority of the sample, the 81.1%, false Anglicisms are worth studying in the teaching of English as a foreign language. Indeed, their study would be useful and fruitful. For the remaining minority of the sample, the 18.9%, false Anglicisms are not worth studying. Indeed, their study would be useless and counterproductive. These data clearly indicate that the students involved in the survey are interested in studying and knowing pseudo-Anglicisms and consider the study of these words in English classes as advisable. In terms of conception, they conceive pseudo-Anglicisms as worth studying in the teaching of English as a foreign language. In the light of the absence of pseudo-Anglicisms in the teaching of English in Italian schools, this widespread interest in these lexical items observed in the twelfth item of the questionnaire is interesting and meaningful.

#### 4.3.10 The Thirteenth Item

The thirteenth item of the questionnaire is focused on the respondents' conception of pseudo-Anglicisms in relation to their usage in terms of discouragement, encouragement or study. The aim is to establish how the students involved in the

survey consider the usage of pseudo-Anglicisms, as to be discouraged, encouraged or, rather, studied. The question is not direct and consists in a sentence to complete with one of the three response options, that which is representative of the respondent's opinion. The sentence to complete is the following: "In your opinion, the use of false Anglicisms should be:". The responses are so distributed. "Neither discouraged nor encouraged, but studied and discussed in its pros and cons." has been selected to complete the sentence by 44 respondents, 83% of the sample. "Discouraged in favour of Italian and real Anglicisms." has been selected to complete the sentence by six respondents, 11.3% of the sample. "Encouraged." has been selected to complete the sentence by three respondents, 5.7% of the sample. The question and the responses are represented below in Figure 13.

Secondo te, l'uso dei falsi anglicismi dovrebbe essere:

53 risposte

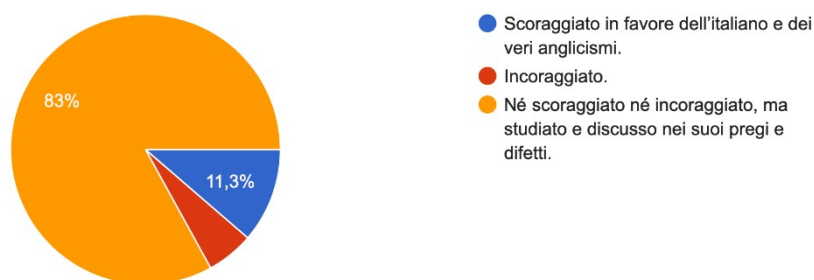


Figure 13.

The distribution of the conception of false Anglicisms in relation to their usage in terms of discouragement, encouragement or study of the surveyed students between the three forms of this conception indicated by the response options is significantly heterogeneous. This is evident from the difference of 77.3 percentage points in the selection percentage between the most and least selected response options and from the low selection percentage of the second most selected response option, 11.3%. For an overwhelming majority of the sample – the 83%, 44 subjects – the use of false Anglicisms should be neither discouraged nor encouraged, but studied and discussed in its pros and cons. The remaining minority of the sample holds different opinions on this topic. For six subjects, 11.3% of the sample, the use of false Anglicisms

should be discouraged in favour of Italian and real Anglicisms and for three subjects, 5.7% of the sample, the use of these lexical items should be encouraged.

These data indicate that the participants of the survey conceive the usage of false Anglicisms in terms of study and discussion rather than discouragement or encouragement. Most of them indeed consider the study and discussion of the usage of false Anglicisms as more important than its encouragement and discouragement. In turn, the scarce agreement with discouragement of false Anglicisms in favour of Italian and real Anglicisms suggests that the predominant conception of these words is one of difference from instead of opposition to Italian and real Anglicisms. Moreover, the twelfth and thirteenth items of the questionnaire are implicitly connected, in that they both deal with the study of false Anglicisms: the former deals with it directly, in the question, and in general terms, while the latter deals with it indirectly, in the response, and in terms of usage. In this respect, the results of the thirteenth item confirm those of the twelfth item. Indeed, the widespread interest in false Anglicisms and their study in general is corroborated by the widespread interest in the study of the usage of false Anglicisms. Specifically, as study of false Anglicisms is preferred over their non-study, as has emerged in the twelfth item, so study of the usage of false Anglicisms is preferred over its discouragement or encouragement, as has emerged in the thirteenth item.

In summary and by way of conclusion, the conception of false Anglicisms in relation to their usage in terms of discouragement, encouragement or study of the students who participated in the survey can be outlined as follows. The overwhelming majority of them, the 83%, conceives false Anglicisms in relation to their usage in terms of study and discussion rather than discouragement or encouragement. Only 11.3% and 5.7% of the surveyed students think that the usage of false Anglicisms should be discouraged and encouraged, respectively, rather than studied and discussed. This predominant descriptive instead of prescriptive approach to the usage of false Anglicisms is consistent with the predominant interest instead of lack of interest in the study of these lexical items found in the previous item and corroborates it.

#### **4.3.11 The Fourteenth Item**

The fourteenth item of the questionnaire concerns the respondents' conception of pseudo-Anglicisms as for their usage in terms of necessity, unnecessary and usefulness in relation to Italian and English equivalents. The aim is to establish whether the students involved in the survey conceive the use of false Anglicisms as necessary, unnecessary or useful in relation to Italian and English equivalents. The question is not direct and consists in a sentence to complete with one of the three response options, that which is representative of the respondent's opinion. The sentence to complete is the following: "On the usage of false Anglicisms, both linguists and common people have different opinions, often opposed. In your opinion, false Anglicisms are:". The responses are so distributed. The sentence has been completed with "Neither necessary nor unnecessary, because, regardless of whether equivalents in Italian or English exist, they have a special value of their own. In short, they are useful, and for the most varied purposes." by 30 subjects, 56.6% of the sample. It has been completed with "Unnecessary, if equivalents exist in Italian or English. They are used because of limited knowledge, because of or for the purpose of play, fashion, prestige, because they attract attention or simply because they are cool and everyone uses them." by 12 subjects, 22.6% of the sample. It has been completed with "Necessary, if equivalents, i.e., words with the same meaning, do not exist in Italian and English." by 11 subjects, 20.8% of the sample. The question and the responses are represented below in Figure 14.

Sull'uso dei falsi anglicismi, tanto i linguisti quanto le persone comuni hanno opinioni diverse, spesso opposte. Secondo te, i falsi anglicismi sono:

53 risposte

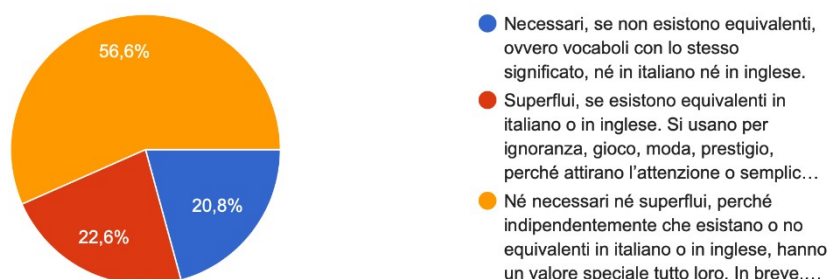


Figure 14.

The conception of pseudo-Anglicisms as for their usage in terms of necessity, unnecessary and usefulness in relation to Italian and English equivalents of the surveyed students is peculiarly distributed between the three forms of this conception indicated by the response options. In general terms, between all the three forms, this conception is heterogeneously distributed in the light of a difference in the selection percentage between the most selected response and the least selected response of 34.8 percentage points, i.e., 19 subjects. In specific terms, between the least selected form and the second most selected form, this conception is almost homogeneously distributed in the light of a difference in the selection percentage between these forms of 1.8 percentage points, i.e., one subject. As to the single forms of the investigated conception, that according to which false Anglicisms in relation to Italian and English equivalents are neither necessary nor unnecessary but peculiarly useful is the most widespread, held by more than half of the sample, the 56.6%, i.e., 30 students. That according to which false Anglicisms in presence of Italian or English equivalents are unnecessary is the second most widespread, held by approximately 2/9 of the sample and less than half of those who hold the most widespread form of the investigated conception, the 22.6%, i.e., 12 students. Finally, that according to which false Anglicisms in absence of Italian and English equivalents are necessary is the least widespread, held by less than a quarter of the sample, almost a third of those who hold the most widespread form of the investigated conception, and only one student less than those who hold the second most widespread form of the investigated conception, the 20.8%, i.e., 11 students.

These data indicate that the majority of the sample involved in the study, specifically more than half of it, has a conception of false Anglicisms that is non-dichotomic and relatively complex as for their use in relation to Italian and English equivalents. For this majority, a peculiar usefulness, for the most varied purposes, and a special value of their own, independent of the absence or presence of Italian or English equivalents, rather than necessity and unnecessary based on the absence and presence of Italian and/or English equivalents, respectively, indeed defines the use of false Anglicisms in relation to Italian and English equivalents. This datum is noteworthy and meaningful in the light of the polarisation that often characterises the non-academic public opinion on the impact of Anglicisms on Italian, mentioned in

the analysis of the eleventh item, that which often characterises both the non-academic public opinion and the scientific community of linguists on the use of false Anglicisms mentioned in the question of the item under analysis, and the greater complexity of this conceptions of false Anglicisms as useful compared to those of false Anglicisms as necessary and unnecessary.

The remaining minority of the sample involved in the study, less than half of it, has a conception of false Anglicisms that, by contrast, is dichotomic and relatively simple as for their use in relation to Italian and English equivalents. For this minority, necessity and unnecessary based on the absence and presence of Italian and/or English equivalents, respectively, rather than a peculiar usefulness, for the most varied purposes, and a special value of their own, independent of the absence or presence of Italian or English equivalents, indeed defines the use of false Anglicisms in relation to Italian and English equivalents. Specifically, slightly less than half of those who hold this dichotomic conception of the use of false Anglicisms conceive these words as necessary in absence of equivalents in both Italian and English and slightly more than half of them conceive these words as unnecessary in presence of equivalents in Italian or English, result of limited knowledge, signs and instruments of play, fashion, prestige, attention seeking, coolness and convention-conformism. Firstly, these data on the dichotomic and relatively simple conceptions of pseudo-Anglicisms as necessary in absence of Italian and English equivalents and unnecessary in presence of Italian or English equivalents mirror the core of the conception of the use of false Anglicisms in Italian of the common speakers. Secondly, these data indicate that in the respondents of the questionnaire the conception of necessity and that of unnecessary are fundamentally equally widespread. In other words, between the two dichotomic and relatively simple conceptions of the use pseudo-Anglicisms there is not one which clearly predominates over the other.

In summary and conclusion, the conception of pseudo-Anglicisms as for their usage in terms of necessity, unnecessary and usefulness in relation to Italian and English equivalents of the participants of the survey, investigated by the fourteenth item of the questionnaire, can be described as follows. The majority of the participants – the 56.6%, 30 of them – conceives false Anglicisms in a manner that is

non-dichotomic, relatively complex and different from that in which their fellow common speakers tend to conceive them. They indeed agree with a conception of these lexical items as neither necessary nor unnecessary but peculiarly useful for the most varied purposes, independently of the presence or absence of Italian or English equivalents and endowed with a special value of their own. The remaining minority of the participants – the 43.4%, 23 participants – by contrast conceives false Anglicisms in a manner that is dichotomic, relatively simple and in line with that in which their fellow common speakers tend to conceive them. Slightly less than half of them conceives these lexical items as necessary in absence of equivalents in both Italian and English and slightly more than half of them conceives these lexical items as unnecessary in presence of equivalents in Italian or English, result of limited knowledge, signs and instruments of play, fashion, prestige, attention seeking, coolness and convention-conformism.

#### **4.3.12 The Fifteenth Item**

The fifteenth item of the questionnaire focuses on the respondents' conception of false Anglicisms in relation to the reasons for their coinage and usage in terms of form, substance or both. The aims are two. On the one hand, to establish how the respondents conceive the reasons for the coinage and usage of false Anglicisms, as of form, substance or both. On the other hand, to compare this conception to that investigated in the previous item, of which it constitutes the premise, and which addresses a similar and related issue, in more concrete and specific terms, to assess the consistency of respondents' conceptions and determine how differently or similarly the respondents have reasoned on different but related issues in a similar way. The question is not direct and consists in a sentence to complete with one of the three response options, that which is representative of the respondent's opinion. The sentence to complete is the following: "In the light of the previous item, false Anglicisms are coined and used, in your opinion, for reasons that are:". The responses are so distributed. 34 respondents, 64.2% of the sample, have completed the sentence with "Of form and substance, both stylistic or aesthetic and practical/instrumental or linguistic. On the whole, for communicative reasons.". 11 respondents, 20.8% of the sample, have completed the sentence with "Of substance,



purely practical/instrumental or linguistic.” Eight respondents, 15.1% of the sample, have completed the sentence with “Of form, purely stylistic or aesthetic.”. The question and the responses are represented below in Figure 15.

Alla luce della domanda precedente, secondo te i falsi anglicismi sono conati e usati per ragioni:  
53 risposte

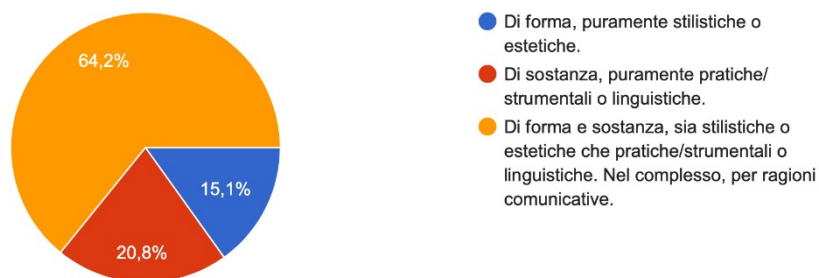


Figure 15.

The distribution of the conception of false Anglicisms in relation to the reasons for their coinage and usage in terms of form, substance or both of the surveyed students between the three forms of this conception indicated by the response options is peculiarly heterogeneous. Firstly, the difference of the selection percentage between the most selected response option, 64.2%, and the least selected one, 15.1%, is of 49.1 percentage points. Secondly, the second most selected response option has been selected by slightly less than one third of those who have selected the most selected response option, 11 subjects, 20.8% of the sample. Thirdly, the least selected response option has been selected by slightly less than a quarter of those who have selected the most selected response option, eight subjects, 15.1% of the sample. Fourthly, each response option has a different selection percentage and the difference between the second most selected response option and the least selected one is limited – 5.7 percentage points, three subjects – but not minimal or insignificant. Hence, the conception of false Anglicisms in relation to the reasons for their coinage and usage in terms of form, substance or both of the participants of the survey is heterogeneously distributed in general terms, between all the three forms of this conception indicated by the response options, and moderately homogeneously

distributed in specific terms, between the two complementary forms of this conception grounded on the separation between form and substance.

The data described above indicate that the vast majority of the respondents of the questionnaire agrees with the idea that false Anglicisms are coined and used for communicative reasons in a broad sense, reasons which can combine form with substance, style and aesthetics with linguistic, instrumental and practical needs. Once again, this datum is interesting and meaningful for the non-dichotomic character of this conception, its greater complexity compared to the two alternative conceptions and its likely difference from the main conceptions of false Anglicisms to which the participants of the study are exposed. This conception of the reasons for the coinage and usage of false Anglicisms in terms of combination of form and substance as communication is correlated to that of the usage of these lexical items in relation to Italian and English equivalents in terms of neither necessity nor unnecessary but peculiar value and usefulness for the most varied purposes independently of the presence or absence of the equivalents. Indeed, these conceptions share a core of features that makes them substantially different from their respective two alternative conceptions and similar to one another, i.e., a greater complexity and depth, a connection with the nature of false Anglicisms and a non-dichotomic character. As such, these conceptions represent an approach to false Anglicisms, a way of reflecting about them, that is complex, deep, rooted in the nature of these lexical items and not based on clear and simple oppositions. At this point, I will analyse the relationship of the students' conception of the reasons for the coinage and usage of false Anglicisms in terms of combination of form and substance as communication with their conception of the usage of these lexical items in terms of necessity, unnecessary or usefulness in relation to Italian and English equivalents with a special focus on that of usefulness. The objectives are to assess the consistency of the relationship of the respondents' former conception with the latter conception and thus to determine how differently or similarly the respondents have reasoned on the related issues at the centre of the two conceptions.

Taking the single respondents into consideration, of the 34 students who expressed agreement with the conception of the combination of form and substance, 21 had expressed agreement with the conception of usefulness in contrast to

necessity and unnecessary, eight had expressed agreement with the conception of unnecessary and five had expressed agreement with the conception of necessity. From the point of view of the conception of usefulness in contrast to necessity and unnecessary, of the 30 students who had expressed agreement with this conception, 21 expressed agreement with the conception of the combination of form and substance, five expressed agreement with the conception of substance and four expressed agreement with the conception of form. Based on these data, the vast majority of the supporters of the conception of the combination of form and substance are also supporters of the correlated conception of usefulness in contrast to necessity and unnecessary and, *vice versa*, the vast majority of the supporters of the conception of usefulness in contrast to necessity and unnecessary are also supporters of the conception of the combination of form and substance. Conversely, a small minority of the supporters of the conception of the combination of form and substance are also supporters of the non-correlated conceptions of necessity and unnecessary, as a small minority of the supporters of the conception of usefulness in contrast to necessity and unnecessary are also supporters of the non-correlated conceptions of form solely and substance solely. To conclude, independently of the relationship between the two conceptions of the combination of form and substance and of usefulness in contrast to necessity and unnecessary in the single respondents, the former conception is held by four students more than those who hold the latter conception.

The relationship of the students' conception of false Anglicisms in relation to the reasons for their coinage and usage in terms of combination of form and substance as communication with their conception of false Anglicisms as for the usage of these lexical items in terms of necessity, unnecessary or usefulness in relation to Italian and English equivalents is thus characterised mostly by consistency and partially by inconsistency. Indeed, the respondents' conception of false Anglicisms in relation to the reasons for their coinage and usage in terms of both form and substance, style and aesthetics and linguistic, instrumental and practical needs is associated mostly with the correlated one of false Anglicisms as for their usage in relation to Italian and English equivalents in terms of neither necessity nor unnecessary but peculiar usefulness for the most varied purposes, independently of

the presence or absence of Italian or English equivalents, and a special value of their own, and partially with the non-correlated ones of necessity in absence of Italian and English equivalents and unnecessary in presence of Italian or English equivalents. Furthermore, comparing the numbers of the supporters of the two correlated conceptions of false Anglicisms in terms of combination of form and substance and in terms of a peculiar usefulness, respectively, it secondly merges what follows. The approach to false Anglicisms that is complex, deep, non-dichotomic and grounded on their nature that defines the two conceptions is present in the sample slightly more in the former conception than in the latter, by four subjects.

The students involved in the survey have reasoned on the related aspects of pseudo-Anglicisms of the reasons for their coinage and usage in terms of form, substance or both and of the necessity, unnecessary or usefulness of their usage in relation to Italian and English equivalents similarly in terms of a general approach to false Anglicisms that is complex, deep, non-dichotomic and grounded on the nature of false Anglicisms. Specifically, the students have reasoned on these issues fairly similarly in qualitative and relative terms, in the sense that most of the students who have reasoned on the former issue with such an approach had reasoned on the latter issue with the same approach. On the other hand, the students have reasoned on these issues eminently similarly in quantitative and absolute terms, in the sense that an eminently similar number of students have reasoned on these issues with the same approach, regardless of the similarity or dissimilarity of the supported conceptions of the issues.

Re-shifting the focus of the ongoing analysis to the responses to the fifteenth item of the questionnaire, the second most widespread form of the conception of false Anglicisms in relation to the reasons for their coinage and usage in terms of form, substance or both investigated by this item found in the sample is that in terms of substance, held by 11 respondents, whereby false Anglicisms are coined and used for reasons of substance, purely practical/instrumental or linguistic. This datum is interesting and meaningful because this conception is dichotomic and, in comparison with that of the combination of form and substance, less complex and likely more similar to the main conceptions of false Anglicisms as for the reasons for their coinage and usage in terms of form, substance or both to which the participants of

the study are exposed. This conception of the reasons for the coinage and usage of false Anglicisms in terms of substance, practical, instrumental and linguistic needs, is correlated to that of the usage of these lexical items in relation to Italian and English equivalents in terms of necessity in absence of Italian and English equivalents. Indeed, the concept of substance in opposition to form, or content in opposition to form, and that of needs, specifically practical, instrumental and linguistic needs, correspond in concrete, specific terms to the necessity rather than the usefulness or convenience of and desire or appreciation for false Anglicisms due to the absence of alternative lexemes in both English and Italian with the same meaning, i.e., substance. As such, the conceptions of necessity and substance represent an approach to false Anglicisms, a way of reflecting on them, that is not complex, deep, rooted in the nature of these lexical items and that is dichotomic, contrary to the conceptions of the usefulness and the combination of form and substance. As with this latter conception and to the same objectives, I will analyse the relationship of the respondents' conception of the reasons for the coinage and usage of false Anglicisms in terms of substance, purely practical/instrumental or linguistic reasons, with their conception of the usage of these lexical items in terms of necessity, unnecessary or peculiar usefulness in relation to Italian and English equivalents with a special focus on that of necessity.

Taking the single respondents into account, of the 11 respondents who expressed agreement with the conception of substance five had expressed agreement with the conception of usefulness, four had expressed agreement with the conception of necessity and two had expressed agreement with the conception of unnecessary. From the point of view of the conception of necessity in contrast to unnecessary and peculiar usefulness, of the 11 respondents who had expressed agreement with this conception, five expressed agreement with the conception of the combination of form and substance, four expressed agreement with the conception of substance and two expressed agreement with the conception of form. These data indicate that the majority of the supporters of the conception of the predominance of substance over form, approximately half of them, are also supporters of the non-correlated conception of usefulness in contrast to necessity and unnecessary and that the vast majority of the supporters of the conception of necessity in contrast to unnecessary

and peculiar usefulness, approximately half of them, are also supporters of the non-correlated conception of the combination of form and substance. These majorities, nevertheless, are such by only one subject and, indeed, slightly less than half of the supporters of the conception of the predominance of substance over form are also supporters of the correlated conception of necessity and, *vice versa*, slightly less than half of the supporters of the conception of necessity are also supporters of the correlated conception of the predominance of substance over form. Only in two respondents, the not only non-correlated but also opposite conceptions of predominance of substance over form and unnecessary are associated. Finally, independently of the relationship between them in the single respondents, the two correlated conceptions of substance over form and necessity over usefulness and unnecessary are held by the same number of respondents.

In the light of these data, the relationship in the surveyed students between their conception of pseudo-Anglicisms in relation to the reasons for their coinage and usage in terms of substance and their conception of these words as for their usage in terms of necessity, unnecessary or usefulness in relation to Italian and English equivalents is characterised mostly by inconsistency and partially by consistency. Indeed, the students' conception of false Anglicisms in relation to the reasons for their coinage and usage in terms of substance, purely practical/instrumental or linguistic reasons, is coupled by three students more with the non-correlated ones of false Anglicisms as for their usage in relation to Italian and English equivalents in terms of neither necessity nor unnecessary but peculiar usefulness for the most varied purposes, independently of the presence or absence of Italian or English equivalents, and a special value of their own, and in terms of unnecessary in presence of Italian or English equivalents than with the correlated one of false Anglicisms as necessary in absence of Italian and English equivalents. However, it is important to note that, specifically, the conception of usefulness, only non-correlated, is coupled with that of substance more than twice as that of unnecessary, not only non-correlated but also opposite. Furthermore, by virtue of an identical number of supporters of the two correlated conceptions of false Anglicisms in terms of substance and necessity, respectively, the general approach to false Anglicisms that is dichotomic, relatively

simple, not particularly deep, and not grounded on their nature, and that defines these two conceptions is present in the sample equally in the two conceptions.

In conclusion, the participants of the survey have reasoned on the related aspects of pseudo-Anglicisms of the reasons for their coinage and usage in terms of form, substance or both and of the necessity, unnecessary or usefulness of their usage in relation to Italian and English equivalents on the one hand similarly and on the other hand identically in terms of a general approach to false Anglicisms that is dichotomic, relatively simple, not particularly deep and not grounded on the nature of these words, in its form focused on the necessity of false Anglicisms and the reasons of substance for their coinage and usage. On the one hand, the participants have reasoned on these topics similarly in qualitative and relative terms, in the sense that slightly less than half of those who have reasoned on the former topic with such an approach had reasoned on the latter topic with the same approach. On the other hand, the participants have reasoned on these topics identically in quantitative and absolute terms, in the sense that the same number of participants have reasoned on these topics with the same approach, regardless of the similarity or dissimilarity of the supported conceptions of the topics.

Re-shifting the focus of the ongoing analysis for the last time to the responses to the fifteenth item of the questionnaire, the least widespread form of the conception of false Anglicisms in relation to the reasons for their coinage and usage in terms of form, substance or both investigated by this item observed in the sample is that in terms of form, held by eight respondents, whereby false Anglicisms are coined and used for reasons of form, purely stylistic or aesthetic. This datum of the conception of form is interesting and meaningful as that of the complementary conception of substance, by virtue of the dichotomic nature and a lesser complexity and greater similarity to the main conceptions of false Anglicisms as for the reasons for their coinage and usage in terms of form, substance or both to which the participants of the study are likely to be exposed in comparison with that of the combination of form and substance, and to a greater extent by virtue of its inferiority. This conception of the reasons for the coinage and usage of false Anglicisms in terms of form, purely stylistic or aesthetic reasons, is correlated to that of the usage of these lexical items in relation to Italian and English equivalents in terms of unnecessary in presence of

Italian and English equivalents, limited knowledge, play, fashion, prestige, attention seeking, coolness and convention-conformism. Indeed, the concept of form in opposition to substance, or form in opposition to content, and that of purely stylistic or aesthetic reasons summarise in abstract, general terms a use of false Anglicisms based on their form, effect and mere existence rather than their substance, since this substance, i.e., their meaning, is already expressed by Italian or English equivalents. In other words, it is a superficial usage of false Anglicisms not based on necessity or usefulness-convenience but limited knowledge, desire or appreciation and convention-conformism. As such, the conception of form, style and aesthetics as the reasons for the coinage and usage of false Anglicisms, in a complementary way in relation to that of substance, represents an approach to these words, a way of reflecting on them, that is not complex, deep, rooted in their nature of these lexical items and that is dichotomic, contrary to the conceptions of the usefulness and of the combination of form and substance. As with the conceptions of combination of form and substance and of substance and to the same objectives, I will analyse the relationship of the respondents' conception of the reasons for the coinage and usage of false Anglicisms in terms of form, purely stylistic or aesthetic reasons, with their conception of the usage of these lexical items in terms of necessity, unnecessary or peculiar usefulness in relation to Italian and English equivalents with a special focus on that of unnecessary.

Taking the single respondents into consideration, of the eight respondents who expressed agreement with the conception of form four had expressed agreement with the conception of usefulness, two had expressed agreement with the conception of necessity and two had expressed agreement with the conception of unnecessary. From the point of view of the conception of unnecessary in contrast to necessity and peculiar usefulness, of the 12 respondents who had expressed agreement with this conception, eight expressed agreement with the conception of the combination of form and substance, two expressed agreement with the conception of substance and two expressed agreement with the conception of form. These data indicate that the majority of the supporters of the conception of the predominance of form over substance, half of them, are also supporters of the non-correlated conception of usefulness in contrast to necessity and unnecessary and that the vast majority of the



supporters of the conception of unnecessary in contrast to necessity and peculiar usefulness, 2/3 of them, are also supporters of the non-correlated conception of the combination of form and substance. Half of the remaining minority of the supporters of the conception of the predominance of form over substance are also supporters of the opposite and non-correlated conception of necessity in contrast to unnecessary and peculiar usefulness and the other half are also supporters on the correlated conception of unnecessary in contrast to necessity and peculiar usefulness. Similarly, half of the remaining minority of the supporters of the conception of unnecessary in contrast to necessity and peculiar usefulness are also supporters of the opposite and non-correlated conception of substance over form and the other half are also supporters of the correlated conception of form over substance. In sum, solely two respondents are supporters of the correlated conceptions of form over substance and unnecessary in contrast to necessity and peculiar usefulness. Finally, independently of the relationship between them in the single respondents, the two correlated conceptions of form over substance and unnecessary in contrast to necessity and peculiar usefulness are held by a significantly different number of respondents, by virtue of a difference of four supporters in favour of the latter conception.

In the light of the data reported, the relationship in the students involved in the survey between their conception of pseudo-Anglicisms in relation to the reasons for their coinage and usage in terms of form over substance and their conception of these words as for their usage in terms of necessity, unnecessary or usefulness in relation to Italian and English equivalents is characterised mostly by inconsistency and minimally by consistency. Indeed, the students' conception of false Anglicisms in relation to the reasons for their coinage and usage in terms of form, purely stylistic or aesthetic reasons, is associated with the non-correlated conception of false Anglicisms as for their usage in relation to Italian and English equivalents in terms of neither necessity nor unnecessary but peculiar usefulness for the most varied purposes, independently of the presence or absence of Italian or English equivalents, and a special value of their own, and with the both non-correlated and opposite conception of false Anglicisms in terms of necessity in absence of Italian and English equivalents, by six students more than with the correlated conception of false Anglicisms in terms of unnecessary in presence of Italian or English equivalents. In

particular, solely in two students the correlated conceptions of form over substance and unnecessary are coupled. Moreover, because the latter of these correlated conceptions is supported by four subjects more than the former, the general approach to false Anglicisms that is dichotomic, relatively simple, not particularly deep, and not grounded on their nature and that, in its form focused on the unnecessary of false Anglicisms and the reasons of form for their coinage and usage, defines these two conceptions is present in the sample more in the latter conception.

In sum, the students involved in the survey have reasoned on the related aspects of pseudo-Anglicisms of the reasons for their coinage and usage in terms of form, substance or both and of the necessity, unnecessary or usefulness of their usage in relation to Italian and English equivalents on the one hand radically differently and on the other hand differently in terms of a general approach to these lexical items that is dichotomic, relatively simple, not particularly deep and not grounded on their nature, in its form focused on the unnecessary of false Anglicisms and the reasons of form for their coinage and usage. On the one hand, the students have reasoned on these topics radically differently in qualitative and relative terms, in the sense that only a quarter of those who have reasoned on the former topic with such an approach, two of them, had reasoned on the latter topic with the same approach. On the other hand, the students have reasoned on these topics differently in quantitative and absolute terms, in the sense that a significantly different number of participants have reasoned on these topics with the same approach, regardless of the similarity or dissimilarity of the supported conceptions of the topics.

To summarise in conclusion, the conception of false Anglicisms in relation to the reasons for their coinage and usage in terms of form, substance or both of the participants of the survey, investigated by the fifteenth item of the questionnaire in the light of the previous item, can be outlined as follows. The vast majority of the sample – the 64.2%, 34 subjects – conceive false Anglicisms as coined and used for reasons of form and substance, both stylistic or aesthetic and practical/instrumental or linguistic, in short, communicative. It is a conception of false Anglicisms that is indicative of a general approach to these words that is complex, deep, non-dichotomic and grounded on their nature. By contrast, a first minority of the sample – the 20.8%, 11 subjects – conceives false Anglicisms as coined and used for reasons

of substance, purely practical/instrumental or linguistic, and a second minority – the 15.1%, eight subjects – conceives them as coined and used for reasons of form, purely stylistic or aesthetic. These minority conceptions are indicative of a general approach to false Anglicisms that is, in contrast to the majority one, relatively simple, not particularly deep, dichotomic and not grounded on their nature. In the light of the previous fourteenth item of the questionnaire, focused on a related issue and relative related conception, the respondents' conception of false Anglicisms in relation to the reasons for their coinage and usage in terms of form, substance or both is mostly inconsistent with their conception of false Anglicisms as for their usage in terms of necessity, unnecessary and usefulness in relation to Italian and English equivalents. Indeed, whereas only the correlated conceptions of usefulness and combination of form and substance are correlated in actual fact, associated in the responses, in the majority of their supporters, the other correlated conceptions of necessity and substance and unnecessary and form, respectively, are correlated in actual fact, associated in the responses, in a minority of their supporters.

Moreover, despite this widespread inconsistency between these conceptions, the respondents of the survey have reasoned on the related aspects of false Anglicisms of the necessity, unnecessary or usefulness of their usage in relation to Italian and English equivalents and of the reasons, of form, substance or both, for their coinage and usage mostly similarly. Specifically, on the one hand, the respondents have reasoned on these issues radically differently in qualitative and relative terms and differently in quantitative and absolute terms within a general approach to false Anglicisms that is dichotomic, relatively simple, not particularly deep and not grounded on their nature, in its form focused on the unnecessary of false Anglicisms and the reasons of form for their coinage and usage. On the other hand, the respondents have reasoned on these issues fairly similarly in qualitative and relative terms and eminently similarly in quantitative and absolute terms within a general approach to false Anglicisms that is complex, deep, non-dichotomic and grounded on the nature of false Anglicisms, and similarly in qualitative and relative terms and identically in quantitative and absolute terms within a general approach to false Anglicisms that is dichotomic, relatively simple, not particularly deep and not grounded on the nature of false Anglicisms, in its form focused on the necessity of

false Anglicisms and the reasons of substance for their coinage and usage. In general terms and without subdividing the two dichotomic approaches, the similarity in the respondents' ideas on the issues of the reasons for the coinage and usage of false Anglicisms in terms of form, substance or both and of the necessity, unnecessary or usefulness of their usage in relation to Italian and English equivalents is even greater: in qualitative, relative terms, most of those who had reasoned on the necessity, unnecessary or usefulness of false Anglicisms in relation to Italian and English equivalents with one of the two general approaches have reasoned on the reasons, of form, substance or both, for the coinage and usage of these words with the same approach; in both issues, the general approach to false Anglicisms that is complex, deep, non-dichotomic and grounded on the nature of false Anglicisms has prevailed on its opposite approach.

#### **4.3.13 The Sixteenth Item**

The sixteenth item of the questionnaire is centred on the respondents' conception of false Anglicisms in relation to the reasons for their coinage and usage as the fifteenth item, but in the more specific and concrete terms of psychological reasons – play, joke, pose and exhibition of an alleged knowledge of English – social reasons – fashion, prestige, xenophilia, attractive sound, coolness and convention-conformism – communicative reasons – strategy, convenience and usefulness – or linguistic reasons – necessity in absence of Italian or English equivalents. The aim is to determine how the respondents conceive the reasons for the coinage and usage of false Anglicisms, as psychological, social, communicative or linguistic. The question is not direct and consists in a sentence to complete with one of the four response options, that which is representative of the respondent's opinion. The sentence to complete is the following: "More specifically, false Anglicisms are in your opinion created and used:". The responses are so distributed. "For strategy and convenience, when they are convenient for the communicative objective of one's message." has been selected to complete the sentence by 30 subjects, 56.6% of the sample. "For or due to fashion, prestige, xenophilia, because it sounds good, it is cool and everyone does so." has been selected to complete the sentence by nine subjects, 17% of the sample. "For fun, as a joke, a pose, just to play with English or exhibit an alleged

knowledge of this language.” has been selected to complete the sentence by seven subjects, 13.2% of the sample. “Out of necessity. In absence of equivalents in Italian or in English.” has been selected to complete the sentence by seven subjects, 13.2% of the sample. The question and the responses are represented below in Figure 16.

Più nello specifico, i falsi anglicismi sono creati ed usati secondo te:  
53 risposte

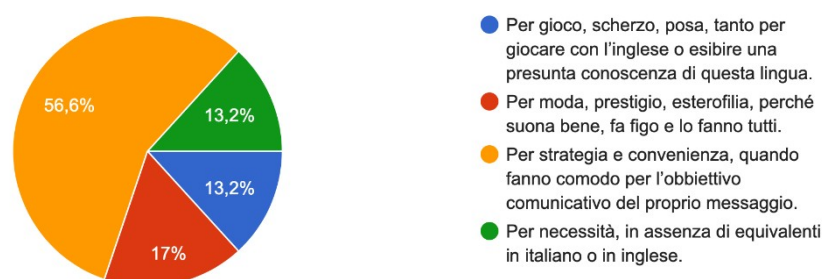


Figure 16.

The conception of false Anglicisms in relation to the reasons for their coinage and usage in terms of psychological reasons – play, joke, pose and exhibition of an alleged knowledge of English – social reasons – fashion, prestige, xenophilia, attractive sound, coolness and convention-conformism – communicative reasons – strategy, convenience and usefulness – or linguistic reasons – necessity in absence of Italian or English equivalents of the participants of the survey is peculiarly distributed between the four forms of this conception indicated by the response options. The form of this investigated conception which is most shared among the respondents is the communicative one, according to which false Anglicisms are coined and used for strategy and convenience, when they are convenient for the communicative objective of one’s message, held by more than half of the sample, the 56.6%, i.e., 30 respondents. Two are the forms of this conception which by contrast are the least shared among the respondents, respectively held by approximately one seventh of the sample, the 13.2%, i.e., seven respondents: the psychological one, according to which false Anglicisms are coined and used for fun, as a joke, a pose, just to play with English or exhibit an alleged knowledge of this language, and the linguistic one, according to which false Anglicisms are coined and used out of

necessity, in absence of equivalents in Italian or in English. Finally, the form of the investigated conception that is the second most shared among the respondents is the social one, according to which false Anglicisms are coined and used for or due to fashion, prestige, xenophilia, their attractiveness, coolness and convention-conformism, held by approximately one sixth of the sample, the 17%, i.e., nine respondents.

Based on these data, the conception of false Anglicisms in relation to the reasons, psychological, social, communicative or linguistic, for their coinage and usage is heterogeneously distributed in general terms, between all the four forms indicated by the response options, by virtue of a significant difference in the number of the supporters between the most supported form and the least supported forms and the second most supported form of 23 and 21 subjects, respectively. Indeed, the supporters of the communicative reasons are slightly more than four times those of the psychological and linguistic reasons and slightly more than three times those of the social reasons. However, the conception is, in specific terms, homogeneously distributed between the two forms of the psychological reasons and of the linguistic reasons, by virtue of the same number of supporters, and nearly homogeneously distributed between the three forms of the psychological reasons, the linguistic reasons and the social reasons, by virtue of a difference in the number of the supporters between the first two forms and the latter form of two subjects.

These data indicate that the majority of the surveyed speakers, more than half of them, conceives the creation and usage of false Anglicisms as communicatively motivated. For this majority, these lexical items are indeed coined and used for communicative reasons, i.e., for strategy and convenience, when they are convenient for the communicative objective of the speaker's message. The remaining minority of the surveyed speakers, less than half of them, conceives the creation and usage of false Anglicisms as non- or extra-communicatively motivated. For this minority, these lexical items are indeed coined and used for social, psychological or linguistic reasons. The conception of the social reasons predominates over those of the other non- and extra-communicative reasons by two subjects. For this specific majority within the general minority of the sample, false Anglicisms are coined and used as consequence, signs or instruments of fashion, prestige, xenophilia, attractiveness,

coolness and convention-conformism. Slightly less widespread than that of the social reasons and equally distributed in the sample are the conceptions of the psychological reasons and of the linguistic reasons. For a half of this specific minority of the general minority of the sample, false Anglicisms are coined and used as consequence, signs or instruments of play, joke, pose, play with English or exhibition of an alleged knowledge of this language. For the other half, false Anglicisms are coined and used as fulfilment of a lexical need, out of necessity in absence of equivalents in Italian or English. It follows that while the majority conception of the reasons for the coinage and usage of Anglicisms as communicative conspicuously predominates over the three minority conceptions of these reasons as non- or extra-communicative the first minority conception of the reasons as social only modestly predominates over the other two conceptions of the reasons as non- or extra-communicative, i.e., psychological and linguistic.

In summary and conclusion, the conception of pseudo-Anglicisms in relation to the reasons for their coinage and usage in terms of psychological reasons – play, joke, pose and exhibition of an alleged knowledge of English – social reasons – fashion, prestige, xenophilia, attractive sound, coolness and convention-conformism – communicative reasons – strategy, convenience and usefulness – or linguistic reasons – necessity in absence of Italian or English equivalents of the participants of the survey, investigated by the sixteenth item of the questionnaire, can be described as follows. The primary form of this conception is that in communicative terms, whereby false Anglicisms are coined and used for communicative reasons. The majority of the participants – the 56.6%, 30 of them – indeed expressed agreement with this form of the investigated conception. The first secondary form of the conception is that in social terms, whereby false Anglicisms are coined and used for social reasons. A first minority of the participants – the 17%, nine of them – indeed expressed agreement with this form of the conception. The second and third secondary forms of the conception are that in psychological terms and that in linguistic form, whereby false Anglicisms are coined and used for psychological reasons and linguistic reasons, respectively. These forms are equally present in the sample and indeed the same portion of the participants – the 13.2%, seven of them – expressed agreement with these forms of the conception.

#### **4.3.14 The Seventeenth Item**

The seventeenth item of the questionnaire tackles the respondents' conception of false Anglicisms as for their usage in relation to English and Italian and their properties in terms of unconscious or forced choice, caused by limited knowledge of English and thus non-knowledge of correct and appropriate English equivalents, a limited vocabulary of Italian and thus non-knowledge of correct and appropriate Italian equivalents, or both these factors, or free, conscious choice, of various character, independent of knowledge or non-knowledge of correct and appropriate Italian and English equivalents and motivated by the greater suitability, clarity, attractiveness and effectiveness of false Anglicisms for the expression of the speaker's message compared to the equivalents. The aim is to determine how the respondents conceive the choice of using false Anglicisms in relation to their properties and correct and appropriate English and Italian equivalents, as unconscious or forced, caused by non-knowledge of the English equivalents, the Italian equivalents or both, or conscious and free, of various character, independent of knowledge or non-knowledge of the equivalents and motivated by the advantageous properties of false Anglicisms compared to their equivalents. The question is not direct and consists in a sentence to complete with one of the four response options, that which is representative of the respondent's opinion. The sentence to complete is the following: "In relation to English and Italian, false Anglicisms are used in your opinion:". The responses are so distributed. The sentence has been completed with "Because, independently of whether one knows Italian and authentically English expressions that are equivalent, correct and appropriate, false Anglicisms are sometimes more suitable, clearer, more attractive or more effective for one's message. It is a free, conscious choice and, depending on the case, jocular, playful, practical, instrumental, strategic, aesthetic, creative." by 35 respondents, 66% of the sample. The sentence has been completed with "Because one does not know English well and therefore one does not know authentically English expressions that are equivalent, correct and appropriate. It is an unconscious or forced choice." by six respondents, 11.3% of the sample. The sentence has been completed with "Because one has a limited vocabulary of Italian and therefore one



does not know Italian expressions that are equivalent, correct and appropriate. It is an unconscious or forced choice.” by six respondents, 11.3% of the sample. The sentence has been completed with “For the reasons expressed in both of the previous response options.” by six respondents, 11.3% of the sample. The question and the responses are represented below in Figure 17.

In rapporto all'inglese e all'italiano, i falsi anglicismi sono usati secondo te:

53 risposte

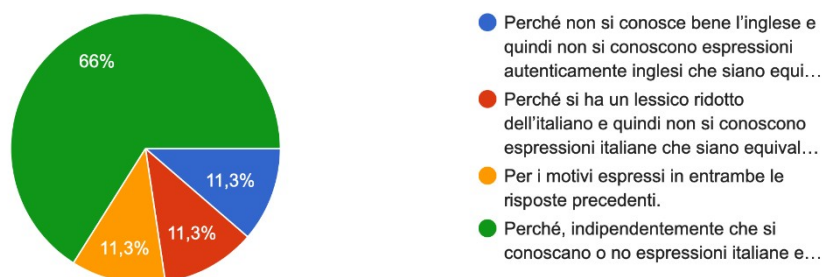


Figure 17.

The distribution between the four forms indicated by the response options of the conception of the awareness and freedom or unawareness and unfreedom of the choice of the use of false Anglicisms in relation to their properties and the knowledge of English and Italian equivalents of the students involved in the survey is peculiar. The form of this conception whereby the choice of false Anglicisms is aware, free and motivated by their advantageous features is by far the most widespread in the sample, supported by an overwhelming majority of 35 students, 66%, i.e., 2/3, of the sample. Each of the three variants of the opposite form of the investigated conception whereby the choice of false Anglicisms is unconscious and forced, caused by non-knowledge of, respectively, the English equivalents, the Italian equivalents, both of them, is on the contrary the least widespread in the sample, supported by a minority of six students, 11.3%, i.e., one ninth, of the sample and one sixth of those who support the form of the conception in terms of conscious and free choice. In its three variants combined, the form of the conception at issue in terms of unconscious or forced choice is supported by 18 students, approximately 44%, i.e., one third, of the sample and half of those who support the form of the

conception in terms of aware and free choice. By virtue of these relationships between the most widespread form and the least widespread forms and the unspecified form of the unconsciousness and unfreedom of the choice, which results in a difference of 17 and 29 supporters, respectively, and by virtue of the relationship of each form with the entire sample, the distribution of the conception of false Anglicisms as for the awareness and freedom of the choice of their use in relation to their properties and the knowledge of English and Italian equivalents at issue is highly heterogeneous in general terms, between all the four forms of the conception. However, in specific terms and between the three variants of the form of the conception at issue in terms of unconscious or forced choice, the distribution is different. Indeed, by virtue of an identical number of supporters, six, the conception is homogeneously distributed between these three variants of this form. It follows that whereas the conception of the consciousness and freedom of the choice of using false Anglicisms and their advantageous features as its motivation clearly predominates over that of the unconsciousness and unfreedom of this choice and the non-knowledge of the equivalents as its cause, in general and in its specific variants according to the unknown equivalents, none of these variants of this form of the conception predominates over the others.

The data described above indicate firstly that the overwhelming majority of the speakers involved in the survey conceives the use of false Anglicisms as a conscious and free choice, whose character can be jocular, playful, practical, instrumental, strategic, aesthetic, creative, and that is independent of the speaker's knowledge or non-knowledge of correct and appropriate Italian and authentically English equivalents and motivated by the advantageous properties of false Anglicisms, i.e., their greater suitability, clarity, attractiveness and effectiveness, compared to their equivalents. This datum is noteworthy and meaningful not only for the greater complexity than the alternative conceptions of this conception, but also for the different concept of motivation in opposition to causation behind the choice, the varied and variable character of the motivation and the focus on false Anglicisms themselves, whose characteristics are indeed the motivation for their usage. That 2/3 of the speakers has responded favourably to such a conception of the use of false Anglicisms is undoubtedly noteworthy and meaningful. The data of the seventeenth

item of the questionnaire secondly indicate that a small minority of the speakers involved in the study conceive the use of false Anglicisms as an unconscious or forced choice, caused by non-knowledge of authentically English equivalents for one third of this minority, Italian equivalents for another third and both authentically English and Italian equivalents for the remaining third. In a complementary way to that of the majority form of the conception under analysis, this datum is noteworthy and meaningful, for the greater simplicity than the alternative forms of this conception and its focus not on false Anglicisms but the speaker's non-knowledge of the equivalents, which is indeed the cause of the use of these lexical items. That one third of the participants has responded favourably to such a conception of the use of false Anglicisms, one ninth in each of its variants according to the equivalents unknown, is undoubtedly noteworthy and meaningful. Together, these two data indicate firstly that for the respondents of the survey the properties of false Anglicisms themselves are more important than the knowledge or non-knowledge of English and Italian equivalents in the use of false Anglicisms and secondly that for those who do consider the non-knowledge of the equivalents as more important than the properties of false Anglicisms the equivalents of a language are more important than those of the other language.

To summarise and conclude, the conception of the surveyed speakers of false Anglicisms as for their usage in relation to their properties and English and Italian in terms of unconscious or forced choice, caused by a limited knowledge of English and thus non-knowledge of correct and appropriate English equivalents, a limited vocabulary of Italian and thus non-knowledge of correct and appropriate Italian equivalents or both factors, or in terms of free, conscious choice, of various character, independent of knowledge or non-knowledge of correct and appropriate Italian and English equivalents and motivated by the greater suitability, clarity, attractiveness and effectiveness of false Anglicisms compared to the equivalents can be outlined as follows. For the vast majority of the sample, the 66%, false Anglicisms are used instead of the English and Italian equivalents consciously and freely, not due to the non-knowledge of these equivalents, but by virtue of their better features for the expression of the speaker's message, i.e., because false Anglicisms are better than the equivalents for what the speaker wants to

communicate in the way in which she or he wants to communicate it. In contrast to this complex form of the investigated conception of false Anglicisms, expressed in terms of motivation, with a varied and variable character and grounded on the words themselves and their features, for the minority of the sample, the 34%, false Anglicisms are used instead of the English and Italian equivalents unconsciously and non-freely, not by virtue of these words' better features for the expression of the speaker's message, but due to the non-knowledge of their equivalents. For one third of the supporters of this conception, 11.3% of the sample, whereby the non-knowledge of the equivalents is more important than the features of the false Anglicisms, the equivalents that determine the use of false Anglicisms are the English ones, for another third the Italian ones and for the last third both the English and Italian ones.

#### **4.3.15 The Eighteenth Item**

The eighteenth item of the questionnaire is concerned with the respondents' conception of false Anglicisms in relation to their success and popularity in terms of mainly extra-linguistic reasons – social, historical, psychological and political reasons – mainly communicative reasons – the positive contribution of the English language freely manipulated to the communicative effectiveness – or mainly linguistic reasons – advantageous or attractive formal features of the English language. The aim is to determine how the respondents consider the reasons for the success and popularity of false Anglicisms, as mainly extra-linguistic, communicative or linguistic. The adverb **MAINLY** is crucial in this conception: not the reasons in general nor the only reasons for the success and popularity of false Anglicisms are at issue, but the **main** reasons, those that determine these success and popularity more than the other possible, numerous reasons. The question is not direct and consists in a sentence to complete with one of the four response options, that which is representative of the respondent's opinion. The sentence to complete is the following: "In your opinion, false Anglicisms are successful and popular for reasons that are mainly:". The responses are so distributed. 31 respondents, 58.5% of the sample, have completed the sentence with "Communicative, i.e., for the positive contribution of the English language freely manipulated to the communicative

effectiveness.”. 16 respondents, 30.2% of the sample, have completed the sentence with “Linguistic, i.e., for some advantageous or attractive formal features of the English language, e.g., its sound, concision and simplicity.” six respondents, 11.3% of the sample, have completed the sentence with “Extra-linguistic, i.e., social, historical, psychological and political.”. The question and the responses are represented below in Figure 18.



Figure 18.

The form of the investigated conception that is most present in the sample is that of the communicative reasons, with which 31 students, approximately 3/5 of the sample, agree. The form that is the second most present is that of the linguistic reasons, with which 16 students agree, approximately 3/10 of the sample and minimally more than the concretely impossible half of the supporters of the form of the communicative reasons. Finally, the form that is the least present is that of the extra-linguistic reasons, with which six students agree, approximately one ninth of the sample, approximately one fifth of the supporters of the form of the communicative reasons and 3/8 of the supporters of the form of the linguistic reasons. In the light of these data, the conception of false Anglicisms in relation to their success and popularity in terms of mainly extra-linguistic, communicative or linguistic reasons of the participants of the survey is heterogeneously distributed between the three forms of this conception indicated by the response options. Indeed, the selection percentage of each response option is different from those of the other response options, and to an extent that can be deemed as significant. Specifically, the

difference in the selection percentage is of 47.2 percentage points, corresponding to 25 subjects, between the most selected response option and the least selected one, 28.3 percentage points, corresponding to 15 subjects, between the most selected response option and the second most selected one, and 18.9 percentage points, corresponding to 10 subjects, between the second most selected response option and the least selected one.

These data indicate that for the majority of the speakers involved in the survey false Anglicisms are successful and popular for mainly communicative reasons, by virtue of the positive contribution that the English language freely manipulated in the form of false Anglicisms can give to the communicative effectiveness. Unlike the previous cases, this datum is meaningful but not noteworthy. On the one hand, it is not possible to advance hypotheses on the common Italian speakers' ideas on the success and popularity of false Anglicisms in terms of mainly extra-linguistic, communicative or linguistic reasons and thus there does not exist a term of comparison with which the noteworthiness of the datum can be assessed. On the other hand, this majority form of the conception at issue is not more complex than nor radically different from the two other minority forms. There is, however, an important difference between this form and the other two forms: it is grounded on the nature of false Anglicisms, expressed as 'the English language freely manipulated', and indeed can concern false Anglicisms only and not both genuine and false Anglicisms, in contrast to the two other forms, equally valid for both classes of Anglicisms. Therefore, it is meaningful that the form in terms of communicative reasons is the most widespread form of the investigated conception in the surveyed speakers in so far as this form is specific to these lexical items and grounded on their nature. For the first minority of the speakers involved in the survey, false Anglicisms are successful and popular for mainly linguistic reasons, i.e., for some advantageous or attractive formal features of the English language, e.g., its sound, concision and simplicity. In concrete terms, false Anglicisms are successful and popular in this conception mainly because they bear an attractive sound and are short and simple to write, pronounce and use. As already mentioned, this conception of the success and popularity of false Anglicisms is non-specific to these words, not grounded on their nature and can concern both false and authentic Anglicisms. Finally, for the

remaining second minority of the speakers involved in the survey, false Anglicisms are successful and popular for mainly extra-linguistic reasons, i.e., for social, historical, psychological and political reasons. This form of the conception of the success and popularity of false Anglicisms as well is non-specific to these words, not grounded on their nature and can concern both false and authentic Anglicisms. Furthermore, precisely because the reasons at its centre are extra-linguistic, autonomous from language in general and the English language specifically, this form is particularly unrelated to false Anglicisms in themselves in absolute terms and the least related to them in relative terms in comparison with the other two forms indicated by the response options. In a complementary way to the conception of the success and popularity of false Anglicisms in terms of communicative reasons, it is thus meaningful that the least shared form of this conception among the respondents is that in extra-linguistic form, because it is the most unrelated to false Anglicisms in themselves.

In short and in conclusion, the conception of false Anglicisms in relation to their success and popularity in terms of mainly extra-linguistic reasons – social, historical, psychological and political reasons – mainly communicative reasons – the positive contribution of the English language freely manipulated to the communicative effectiveness – or mainly linguistic reasons – advantageous or attractive formal features of the English language – of the participants of the survey, investigated by the eighteenth item of the questionnaire, can be described as follows. The majority of the sample, the 58.5%, conceives the success and popularity of false Anglicisms as having mainly communicative reasons that are grounded on the nature of these lexical items. In contrast to this majority form of the conception at issue, which is specific to false Anglicisms and indeed concerns exclusively them, the first minority of the sample, the 30.2%, and the second minority, the 11.3%, conceive the success and popularity of false Anglicisms as having mainly linguistic reasons and mainly extra-linguistic reasons, respectively. These two forms of the conception at issue are unrelated to the nature of false Anglicisms, thus non-specific to these words, and can concern both false and real Anglicisms. The peculiarity and specificity of false Anglicisms is therefore taken into consideration and given a

central role by the majority of the respondents in their conception of the reasons for the success and popularity of these lexical items.

#### 4.3.16 The Nineteenth Item

The nineteenth item of the questionnaire centres on the respondents' conception of pseudo-Anglicisms as for the main determinant of their strength, value and success in relation to the Anglo-American culture and the English language. The aim is to determine how the respondents conceive the strength, value and success of pseudo-Anglicisms, as primarily depending on the Anglo-American culture, the English language or equally on both. The question is not direct and consists in a sentence to complete with one of the three response options, that which is representative of the respondent's opinion. The sentence to complete is the following: "In your opinion, the strength, vale and success of false Anglicisms depend:". The responses are so distributed. "To the same degree on the Anglo-American culture and the English language that inspired them." has been selected to complete the sentence by 36 respondents, 67.9% of the sample. "Above all on the Anglo-American culture that inspired them." has been selected to complete the sentence by 11 respondents, 20.8% of the sample. "Above all on the English language that inspired them." has been selected to complete the sentence by six respondents, 11.3% of the sample. The question and the responses are represented below in Figure 19.

Secondo te, la forza, il valore e il successo dei falsi anglicismi dipendono:  
53 risposte



Figure 19.



The conception of the strength, value and success of false Anglicisms in relation to the Anglo-American culture and the English language of the surveyed students is heterogeneously distributed between the three forms of this conception according to the role of these two elements indicated by the response options. This is evident from the relationship between the supporters of each form and the total of the respondents and the relationship between the supporters of each form and those of the other forms, as will be shown below. The most widespread form of this conception found in the sample, that whereby the Anglo-American culture and the English language equally contribute to the strength, value and success of false Anglicisms, is held by an overwhelming majority of 36 subjects, approximately 2/3 of all the 53 involved subjects. The second most widespread form of the conception found in the sample, that whereby it is the Anglo-American culture that primarily contributes to the strength, value and success of false Anglicisms, is held by a first minority of 11 subjects, approximately one fifth of the all the subjects and approximately 3/10 of those who hold the form whereby the Anglo-American culture and the English language equally contribute to the strength, value and success of false Anglicisms. Finally, the least widespread form of the conception found in the sample, that whereby it is the English language that primarily contributes to the strength, value and success of false Anglicisms, is held by a second minority of six subjects, approximately one ninth of all the subjects, approximately 5/9 of those who hold the form whereby it is the Anglo-American culture that primarily contributes to the strength, value and success of false Anglicisms, and one sixth of those who hold the form whereby the Anglo-American culture and the English language equally contribute to the strength, value and success of false Anglicisms.

In the light of the data reported above, the conception of pseudo-Anglicisms as for the main determinant of their strength, value and success in relation to the Anglo-American culture, the English language or both of the students who have completed the questionnaire, investigated by the nineteenth item of the questionnaire, can be described as follows. For the overwhelming majority of the students, the 67.9%, the strength, value and success of false Anglicisms depend to the same degree on the Anglo-American culture and the English language that inspire these lexemes. By contrast, for the remaining minority of the students, the Anglo-American culture and

the English language do not play the same role in these aspects of these lexemes and, specifically, the former plays a more decisive role than the latter. Indeed, for the first minority of the students, the 20.8%, the strength, value and success of false Anglicisms depend primarily on the Anglo-American culture that inspire these lexical items, whereas for the second minority, the 11.3%, they depend primarily on the English language that inspire these lexical items.

#### **4.3.17 The Twentieth and Twenty-First Items**

The twentieth and twenty-first items of the questionnaire respectively deal with the respondents' experience of English lexemes that seem non-English or, so to speak, 'not English enough' to them, as significantly different from all the other English lexemes and significantly similar to lexemes of Italian or another language, and with remembered instances of such oddly English lexemes. With the twenty-ninth item, they are the only items of the questionnaire that relate not to pseudo-Anglicisms but topics and phenomena that indirectly or directly affect them and their conception. The aims are to establish whether the respondents have ever encountered lexemes that seem non-English or not English enough to them despite being so, by virtue of a significant dissimilarity from all the other English lexemes and a significant similarity to lexemes of Italian or other languages, and to identify remembered instances of such words and assess them in their odd Englishness. The twentieth and twenty-first items are presented together because they are treated together, for two reasons. The first reason is that the twentieth item does not require an analysis of the data but only their presentation, and the second reason is that the twenty-first item had to be answered and therefore must be analysed in the light of the twentieth item. Taking the former item into consideration, the question is the following: "Have you ever come across an English word that seemed to you non-English or not English enough, in the sense of significantly different from all the other English words and very similar to a word of Italian or another language?". The responses are so distributed. 27 respondents, 50.9% of all the respondents, replied affirmatively selecting the response option "Yes" and the remaining 26 respondents, 49.1% of all the respondents, replied negatively selecting the response option "No". The question and the responses are represented below in Figure 20.

Ti è mai capitato di imbatterti in una parola inglese che ti sembrava non inglese o non abbastanza inglese, nel senso di diversa da tutte le altre parole ...to simile ad una parola italiana o di un'altra lingua?  
53 risposte

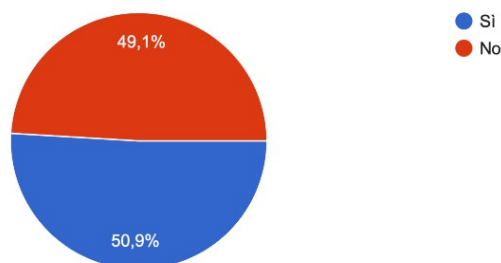


Figure 20.

The experience of oddly English lexemes of the participants of the survey is almost homogeneously distributed between its occurrence and non-occurrence, in the light of a difference of one between the participants who have encountered an English word that seemed to them non-English or not English enough, as significantly different from all the other English words and significantly similar to a word of Italian or another language, and those who have not. In this respect, it is necessary to point out that a perfectly homogeneous distribution in two halves is impossible in the sample of this study, due to the odd number of its units. It follows that minimally more than the concretely impossible half of the participants of the survey has encountered lexemes that seem non-English or not English enough to them despite being English, by virtue of a significant dissimilarity from all the other English lexemes and a significant similarity to lexemes of Italian or other languages, and minimally less than this half of the participants has not encountered such words.

At this point, the identification of the remembered instances of such words and their assessment in their odd Englishness can be conducted by analysing the twenty-first item of the questionnaire. The question of this item is the following: “If you have replied with ‘yes’ and if you remember the word, I ask you to report it below:”. Below in Figure 21. is reported the question as it appeared to the respondents during the completion of the questionnaire.

Se hai risposto sì e ti ricordi la parola, ti chiedo di riportarla qui di seguito:

La tua risposta \_\_\_\_\_

Figure 21.

The remembered reported words are the following: *CLAPPATO*, MUSEUM, *PHON*, reported by two subjects, MINIBASKET, STAGE, DITTO, VILLA, FAME, STILETTOS, SMOKING and MISTER. The other responses that were given are two dots, “Non la ricordo”, literally, “I do not remember it” and “Non mi ricordo”, literally, “I do not remember”.

Firstly, of the 27 respondents who had encountered English words that seem non-English or not English enough, as significantly different from all the other English words and significantly similar to a word of Italian or another language, only 11 reported remembered instances of such words. Secondly, of the 11 reported words only three are unproblematic English words, whereas five are not English words, two are problematic English words and one is either an English word or a French word. Specifically: DITTO, FAME and MUSEUM are unproblematic English words, without relations with contemporary Italian; MINIBASKET is a pseudo-Anglicism in Italian without homographs in English and with the meaning of ‘biddy basketball’ (Furiassi, 2010: 178); *PHON* is a graphic variant of *FON*, an adapted Germanism used in Italian and derived from the German word *FÖHN* with the meaning of ‘hairdryer’ (*Vocabolario Treccani Online Edition*); *CLAPPATO* is the past participle of the adapted Anglicism *CLAPPARE*, derived from the English verb CLAP and used in Italian with the principal meaning of ‘in videogames, to kill, eliminate or defeat in an easy and violent fashion’, as explained in an Italian online article on youth video gaming slang (<https://www.fastweb.it/fastweb-plus/digital-magazine/cosa-significa-blastare-droppare-killare-capiamo-il-linguaggio-dei-giochi-multiplayer/>), in an Italian online dictionary of the vocabulary of Internet and computer science (<https://dizionariodelweb.it/clappare/>) and in an Italian online glossary of youth slang (<https://view.genially.com/61e6e238b76c08001246c485/interactive-content-dizionario-dei-giovani>); STILETTOS is an adapted Italian word, used in English either

as real Italianism or as false Italianism; VILLA is another Italian word, used in English as real Italianism; SMOKING is a problematic English word, as used in Italian as pseudo-Anglicism with the meaning of TUXEDO or DINNER JACKET (Furiassi, 2010: 34, 67, 199); MISTER is another problematic English word, though to a lesser degree, as used in Italian either as real Anglicism or as pseudo-Anglicism with the meaning of (SPORTS) COACH or TRAINER (Furiassi, 2010: 45, 179); and STAGE can be either an English word or a French word, because this signifier is present in both English and French and, in Italian, it is present in both forms, though mostly in the latter, and in this form, as Gallicism, it is curiously pronounced either correctly as such with its French pronunciation or incorrectly with the English pronunciation as if it were English (Furiassi, 2010: 29-30), and therefore it is not possible to determine whether STAGE was reported as a presumed Anglicism in Italian that in reality is a mispronounced Gallicism, as an authentic and correctly pronounced Anglicism in Italian or as an English word not present in Italian as Anglicism. Thirdly and finally, in the light of the nature of these words described above, the five English words and STAGE as Anglicism in Italian or as English word absent in Italian can be assessed in their odd Englishness, whereas the five non-English words cannot, precisely because they are such.

Given this premise, the assessment of the odd Englishness as significant difference from all the other English words and significant similarity to words of other languages can begin with the three unproblematic English words DITTO, FAME and MUSEUM. DITTO can undoubtedly be considered as a notably odd English word, firstly, since there are few graphically and phonetically similar words in the English vocabulary and, secondly, since it significantly resembles the Italian word *DETTO*, SAID in English, and indeed it is a word of 17<sup>th</sup> century Italian meaning “said” (*Longman Dictionary of Contemporary English Online Edition, Merriam-Webster Dictionary Online Edition, Oxford Advanced Learner’s Dictionary Online Edition*). The odd English word DITTO can therefore seem non-English or not English enough but Italian, especially to Italian speakers. FAME is not an odd English word, because there are various graphically and phonetically similar words in the English vocabulary, but it significantly resembles *FAMA*, FAME in Italian, and is homograph with *FAME*, HUNGER in Italian. The ordinary English word FAME can therefore seem

non-English or, rather, not English enough but Italian to Italian speakers. MUSEUM can be considered as a fairly odd English word, firstly, since there are few graphically and phonetically similar words in the English vocabulary, secondly, since it significantly resembles *MUSEO*, MUSEUM in Italian, and, thirdly, since it is a Latin word with the typical, and sometimes stereotypical, Latin suffix -UM. The fairly odd English word MUSEUM can therefore seem non-English or not English enough but Latin – it is so indeed – or more generically a lexeme of a Romance language, which directly derive from Latin.

Continuing the assessment of the odd Englishness as significant difference from all the other English words and significant similarity to words of other languages with the two problematic English words MISTER and SMOKING, these words are problematic in this respect as well. Indeed, both MISTER and SMOKING are not odd English words, firstly, because MISTER is a prototypical English word, a symbol of the Anglo-American language and culture worldwide and in Italian specifically, especially when used as authentic Anglicism, and SMOKING is a typical English word with the typical inflectional suffix of the English language -ING, secondly, because there are various graphically and phonetically similar words in the English vocabulary and, thirdly, because they do not significantly resemble Italian words. It is therefore difficult to understand how the prototypical and typical English words MISTER and SMOKING, used in Italian respectively sometimes and always as pseudo-Anglicisms, can seem non-English or not English enough to the surveyed subjects. Objectively, they indeed do not seem so. The assessment of the odd Englishness as significant difference from all the other English words and significant similarity to words of other languages concludes with STAGE, the word that is either English or French and, in greater detail, that was reported either as a presumed Anglicism in Italian that in reality is a mispronounced Gallicism or as an authentic and correctly pronounced Anglicism in Italian or as an English word not present in Italian as Anglicism. Taking the word in these two latter forms into consideration, STAGE is not an odd English word, firstly, because there are various graphically and phonetically similar words in the English vocabulary and, secondly, because it does not resemble Italian words. As in the case of MISTER and SMOKING, it is therefore difficult to understand how the ordinary English word STAGE can seem non-English

or not English enough to the surveyed subjects. Objectively, they indeed do not seem so.

In summary and conclusion, the respondents' experience of English lexemes that seem non-English or not English enough to them, by virtue of a significant difference from all the other English lexemes and a significant similarity to lexemes of Italian or another language, and instances of such oddly English lexemes remembered by them, investigated by the twentieth and twenty-first items of the questionnaire can be described as follows. Minimally more than the concretely impossible half of the speakers involved in the survey, the 50.9%, has encountered English lexemes that seemed non-English or not English enough to them despite being so, by virtue of a significant dissimilarity from all the other English lexemes and a significant similarity to lexemes of Italian or other languages, and minimally less than this half, the remaining 49.1%, has not encountered such words. The idea that there exist English words characterised by an odd Englishness and experience of such words is thus significantly widespread in the sample. Nevertheless, only 11 of the 27 speakers who had encountered English words that seem non-English or not English enough remembered and reported instances of such words. Moreover, of the 11 reported words six could be assessed in their odd Englishness, as English words, whereas the other five could not, as non-English words. In detail, three unproblematic English words seemed non-English or not English enough, with one that was not oddly English, whereas the other three words, two of problematic nature between real and false Anglicism and one of uncertain nature between English and French, neither seemed non-English or not English enough nor were oddly English. In the light of the low number of the remembered and reported words and their nature and properties in terms of significant difference from the other English words, similarity with non-English words and apparent non-Englishness or insufficient Englishness, these responses to the twenty and twenty-first items of the questionnaire suggest and confirm what has been already pointed out: the participants of the survey are unfamiliar with and have consequent difficulties with metalinguistic reflection.

#### **4.3.18 The Twenty-Second Item**

The twenty-second item of the questionnaire is focused on the respondents' conception of pseudo-Anglicisms in relation to a reason for their preference over authentic Anglicisms in terms of, so to speak, lesser or adequate Englishness and greater ease of understanding and use, in the light of their experience of English words that seem non-English or not English enough. The issue at the centre of this item is investigated in the light of that of the two previous items because these issues are complementary. Indeed, as there can be English words that seem non-English or not English enough, so there can be English words that seem too English. Moreover, these issues can be correlated in the speakers' conceptions of false and authentic Anglicisms. The two aims of the twenty-second item are therefore firstly to establish whether the respondents think that a pseudo-Anglicism can be preferred over an authentic Anglicism because the latter seems 'too' English and is less easy to understand and use, in the light of what they think of the fact that an English word can seem non-English or not English enough, and secondly to establish the relationship in the respondents' mind between their opinions on these issues. The question is the following: "In the light of the previous item, can in your opinion a false Anglicism be preferred over a real Anglicism because the latter sounds 'too English' and is less easy to understand and use? For example, TESTIMONIAL instead of ENDORSER, CAMPING instead of CAMPING GROUND/SITE, NO GLOBAL instead of ANTI-GLOBALIST/ANTI-GLOBALISATION PROTESTER, PRESSING instead of PRESSING GAME/TACTICS, RECORDMAN instead of RECORD-HOLDER and TELEFILM instead of TV SERIES.". The responses are so distributed. The response option "Yes" has been selected by 46 respondents, 86.8% of the sample. The response option "No" has been selected by seven respondents, 13.2% of the sample. The question and the responses are represented below in Figure 22.



Alla luce della domanda precedente, secondo te un falso anglicismo può essere preferito ad un vero anglicismo perché quest'ultimo suona 'troppo inglese...e di record-holder e telefilm invece di TV series.

53 risposte

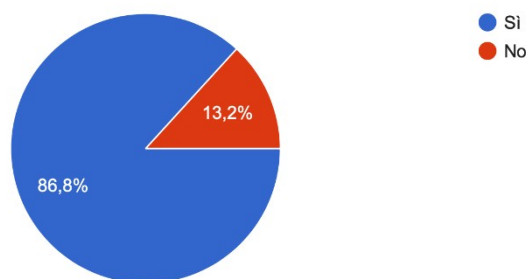


Figure 22.

The conception of the surveyed students of false Anglicisms in relation to their preference over real Anglicisms in terms of lesser or adequate Englishness and greater ease of understanding and use, in the light of their experience of English words that seem non-English or not English enough, is considerably heterogeneously distributed between its presence and its absence. Indeed, the overwhelming majority of the students, the 86.8%, more than the 4/5, agrees with the idea that a false Anglicism can be preferred over a real Anglicism because the latter seems too English and is less easy to understand and use, whereas the remaining small minority, the 13.2%, approximately one eighth of the students and approximately one sixth of those who agree with this idea, disagrees with the idea that a false Anglicism can be preferred over a real Anglicism because the latter seems too English and is less easy to understand and use. This results in a difference of 39 between the supporters of the investigated conception of false Anglicisms and the non-supporters. These data indicate that the overwhelming majority of the surveyed students conceives the preference of false Anglicisms over real Anglicisms as potentially motivated by the lesser or more adequate Englishness and greater ease of use and understanding of the former.

By comparing the responses of the single respondents to the twentieth and twenty-second items from the point of view of the twentieth item, it can be observed that of the 27 respondents who had replied to the twentieth item affirmatively 23 replied to the twenty-second item affirmatively and four negatively and of the 26

respondents who had replied to the twentieth item negatively 23 replied to the twenty-second item affirmatively and three negatively. From the point of view of the twenty-second item, of the 46 respondents who have replied to the twenty-second item affirmatively, 23 had replied to the twentieth item affirmatively and 23 negatively and of the seven respondents who have responded to the twenty-second item affirmatively four had responded to the twentieth item affirmatively and three negatively. From the point of view of the twentieth item, these data indicate firstly that of the respondents who have encountered English words that seem non-English or not English enough an overwhelming majority thinks that a false Anglicism can be preferred over a real Anglicism because the latter sounds too English and is less easy to understand and use whereas only a small minority of these respondents does not think that a false Anglicism can be preferred over a real Anglicism because the latter sounds too English and is less easy to understand and use and secondly that of the respondents who have not encountered English words that seem non-English or not English enough an overwhelming majority think that a false Anglicism can be preferred over a real Anglicism because the latter sounds too English and is less easy to understand and use whereas only a small minority of these respondents do not think that a false Anglicism can be preferred over a real Anglicism because the latter sounds too English and is less easy to understand and use. From the point of view of the twenty-second item, of the respondents who think that a false Anglicism can be preferred over a real Anglicism because the latter sounds too English and is less easy to understand and use half has encountered English words that seem non-English or not English enough and half has not and of the respondents who do not think that a false Anglicism can be preferred over a real Anglicism because the latter sounds too English and is less easy to understand and use the majority, by one subject, has encountered English words that seem non-English or not English enough and the minority, by one subject, has not.

The relationship between the experience of words that seem non-English or not English enough, and the conception of the preference of pseudo-Anglicisms over genuine Anglicisms in terms of lesser or adequate Englishness and greater ease of understanding and use of the participants of the survey is complex and varied in the light of these data. In general terms, the participants' ideas on the possibility that

there exist English words that seem non-English or not English enough and the complementary possibility that there exist English words that are too English and less easy to understand and use than pseudo-English words are minimally more uncorrelated, i.e., characterised by a contrast of agreement with the former possibility and disagreement with the latter possibility or *vice versa*, than correlated, i.e., characterised by a coincidence of agreement or disagreement with the two possibilities, by one participant. In specific terms, when the participants' ideas on the possibility that there exist English words that seem non-English or not English enough and the complementary possibility that there exist English words that are too English and less easy to understand and use than pseudo-English words are uncorrelated, they are so with a significant preponderance of disagreement with the former possibility and agreement with the latter possibility and when the participants' ideas on the two possibilities are correlated, they are so with a significant preponderance of agreement with the possibilities.

In summary and conclusion, the conception of the speakers involved in the survey of pseudo-Anglicisms in relation to their preference over authentic Anglicisms in terms of lesser or adequate Englishness and greater ease of understanding and use, in the light of their experience of English words that seem non-English or not English enough, investigated by the twenty-second item of the questionnaire, can be outlined as follows. The overwhelming majority of the speakers, the 86.8%, conceives the preference of pseudo-Anglicisms over authentic Anglicisms as potentially motivated by the lesser or more adequate Englishness and greater ease of use and understanding of the former. The remaining small minority of the speakers, the 13.2%, does not support this conception of the preference of pseudo-Anglicisms over authentic Anglicisms. The relationship of the speakers' conception of the preference of pseudo-Anglicisms over authentic Anglicisms with their experience of English words that seem non-English or not English enough, thus between their ideas on the possibility that there exist English words that seem non-English or not English enough and the complementary possibility that there exist English words that are too English and less easy to understand and use than pseudo-English words, is varied and characterised in general terms minimally more by non-correlation, contrast of agreement with a possibility and disagreement with the other

possibility, than correlation, agreement or disagreement with both possibilities. In specific terms, this relationship between the speakers' opinions on these issues is similarly varied and characterised significantly more by non-experience of and disagreement with the existence of English words that seem non-English or not English enough and agreement with the existence of English words that are too English and less easy to understand and use than pseudo-English words than the contrary when uncorrelated and significantly more by experience of and agreement with the existence of English words that seem non-English or not English enough and agreement with the existence of English words that are too English and less easy to understand and use than pseudo-English words than the contrary when correlated.

#### **4.3.19 The Twenty-Third Item**

The twenty-third item of the questionnaire concerns the respondents' conception of pseudo-Anglicisms in relation to the reasons for their greater popularity and success in comparison with the equivalent authentic Anglicisms, similarly to the previous twenty-second item, but, in this case, in the respondents' personal terms. Indeed, the aim is to establish how the respondents think about and conceive the reasons for the greater usage and appreciation of certain pseudo-Anglicisms in comparison with the equivalent authentic Anglicisms in an entirely personal and free manner, without external indications or suggestions, and the question is open-ended. The question is the following: "This question is open-ended. I ask you to answer it freely with personal considerations. In your opinion, why are certain false Anglicisms more popular and successful than the equivalent real Anglicisms? Think of at least two reasons. You can use false Anglicisms you know as examples for your response.". As mentioned in the introduction to the Chapter, all the responses are reported, listed in the order in which the completed questionnaires to which they belong were sent to the author of this study, in a table in Appendix B, for space constraints. Below in Figure 23. is reported the question as it appeared to the respondent during the completion of the questionnaire.

⋮

Questa domanda è aperta. Ti chiedo di rispondere liberamente con considerazioni personali. Secondo te, perché certi falsi anglicismi sono più popolari e di successo degli equivalenti veri anglicismi? Pensa ad almeno due motivi. Puoi usare dei falsi anglicismi che conosci come esempi per la tua risposta.

Testo risposta lunga

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Figure 23.

Before analysing the content of the responses of the surveyed students to the question of for what reasons certain pseudo-Anglicisms are more popular and successful than the equivalent real Anglicisms, it must be pointed out that, firstly, not all the 53 surveyed students have responded to the question, as one student has not responded at all and four students have responded with a dot and, secondly, two students have responded with two reasons, respectively, of which one, in part, and one, in its entirety, are invalid as repetitions of the question, i.e., rewordings of the concepts of ‘greater popularity’ and ‘greater success’. In detail, according to the first reason of the responses 33) and 50), certain pseudo-Anglicisms are more popular and successful than the equivalent authentic Anglicisms because they are “[...] more used and more convenient” and “[...] more used”. Consequently, the analysis that follows of the responses to the twenty-third item of the questionnaire, thus of respondents’ conception of pseudo-Anglicisms in relation to the reasons for their greater popularity and success in comparison with the equivalent authentic Anglicisms in the respondents’ personal and free terms, without external indications or suggestions, concerns not all the 53 respondents, but the 48 respondents who have provided responses to the twenty-third item of the questionnaire with the requested reasons. Henceforth, the respondents taken into consideration are indeed these 48 respondents. From this analysis, the five non-responses and the two non-reasons, one in part and one in its entirety, are excluded. Given these premises, the analysis of the 48 valid responses to the twenty-third item of the questionnaire can begin by separating those responses that are entirely pertinent to the topic of the question, entirely clear in their content and including correct examples of pseudo-Anglicisms and at least two reasons from those responses that are entirely or partially non-pertinent to the topic of the question, entirely or partially unclear in their content and

including incorrect examples of pseudo-Anglicisms and only one reason. 17 responses belong to the former category and 31 to the latter category. This datum indicates that the majority of the respondents, approximately the 64.6%, has reasoned on the causes of the greater usage and appreciation of certain pseudo-Anglicisms in comparison with the equivalent authentic Anglicisms with problems and difficulties. More broadly, this datum further highlights the difficulty of the participants of the survey with metalinguistic reflection in general terms and with free and autonomous reasoning on pseudo-Anglicisms in their peculiarity in specific terms.

In order to understand what these difficulties are, thus with what difficulties the participants have reasoned on the reasons for the preference of certain pseudo-Anglicisms over the equivalent real Anglicisms, the responses that are entirely or partially non-pertinent to the topic of the question, entirely or partially unclear in their content and including incorrect examples of pseudo-Anglicisms and only one reason, are examined, starting from those that are characterised by the first of these four problems, the most serious of them, i.e., the non-pertinence to the investigated topic of the reasons for the greater popularity and success of certain pseudo-Anglicisms compared to the equivalent genuine Anglicisms. The responses that are entirely non-pertinent, whereby all the reported reasons are entirely non-pertinent, are the following: 19); 44); 47); 53). Regardless of the cause, nature and meaning of the non-pertinence, this first datum, the fact that four of the 48 valid responses are entirely non-pertinent, indicates that the overwhelming majority of the respondents have reasoned on the causes of the greater usage and appreciation of certain pseudo-Anglicisms in comparison with the equivalent genuine Anglicisms in a manner that is at least partly pertinent. As concerns the cause of the non-pertinence of each response, the response 19) is entirely non-pertinent to the issue under analysis because it constitutes an explanation of the falseness of the pseudo-Anglicism MISTER with the meaning of (SPORTS) COACH or TRAINER: ““Mister” to refer to the coach, although it is an Anglophone word, the English people would not understand given that they use “coach””. The response 44) is entirely non-pertinent to the issue under analysis because it constitutes a statement of disapproval of pseudo-Anglicism, described by the respondent as incorrect in English and not to be used: “Penso che

s8ano scorretti in inglese non dovrebbero essere utilizzati”<sup>39</sup>. The response 47) is entirely non-pertinent to the issue under discussion because, in its two reasons, it deals with the use of Anglicisms, false, authentic or both, “English words”, instead of Italian words, motivated by their greater practicality and the greater impact and simplicity of use of some concepts if expressed in English than in Italian, according to the first reported reason, and by the possibility of expressing complex concepts in English that are complicated to translate into Italian, according to the second reported reason. Finally, the response 53) is entirely non-pertinent to the issue under analysis because it consists in AUTOSTOP and MISTER reported as examples of pseudo-Anglicisms: “some examples are: Autostop and mister”.

Since the responses 19) and 53) do not tackle or mention any element of the object of the question in any way, not even the usage of pseudo-Anglicisms generically, or elements directly or indirectly connected with those of the question, the nature and meaning of their complete non-pertinence to the reasons for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent authentic Anglicisms cannot be identified. On the contrary, the nature and meaning of the complete non-pertinence to this issue of the responses 44) and 47) can be identified, as these responses do concern some elements of the object of the question, i.e., the use of pseudo-Anglicisms and the reasons for their preference over some alternatives, and elements directly and indirectly connected with those of the question, i.e., real Anglicisms, their usage and the Italian language. Because the disapproval of pseudo-Anglicisms that defines the complete non-pertinence of the response 44) defines the partial non-pertinence of three partially non-pertinent responses as well, the nature and meaning of this non-pertinence will be examined later on, when these three responses are examined. By contrast, because the reference to “English words”, ambiguous between genuine Anglicisms, pseudo-Anglicisms and both, instead of pseudo-Anglicisms, and the relation of these words to Italian instead of real Anglicisms that define the complete non-pertinence of the response

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<sup>39</sup> In Section 2.3 of Chapter Two, I will deal with the use of pseudo-English in English. In detail, I will argue that a strategic and effective use of pseudo-English is possible in English as a *lingua franca* between non-Anglophone speakers. Conversely, the use of pseudo-English in English on the part of a non-Anglophone speakers with an Anglophone speaker is always problematic and counterproductive.

47) do not involve other responses, the nature and meaning of this non-pertinence are examined below.

This complete non-pertinence of the response 47) to the topic of the reasons for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent genuine Anglicisms suggests that a first difficulty encountered by the subjects involved in the study in reasoning on this topic was to take pseudo-Anglicisms into consideration or to correctly conceive pseudo-Anglicisms as such and to take them into consideration in their relation to those counterparts of theirs for which they are often mistaken, with which they are often equated and with which they have both similarities, most importantly the English form and sound, and differences, most importantly the falseness. Indeed, changing the subject of the comparison between pseudo-Anglicisms and genuine Anglicisms from pseudo-Anglicisms to Anglicisms in generic terms, which can be genuine Anglicisms, pseudo-Anglicisms or both, and the term of the comparison from genuine Anglicisms to Italian words implies either not considering pseudo-Anglicisms but Anglicisms in generic terms in the first place or not conceiving pseudo-Anglicisms as such and mistaking them for genuine Anglicisms, equating them with genuine Anglicisms or identifying them only partially correctly as Anglicisms, only in their English form and sound, with the consequence that the principal alternatives to Anglicisms in generic terms and pseudo-Anglicisms so misconceived are Italian lexical items. In short, a first difficulty encountered by the participants of the survey in answering the question of why certain pseudo-Anglicisms are more popular and successful than the equivalent genuine Anglicisms was either thematic or conceptual and ultimately involved the subject of the comparison: considering pseudo-Anglicisms or correctly conceiving pseudo-Anglicisms as such.

The investigation of these difficulties proceeds by analysing the responses that are partly non-pertinent to the reasons for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent real Anglicisms, whereby some of the reported reasons are entirely non-pertinent or some of or all the reported reasons are partly non-pertinent. The responses with this partial non-pertinence to the topic are the following: 1); 25); 26); 34); 38); 39); 51). The principal cause of this partial non-pertinence, which involves four responses, the



responses 1), 26), 38) and 51), is that one of the two or more reasons reported in each of these responses for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent real Anglicisms is a reason for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent Italian lexemes. In detail, according to the second reason of the response 1), “[...] some people use false Anglicisms because they want to appear as more sophisticated or fashionable [...]”, as is the case of *SHOPPING* used instead of *SPESA* and *ACQUISTI* “[...] because it sounds more modern and trendier.”. The reason concludes with the consideration that: “Nevertheless, “shopping” is not a correct word in Italian and thus it could be considered as a false Anglicism.”. As is evident, this second reason of the response 1) not only is non-pertinent as it concerns pseudo-Anglicisms in relation to Italian, but it also includes an incorrect example of pseudo-Anglicism that is, in reality, an authentic Anglicism and the misconception that the falseness of a pseudo-Anglicism is based on its, inexplicable, incorrectness in the language whereby it is used. The incorrect example of pseudo-Anglicism will be considered when all the incorrect examples of pseudo-Anglicisms in the responses are examined; the unrequested judgement of pseudo-Anglicisms, in this case in the form of a consideration of the incorrectness of *SHOPPING* in Italian, is another cause of non-pertinence to the topic under investigation, and will therefore be considered when this cause of non-pertinence is examined, after that currently under analysis. Proceeding with the partly non-pertinent responses with pseudo-Anglicisms in relation to Italian instead of genuine Anglicisms, according to the third reason of the response 26), pseudo-Anglicisms “[...] are helpful to express concepts that, said in Italian, might sound redundant.”. According to the fourth reason of the response 38), pseudo-Anglicisms are often used in spoken language “[...] because one does not totally know the equivalent Italian lexicon.”. Finally, according to the first reason of the response 51), “False Anglicisms are used because it is easier to associate an English word that sounds good than an Italian word [...]”.

The fact that four responses are partly non-pertinent to the topic of the reasons for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent genuine Anglicisms because one of the two or more reasons reported in each of them concerns the greater popularity and success of these lexical

items in comparison with the equivalent Italian lexical items instead of the equivalent English lexical items suggests what follows. A second difficulty encountered by the subjects involved in the study in reasoning on this topic was to conceive pseudo-Anglicisms as such, to maintain this conception and to consider them in their relation to those counterparts of theirs for which they are often mistaken, with which they are often equated and with which they have both similarities, most importantly the English form and sound, and differences, most importantly the falseness. Indeed, not changing the subject of the comparison between pseudo-Anglicisms and real Anglicisms but changing the term of comparison from real Anglicisms to Italian words implies, on the one hand, correctly identifying pseudo-Anglicisms as such and not mistaking them for real Anglicisms, equating them with real Anglicisms or conceiving them only partially correctly as Anglicisms, only in their English form and sound, nominally, as subjects of the comparison, but, on the other hand, either mistaking them for real Anglicisms, equating them with real Anglicisms or conceiving them only partially correctly as Anglicisms, only in their English form and sound, conceptually and unconsciously, when comparing them with the principal alternatives that pseudo-Anglicisms have when conceived in these terms, Italian lexical items.

Furthermore, the fact that the conception of pseudo-Anglicisms and the consequent alternatives as term of comparison change within the same response among the different reasons reported in it with regard to the same subject of comparison, pseudo-Anglicisms, and the same issue, the reasons for the greater popularity and success of this subject of comparison in relation to the equivalent real Anglicisms, in the four responses partially non-pertinent to this issue due to the conception of pseudo-Anglicisms not as such and their consideration in relation to Italian words instead of English words suggests that the conception of pseudo-Anglicisms of the subjects who gave these responses is variable as regards the same aspect of pseudo-Anglicisms of their greater usage and popularity than the equivalent authentic Anglicisms. In sum, a second difficulty encountered by the participants of the survey in answering the question of why certain pseudo-Anglicisms are more popular and successful than the equivalent genuine Anglicisms was conceptual and

ultimately involved the subject of the comparison: correctly and consistently conceiving pseudo-Anglicisms as such.

A different cause of non-pertinence to the topic of the reasons for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent real Anglicisms of the partially non-pertinent responses, which involves the responses 1), 25) and 39), is the expression of disapproval of pseudo-Anglicism. As mentioned earlier, because the expression of disapproval of pseudo-Anglicisms is the cause of the non-pertinence to the topic under discussion of the entirely non-pertinent response 44) as well, this response is examined here with the three partially non-pertinent response, reporting it again for clarity and homogeneity with these responses. According to the final consideration of the second reason of the response 1), “Nevertheless, “shopping” is not a correct word in Italian and thus it could be considered as a false Anglicism.” According to the third reason of the response 1), although “[...] the use of false Anglicisms is often influenced by cultural tendencies and personal preferences.”, “[...] the use of wrong or invented words can cause confusion and misunderstandings, therefore it is always better to use the correct words in the appropriate language.”. According to the sole reason of the response 25), pseudo-Anglicisms are more popular than the equivalent real Anglicisms because who uses them considers herself or himself as “[...] more cultured and “fashionable”, not realising the impoverishment of the Italian language.”. According to the sole reason of the response 39), “False Anglicisms are more used [than the equivalent authentic Anglicisms] maybe because they are newer words that spread (for example in the social media platforms) and from there people begin to use them incorrectly.”. Finally, according to the response 44), “I think that they [pseudo-Anglicisms] are incorrect in English they should not be used”.

The fact that three responses are partly non-pertinent and one entirely non-pertinent to the topic of the reasons for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent genuine Anglicisms because two of the three reasons in one of the partially non-pertinent response, the sole reason in the two other partially non-pertinent responses and the entirely non-pertinent response include or constitute judgements, specifically criticisms, of pseudo-Anglicisms suggests what follows. A third difficulty encountered by the subjects

involved in the survey in reasoning on this topic was to consider pseudo-Anglicisms without judging them and in descriptive instead of prescriptive terms. Indeed, describing an incorrect example of pseudo-Anglicism as incorrect in Italian and, because of this, pseudo-Anglicism – consideration of incorrectness – describing pseudo-Anglicisms as wrong or invented words – consideration of incorrectness – leading to confusion and misunderstandings – negative effects – and their usage as to be avoided in favour of Italian and real Anglicisms – prescriptive indication – stating that pseudo-Anglicisms cause an impoverishment of Italian – negative effect – stating that speakers use pseudo-Anglicisms incorrectly – consideration of incorrectness of use – all this after reporting reasons for the greater popularity and success of these lexical items in comparison with their authentic counterparts, and describing them as incorrect in English – consideration of incorrectness – and not to be used – prescriptive indication – instead of reporting such reasons, implies what follows. According to the subjects who have answered the question of the reasons for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent authentic Anglicisms in this manner, to answer this question either such reasons are not sufficient in themselves and must be integrated with judgements on pseudo-Anglicisms – criticisms which comprise considerations of the incorrectness of these lexical items, their negative effects and the incorrectness of their use and statements of discouragement of their use – and a descriptive approach must be integrated with a prescriptive approach or such reasons are unimportant and must be replaced by judgements on pseudo-Anglicisms – criticisms which comprise considerations of the incorrectness of these lexical items in English and statements of discouragement of their use – and a descriptive approach must be replaced by a prescriptive approach. Furthermore, the fact that the judgement on pseudo-Anglicisms occurs in the response 1) in two of the three reasons reported in it suggests that the attitude of the subject who gave this response towards pseudo-Anglicisms as regards the reasons for their greater popularity and success in comparison with the equivalent authentic Anglicisms varied between the reasons. In short, a third difficulty encountered by the participants of the survey in answering the question of why certain pseudo-Anglicisms are more popular and successful than the equivalent genuine Anglicisms was attitudinal and ultimately involved the subject of

the comparison: correctly, and in one respondent consistently, considering pseudo-Anglicisms with a subjective but nonjudgmental attitude and with a descriptive approach.

Another cause of non-pertinence to the topic of the reasons for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent real Anglicisms of the partially non-pertinent responses, which involves the response 38), is that two of the four reasons reported in this response are reasons for the greater popularity and success of hybrid Anglicisms in comparison with the equivalent Italian lexemes. Indeed, according to the first reason of the response 38), pseudo-Anglicisms are popular because the young people, more linguistically globalised, “[...] tend to adopt or mix up English words with Italian words to make them sound more international.”. Although the main clause concerns pseudo-Anglicisms, the causal and final clauses concern hybrid Anglicisms, as the linguistic phenomenon described in this clause, the adoption or combination of English words with Italian words to infuse the latter with modernity, is that of the hybridation of English and Italian words, not that of false borrowing. Consequently, assuming by logic that the following second reason of the response concerns the English words of the previous reason, this second reason as well, according to which “[...] in the world of social media English words have much more attractive power because they indicate something new and fresh.”, concerns hybrid Anglicisms, in contrast to Italian words. After all, the only logical term of comparison of the greater attractive power of English words in Italian is Italian words.

This partial non-pertinence of the response 38) to the topic of the reasons for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent genuine Anglicisms suggests that a fourth difficulty encountered by the subjects involved in the study in reasoning on this topic was to conceive pseudo-Anglicisms as such and not as hybrid Anglicisms, combinations of English and Italian lexical items, and to consider them in their relation to the equivalent genuine Anglicisms. Indeed, not changing the subject of the comparison between pseudo-Anglicisms and genuine Anglicisms but explicitly changing its referent from pseudo-Anglicisms to hybrid Anglicisms and changing the term of the comparison from genuine Anglicisms to Italian words implies what follows: on the one hand, correctly

identifying pseudo-Anglicisms as such and not mistaking them for or equating them with hybrid Anglicisms, nominally, as subjects of the comparison; on the other hand, mistaking them for or equating them with hybrid Anglicisms, conceptually and consciously, when comparing them with the only logical alternatives that pseudo-Anglicisms have when conceived as hybrid Anglicisms created and used to make Italian words more international and by virtue of their greater attractiveness, Italian words. In short, a fourth difficulty encountered by the participants of the survey in answering the question of why certain pseudo-Anglicisms are more popular and successful than the equivalent genuine Anglicisms was conceptual and ultimately involved the subject of the comparison: correctly conceiving pseudo-Anglicisms as such.

Finally, the last cause of non-pertinence to the topic of the reasons for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent real Anglicisms of the partially non-pertinent responses, which involves the response 34), is that the two reasons reported in it indeed are reasons for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent real Anglicisms, but limited in their scope either to a specific category of users, the young people, or to both this specific category of user and a specific category of pseudo-Anglicisms more popular than the equivalent real Anglicisms, those more popular than other pseudo-Anglicisms: “the more popular ones [pseudo-Anglicisms] are used by the young people because they often sum up multiple meanings in one word and because if everybody says so it is natural for you to say so”. This uncertainty between a limitation only to the young users and a limitation to both the young users and those pseudo-Anglicisms that are more popular than other pseudo-Anglicisms stems from the ambiguity of the referent of the subject of the comparison “the more popular ones”, which can be either the pseudo-Anglicisms more popular than the equivalent real Anglicisms, as in the question, or the pseudo-Anglicisms more popular than the equivalent real Anglicisms and, in turn, more popular than other pseudo-Anglicisms, and from the consequent ambiguity of the referent of the term of comparison of these “more popular” pseudo-Anglicisms, which can be either the equivalent real Anglicisms or other, less popular, pseudo-Anglicisms.

In either case, with a limitation of the scope of the response to the young users and with a limitation of the scope of the response to the young users and those pseudo-Anglicisms that are more popular than other pseudo-Anglicisms, the partial non-pertinence of the response 34) to the topic of the reasons for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent genuine Anglicisms based on these limitations suggests that a fifth difficulty encountered by the surveyed students in reasoning on this topic was to focus on why pseudo-Anglicisms are preferred over the equivalent real Anglicisms and not on who prefers the former over the latter and to consider pseudo-Anglicisms in general terms and not only some of them. Indeed, stating that the semantic density of pseudo-Anglicisms, thus the possibility of summarising multiple meanings in one word, and convention-conformism are the reasons for the greater usage and appreciation of the “more popular” pseudo-Anglicisms in comparison with the equivalent genuine Anglicisms on the part of the young people implies an unrequested narrowing of the scope of the issue of the reasons for the greater usage and appreciation of pseudo-Anglicisms in comparison with the equivalent genuine Anglicisms either to a specific category of users, the young people, or to both this specific category of user and a specific category of pseudo-Anglicisms more popular than the equivalent real Anglicisms, those, in turn, more popular than other pseudo-Anglicisms. In sum, a fifth difficulty encountered by the participants of the survey in answering the question of why certain pseudo-Anglicisms are more popular and successful than the equivalent genuine Anglicisms was logical and involved either the aspect of the users of the subject of the comparison or both the aspect of the users of the subject of the comparison and the subject of the comparison itself: either considering the usage and success of pseudo-Anglicisms or considering the usage and success of pseudo-Anglicisms and pseudo-Anglicisms in general.

At this point, having the first, most serious problem of the responses to the twenty-third item of the questionnaire been analysed, the complete or partial non-pertinence of the responses to the topic investigated by this item of the reasons for the greater popularity and success of certain pseudo-Anglicisms compared to the equivalent genuine Anglicisms, a first group of five difficulties encountered by the respondents in reasoning on this topic has emerged. They comprise:

- 1) Firstly, either to consider pseudo-Anglicisms and not Anglicisms in generic terms or to conceive pseudo-Anglicisms as such and not as real Anglicisms or Anglicisms in generic terms, which results in changing the subject of the comparison between pseudo-Anglicisms and real Anglicisms from pseudo-Anglicisms to Anglicisms in generic terms, real Anglicisms, pseudo-Anglicisms or both; secondly, to consider pseudo-Anglicisms in their relation to real Anglicisms and not Italian lexical items, which results in changing the term of comparison from real Anglicisms to Italian lexical items.
- 2) Firstly, to conceive pseudo-Anglicisms as such and not as real Anglicisms or Anglicisms in generic terms and to maintain this conception; secondly, to consider pseudo-Anglicisms in their relation to real Anglicisms and not Italian lexical items, which results in changing the term of comparison between pseudo-Anglicisms and real Anglicisms from real Anglicisms to Italian lexical items.
- 3) Firstly, to consider pseudo-Anglicisms with a subjective but nonjudgmental attitude, without judging them and, in one respondent, to maintain this attitude; secondly, to consider pseudo-Anglicisms with a descriptive and not prescriptive approach.
- 4) Firstly, to conceive pseudo-Anglicisms as such and not as hybrid Anglicisms, which results in changing the referent of the subject of the comparison between pseudo-Anglicisms and real Anglicisms from pseudo-Anglicisms to hybrid Anglicisms; secondly, to consider pseudo-Anglicisms in their relation to real Anglicisms and not Italian lexical items, which results in changing the term of the comparison from real Anglicisms to Italian lexical items.
- 5) Either to focus on why pseudo-Anglicisms are preferred over real Anglicisms and not on who prefers pseudo-Anglicisms over real Anglicisms or, firstly, to focus on why pseudo-Anglicisms are preferred over real Anglicisms and not on who prefers pseudo-Anglicisms over real Anglicisms and, secondly, to consider pseudo-Anglicisms in general terms and not only some of them.

All these difficulties ultimately involve the subject of the comparison between pseudo-Anglicisms and the equivalent authentic Anglicisms, pseudo-Anglicisms, except for the fifth difficulty, which ultimately involve either both pseudo-



Anglicisms and their users or only their users. Concretely, these difficulties however involve and affect the subject and term of the comparison and the users of the subject in different ways: in conceptual, probably thematic, attitudinal and logical terms; probably not considering pseudo-Anglicisms, not conceiving them as such, negatively judging and discouraging them, focusing on their users and probably considering only some of them, not considering the equivalent real Anglicisms and changing or not changing the subject of the comparison, its referent, and the term of the comparison. Moreover, one of the five difficulties of non-pertinence combine with two other difficulties of non-pertinence. Indeed, the difficulty of conceiving pseudo-Anglicisms as such and not as real Anglicisms or Anglicisms in generic terms, maintaining this conception and considering pseudo-Anglicisms in their relation to real Anglicisms and not Italian words is associated with the difficulty of considering pseudo-Anglicisms with a subjective but nonjudgmental attitude, without judging them, maintaining this attitude and considering pseudo-Anglicisms with a descriptive and not prescriptive approach in the response 1) and with the difficulty of conceiving pseudo-Anglicisms as such and not as hybrid Anglicisms and considering pseudo-Anglicisms in their relation to real Anglicisms and not Italian words in the response 38). Finally, two of the five difficulties of non-pertinence are uncertain in their form. Indeed, the difficulty of either considering pseudo-Anglicisms and not Anglicisms in generic terms or conceiving pseudo-Anglicisms as such and not as real Anglicisms or Anglicisms in generic terms and considering pseudo-Anglicisms in their relation to real Anglicisms and not Italian words is, in its first part, uncertain between three forms, and the difficulty of either focusing on why pseudo-Anglicisms are preferred over real Anglicisms and not on who prefers pseudo-Anglicisms over real Anglicisms or focusing on why pseudo-Anglicisms are preferred over real Anglicisms and not on who prefers pseudo-Anglicisms over real Anglicisms and considering pseudo-Anglicisms in general terms and not only some of them is, in its entirety, uncertain between two forms. In conclusion, the respondents' five difficulties in answering the question of why certain pseudo-Anglicisms are more popular and successful than the equivalent authentic Anglicisms in terms of complete or partial non-pertinence to this topic are various, of different cause, nature and implications, with different concrete consequences for the elements of the issue, but,

in their essence, all centred on the subject of the issue, pseudo-Anglicisms, except for a difficulty which may or may not be centred on them due to its ambiguity. Of these difficulties of non-pertinence, three combine with one another and two are uncertain between three and two forms, respectively.

The investigation of the difficulties encountered by the surveyed students in reasoning on the causes of the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent real Anglicisms proceeds by analysing the responses that are entirely or partially unclear in their content, i.e., the responses that are characterised by the second of the four problems that characterise the responses to the twenty-third item of the questionnaire, the unclarity of the content. The unclear responses are the following: 2); 26); 28); 29); 32); 34); 38); 47); 51). The entirely unclear ones, whereby all the reasons reported in them are unclear, are the following: 34); 47). Similarly to the problem of the non-pertinence to the investigated topic, this first datum concerning the unclear responses, the fact that only two of the 48 valid responses are entirely unclear, indicates that the almost entirety of the respondents have reasoned on the causes of the greater usage and appreciation of certain pseudo-Anglicisms in comparison with the equivalent genuine Anglicisms in a manner that is at least partly clear, regardless of the cause, nature and meaning of the unclarity.

The responses 34) and 47) are unclear due to the ambiguity of the referent of the subject of the comparison at their centre. In detail, the response 34) is unclear due to the already noted ambiguity of the referent of the subject of the comparison “the more popular ones”, which can be either the pseudo-Anglicisms more popular than the equivalent real Anglicisms of the question or the pseudo-Anglicisms more popular than the equivalent real Anglicisms and also more popular than other pseudo-Anglicisms. In turn, this ambiguity of the referent of the subject of the comparison makes the referent of the term of the comparison of these “more popular” pseudo-Anglicisms ambiguous, as it can be either the equivalent real Anglicisms or other, less popular pseudo-Anglicisms. The result of this ambiguity and consequent unclarity is that the non-pertinence of the response 34) to the issue of the reasons for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent real Anglicisms and the consequent difficulty faced

by the author of the response in reasoning on this issue are respectively uncertain between: a limitation of the scope of the response to the young users of pseudo-Anglicisms and a limitation of the scope of the response to the young users and those pseudo-Anglicisms that are more popular than other pseudo-Anglicisms; focusing on why pseudo-Anglicisms are preferred over the equivalent real Anglicisms and not on who prefers the former over the latter and, firstly, focusing on why pseudo-Anglicisms are preferred over the equivalent real Anglicisms and not on who prefers the former over the latter and, secondly, to consider pseudo-Anglicisms in general terms and not only some of them. Similarly, the response 47) is unclear due to the already noted ambiguity of the referent of the subject of the comparison at its centre, “English words”, ambiguous between real Anglicisms, pseudo-Anglicisms and both. The result of this ambiguity and consequent unclarity is that the non-pertinence of the response 47) to the investigated issue and the consequent difficulty faced by the author of the response in reasoning on this issue are respectively uncertain between: reference to pseudo-Anglicisms, reference to real Anglicisms and reference to both real and false Anglicisms, in contrast to Italian words; considering pseudo-Anglicisms and not Anglicisms in generic terms, conceiving pseudo-Anglicisms as such and not as Anglicisms in generic terms and conceiving pseudo-Anglicisms as such and not as real Anglicisms, in relation to real Anglicisms and not Italian words.

This complete unclarity of the responses 34) and 47) to the topic of the reasons for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent genuine Anglicisms due to the ambiguity of the referent of the subject of the comparison at their centre suggests what follows. A sixth difficulty encountered by the subjects involved in the study in reasoning on this topic was to refer to the subject of the comparison in their response and therefore to express the theme of the response clearly and unambiguously, so that the subject and theme are identifiable with precision and without effort or doubts. Indeed, referring to the subject of the comparison with noun phrases that are ambiguous in their referent implies expressing the theme of the response unclearly, making the subject of the comparison and the theme identifiable without precision and with effort and doubts. In short, a sixth difficulty encountered by the participants of the survey in answering the question of why certain pseudo-Anglicisms are more popular and successful than

the equivalent genuine Anglicisms was referential and ultimately involved the subject of the comparison at the core of the response and thus its theme: making the referent of the subject of the comparison and thus the theme of the response clear, unambiguous and easy to identify with precision. Moreover, in the light of the other problem of the responses 34) and 47) of the non-pertinence to the topic of the reasons for the greater usage and appreciation of certain pseudo-Anglicisms in comparison with the equivalent authentic Anglicisms and the resulting difficulty in reasoning on this topic, it emerges that the uncertainty of these non-pertinence and difficulty between two and three forms stems precisely from this problem of unclarity in the form of ambiguity and the resulting referential difficulty.

The analysis of the problem of the unclarity of the content of the responses to the twenty-third item of the questionnaire proceeds by considering the responses that are partly unclear, whereby some of the reported reasons are entirely unclear or some of or all the reported reasons are partly unclear. The responses with this partial unclarity are the following: 2); 26); 28); 29); 32); 38); 51). The principal cause of this partial unclarity, which involves all these responses except for 2) and 51), is vagueness, and specifically vagueness in indicating the properties of pseudo-Anglicisms that make them more popular and successful than the equivalent real Anglicisms. As concerns the single reasons characterised by this vagueness, according to the first reason of the response 26) and the second reason of the response 28), pseudo-Anglicisms can be preferred over the equivalent real Anglicisms because they are “more direct”. Although reasonable hypotheses can be advanced on the meaning of this greater directness of pseudo-Anglicisms – greater simplicity and ease of use and pronounce, transparency of meaning, comprehensibility, shortness or impact – this property is too vague and generic to be identified and understood. Similarly to these reasons, according to the sole reason of the response 29), pseudo-Anglicisms can be preferred over the equivalent real Anglicisms “because they are simpler and more immediate”. In this case as well, although the same reasonable hypotheses can be advanced on the meaning of this greater immediateness of pseudo-Anglicisms, this property is too vague and generic to be identified and understood. An even greater vagueness characterises the second reason of the response 32), to be reported with the first reason as its consequence and

to highlight this ambiguity. According to the response 32), pseudo-Anglicisms can be preferred over the equivalent real Anglicisms “Because they can simplify the meaning of the true word and thus they help people more.”. Despite the clear first property of simplifying the meaning of real Anglicisms in and through pseudo-Anglicisms, the second property of ‘helping people more’ is too vague and generic to determine what pseudo-Anglicisms help people to do more than real Anglicisms by virtue of this simplification of meanings. Finally, according to third reason of the response, 38) “[...] it [pseudo-Anglicisms] is often used in spoken language because it makes the conversation different”. Even though this ‘difference’ that pseudo-Anglicisms can bring to the speakers’ message can be identified and understood as the concept of markedness, both concepts of ‘difference’ and markedness are too vague and generic to identify and understand what this difference is and what kind of markedness pseudo-Anglicisms allow to express. Consequently, the property of these lexical items of ‘making the conversation different’ cannot be identified and understood.

The fact that five responses to the issue of the reasons for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent authentic Anglicisms are partly unclear because in the sole reason of one these responses and in one of the two or more reasons of the other responses the properties of pseudo-Anglicisms that make them more popular and successful than the equivalent real Anglicisms are vaguely and generically indicated suggests what follows. A seventh difficulty encountered by the subjects involved in the study in reasoning on this issue was either only to indicate or both to reason on and indicate the properties of pseudo-Anglicisms by virtue of which they can be preferred over the equivalent authentic Anglicisms in a clear and precise fashion, so that the properties can be identified and understood with precision and accuracy. Indeed, indicating the properties of pseudo-Anglicisms that make them more popular and successful than the equivalent real Anglicisms in an unclear and vague fashion implies either not being able to express more or less clear and precise ideas on these properties in a clear and precise fashion or both having or elaborating unclear and vague ideas on these properties and not being able to express them in a clear and precise fashion. In sum, a seventh difficulty encountered by the participants of the

survey in answering the question of why certain pseudo-Anglicisms are more popular and successful than the equivalent genuine Anglicisms was either expressive or both expressive and ideational – in the sense of relating to the forming of, reasoning on, and expression of ideas – and involved the properties of the subject of the comparison: either indicating the properties of pseudo-Anglicisms by virtue of which they can be more popular and success than the equivalent real Anglicisms in a clear and precise fashion or having or elaborating clear and precise ideas on these properties and indicating them in a clear and precise fashion.

A different cause of unclarity of the partially unclear responses to the twenty-third item of the questionnaire, which involves the response 2), is the ambiguity between Italian, English and Italian or English of the referent of the language named in the response whose communicative gaps can be bridged by pseudo-Anglicisms. Indeed, according to the second reason of the response 2), “moreover they [pseudo-Anglicisms] can be used to bridge the communicative gaps of the language.”. This language can be Italian, English, but it can also be Italian or English, alternatively, precisely because the singular generic noun phrase “the language” and not the name of one of the two languages is employed by the respondent. Such a singular generic noun phrase can indeed indicate not only a sole, specific language, Italian and not English or English and not Italian, but also two languages alternatively, either Italian or English, in the sense that the language whose communicative gaps are bridged by pseudo-Anglicisms can be Italian or English, depending on the case. Since the language or languages actually indicated by the respondent by means of the noun phrase “the language” in the second reason of the response 2) cannot be identified, this response is unclear.

This partial unclarity of the response 2) to the topic of the reasons for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent genuine Anglicisms, due to the ambiguity between Italian, English and Italian or English of the referent of the language named in the second reason of response whose communicative gaps can be bridged by pseudo-Anglicisms, suggests what follows. An eighth difficulty encountered by the subjects involved in the study in reasoning on this topic was to refer to the language or languages whose communicative gaps can motivate the use of pseudo-Anglicisms aimed at filling

these gaps clearly and unambiguously, so that the language or languages are identifiable with precision and without effort or doubts. Indeed, referring to this language or these languages with a noun phrase that is ambiguous in its referent implies describing one of the reasons for the usage of pseudo-Anglicisms unclearly, making the language or languages identifiable without precision and with effort and doubts. In short, an eighth difficulty encountered by the participants of the survey in answering the question of why certain pseudo-Anglicisms are more popular and successful than the equivalent genuine Anglicisms was referential and ultimately involved part of a reason for the usage of pseudo-Anglicisms: making the referent of the language or languages whose communicative gaps can motivate the use of pseudo-Anglicisms aimed at filling these gaps clear, unambiguous and easy to identify with precision.

The last cause of unclarity of the partially unclear responses to the twenty-third item of the questionnaire, which involves the response 51), is the semantic or syntactic incorrectness and consequent incomprehensibility of the use of a verb in a reason for the preference of pseudo-Anglicisms over Italian words. Indeed, according to the first reason of the response 51), “False Anglicisms are used because it is easier to associate an English word that sounds good than an Italian word”. The verb that determines the partial unclarity of this reason for the preference of pseudo-Anglicisms over Italian words is *ASSOCIARE*, literally, ASSOCIATE, whose meaning is unclear either for a semantic reason or for a syntactic reason. In Italian, *ASSOCIARE* bears various meanings and the only one that can be attributed to this verb as used in the sentence under analysis, with a singular direct object, is “link”, “connect”, “put together”, “make a connection between”, “establish a relationship between”, “relate”, “bring together” or “put in relation” (*Vocabolario Treccani online edition, il Nuovo De Mauro online dition, Dizionario Italiano Garzanti online edition*). In this meaning and with a direct object in the singular form, *ASSOCIARE* is ditransitive and requires both a direct object and an indirect object. However, the indirect object is absent from the predicate grounded on this verb of the sentence under analysis, therefore there is not the entity with which pseudo-Anglicisms are associated, and it cannot be understood what relation involves these lexical items in their preference over Italian words. Consequently, the meaning of *ASSOCIARE* as used in the first

reason of the response 51) is unclear and incomprehensible due to the absence of the necessary indirect object. Now, the absence of the indirect object can be a semantic mistake or a syntactic mistake. In the first case, the respondent has employed *ASSOCIARE* with an incorrect meaning, a meaning that *ASSOCIARE* does not have and that does not require an indirect object. In the second case, the respondent has employed *ASSOCIARE* with the correct meaning previously reported, but, for an unknown reason, has omitted the necessary indirect object. In sum, the response 51) is partly unclear because the first reason reported in it is partly unclear and this reason is partly unclear because the verb *ASSOCIARE* is employed either with an incorrect meaning or with a correct meaning but without the necessary indirect object.

This partial unclarity of the responses 51) to the topic of the reasons for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent genuine Anglicisms due to the semantic or syntactic incorrectness and consequent incomprehensibility of the use of a verb in a reason for the preference of pseudo-Anglicisms over Italian words suggests what follows. A ninth difficulty encountered by the subjects involved in the study in reasoning on this topic was to indicate the property of pseudo-Anglicisms in terms of greater ease and attractive sound by virtue of which they can be preferred over Italian words using their language correctly, thus in a linguistically comprehensible fashion, so that the property is identifiable and understandable. Indeed, indicating the property of pseudo-Anglicisms that make them more popular and successful than Italian words using a verb either with an incorrect meaning or with a correct meaning but without the necessary indirect object implies not being able to express ideas on these properties in a correct, clear and totally comprehensible fashion with one's native language. In short, a ninth difficulty encountered by the participants of the survey in answering the question of why certain pseudo-Anglicisms are more popular and successful than the equivalent genuine Anglicisms was expressive-linguistic and involved the properties of the subject of the comparison: indicating the property of pseudo-Anglicisms by virtue of which they can be more popular and successful than Italian words in a linguistically correct, clear and totally comprehensible fashion. Moreover, in the light of the other problem of the responses 51) of the non-



pertinence to the topic of the reasons for the greater usage and appreciation of certain pseudo-Anglicisms in comparison with the equivalent authentic Anglicisms due to the consideration of pseudo-Anglicisms in comparison with Italian words and not real Anglicisms and the resulting difficulty in reasoning on this topic, it emerges that a difficulty of pertinence can combine with one of clarity in the same reason of the same response.

At this point, having the second of the four problems of the responses to the twenty-third item of the questionnaire been analysed, the complete or partial unclarity of their content, a second group of four difficulties encountered by the respondents in reasoning on the causes of the greater popularity and success of certain pseudo-Anglicisms compared to the equivalent genuine Anglicisms has emerged. They comprise:

- 1) To refer to the subject of the comparison at the core of the response, thus to express the theme of the response, unambiguously, with noun phrases that are unambiguous in their referent.
- 2) Either to indicate or both to reason on and indicate the properties of pseudo-Anglicisms by virtue of which they can be more popular and successful than the equivalent authentic Anglicisms precisely and not vaguely and generically.
- 3) To refer to the language or languages whose communicative gaps can motivate the use of pseudo-Anglicisms aimed at filling these gaps unambiguously, with noun phrases that are unambiguous in their referent between Italian, English and Italian or English.
- 4) To indicate the property of pseudo-Anglicisms by virtue of which they can be more popular and successful than Italian lexical items using the Italian language correctly, i.e., in a linguistically correct, clear and totally comprehensible way.

Unlike the difficulties in terms of non-pertinence, these difficulties in terms of unclarity involve two different aspects of the issue of the reasons for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent genuine Anglicisms: pseudo-Anglicisms and the reasons for their preference over genuine Anglicisms or, incorrectly, Italian lexical items, specifically,

their properties by virtue of which they can be preferred over genuine Anglicisms and the language or languages by virtue of whose communicative gaps pseudo-Anglicisms are used. Concretely, these difficulties involve and affect pseudo-Anglicisms and the reasons for their preference over genuine Anglicisms or Italian lexical items in different ways and with different forms of unclarity: in referential, expressive, probably ideational, and expressive-linguistic terms; making the subject of the comparison non-identifiable with precision and without effort or doubts as ambiguous between pseudo-Anglicisms and pseudo-Anglicisms more popular than other pseudo-Anglicisms and between pseudo-Anglicisms, real Anglicisms and both; making the properties of pseudo-Anglicisms by virtue of which they can be preferred over genuine Anglicisms non-identifiable and non-understandable with precision and accuracy as vague; making the language or languages whose communicative gaps can be bridged by pseudo-Anglicisms non-identifiable with precision and without effort or doubts as ambiguous between Italian, English and Italian or English; making the property of pseudo-Anglicisms by virtue of which they can be preferred over Italian words non-identifiable and non-understandable as indicated with a verb used in a semantically or syntactically incorrect way.

Moreover, three of the four difficulties of unclarity combine with other difficulties of different kind. Indeed: the difficulty of referring to the subject of the comparison at the core of the response and thus expressing the theme of the response unambiguously, with noun phrases that are unambiguous in their referent, is associated in the two responses whereby it is present, 47) and 34), respectively with the difficulty of non-pertinence of considering pseudo-Anglicisms and not Anglicisms in generic terms or conceiving pseudo-Anglicisms as such and not as real Anglicisms or Anglicisms in generic terms and consider pseudo-Anglicisms in their relation to real Anglicisms and not Italian words and with the other difficulty of non-pertinence of either focusing on why pseudo-Anglicisms are preferred over real Anglicisms and not on who prefers pseudo-Anglicisms over real Anglicisms or focusing on why pseudo-Anglicisms are preferred over real Anglicisms and not on who prefers pseudo-Anglicisms over real Anglicisms and considering pseudo-Anglicisms in general terms and not only some of them; the difficulty of either only indicating or both reasoning on and indicating the properties of pseudo-Anglicisms

by virtue of which they can be more popular and successful than the equivalent authentic Anglicisms precisely and not vaguely and generically is associated with the difficulty of non-pertinence of conceiving pseudo-Anglicisms as such and not as real Anglicisms or Anglicisms in generic terms, maintaining this conception and considering pseudo-Anglicisms in their relation to real Anglicisms and not Italian words in the response 26) and with this difficulty and the other difficulty of non-pertinence of conceiving pseudo-Anglicisms as such and not as hybrid Anglicisms and considering pseudo-Anglicisms in their relation to real Anglicisms and not Italian words in the response 38); the difficulty of indicating the property of pseudo-Anglicisms by virtue of which they can be more popular and successful than Italian lexical items using the Italian language correctly, i.e., in a linguistically correct, clear and totally comprehensible way is associated in the response whereby it is present, 51), with the difficulty of non-pertinence of conceiving pseudo-Anglicisms as such and not as real Anglicisms or Anglicisms in generic terms, maintaining this conception and considering pseudo-Anglicisms in their relation to real Anglicisms and not Italian lexical items.

Lastly, the difficulty of unclarity of either only indicating or both reasoning on and indicating the properties of pseudo-Anglicisms by virtue of which they can be more popular and successful than the equivalent authentic Anglicisms precisely and not vaguely and generically is uncertain between two forms. In conclusion, the respondents' four difficulties in answering the question of why certain pseudo-Anglicisms are more popular and successful than the equivalent authentic Anglicisms in terms of complete or partial unclarity are, as those in terms of complete or partial non-pertinence, various, of different cause, nature and implications, with different concrete consequences for the elements of the issue and, in contrast to them, centred in their essence on either the subject of the issue, pseudo-Anglicisms, or the reasons for their preference over the equivalent genuine Anglicisms or, incorrectly, Italian lexical items. Of these difficulties of unclarity, three combine with difficulties of different kind and one is uncertain between two forms.

The investigation of the difficulties encountered by the surveyed students in reasoning on the causes of the greater popularity and success of certain pseudo-

Anglicisms in comparison with the equivalent real Anglicisms proceeds by analysing the examples of pseudo-Anglicisms reported by the students in their responses that are incorrect. The responses to the twenty-third item of the questionnaire that are characterised by such incorrect examples of pseudo-anglicisms, the third of the four problems that characterise these responses, are the following: 1); 6); 7); 16); 41); 47). They are six of the 14 responses including examples of pseudo-Anglicisms. In the response 1) and 16), one example is correct and one is incorrect and one example is correct and three examples are incorrect, respectively, whereas, in the other response 6), 7), 41) and 47), all the examples are incorrect. Without calculating the repeated examples, the incorrect examples are 10 out of a total of 21 examples reported in the responses. These two quantitative data of the problem of the incorrectness of the examples of pseudo-Anglicisms reported in the responses – slightly less than half of the responses with examples have incorrect examples and minimally less than the concretely impossible half of all the reported examples are incorrect – indicate firstly that slightly less than half of the respondents who have reasoned on the causes of the greater usage and appreciation of certain pseudo-Anglicisms in comparison with the equivalent genuine Anglicisms with examples of pseudo-Anglicisms have done so with incorrect examples of pseudo-Anglicisms and, secondly, that, independently of the single respondents who have reported them, a significant portion of the reported examples of pseudo-Anglicisms are incorrect. Quantitatively, regardless of the cause, nature and meaning of the incorrectness of the examples of pseudo-Anglicisms, this problem of the responses to the twenty-third item of the questionnaire is therefore widespread and meaningful.

Qualitatively as well, in terms of the cause, nature and meaning of the incorrectness, this problem is meaningful, as the qualitative analysis of the incorrect examples of pseudo-Anglicisms that follows will show. These incorrect examples are SHOPPING, UNISEX, *PHON*, FEEDBACK, INPUT, COMMUNITY, SPOILER, *CIUNGA*, SMART and GREEN. All of them are incorrect examples of pseudo-Anglicisms because they are not pseudo-Anglicisms: *CIUNGA* is a Sicilian and Venetian word, a phonetically adapted calque from CHEWING GUM, as explained in an article in the website of the Italian linguistic academy Accademia della Crusca (<https://accademiadellacrusca.it/it/consulenza/il-chewing-gum-un-nome-che-cambia->

[da-bocca-a-bocca/912](#)), *PHON* is a graphic variant of *FON*, an adapted Germanism used in Italian and derived from the German word *FÖHN*, as already noted, whereas all the other examples are authentic Anglicisms, lexemes belonging to the English language that are used in Italian with meanings with which they are used in the English language, as can be established based on the online editions of the three dictionaries of Italian *Vocabolario Treccani*, *il Nuovo De Mauro* and *Dizionario Italiano Garzanti* and the dictionary of English *Longman Dictionary of Contemporary English*. Furthermore, two incorrect examples of pseudo-Anglicisms are present in two reasons for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent authentic Anglicisms that display other problems, in two responses. In detail, *SHOPPING* is reported in the second reason of the response 1), non-pertinent to the issue it should have addressed firstly because it considers pseudo-Anglicisms in contrast to Italian words instead of the equivalent real Anglicisms, in turn because it conceives pseudo-Anglicisms as real Anglicisms or Anglicisms in generic terms and, secondly, because it includes a criticism of *SHOPPING*, described in these terms: “[...] “shopping” is not a correct word in Italian and thus it could be considered as a false Anglicism.”. Similarly, *GREEN* is reported in the first reason of the response 47), which is non-pertinent to the issue it should have addressed because it considers Anglicisms, ambiguous between real Anglicisms, pseudo-Anglicisms and both, in relation to Italian words instead of the equivalent real Anglicisms, in turn because it either considers Anglicisms in generic terms and not pseudo-Anglicisms or conceives pseudo-Anglicism as real Anglicisms or Anglicisms in generic terms and not as such, and unclear because it refers to the subject of the comparison at its core with a noun phrase that is ambiguous in its referent between real Anglicisms, pseudo-Anglicisms and both.

In short, all the 10 incorrect examples of pseudo-Anglicisms reported in the responses to the twenty-third item of the questionnaire are incorrect because they are not pseudo-Anglicisms. Nine of them are real Anglicisms and one of them is a phonetically adapted Sicilian and Venetian calque from an English. Moreover, one of these incorrect pseudo-Anglicisms as real Anglicisms is reported in a reason for the greater popularity and success of certain pseudo-Anglicisms in comparison to the

equivalent real Anglicisms that is non-pertinent to this issue in conceptual terms, in the form of an incorrect conception of pseudo-Anglicisms and the consideration of a term of comparison different from that of the investigated issue, and in attitudinal terms, in the form of an unrequested judgement of pseudo-Anglicisms. Similarly, another of these incorrect pseudo-Anglicisms as real Anglicisms is reported in a reason for the greater popularity and success of certain pseudo-Anglicisms in comparison to the equivalent real Anglicisms that is non-pertinent to this issue in either thematic or conceptual terms, in the form of either the non-consideration of pseudo-Anglicisms or an incorrect conception of pseudo-Anglicisms and the consideration of a term of comparison different from that of the investigated issue, and unclear in referential terms, in the form of a reference to the subject of the comparison at the centre of the reason with a noun phrase that is ambiguous between real Anglicisms, pseudo-Anglicisms and both. These data of the incorrect examples of pseudo-Anglicisms reported by the respondents in their responses to the topic of the twenty-third item of the questionnaire suggests what follows.

A tenth difficulty encountered by the subjects involved in the study in reasoning on the causes of the greater usage and appreciation of certain pseudo-Anglicisms than the equivalent real Anglicism was to correctly distinguish between the former and the latter and not to mistake the former for the latter in concrete and specific terms, when reporting examples of pseudo-Anglicisms. Indeed, indicating the reasons for which certain pseudo-Anglicisms are preferred over the equivalent real Anglicisms with examples of the former that are, in fact, examples of the latter implies having difficulties in establishing the authenticity or falseness of an Anglicism and establishing that it is false. The nature of this difficulty can be hypothesised and identified only in the three incorrect pseudo-Anglicisms reported in the two responses that are characterised by other difficulties, because this difficulty of the incorrectness of the examples of pseudo-Anglicisms based on their misidentification being they real Anglicisms can be directly associated with the two difficulties of non-pertinence respectively based on an incorrect conception of pseudo-Anglicisms as real Anglicisms or generic Anglicisms and either the non-consideration of pseudo-Anglicisms or an incorrect conception of pseudo-Anglicisms as real Anglicisms or generic Anglicisms. Indeed, if pseudo-Anglicisms are not

considered or misconceived as real Anglicisms or Anglicisms in general terms, when a respondent elaborates her or his response in general terms, they can be not considered and real Anglicisms can be misconceived as pseudo-Anglicisms also in specific terms, when she or he thinks of and reports specific examples of such lexical items. Consequently, the incorrectness of SHOPPING, GREEN and SMART and the difficulty showed by the two students in reporting these examples of distinguishing real and false Anglicisms and not mistaking the former for the latter can be attributed to the other difficulties of considering pseudo-Anglicisms or conceiving them correctly as such. The difficulty of reporting correct examples of pseudo-Anglicisms without mistaking real Anglicisms for them is probably conceptual in one respondent and in one incorrect example and probably either thematic or conceptual in one respondent and in two incorrect examples. In sum, a tenth difficulty encountered by the participants of the survey in answering the question of why certain pseudo-Anglicisms are more popular and successful than the equivalent genuine Anglicisms involved the examples of pseudo-Anglicisms reported by the participants: reporting correct examples of pseudo-Anglicisms without mistaking real Anglicisms for them. The nature of this difficulty was probably conceptual in one respondent and one incorrect example, either conceptual or thematic in one respondent and two incorrect examples, and non-identifiable in the remaining respondents and incorrect examples. In these two cases, this difficulty derives from other difficulties, of non-pertinence.

Finally, in the light of the incorrect example of pseudo-Anglicism *CIUNGA* in the second reason of the response 41), a phonetically adapted Sicilian and Venetian calque from CHEWING GUM, an eleventh difficulty encountered by the respondents of the questionnaire in reasoning on the causes of the greater usage and appreciation of certain pseudo-Anglicisms than the equivalent real Anglicism was to correctly distinguish between Italian calques from English, furthermore phonetically adapted, and pseudo-Anglicisms and not to mistake the former for the latter in concrete and specific terms, when reporting examples of pseudo-Anglicisms. Indeed, indicating the reasons for which certain pseudo-Anglicisms can be preferred over the equivalent real Anglicisms with an example of pseudo-Anglicism that is, in fact, a phonetically adapted calque from English implies having difficulties in distinguishing between phonetically adapted Italian calques from English and pseudo-Anglicisms,

recognising the adaptation of the former and conceiving them as the latter. The nature of this difficulty cannot be identified. In short, an eleventh difficulty encountered by the participants of the survey in answering the question of why certain pseudo-Anglicisms are more popular and successful than the equivalent genuine Anglicisms involved the examples of pseudo-Anglicisms reported by the participants: reporting correct examples of pseudo-Anglicisms without mistaking phonetically adapted calques from English for them. The nature of this difficulty is non-identifiable.

At this point, having the third of the four problems of the responses to the twenty-third item of the questionnaire been analysed, the incorrectness of the examples of pseudo-Anglicisms reported in the responses, a third group of two difficulties encountered by the respondents in reasoning on this topic has emerged. They comprise:

- 1) To report correct examples of pseudo-Anglicisms without mistaking real Anglicisms for them.
- 2) To report correct examples of pseudo-Anglicisms without mistaking phonetically adapted calques from English for them.

These two difficulties involve the optional aspect of the instructions on the surveyed students' answer to the question of why certain pseudo-Anglicisms are more popular and successful than the equivalent genuine Anglicisms, the possibility of reporting known pseudo-Anglicisms as examples for their answer. Concretely, these difficulties affect the reported examples of pseudo-Anglicisms in different and unclear ways but with the same result: in terms that are probably conceptual, probably either conceptual or thematic and non-identifiable and making the examples incorrect as non-pseudo-Anglicisms. Moreover, the first of these two difficulties is associated with and depends other difficulties of different kind. In one respondent and one incorrect example, it is associated with two difficulties of non-pertinence, that based on an incorrect conception of pseudo-Anglicisms as real Anglicisms or generic Anglicisms, on which it depends, and that based on the judgement of pseudo-Anglicisms. In the other respondent and his two incorrect examples, it is associated



with the difficulty of non-pertinence based on either the non-consideration of pseudo-Anglicisms or an incorrect conception of pseudo-Anglicisms as real Anglicisms or generic Anglicisms, on which it depends, and the difficulty of unclarity based on the indication of the subject of the comparison at the core of the response and thus the expression of the theme of the response in an ambiguous manner, with noun phrases that are ambiguous in their referent. In conclusion, the respondents' difficulties in answering the question of why certain pseudo-Anglicisms are more popular and successful than the equivalent authentic Anglicisms in terms of incorrect examples of pseudo-Anglicisms are two, of two different causes, different and unclear in their nature, with two different implications but the same concrete consequences for the optional aspect of the instructions on the answer to the question of the twenty-third item of the questionnaire on which they are centred. The first one of these difficulties combines with other difficulties, and on two of them it also depends.

The investigation of the difficulties encountered by the surveyed students in reasoning on the causes of the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent real Anglicisms concludes by considering the responses that include one reason instead of more than one reason, i.e., the responses that are characterised by the fourth of the four problems that characterise the responses to the twenty-third item of the questionnaire, the non-fulfilment of the request to indicate at least two reasons for the greater usage and appreciation of certain pseudo-Anglicisms than the equivalent genuine Anglicisms expressed in the instructions on the answer to the question of the item. It is the most widespread problem and, indeed, the responses that include solely one reason are 16; 7); 9); 10); 11); 14); 16); 20); 21); 23); 25); 29); 35); 39); 40); 46); 50). The responses 7) and 50) include a second reason, but only in form and not in substance. In detail, the second reason of the response 7) is "I dunno" and the first reason of the response 50) is "In my opinion, they are more popular because more used", which is invalid, as already noted, as repetition of the question of the twenty-third item of the questionnaire, i.e., rewording of the concepts of 'greater popularity' and 'greater success'. The other responses, by contrast, lack a second reason in both form and substance. Quantitatively, regardless of the cause, nature and meaning of the

presence of only one reason, the fact that 16 of the 48 valid responses to the twenty-third item and, in particular, of the 45 valid responses that include reasons for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent real Anglicisms, include one and not more than one of such reasons indicates what follows. Firstly, the problem of the respondents' non-fulfilment of the request to indicate at least two reasons for the greater usage and appreciation of certain pseudo-Anglicisms than the equivalent genuine Anglicisms expressed in the instructions on the answer to the question of the item is widespread and meaningful. In comparison with the other three problems of the responses to the twenty-third item, it is indeed the most widespread and meaningful problem. Secondly, despite its quantitative prominence, this problem does not affect the majority of all the 48 valid responses and of the 45 valid responses including reasons for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent real Anglicisms. Significantly more than the majority of the respondents, in particular those who have indicated the requested reasons, have indeed reasoned on the causes of the greater usage and appreciation of certain pseudo-Anglicisms in comparison with the equivalent genuine Anglicisms with more than one reason as requested.

Qualitatively, in terms of the cause, nature and meaning of the presence of only one reason in the responses, the problem of the non-indication on the part of the respondents of at least two reasons for the greater usage and appreciation of certain pseudo-Anglicisms than the equivalent genuine Anglicisms contrary to what was requested is problematic to examine. The cause of this problem cannot be identified, and it can only be hypothesised that it can range from the conviction that one reason is sufficient and the inability to think of more than one reason to a simple oversight or haste to complete the questionnaire. In the light of this, the nature of the problem cannot be identified either, and it can only be hypothesised that, according to the cause, it can range from conceptual, ideational or attitudinal to cognitive, psychological or motivational. The association of the problem under analysis with other problems – of incorrectness of the reported examples of pseudo-Anglicisms in the responses 7) and 16), non-pertinence in the form of criticism of pseudo-Anglicisms in the responses 25) and 39) and unclarity in the form of vagueness in the indication of one of the two properties of pseudo-Anglicisms by virtue of which they

can be preferred over the equivalent genuine Anglicisms in the response 29) – is not enlightening about its cause and nature, either. Indeed, even if the incorrectness of the examples of pseudo-Anglicisms were somehow correlated with the presence of a sole reason, this correlation could not reveal the nature of the latter problem, because the nature of the former problem cannot be identified in the responses 7) and 16). As to the problem of the non-pertinence in the form of criticism of pseudo-Anglicisms, a direct and clear correlation can exist between this problem and that of the presence of a sole reason. Indeed, because the unrequested and thus non-pertinent judgement on pseudo-Anglicisms in the responses 25) and 39) comes after the sole reason and is the last element of the responses, the absence of other reasons can be the result of the conviction that a single reason is sufficient to explain the preference of certain pseudo-Anglicisms over the equivalent authentic Anglicisms and that, instead of indicating other reasons, it is better to express a criticism of pseudo-Anglicisms. Nevertheless, this direct and clear correlation can also not exist, and the absence of other reasons can be independent of the criticism of pseudo-Anglicism. The cause and nature of the problem of the presence of only one reason cannot therefore be identified in the responses 25) and 39) either. Finally, As to the problem of the unclarity of the content of the response in the form of vagueness in the indication of one of the two properties of pseudo-Anglicisms by virtue of which they can be preferred over the equivalent genuine Anglicisms, a direct and clear correlation can exist between this problem and that of the presence of a sole reason, as in the case of the problem of the non-pertinence of the response in the form of criticism of pseudo-Anglicisms. Indeed, the either expressive or both expressive and ideational difficulty of either expressing more or less clear and precise ideas on the properties of pseudo-Anglicisms by virtue of which they can be preferred over the equivalent genuine Anglicisms in a clear and precise fashion or both having or elaborating clear and precise ideas on these properties and expressing them in a clear and precise fashion can correlate with the difficulty of indicating more than one reason for the preference of certain pseudo-Anglicisms over the equivalent genuine Anglicisms. Nevertheless, again as in the case of the problem of the non-pertinence in the form of criticism of pseudo-Anglicisms, this direct and clear correlation can also not exist, and the absence of other reasons can be independent of the vagueness in the indication of the

properties of pseudo-Anglicisms. The cause and nature of the problem of the presence of only one reason cannot therefore be identified in the response 29) either.

Despite the non-identifiable cause and nature of the problem of the non-fulfilment of the request to indicate at least two reasons for the greater usage and appreciation of certain pseudo-Anglicisms than the equivalent genuine Anglicisms expressed in the instructions on the answer to the question of the item, its meaning is clear. The fact that 16 responses include only one reason suggests that a twelfth difficulty encountered by the respondents of the questionnaire in reasoning on the causes of the greater usage and appreciation of certain pseudo-Anglicisms than the equivalent real Anglicism was to indicate at least two and not only one of these reasons. In the light of the non-identifiable cause and nature of the problem of the non-fulfilment of the request to indicate at least two reasons for the greater usage and appreciation of certain pseudo-Anglicisms than the equivalent genuine Anglicisms, its implications as details of this difficulty cannot be identified.

To summarise and conclude, the respondents' difficulty in answering the question of why certain pseudo-Anglicisms are more popular and successful than the equivalent authentic Anglicisms in terms of indication of only one reason involved the obligatory aspect of the instructions on the surveyed students' answer to the question, indicating at least two reasons for which certain pseudo-Anglicisms are more popular and successful than the equivalent authentic Anglicisms. Since the nature and cause of this difficulty is non-indefinable, despite some reasonable hypotheses grounded on the association of this difficulty with different difficulties, this difficulty concretely affected the task of indicating at least two reasons in potentially different and unclear ways. The result of this difficulty is the indication of a sole reason for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent real Anglicisms. Moreover, the difficulty of not indicating at least two reasons for the greater popularity of certain pseudo-Anglicisms in comparison with the equivalent real Anglicisms combines with other difficulties of different kind. Indeed, it is associated with the difficulty of reporting correct examples of pseudo-Anglicisms without mistaking real Anglicisms for them in two responses, with that of considering pseudo-Anglicisms without judging them and in descriptive instead of prescriptive terms in two responses and with that of

either only indicating or both reasoning on and indicating the properties of pseudo-Anglicisms by virtue of which they can be more popular and successful than the equivalent authentic Anglicisms precisely and not vaguely and generically in one response. It is not clear whether the difficulty of indicating at least two reasons for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent real Anglicisms is dependent or independent of these other difficulties with which it is associated.

At this point, having the open responses to the twenty-third item of the questionnaire been analysed in their problems of complete or partial non-pertinence to the topic of the item of the reasons for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent authentic Anglicisms, complete or partial unclarity in their content, incorrectness of the reported examples of pseudo-Anglicisms and indication of only one of such reasons, they are now analysed in their unproblematic content that is so in the light of its complete or partial pertinence to the topic at issue, its complete or partial clarity and the correctness of the reported examples of pseudo-Anglicisms. The single reasons of the responses that contain one reason, which are problematic in their numerical singularity and not in their content, in absence of other problems, are therefore included in the analysis. The aim of this analysis is to determine, in a complementary way to the analysis of the problems of the responses and the consequent difficulties encountered by the respondents in developing their responses, how and how heterogeneously or homogeneously the respondents have reasoned on the causes for the preference of certain pseudo-Anglicisms over the equivalent real Anglicisms without problems and difficulties in the content of their reasoning. The analysis that follows of respondents' free and autonomous ideas on the reasons for the preference of certain pseudo-Anglicisms over the equivalent authentic Anglicisms will therefore take these data into account: the entirely pertinent responses and the entirely or partially pertinent reasons of the partially pertinent responses, the entirely clear responses and the entirely or partially clear reasons of the partially clear responses, the entirely or partially pertinent and clear single reasons of the responses that contain only one reason and the correct examples of pseudo-Anglicisms.

For the purposes of simplicity, clarity and completeness, the analysis of the unproblematic content of the open responses to the twenty-third item of the questionnaire begins with the reporting the data, by means of two lists. The first list comprises the reasons for the greater usage and appreciation of certain pseudo-Anglicisms than the equivalent genuine Anglicisms indicated by the surveyed subjects. These reasons are reported either in their entirety or separately in their constitutive elements according two criteria, one of minimal unit of sense and one of independence of the minimal unit of sense. Consequently, the items of the list consist in either the reasons or their sub-reasons expressed by the subjects that constitute independent, minimal units of sense, i.e., reasons that cannot be subdivided in their sense into other reasons and that do not depend in their sense on other reasons. These reasons and sub-reasons are conceptually derived from the respondents' responses to the twenty-third item of the questionnaire and expressed in the syntactic form of noun phrases, simple or complex, sometimes followed by subordinate clauses. The reasons are reported below this paragraph arranged in the following way. In general terms, the reasons are reported without repetitions, if expressed by multiple subjects, and followed firstly by the responses that include them in their own order, i.e., in the order in which the completed questionnaires to which the responses belong were sent to the author of this dissertation, and, secondly, by a description of the reason in terms of simplicity or complexity, indication of a property of pseudo-Anglicisms or indication of a fact or phenomenon external to these words that indirectly involves them, human dimension or dimensions that defines or define the property or non-property and expression in absolute or relative terms. A reason is simple when it lacks specifications on its origin, functioning or results and complex when it includes these specifications; it is expressed in absolute terms when it is expressed autonomously from real Anglicisms, in terms of properties or facts or phenomena that are not indicated as affecting pseudo-Anglicisms differently from real Anglicisms, and it is expressed in relative terms when it is expressed in relation to real Anglicisms, in terms of properties or facts or phenomena that are indicated as affecting pseudo-Anglicisms differently from real Anglicisms. In specific terms, the reasons expressed by multiple subjects are reported first, in descending order of subjects who expressed them. Those of these reasons that are expressed by the same

number of subjects are reported in the order of the responses that include them applied to the first ones of such responses. Secondly, the reasons expressed by single subjects are reported, in the order of the responses that include them. The second list comprises the topics on which the reasons for the greater usage and appreciation of certain pseudo-Anglicisms than the equivalent genuine Anglicisms indicated by the participants of the survey are centred. These topics are conceptually derived from the reasons expressed by the respondents in the light of, firstly, the central concept or concepts of each reason and, secondly, the broad concepts that can connect and encompass the similar specific concepts, thus grouping the reasons into homogeneous sets that are clearly distinct from other sets. As the reasons, the topics are expressed in the syntactic form of noun phrases, simple or complex, sometimes followed by subordinate clauses. They are reported below the list of the reasons, arranged similarly to them in the following way. In general terms, the topics are reported without repetitions, if tackled by multiple reasons, and followed by the reasons that tackle them in their own order, i.e., in the order in which the reasons are arranged in their list. In specific terms, the topics tackled by multiple reasons are reported first, in descending order of reasons that tackle them. Those of these topics that are tackled by the same number of reasons are reported in the order of the reasons that tackle them applied to the first ones of such reasons. Secondly, the topics tackled by single reasons are reported, in the order of the reasons that tackle them. Given these premises on the responses, the reasons, their topics and their listening, pseudo-Anglicisms can be more popular and successful than the equivalent real Anglicisms, according to the students involved in the survey of this dissertation, without problems and difficulties in the content of their reasoning, for the following reasons:

1. The greater ease of the understanding of pseudo-Anglicisms, expressed in the responses 3), 4), 11), 17), 20), 21) and 28). A simple reason, which indicates a linguistic-communicative property of pseudo-Anglicisms, expressed in relative terms.

2. The greater simplicity or ease<sup>40</sup> of pseudo-Anglicisms, expressed in the responses 17), 18), 29) and 45). A simple reason, which indicates a linguistic-communicative property of pseudo-Anglicisms, expressed in relative terms.
3. Convention-conformism, expressed in the responses 34), 42), 45) and 46). A simple reason, which indicates a psychological-social-cultural phenomenon, expressed in absolute terms.
4. The greater ease or simplicity of the pronunciation of pseudo-Anglicisms, expressed in the responses 1), 3) and 7). A simple reason, which indicates a linguistic property of pseudo-Anglicisms, expressed in relative terms.
5. The convenience of pseudo-Anglicisms, expressed in the responses 2), 6) and 42). A simple reason, which indicates a communicative property of pseudo-Anglicisms, expressed in absolute terms.
6. The greater ease or simplicity of use of pseudo-Anglicisms, expressed in the responses 2) and 6). A simple reason, which indicates a linguistic-communicative property of pseudo-Anglicisms, expressed in relative terms.
7. The greater pleasantness or attractiveness of the sound of pseudo-Anglicisms, expressed in the responses 3) and 24). A simple reason, which indicates a psychological-linguistic-social-cultural property of pseudo-Anglicisms, expressed in relative terms.
8. Non-knowledge of real Anglicisms, expressed in the responses 6) and 30). A simple reason, which indicates a cognitive-linguistic fact, expressed in absolute terms.
9. The ease of the understanding of pseudo-Anglicisms, expressed in the responses 13) and 26). A simple reason, which indicates a linguistic-communicative property of pseudo-Anglicisms, expressed in absolute terms.
10. The greater ease or simplicity of remembering pseudo-Anglicisms, expressed in the responses 17) and 36). A simple reason, which indicates a cognitive-linguistic property of pseudo-Anglicisms, expressed in relative terms.

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<sup>40</sup> Greater ease is mentioned in the responses 17), 18) and 30), and greater ease is mentioned in the response 45). Although the concepts of ease and simplicity are not identical, they are significantly similar and often fundamentally identical in common language. In the light of this and the surveyed subjects, the reasons that differ only by these concepts are henceforth integrated into a single reason juxtaposing the different concepts of ease and simplicity by means of the disjunctive conjunction or.



11. The greater familiarity of the sound of pseudo-Anglicisms, expressed in the response 1). A simple reason, which indicates a cognitive-linguistic property of pseudo-Anglicisms, expressed in relative terms.
12. The greater perceived elegance or refinement of pseudo-Anglicisms, expressed in the response 1). A simple reason, which indicates a psychological-social-cultural property of pseudo-Anglicisms, expressed in relative terms.
13. Cultural trends, expressed in the response 1). A simple reason, which indicates a cultural phenomenon, expressed in absolute terms.
14. Personal preferences, expressed in the response 1). A simple reason, which indicates a psychological fact, expressed in absolute terms.
15. The greater familiarity of pseudo-Anglicisms, expressed in the response 3). A simple reason, which indicates a cognitive property of pseudo-Anglicisms, expressed in relative terms.
16. Knowledge of the meaning of pseudo-Anglicisms despite non-knowledge of Italian synonyms, expressed in the response 4). A simple reason, which indicates a cognitive-linguistic fact, expressed in absolute terms.
17. The similarity of the form of pseudo-Anglicisms to youth language, expressed in the response 5). A simple reason, which indicates a linguistic-social-cultural property of pseudo-Anglicisms, expressed in absolute terms.
18. The ease of remembering pseudo-Anglicisms, expressed in the response 5). A simple reason, which indicates a cognitive-linguistic property of pseudo-Anglicisms, expressed in absolute terms.
19. The good integration of pseudo-Anglicisms into the Italian language, expressed in the response 5). A simple reason, which indicates a linguistic property of pseudo-Anglicisms, expressed in absolute terms.
20. The greater shortness of pseudo-Anglicisms, expressed in the response 7). A simple reason, which indicates a linguistic property of pseudo-Anglicisms, expressed in relative terms.
21. The greater and more immediate ease of the understanding of pseudo-Anglicisms for anyone, expressed in the response 8). A simple reason, which indicates a linguistic-communicative property of pseudo-Anglicisms, expressed in relative terms.

22. The influence of pseudo-Anglicisms in the light of their usage on the part of powerful, important or influential people, expressed in the response 8). A complex reason, which indicates a social-cultural property of pseudo-Anglicisms, expressed in absolute terms.
23. The evolution of society and language and speakers' constant search for new words to express themselves, expressed in the response 9). A simple reason, which indicates a psychological-linguistic-communicative-social phenomenon, expressed in absolute terms.
24. The greater internationality of the use of certain pseudo-Anglicisms, expressed in the response 10). It is a simple reason, which indicates a linguistic-social-cultural property of pseudo-Anglicisms, expressed in relative terms.
25. The greater ease of the understanding of pseudo-Anglicisms for the people with a limited knowledge of English, expressed in the response 12). A simple reason, which indicates a cognitive-linguistic-communicative property of pseudo-Anglicisms, expressed in relative terms.
26. Non-knowledge of real Anglicisms in the light of a limited knowledge of English, expressed in the response 12). A complex reason, which indicates a cognitive-linguistic fact, expressed in absolute terms.
27. The desire not to appear stupid while using real Anglicisms of unknown meaning in the light of a limited knowledge of English, expressed in the response 13). A complex reason, which indicates a cognitive-psychological-linguistic fact, expressed in absolute terms.
28. The greater influence and greater fashionableness of pseudo-Anglicisms, expressed in the response 14). A simple reason, which indicates a social-cultural property of pseudo-Anglicisms, expressed in relative terms.
29. The possibility of use of pseudo-Anglicisms in everyday contexts, expressed in the response 15). A simple reason, which indicates a linguistic-communicative property of pseudo-Anglicisms, expressed in absolute terms.
30. The greater attractiveness of pseudo-Anglicisms, expressed in the response 15). A simple reason, which indicates a psychological-social-cultural property of pseudo-Anglicisms, expressed in relative terms.

31. The practicality of pseudo-Anglicisms, especially in technical languages, which leads to the difficulty of their substitution with real Anglicisms by virtue of their deep and enduring integration into the technical languages, expressed in the response 16). A complex reason, which indicates a linguistic-communicative property of pseudo-Anglicisms, expressed in absolute terms.
32. The greater ease of the use of pseudo-Anglicisms for the people with a limited knowledge of English, expressed in the response 17). A simple reason, which indicates a cognitive-linguistic-communicative property of pseudo-Anglicisms, expressed in relative terms.
33. The greater convenience of pseudo-Anglicisms with interlocutors with a limited knowledge of English by virtue of the greater ease of their understanding, expressed in the response 17). A complex reason, which indicates a cognitive-linguistic-communicative property of pseudo-Anglicisms, expressed in relative terms.
34. The ease of the understanding of pseudo-Anglicisms also for the people with a limited knowledge of English, expressed in the response 18). A simple reason, which indicates a linguistic-communicative property of pseudo-Anglicisms, expressed in absolute terms.
35. A different and peculiar emphasis of pseudo-Anglicisms in Italian, expressed in the response 22). A simple reason, which indicates a linguistic-communicative property of pseudo-Anglicisms, expressed in relative terms.
36. The desire to appear more intelligent with interlocutors that do not understand real and false Anglicisms in the light of their disinterest in the English language and the fields whereby pseudo-Anglicisms are used, expressed in the response 22). A simple reason, which indicates a cognitive-psychological-linguistic fact, expressed in absolute terms.
37. The desire to simplify the use of real Anglicisms by Italianising them with the result of turning them into pseudo-Anglicisms, expressed in the response 23). A complex reason, which indicates a linguistic-communicative fact, expressed in relative terms.
38. The similarity of certain pseudo-Anglicisms to well-known words, expressed in the response 24). A simple reason, which indicates a cognitive-linguistic property of pseudo-Anglicisms, expressed in absolute terms.

39. The desire to appear and feel more cultured and more fashionable, expressed in the response 25). A simple reason, which indicates a cognitive-psychological-social-cultural fact, expressed in absolute terms.
40. The indication of pseudo-Anglicisms of frequent and common topics and domains, expressed in the response 30). A simple reason, which indicates a linguistic-communicative property of pseudo-Anglicisms, expressed in absolute terms.
41. The possibility of simplifying the meaning of real Anglicisms by means of pseudo-Anglicisms, expressed in the response 32). A simple reason, which indicates a linguistic-communicative fact, expressed in relative terms.
42. The greater convenience of pseudo-Anglicisms, expressed in the response 33). A simple reason, which indicates a communicative property of pseudo-Anglicisms, expressed in relative terms.
43. The indication of pseudo-Anglicisms of more frequent and common topics and domains, expressed in the response 33). A simple reason, which indicates a linguistic-communicative property of pseudo-Anglicisms, expressed in relative terms.
44. The fact that pseudo-Anglicisms often summarise multiple meanings in one word, expressed in the response 34). A simple reason, which indicates a linguistic-communicative property of pseudo-Anglicisms, expressed in absolute terms.
45. The attraction of pseudo-Anglicisms of greater attention and curiosity, expressed in the response 35). A simple reason, which indicates a psychological-communicative property of pseudo-Anglicisms, expressed in relative terms.
46. The recognisability of pseudo-Anglicisms on the part of the others, expressed in the response 36). A simple reason, which indicates a cognitive property of pseudo-Anglicisms, expressed in absolute terms.
47. Limited knowledge of English, expressed in the response 37). A simple reason, which indicates a cognitive-linguistic fact, expressed in absolute terms.
48. The exhibition of fake linguistic skills by means of pseudo-Anglicisms, expressed in the response 37). A simple reason, which indicates a cognitive-psychological-linguistic fact, expressed in absolute terms.
49. Disinformation, expressed in the response 37). A simple reason, which indicates a cognitive fact, expressed in absolute terms.

50. The greater novelty of pseudo-Anglicisms, expressed in the response 39). A simple reason, which indicates a historical property of pseudo-Anglicisms, expressed in relative terms.
51. The greater usefulness of invention than reflection for the human brain, expressed in the response 40). A simple reason, which indicates a cognitive-psychological fact, expressed in absolute terms.
52. The usage of pseudo-Anglicisms on the part of the young people and their spread through social networking services, expressed in the response 41). A complex reason, which indicates a social-cultural phenomenon, expressed in absolute terms.
53. The greater ease of remembering and pronouncing pseudo-Anglicisms by virtue of their similarity to the Italian language, expressed in the response 41). A complex reason, which indicates a cognitive-linguistic property of pseudo-Anglicisms, expressed in relative terms.
54. The necessity of certain pseudo-Anglicisms based on peculiar circumstances and situations, expressed in the response 42). A complex reason, which indicates a communicative-social-historical property of certain pseudo-Anglicisms, expressed in absolute terms.
55. The unnecessary knowledge of English for the use of pseudo-Anglicisms, expressed in the response 42). A simple reason, which indicates a cognitive-linguistic fact, expressed in absolute terms.
56. The fashionableness of pseudo-Anglicisms, expressed in the response 46). A simple reason, which indicates a social-cultural property of pseudo-Anglicisms, expressed in absolute terms.
57. The influence of pseudo-Anglicisms in the light of their frequent usage on the part of experts and specialists in specialised discourse and in non-specialised discourse in mass media, which leads to the spread of pseudo-Anglicisms in and into the general language and their perception on the part of common people as real Anglicisms, expressed in the response 50). A complex reason, which indicates a cognitive-linguistic-social-cultural property of pseudo-Anglicisms, expressed in absolute terms.
58. The desire to exhibit proficiency also in English by means of pseudo-Anglicisms, expressed in the response 51). A simple reason, which indicates a cognitive-psychological-linguistic fact, expressed in absolute terms.

59. The greater ease of the understanding of pseudo-Anglicisms by virtue of their similarity to the Italian language and in the light of Italians' limited knowledge of English, expressed in the response 52). A complex reason, which indicates a cognitive-linguistic-communicative-social-cultural property of pseudo-Anglicisms, expressed in relative terms.
60. The difficulty of Italians of remembering words without typically Italian sound and form, expressed in the response 52). A simple reason, which indicates a cognitive-linguistic-social-cultural fact, expressed in absolute terms.

These reasons are centred on the following topics:

1. The understanding of pseudo-Anglicisms, on which the reasons 1), 9), 16), 21), 25), 33), 34) and 59) are centred.
2. Knowledge of English, on which the reason 25), 26), 27), 32), 33), 47), 55) and 59) are centred.
3. Various, generic relationships between the Italian society and culture and pseudo-Anglicisms, on which the reasons 3), 13), 23), 28), 56), 59) and 60) are centred.
4. The influence of pseudo-Anglicisms, on which the reasons 22), 24), 28), 52) and 57) are centred.
5. The cognitive, psychological, linguistic, social, cultural projections by means of pseudo-Anglicisms, on which the reasons 27), 36), 39), 48) and 58) are centred.
6. The convenience, practicality or usefulness of pseudo-Anglicisms, on which the reasons 5), 31), 33) and 42) are centred.
7. The attractiveness of pseudo-Anglicisms, on which the reasons 7), 12), 30) and 45) are centred.
8. The remembering of pseudo-Anglicisms, on which the reasons 10), 18), 53) and 60) are centred.
9. The similarity of pseudo-Anglicisms to linguistic realities or entities, on which the reasons 17), 38), 53) and 59) are centred.
10. The semantic fields and usage domains of pseudo-Anglicisms, on which the reasons 29), 40) and 43) are centred.

11. The pronunciation of pseudo-Anglicisms, on which the reasons 4) and 53) are centred.
12. The use of pseudo-Anglicisms, on which the reasons 6) and 32) are centred.
13. The non-knowledge of real Anglicisms, on which the reasons 8) and 26) are centred.
14. The familiarity of pseudo-Anglicisms, on which the reasons 11) and 15) are centred.
15. The integration of pseudo-Anglicisms into a linguistic entity, on which the reasons 19) and 31) are centred.
16. The modification of real Anglicisms in the form of or by means of pseudo-Anglicisms, on which the reasons 37) and 41) are centred.
17. The simplicity or ease of pseudo-Anglicisms, on which the reason 2) is centred.
18. Personal preferences, on which the reason 14) is centred.
19. The shortness of pseudo-Anglicisms, on which the reason 20) is centred.
20. The emphasis of pseudo-Anglicisms in relation to real Anglicism, on which the reason 35) is centred.
21. The understanding of Anglicisms, both false and authentic, on which the reason 36) is centred.
22. The use of real Anglicisms, on which the reason 37) is centred.
23. The semantic density of pseudo-Anglicisms, on which the reason 44) is centred.
24. The recognisability of pseudo-Anglicism, on which the reason 46) is centred.
25. Disinformation, on which the reason 49) is centred.
26. The novelty of pseudo-Anglicisms, on which the reason 50) is centred.
27. The contrast between invention and reflection in human cognition in terms of usefulness, on which the reason 51) is centred.
28. The necessity of certain pseudo-Anglicisms grounded on peculiar circumstances and situations, on which the reason 54) is centred.

To understand how and how heterogeneously or homogeneously the surveyed students have reasoned on the causes of the greater usage and appreciation of certain pseudo-Anglicisms than the equivalent real Anglicisms without problems and difficulties in the content of their reasoning in the response to the twenty-third item of the questionnaire, the 60 reasons expressed by the students listed above are collectively analysed in quantitative and qualitative terms in the light of 13 aspects:

the repeated reasons, the number of their repetitions, the distribution of the reasons according to nine features of their content, six dichotomous qualitative variables and three polytomous qualitative variables, the difference between the distributions of the reasons according to these nine features and the extent of this difference. The six dichotomous variables comprise three of the four features in the light of which the reasons are described in their list – simplicity or complexity, indication of a property of pseudo-Anglicisms or indication of a fact or a phenomenon external to these words that indirectly involve them and expression in absolute terms or expression in relative terms – a feature derived from the other of the four features in the light of which the reasons are described in their list, the human dimension or dimensions that defines or define the reasons – one defining human dimension or more than one defining human dimension – and two features derived from the topic or topics addressed by the reasons – one topic addressed or more than one topic addressed and topics addressed by one reason or topics addressed by more than one reason. The three polytomous variables comprise two features derived from the feature of the human dimension or dimensions that defines or define the reasons – the single human dimension that defines, in isolation, or contributes to define, in combination with other dimensions, the highest number of reasons, and the combination of human dimensions that defines, in isolation, or contributes to define, in turn in combination with other dimensions, the highest number of reasons – and a feature derived from the topic or topics addressed by the reasons – the single topic that is addressed by the highest number of reasons. This analysis of the 60 reasons with which the surveyed students have motivated the greater usage and success of certain pseudo-Anglicisms in comparison with the equivalent genuine Anglicisms without problems and difficulties in their content in the light of these 13 aspects will finally result in an overall description of these reasons.

In response to the question of the twenty-third item of the questionnaire on the reasons for the greater usage and appreciation of certain pseudo-Anglicisms in comparison to the equivalent real Anglicisms, the surveyed students have reported 60 different reasons without problems and difficulties in their content. In terms of repeated reasons and number of their repetitions, the reasons reported by more than one student are 10, approximately 16.7% of all the 60 reasons, and are reported by a



number of students that ranges from one to seven. One reason is reported by seven students, two reasons are reported by four students, two reasons are reported by three students and five reasons are reported by two students. It follows that the participants of the survey have reasoned on the causes for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent real Anglicisms, without problems and difficulties in the content of their reasoning, in terms of reasons that are non-shared rather than shared by other students, by an overwhelming majority, and that are shared by few students when they are shared by multiple students. Indeed, the reasons expressed by single students are approximately 83.3% of all the 60 reasons, unproblematic in their content, that have been expressed by the participants in response to the twenty-third item of the questionnaire, and, of the reasons expressed by multiple students, half is expressed by two students and the other half is expressed by three, four and, at most, seven students.

In terms of simplicity or complexity, 49 reasons are simple, i.e., they do not include specifications on their origin, functioning or results, and 11 reasons are complex, i.e., they include specifications on their origin, functioning or results. It follows that the participants of the survey have reasoned on the causes for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent real Anglicisms, without problems and difficulties in the content of their reasoning, in terms of reasons that are simple, without a particular origin, a particular functioning or particular results worth being specified, rather than complex, with a particular origin, a particular functioning or particular results worth being specified, by an overwhelming majority. Indeed, the reasons without such specifications are approximately 81.7% of all the 60 reasons, unproblematic in their content, that have been expressed by the participants in response to the twenty-third item of the questionnaire.

In terms of indication of a property of pseudo-Anglicisms or indication of a fact or phenomenon that is not a property of pseudo-Anglicisms, 40 reasons indicate a property of these lexical items, and 20 reasons do not indicate a property of these lexical items. It follows that the participants of the survey have reasoned on the causes for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent real Anglicisms, without problems and difficulties in

the content of their reasoning, in terms of reasons that indicate a property of pseudo-Anglicisms rather than facts and phenomena external to these words that indirectly involve them, by a significant majority. Indeed, the reasons focused on the properties of pseudo-Anglicisms are approximately 66.7% of all the 60 reasons, unproblematic in their content, that have been expressed by the participants in response to the twenty-third item of the questionnaire.

In terms of expression in absolute or relative terms, 34 reasons are expressed in absolute terms, i.e., autonomously from real Anglicisms, in terms of properties or facts or phenomena that are not indicated as affecting pseudo-Anglicisms differently from real Anglicisms, and 26 reasons are expressed in relative terms, i.e., in relation to real Anglicisms, in terms of properties or facts or phenomena that are indicated as affecting pseudo-Anglicisms differently from real Anglicisms. Specifically, of the 26 reasons expressed in relative terms, 23 reasons are expressed in terms of explicit comparison of majority in favour of pseudo-Anglicisms – properties or facts or phenomena that affect pseudo-Anglicisms more than real Anglicisms – two reasons are expressed in terms of implicit comparison of majority in favour of pseudo-Anglicisms – simplification of the use and meaning of real Anglicisms by means of pseudo-Anglicisms – and one reason is expressed in terms of negative explicit comparison of equality – the emphasis of pseudo-Anglicisms that is not as that of real Anglicisms. It follows that the participants of the survey have reasoned on the causes for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent real Anglicisms, without problems and difficulties in the content of their reasoning, in terms of reasons expressed autonomously from real Anglicisms, in terms of properties or facts or phenomena that are not indicated as affecting pseudo-Anglicisms differently from real Anglicisms, rather than in relation to real Anglicisms, in terms of properties or facts or phenomena that are indicated as affecting pseudo-Anglicisms differently from, mostly more than, real Anglicisms, by a slight majority. Indeed, the reasons expressed in absolute terms are approximately 56.7% of all the 60 reasons, unproblematic in their content, that have been expressed by the participants in response to the twenty-third item of the questionnaire.

In terms of the single human dimension that defines the highest number of reasons, entirely or partially, the human dimension of language defines the nature of

41 reason, the human dimension of cognition defines the nature of 25 reasons, the human dimension of communication defines the nature of 23 reasons, the human dimension of society defines the nature of 16 reasons, the human dimension of culture defines the nature of 15 reasons, the human dimension of psychology defines the nature of 13 reasons and the human dimension of history defines the nature of two reasons. These dimensions define the nature of the reasons nearly always in combination with other dimensions. Indeed, in terms of one defining human dimension or more than one defining human dimension, society is always associated with other dimensions, language and cognition are not associated with other dimensions in three reasons each, and communication, culture, psychology and history are not associated with other dimensions in one reason each. In other words, 49 reasons are defined by multiple human dimensions and 11 reasons are defined by a single human dimension. In terms of the combination of human dimensions that defines the highest number of reasons, entirely or partially, the combination of cognition and language defines 20 reasons, that of language and communication defines 19 reasons and the other combinations of dimensions define from one to 14 reasons. It follows that the participants of the survey have reasoned on the causes for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent real Anglicisms, without problems and difficulties in the content of their reasoning, in terms of reasons that are, firstly and in general terms, multi-dimensional rather than mono-dimensional in their nature, by an overwhelming majority. Indeed, the reasons centred on properties of pseudo-Anglicisms or facts or phenomena external to these words that indirectly involve them defined by more than one of the seven human dimensions that define these properties and facts or phenomena – language, cognition, communication, society, culture, psychology and history – are approximately 81.7% of all the 60 reasons, unproblematic in their content, that have been expressed by the participants in response to the twenty-third item of the questionnaire. Secondly and specifically, these reasons are as follows: in terms of a single defining human dimension, primarily linguistic by a significant majority and secondarily, in decreasing order of respective reasons, cognitive, communicative, social, cultural, psychological and historical; in terms of combinations of different defining human dimensions, primarily cognitive-linguistic

by a slight relative majority. Indeed, the reasons centred on properties of pseudo-Anglicisms or facts or phenomena external to these words that indirectly involve them defined entirely or partially by the human dimension of language are approximately 68.3% of all the 60 reasons, unproblematic in their content, that have been expressed by the participants in response to the twenty-third item of the questionnaire. Moreover, the combination of the human dimensions of cognition and language entirely or partially defines 20 reasons, more than any other combination.

The 60 reasons under analysis address 28 topics. In terms of one topic addressed or more than one topic addressed, 48 reasons address one topic and 12 reasons address more than one topic. In terms of topics addressed by one reason or topics addressed by more than one reason, 50 reasons address topics addressed by other reasons and 10 reasons address topics not addressed by other reasons. In terms of the single topic that is addressed by the highest number of reasons, the understanding of pseudo-Anglicisms and knowledge of English are addressed by eight reasons, various, generic relationships between the Italian society and culture and pseudo-Anglicisms are addressed by seven reasons, seven topics are addressed by a number of reasons that ranges from three to five and six topics are addressed by two reasons. It follows that the participants of the survey have reasoned on the causes for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent real Anglicisms, without problems and difficulties in the content of their reasoning, in terms of reasons that, firstly, address one topic rather than more than one topic, by an overwhelming majority, and that, secondly, address topics shared rather than non-shared with other reasons, by another overwhelming majority. Thirdly, these reasons primarily address the topics of the understanding of pseudo-Anglicisms and knowledge of English, by a minimal relative majority. Indeed, the reasons that address a single topic and those that address topics addressed by other reasons are, respectively, 80% and approximately 83.3% of all the 60 reasons, unproblematic in their content, that have been expressed by the participants in response to the twenty-third item of the questionnaire. Moreover, the topics of the understanding of pseudo-Anglicisms and knowledge of English are addressed by eight reasons each, more than any other topic.

In summary, the participants of the survey have reasoned on the issue of for what reasons certain pseudo-Anglicisms are more popular and successful than the equivalent real Anglicisms, without problems and difficulties in the content of their reasoning, expressing 60 reasons that can be overall described as follows. The majority of these reasons addresses one topic, addressed by other reasons as well, with a predominance of the topics of the understanding of pseudo-Anglicisms and knowledge of English, addresses and is defined in its nature by multiple human dimensions, with a predominance of language and the combination cognition-language, indicates properties of pseudo-Anglicisms, is expressed autonomously from real Anglicisms, in terms of properties of pseudo-Anglicisms or, alternatively, facts or phenomena external to these words indirectly involving them that are not indicated as affecting pseudo-Anglicisms differently from real Anglicisms, and lacks specifications on the origin, functioning or results of the reasons. The predominance over the respective minority forms – the majority forms of the various alternative forms of the three polytomous variables and the opposite forms of the six dichotomous variables – is different between five of these majority forms and identical in two couples of the remaining four majority forms. In other words, the reasons are differently distributed in seven of the nine features in the light of which they have been analysed in their content. In general terms, this predominance of the majority forms of the reasons ranges from one reason to 40 reasons in its extent and, specifically, is conspicuous in the five features of simplicity or complexity, indication or non-indication of a property of pseudo-Anglicisms, single defining human dimension or multiple defining human dimensions, one topic addressed or multiple topics addressed and topics addressed by one reason or topics addressed by multiple reasons, and limited in the four features of expression in absolute or relative terms, most prevalent defining human dimension, most prevalent defining combination of human dimensions and most prevalent topic. Finally, the overwhelming majority of the reasons are reported by single students and the reasons reported by multiple students are reported by a limited number of students. Consequently, the participants of the survey have reasoned on the issue of for what reasons certain pseudo-Anglicisms are more popular and successful than the equivalent real Anglicisms, without problems and difficulties in the content of their

reasoning, expressing reasons that can be described as more homogeneous than heterogeneous in the detail of the features of their content and conspicuously heterogeneous autonomously from the detail of the features of their content, i.e., in the repeated reasons, the number of their repetitions, the difference between the distributions of the reasons in the features of their content and the extent of this difference. Indeed, the reasons are conspicuously homogeneously distributed in four of the nine features of their content in the light of which they were analysed, homogeneously distributed in one of these features, conspicuously heterogeneously distributed in three of these features and heterogeneously distributed in one of these features. Finally, the number of the repeated reasons and their repetitions is limited and the distributions of the reasons in the nine features of their content are different between seven of these features, and to a great extent.

This conclusive overall description of the reasons, unproblematic in their content, with which the respondents who have responded to the twenty-third item of the questionnaire have motivated the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent real Anglicisms brings the analysis of the open responses to this item to a close. From the next paragraph to the analysis of the following item of the questionnaire, the conclusive summary of all the results of the twenty-third item of the questionnaire, i.e., the conclusive overall description of respondents' conception of pseudo-Anglicisms in relation to the reasons for their greater popularity and success in comparison with the equivalent authentic Anglicisms in the respondents' personal and free terms, without external indications or suggestions, will be developed. It will include the conclusive overall description of the previous paragraph of the reasons, unproblematic in their content, with which the respondents who have responded to the twenty-third item of the questionnaire have motivated the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent real Anglicisms, with slight modifications.

In summary and conclusion, the respondents' conception of pseudo-Anglicisms in relation to the reasons for their greater popularity and success in comparison with the equivalent authentic Anglicisms in the respondents' personal and free terms, without external indications or suggestions, investigated by the twenty-third item of

the questionnaire, can be described as follows. As 48 subjects have responded to the item and five subjects have not responded to the item, what follows is the overall description of the reasons for the greater popularity and success of certain pseudo-Anglicisms than the equivalent real Anglicisms expressed by not all the 53 respondents of the survey, but 48 of them, those who have responded to the item. Henceforth, the respondents taken into consideration in this conclusive summary of the results of the twenty-third item of the questionnaire are indeed these 48 respondents.

Given this premise, the majority of the respondents, 31 of them, approximately 64.6% of the sample, have expressed their reasons for the greater popularity and success of certain pseudo-Anglicisms than the equivalent real Anglicisms with four problems and encountering 12 difficulties. In regard to the four problems, 16 respondents have expressed their reasons with the problem of the non-indication of at least two reasons for the greater usage and appreciation of certain pseudo-Anglicisms than the equivalent genuine Anglicisms contrary to what was requested in the instructions on the answer to the question of the twenty-third item of the questionnaire. 11 respondents have expressed their reasons with the problem of the non-pertinence of their responses to the topic of the reasons for the greater usage and appreciation of certain pseudo-Anglicisms than the equivalent genuine Anglicisms. In detail, four respondents have provided entirely non-pertinent responses and seven respondents have provided partially non-pertinent responses. Nine respondents have expressed their reasons with the problem of the unclarity of the content of their responses. In detail, two respondents have provided entirely unclear responses and seven respondents have provided partially unclear responses. Finally, six respondents have expressed their reasons with the problem of the incorrectness of the reported examples of pseudo-Anglicisms. In detail, six of the 14 respondents who have reported examples of pseudo-Anglicisms in their responses have reported incorrect examples of pseudo-Anglicisms and 10 of all the 21 reported examples of pseudo-Anglicisms are incorrect as non-pseudo-Anglicisms. These problems stem from and denote 12 difficulties that, depending on the cause and nature of the problems, have a nature that is either identifiable or non-identifiable and are either certain in their form or uncertain between two or three forms. Indeed, the difficulties and their features

have been inferred from the four problems, which constitute their concrete manifestations. Given this premise, the difficulties encountered by the respondents in answering the questions of why certain pseudo-Anglicisms are more popular and successful than the equivalent authentic Anglicisms are, in the light of the four problems of their responses and their cause and nature, the following.

In the concrete terms of the indication of one instead of more than one reason for the greater popularity and success of certain pseudo-Anglicisms than the equivalent real Anglicism, 16 respondents have encountered the difficulty of indicating at least two and not only one of such reasons. It is a difficulty of non-identifiable nature, despite some reasonable hypotheses grounded on its association with different difficulties, and it involves an obligatory aspect of the instructions on the respondents' answer to the question of the twenty-third item of the questionnaire, indicating at least two reasons for which certain pseudo-Anglicisms are more popular and successful than the equivalent authentic Anglicisms. This difficulty has combined with difficulties of different kind in five respondents.

In the concrete terms of the complete or partial non-pertinence of the responses to the topic of the reasons for the greater popularity and success of certain pseudo-Anglicisms than the equivalent real Anglicism, nine respondents have encountered five difficulties: firstly, either considering pseudo-Anglicisms and not Anglicisms in generic terms or conceiving pseudo-Anglicisms as such and not as real Anglicisms or Anglicisms in generic terms, which results in changing the subject of the comparison between pseudo-Anglicisms and real Anglicisms from pseudo-Anglicisms to Anglicisms in generic terms, real Anglicisms, pseudo-Anglicisms or both and, secondly, considering pseudo-Anglicisms in their relation to real Anglicisms and not Italian lexical items, which results in changing the term of the comparison from real Anglicisms to Italian lexical items; firstly, conceiving pseudo-Anglicisms as such and not as real Anglicisms or Anglicisms in generic terms and maintaining this conception and, secondly, considering pseudo-Anglicisms in their relation to real Anglicisms and not Italian lexical items, which results in changing the term of the comparison between pseudo-Anglicisms and real Anglicisms from real Anglicisms to Italian lexical items; firstly, considering pseudo-Anglicisms with a subjective but nonjudgmental attitude, without judging them and, in one respondent, maintaining



this attitude and, secondly, considering pseudo-Anglicisms with a descriptive and not prescriptive approach; firstly, conceiving pseudo-Anglicisms as such and not as hybrid Anglicisms, which results in changing the referent of the subject of the comparison between pseudo-Anglicisms and real Anglicisms from pseudo-Anglicisms to hybrid Anglicisms and, secondly, considering pseudo-Anglicisms in their relation to real Anglicisms and not Italian lexical items, which results in changing the term of the comparison from real Anglicisms to Italian lexical items; either focusing on why pseudo-Anglicisms are preferred over real Anglicisms and not on who prefers pseudo-Anglicisms over real Anglicisms or, firstly, focusing on why pseudo-Anglicisms are preferred over real Anglicisms and not on who prefers pseudo-Anglicisms over real Anglicisms and, secondly, considering pseudo-Anglicisms in general terms and not only some of them. The difficulty of non-pertinence encountered by two of the 11 respondents who have provided non-pertinent response is non-identifiable.

The first difficulty is either thematic or conceptual, and uncertain between three forms, the second and fourth difficulties are conceptual, the third difficulty is attitudinal, and the fifth difficulty is logical, and uncertain between two forms. These difficulties involve two aspects of the issue of the reasons for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent genuine Anglicisms and an aspect of pseudo-Anglicisms absent from this issue: pseudo-Anglicisms, the equivalent genuine Anglicisms and the users of pseudo-Anglicisms. The second difficulty of non-pertinence has combined with two difficulties of identical kind, the third difficulty of non-pertinence in one respondent and the fourth difficulty of non-pertinence in another respondent. All the difficulties of non-pertinence combined with difficulties of different kind in eight respondents.

In the concrete terms of unclarity of the content of the responses, nine respondents have encountered four difficulties: referring to the subject of the comparison at the core of the response, thus expressing the theme of the response, unambiguously, with noun phrases that are unambiguous in their referent; either indicating or both reasoning on and indicating the properties of pseudo-Anglicisms by virtue of which they can be more popular and successful than the equivalent authentic Anglicisms precisely and not vaguely and generically; referring to the

language or languages whose communicative gaps can motivate the use of pseudo-Anglicisms aimed at filling these gaps unambiguously, with noun phrases that are unambiguous in their referent between Italian, English and Italian or English; indicating the property of pseudo-Anglicisms by virtue of which they can be more popular and successful than Italian lexical items using the Italian language correctly, i.e., in a linguistically correct, clear and totally comprehensible way.

The first and third difficulties are referential, the second difficulty is either expressive or both expressive and ideational, and uncertain between two forms, and the fourth difficulty is expressive-linguistic. These difficulties involve two aspects of the issue of the reasons for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent genuine Anglicisms: pseudo-Anglicisms and the reasons for their greater popularity and success in comparison with the equivalent genuine Anglicisms or, incorrectly, Italian lexical items, specifically, their properties by virtue of which they can be more popular and successful than the equivalent genuine Anglicisms or, incorrectly, Italian lexical items, and the language or languages by virtue of whose communicative gaps pseudo-Anglicisms are used. All the difficulties of unclarity except one, the third difficulty of unclarity, have combined with difficulties of different kind in six respondents. The uncertainty between three and two forms of the first two difficulties of non-pertinence stems from the ambiguous reference to the subject of the comparison at the core of the response that defines the first difficulty of unclarity, which is associated with them.

Finally, in the concrete terms of incorrectness of the examples of pseudo-Anglicisms reported in the responses, six respondents have encountered two difficulties: reporting correct examples of pseudo-Anglicisms without mistaking real Anglicisms for them; reporting correct examples of pseudo-Anglicisms without mistaking phonetically adapted Italian calques from English for them. Since the nature of the first difficulty is identifiable in hypothetical terms in the light of two of its association with other difficulties – specifically the first two difficulties of non-pertinence, either considering pseudo-Anglicisms and not Anglicisms in generic terms or conceiving pseudo-Anglicisms as such and not as real Anglicisms or Anglicisms in generic terms and considering pseudo-Anglicisms in their relation to

real Anglicisms and not Italian lexical items and conceiving pseudo-Anglicisms as such and not as real Anglicisms or Anglicisms in generic terms, maintaining this conception and considering pseudo-Anglicisms in their relation to real Anglicisms and not Italian lexical items – the first difficulty is probably either thematic or conceptual in one respondent, probably conceptual in one respondent, and of non-identifiable nature in the other four respondents. The second difficulty is of non-identifiable nature. These difficulties involve the optional aspect of the instructions on the respondents' answer to the question of the twenty-third item of the questionnaire of the reasons for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent genuine Anglicisms, the possibility of reporting known examples of pseudo-Anglicisms. The first difficulty of incorrectness of the examples of pseudo-Anglicisms reported in the response has combined with difficulties of different kind in four respondents, and on some of them it depends.

At this point, having described how the respondents have expressed their reasons for the greater popularity and success of certain pseudo-Anglicisms than the equivalent real Anglicisms in terms of problems and difficulties, I describe in general terms how the respondents have expressed these reasons without problems and difficulties of content. In terms of content of the reasons, the indication on the part of the respondents of only one of such reasons contrary to what was requested in the item does not constitute a problem and a difficulty. In absence of the other problems and difficulties, the single reasons of the responses that contain one reason, which are problematic in their numerical singularity and not in their content, are therefore included in this description. Without problems and difficulties in the content of their reasoning, in terms of complete or partial pertinence to the topic at issue, complete or partial clarity and correctness of the reported examples of pseudo-Anglicisms, the respondents have expressed 60 different reasons for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent authentic Anglicisms. In the light of nine qualitative aspects and four quantitative aspects, these reasons can be overall described as follows.

The majority of these reasons addresses one topic, addressed by other reasons as well, with a predominance of the two topics of the understanding of pseudo-Anglicisms and knowledge of English, addresses and is defined in its nature by

multiple human dimensions, with a predominance of language and the combination cognition-language, indicates properties of pseudo-Anglicisms, is expressed autonomously from real Anglicisms, in terms of properties of pseudo-Anglicisms or, alternatively, facts or phenomena external to these words indirectly involving them that are not indicated as affecting pseudo-Anglicisms differently from real Anglicisms, and lacks specifications on the origin, functioning or results of the reasons. The predominance over the respective minority forms is different between five of these majority forms and identical in two couples of the remaining four majority forms. In other words, the reasons are differently distributed in seven of the nine features in the light of which they have been analysed in their content. In general terms, this predominance of the majority forms of the reasons ranges from one reason to 40 reasons in its extent. In specific terms, it is conspicuous in the five features of presence or absence of specifications on the origin, functioning or results of the reasons, indication of properties of pseudo-Anglicisms or indication of facts or phenomena external to these words that indirectly involve them, one or more than one defining human dimension, one or more than one topic addressed and topics addressed by one or more than one reason. It is limited in the four features of expression in relation to or autonomously from real Anglicisms, in terms of properties of pseudo-Anglicisms or, alternatively, facts or phenomena external to these words indirectly involving them that are indicated or not indicated as affecting pseudo-Anglicisms differently from real Anglicisms, most prevalent defining human dimension, most prevalent defining combination of human dimensions and most prevalent topic. Finally, the overwhelming majority of the reasons are reported by single respondents and the reasons reported by multiple respondents are reported by a limited number of respondents. Consequently, the reasons with which the respondents have motivated the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent authentic Anglicisms, without problems and difficulties in the content of the reasons, can be described as more homogeneous than heterogenous in the detail of the features of their content and conspicuously heterogeneous autonomously from the detail of the features of their content, i.e., in the repeated reasons, the number of their repetitions, the difference between the distributions of the reasons in the features of their content and the extent

of this difference. Indeed, the reasons are conspicuously homogeneously distributed in four of the nine features of their content in the light of which they have been analysed, homogeneously distributed in one of these features, conspicuously heterogeneously distributed in three of these features and heterogeneously distributed in one of these features. Finally, the number of the repeated reasons and their repetitions is limited and the distributions of the reasons in the nine features of their content are different between seven of these features, and to a great extent.

In conclusion, the open responses of the 48 surveyed students who have responded to the twenty-third item of the questionnaire have provided a significant amount of complex, detailed, enlightening and interesting information on their conception of pseudo-Anglicisms in relation to the reasons for their greater popularity and success in comparison with the equivalent authentic Anglicisms in their own subjective and free terms, without external indications or suggestions. Indeed, by virtue of the open-endedness of the item and in the light of the problems and difficulties encountered by the respondents, the number and variety of the responses unproblematic in the content, it was possible to understand not only **what** the participants of the survey think about the reasons for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent authentic Anglicisms but also, and most importantly, **how** they think what they think about this topic, with and without problems and difficulties and with what problems and difficulties. This information will prove fundamental to achieve the two aims of the questionnaire, to determine how upper-secondary-school common Italian speakers conceive pseudo-Anglicisms and to critically refine and elaborate the critical-theoretical interpretation of pseudo-English as advanced, developed and discussed in this dissertation in empirical terms in relation to upper-secondary-school common Italian speakers and their conception of pseudo-Anglicisms, in the light of the similarities and differences as well as the agreement and/or disagreement between the former and the latter, and the relation of the former to the latter.

#### **4.3.20 The Twenty-Fourth Item**

The twenty-fourth item of the questionnaire focuses on the respondents' conception of the English language as for its role in the other languages in relation to pseudo-

Anglicisms in terms of language of prestige, cosmopolitanism, coolness, fashion, modernity, success, wealth and technology, language of communicative effectiveness or usefulness and expressive freedom or language of novelty, linguistic innovation, and expressive creativity, play and freedom. It is the only item of the questionnaire that pertains to pseudo-Anglicisms indirectly and not directly, in their impact on other realities and not in their own aspects. The topic of this item is indeed the role of the English language in the other languages in relation to pseudo-Anglicisms and not pseudo-Anglicisms in relation to the role of the English language in the other languages. Accordingly, the aim of the twenty-fourth item is to determine how the respondents conceive the role of the English language in the other languages in relation to pseudo-Anglicisms, as the language of prestige, cosmopolitanism, coolness, fashion, modernity, success, wealth and technology, the language of communicative effectiveness or usefulness and expressive freedom or the language of novelty, linguistic innovation and expressive creativity, play and freedom. The question is the following: “In relation to false Anglicisms, what is the role of English in the other languages, in your opinion?”. The responses are so distributed. The response option “It is the language of communicative effectiveness or usefulness and expressive freedom. It is an instrument to be used and manipulated freely to express one’s message in the most effective, attractive and free manner.” has been selected by 36 respondents, 67.9% of the sample. The response option “It is the language of novelty, linguistic innovation and expressive creativity, play and freedom.” has been selected by 11 responses, 20.8% of the sample. The response option “It is the language of prestige, cosmopolitanism, coolness, fashion, modernity, success, wealth, technology.” has been selected by six responses, 11.3% of the sample. The question and the responses are represented below in Figure 24.

In relazione ai falsi anglicismi, qual è secondo te il ruolo dell'inglese nelle altre lingue?

53 risposte

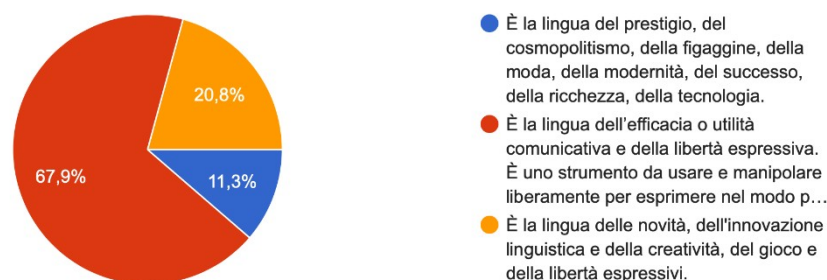


Figure 24.

The conception of the students involved in the survey of the role of the English language in the other languages in relation to pseudo-Anglicisms in terms of language of prestige, cosmopolitanism, coolness, fashion, modernity, success, wealth and technology, language of communicative effectiveness or usefulness and expressive freedom or language of novelty, linguistic innovation and expressive creativity, play and freedom is heterogeneously distributed between these three forms of this conception indicated by the response options. As in the nineteenth item of the questionnaire, whose distribution of the responses coincides with that of the twenty-fourth item, this is evident from the relationship between the supporters of each form and the total of the students and the relationship between the supporters of each form and those of the other forms. Indeed, the form of the conception at issue that is most widespread among the students, that in communicative terms, is supported by an overwhelming majority of 36 students, approximately  $2/3$  of all the students. The form of this conception that is the second most widespread among the students, that in psychological and linguistic terms, is supported by a first minority of 11 students, approximately one fifth of the all the students and approximately  $3/10$  of those who support the most widespread form. Finally, the form of this conception that is least widespread among the students, that in cultural, social and economic terms, is supported by a small second minority of six students, approximately one ninth of all the students, approximately  $5/9$  of those who support the second most widespread form and one sixth of those who support the most widespread form.

These data indicate that the overwhelming majority of the surveyed speakers conceives the role of the English language in the other languages in relation to false Anglicisms in communicative terms. For this majority, English in this respect is indeed the language of communicative effectiveness or usefulness and expressive freedom and an instrument to be used and manipulated freely to express one's message in the most effective, attractive and free manner. In contrast to the two alternative forms of the investigated conception, this datum further indicates that for the overwhelming majority of the surveyed speakers the communicative dimension is more important than the psychological, linguistic, cultural, social and economic dimensions in the definition of the role of English in the other languages in relation to false Anglicisms. The psychological and linguistic dimension is conversely more important than the communicative, cultural, social and economic dimensions in the definition of the role of English in the other languages in relation to false Anglicisms for the first minority of the surveyed speakers. This first minority indeed conceives the English in the other languages in relation to false Anglicisms in psychological and linguistic terms, as having a role of language of novelty, linguistic innovation and expressive creativity, play and freedom. Finally, the second, small minority of the surveyed speakers conceives the role of the English language in the other languages in relation to false Anglicisms in cultural, social and economic terms. For this second, small minority, English in this respect is indeed the language of prestige, cosmopolitanism, coolness, fashion, modernity, success, wealth, technology and therefore the cultural, social and economic dimensions are more important than the communicative, psychological and linguistic dimensions in the definition of the role of English in the other languages in relation to false Anglicisms.

In summary and by way of conclusion, the conception of the subjects involved in the survey of the English language as for its role in the other languages in relation to pseudo-Anglicisms in terms of language of prestige, cosmopolitanism, coolness, fashion, modernity, success, wealth and technology, language of communicative effectiveness or usefulness and expressive freedom or language of novelty, linguistic innovation and expressive creativity, play and freedom, investigated by the twenty-fourth item of the questionnaire, can be described as follows. The overwhelming majority of the subjects, the 67.9%, agrees with the conception of English as having



in the other languages in relation to pseudo-Anglicisms the role of language of communicative effectiveness or usefulness and expressive freedom as well as an instrument to be used and manipulated freely to express one's message in the most effective, attractive and free manner. For this majority, the communicative dimension is more important than the psychological, linguistic, cultural, social and economic dimensions in the definition of the role of English in the other languages in relation to pseudo-Anglicisms. The first minority of the subjects, the 20.8%, agrees with the conception of English as having in the other languages in relation to pseudo-Anglicisms the role of language of novelty, linguistic innovation and expressive creativity, play and freedom. For this minority, the psychological and linguistic dimension is more important than the communicative, cultural, social and economic dimensions in the definition of the role of English in the other languages in relation to pseudo-Anglicisms. Finally, the second, small minority of the subjects, the 11.3%, agrees with the conception of English as having in the other languages in relation to pseudo-Anglicisms the role of language of prestige, cosmopolitanism, coolness, fashion, modernity, success, wealth, technology. For this second, small minority, the cultural, social and economic dimensions are more important than the communicative, psychological and linguistic dimensions in the definition of the role of English in the other languages in relation to pseudo-Anglicisms.

#### **4.3.21 The Twenty-Fifth Item**

The twenty-fifth item of the questionnaire is centred on the respondents' conception of pseudo-Anglicisms in relation to their graphic and orthographic variability in terms of versatility and freedom, scarce knowledge of the English language or chance and arbitrariness. The aim is to determine how the respondents conceive the graphic and orthographic variability of pseudo-Anglicisms, as a sign of the versatility and freedom of these words, as a sign and consequence of scarce knowledge of the English language or as a sign and consequence of chance and arbitrariness. The question is not direct and consists in a sentence to complete with one of the three response options, that which is representative of the respondent's opinion. The sentence to complete is the following: "Generally, false Anglicisms in Italian are not graphically marked and, in this respect, do not differ from any Italian word.

Sometimes, by contrast, they are graphically marked with inverted commas, angle brackets or italics for stylistic, linguistic or communicative reasons. Orthographically as well, false Anglicisms display a significant variability. Many of those that are composed of two or more words can indeed be united (HAPPYEND), separated by spaces (HAPPY END) or separated by hyphens (HAPPY-END). In your opinion, this graphic and orthographic variability:”. The responses are so distributed. The sentence has been completed with “Is a sign of the versatility and freedom of false Anglicisms.” by 29 respondents, 54.7% of the sample. It has been completed with “Is a sign of scarce knowledge of the English language.” by 12 respondents, 22.6% of the sample. It has been completed with “Is random and arbitrary” by 12 respondents, 22.6% of the sample. The question and the responses are represented below in Figure 25.

Generalmente, i falsi anglicismi in italiano non sono graficamente marcati e da questo punto di vista non si distinguono da una qualsiasi parola italiana. ...econdo te, questa variabilità grafica e ortografica:  
53 risposte

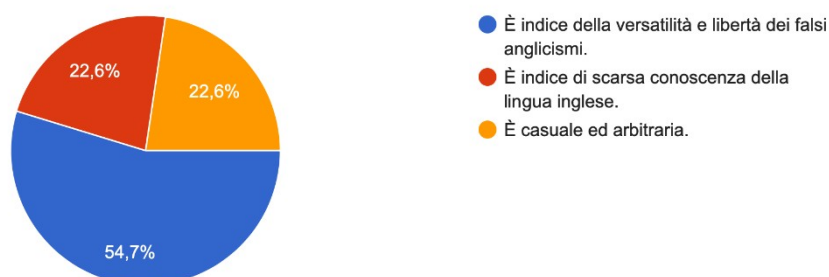


Figure 25.

The conception of the surveyed students of pseudo-Anglicisms in relation to their graphic and orthographic variability in terms of versatility and freedom, scarce knowledge of the English language or chance and arbitrariness is peculiarly distributed between these three forms of this conception indicated by the response options. In general terms, between all the three forms, the conception is heterogeneously distributed by virtue of a difference of 17 in the number of the supporters between the most supported form and each of the two least supported forms. The supporters of the two minority forms are indeed approximately 2/5, less

than half, of those of the majority form. The distribution of the conception of pseudo-Anglicisms under discussion is nevertheless homogeneous in specific terms, between the two least supported forms, by virtue of the same number of supporters. With regard to the single forms of the conception, the most widespread one found in the sample, in terms of versatility and freedom, is held approximately by 5/9 of the students, moderately more than the half of them. The two least widespread ones, in terms of scarce knowledge of the English language and chance and arbitrariness, are respectively held approximately by 2/9 of the students.

The data reported above indicate that the participants of the survey conceive the graphic and orthographic variability of pseudo-Anglicisms mostly positively. The majority of them indeed agrees with the idea that this variability is a sign of the versatility and freedom of pseudo-Anglicisms. When the participants do not conceive this property of these lexical items positively, they conceive it half negatively and half neutrally. Indeed, half of them agrees with the idea that the graphic and orthographic variability of pseudo-Anglicisms is a sign and a consequence of scarce knowledge of the English language, and the other half agrees with the idea that this variability is random and arbitrary. It follows that, among the speakers who have completed the questionnaire, the positive conception of the graphic and orthographic variability of pseudo-Anglicisms as a sign of their versatility and freedom predominates over the negative and neutral ones of this variability as a sign and a consequence of scarce knowledge of the English language and as random and arbitrary conspicuously, in relation to these conceptions in isolation, and moderately, in relation to these conceptions in combination, since there is not one of the two non-positive conceptions that predominates over the other.

#### **4.3.22 The Twenty-Sixth Item**

The twenty-sixth item of the questionnaire tackles the respondents' conception of pseudo-Anglicisms in relation to the realisation of their plural form in terms of exhibition of knowledge of English, strategy and function for the attribution of authenticity, more Englishness or more technicality to the pseudo-Anglicism or consequence of the conviction that pseudo-Anglicisms are genuine Anglicisms. The aim is to establish how the respondents conceive the realisation of the plural form of

pseudo-Anglicisms, as an exhibition of knowledge of English, as strategic and functional for the attribution of authenticity, more Englishness or more technicality to the pseudo-Anglicism or as consequence of the conviction that pseudo-Anglicisms are genuine Anglicisms. The question is not direct and consists in a sentence to complete with one of the three response options, that which is representative of the respondent's opinion. The sentence to complete is the following: "In line with the conventional rule of Italian by virtue of which the foreign, and pseudo-foreign, words are invariable, the plural form of most false Anglicisms coincides with the singular one. Conversely, the plural form is realised at times and, according to the English grammar, the desinence -S is added or, rarely, -MAN becomes -MEN. In your opinion, the realisation of the plural form in false Anglicisms:". The responses are so distributed. 23 respondents, 43.4% of the sample, have completed the sentence with "Is strategic and functional: it causes the false Anglicism to seem authentic, more English or more technical.". 20 respondents, 37.7% of the sample, have completed the sentence with "Is the consequence of the conviction that false Anglicisms are real Anglicisms.". 10 respondents, 18.9% of the sample, have completed the sentence with "Is an exhibition of knowledge of English.". The question and the responses are represented below in Figure 26.

In linea con la regola convenzionale dell'italiano per cui le parole straniere, e pseudo-straniere, sono invariabili, la forma plurale della maggior parte dei f...te, la realizzazione del plurale nei falsi anglicismi:  
53 risposte

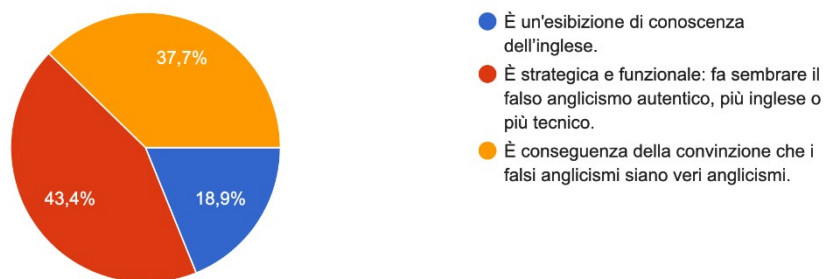


Figure 26.

The conception of the surveyed subjects of pseudo-Anglicisms in relation to the realisation of their plural form in terms of exhibition of knowledge of English,

strategy and function for the attribution of authenticity, more Englishness or more technicality to the pseudo-Anglicism or consequence of the conviction that pseudo-Anglicisms are genuine Anglicisms is peculiarly distributed between these three forms of this conception indicated by the response options. In general terms, between all the three forms, the conception is heterogeneously distributed by virtue of a difference of 13 people between the supporters of the most supported form and the least supported form and a different number of supporters for each form. Indeed, the least held form of the conception at issue is held by approximately one fifth of the sample, half of those who hold the second most held form and less than half, approximately  $3/7$ , of those who hold the most held form, the second most held form is held by approximately  $3/8$  of the sample, three people less than those who hold the most held form and, finally, the most held form is held by approximately  $3/7$  of the sample. However, the conception is only modestly homogeneously distributed in specific terms, between the most held form and the second most held form, by virtue of a difference of three in the number of their supporters.

In the light of these data, the relative majority of the students involved in the survey conceives the realisation of the plural form of false Anglicisms as strategic and functional, causing these words to seem authentic, more English or more technical. These students indeed disagree with the alternative conceptions whereby the realisation of the plural form is a mistake, an automatism, the consequence of a wrong conviction and the desire to exhibit knowledge of English by applying a well-known grammatical rule, without clear and manageable effects or advantages, and by contrast agree with the conception whereby the realisation of the plural form leads to certain effects and clear advantages that can be managed strategically. The first minority of the surveyed students, inferior to the majority by three subjects, conceives the realisation of the plural form of false Anglicisms as the consequence of the conviction that false Anglicisms are real Anglicisms. These students indeed disagree with the alternative conceptions whereby the realisation of the plural form leads to certain effects and clear advantages that can be managed strategically and is the desire to exhibit knowledge of English by applying a well-known grammatical rule, without clear and manageable effects or advantages, and by contrast agree with the conception whereby the realisation of the plural form is a mistake, an

automatism, the consequence of a wrong conviction. The second minority of the surveyed students, half of the first minority and approximately 3/7 of the majority, conceives the realisation of the plural form of false Anglicisms as an exhibition of knowledge of English. These students indeed disagree with the alternative conceptions whereby the realisation of the plural form leads to certain effects and clear advantages that can be managed strategically and is a mistake, an automatism, the consequence of a wrong conviction and, by contrast, agree with the conception whereby the realisation of the plural is the desire to exhibit knowledge of English by applying a well-known grammatical rule.

To summarise in conclusion, the conception of the students who complete the questionnaire of pseudo-Anglicisms in relation to the realisation of their plural form in terms of exhibition of knowledge of English, strategy and function for the attribution of authenticity, more Englishness or more technicality to the pseudo-Anglicism or consequence of the conviction that pseudo-Anglicisms are genuine Anglicisms, analysed by the twenty-sixth item of the questionnaire, can be outlined as follows. The students' ideas on this aspect of pseudo-Anglicisms are partly moderately homogeneously and partly heterogeneously distributed, with a form of the investigated conception that is majority in relative terms, a first minority form that is minority by three subjects and a second minority form that is minority compared to the other two forms by 13 and 10 subjects. In detail: 43.4% of the sample conceives the realisation of the plural form of pseudo-Anglicisms as strategic and functional, causing the false Anglicism to seem authentic, more English or more technical; the 37.7% conceives it as the consequence of the conviction that false Anglicisms are real Anglicisms; the 18.9% conceives it as an exhibition of knowledge of English.

#### **4.3.23 The Twenty-Seventh Item**

The twenty-seventh item of the questionnaire is concerned with the respondents' conception of pseudo-Anglicisms in relation to the possibility of some non-adapted Anglicisms of being genuine or false, depending on their origin and meaning – concretely, the possibility of using certain pseudo-Anglicisms as authentic non-adapted Anglicisms, by using them in the meaning of their homograph authentic

counterparts, and the possibility of using authentic non-adapted Anglicisms as pseudo-Anglicisms, by using them in a different, non-English meaning – in terms of limited knowledge of English, versatility, usefulness and freedom or chance and arbitrariness. The aim is to determine how the respondents conceive the possibility of some non-adapted Anglicisms of being genuine or false in relation to pseudo-Anglicisms, as a further sign that false Anglicisms are the result of a limited knowledge of English, as a sign of the versatility, usefulness and freedom of false Anglicisms or as random and arbitrary. The question is the following: “Sometimes, the same Anglicism can be authentic or false, according to its origin and meaning. For example, TICKET is a real Anglicism if it is borrowed from English and used with its original meaning of *BIGLIETTO*, whereas it is a false Anglicism if it is autonomously created in Italian and used with the meaning of “sum of money to be paid to the public administration to access medical exams, healthcare services, medications and clinical analyses”<sup>41</sup> (Furiassi, 2010: 206). Analogously, MISTER is a real Anglicism if it is borrowed from English and used in the original meaning of masculine title corresponding to *SIGNOR(E)*, whereas it is a false Anglicism if it is autonomously created in Italian and used with the meaning of COACH OF A FOOTBALL TEAM. How do you interpret this possibility of some Anglicisms of being false or authentic?”. The responses are so distributed. The response option “It is a sign of the versatility, usefulness and freedom of false Anglicisms.” has been selected by 30 respondents, 56.6% of the sample. The response option “It is a further sign that false Anglicisms are the result of a limited knowledge of English: although a certain Anglicism is an authentic loan, it is used also as false Anglicism.” has been selected by 15 respondents, 28.3% of the sample. The response option “It is random and arbitrary.” has been selected by eight respondents, 15.1% of the sample. The question and the responses are represented below in Figure 27.

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<sup>41</sup> This is the only false Anglicism attested in Furiassi’s dictionary whereby, after the clipping, a sound is added to the truncated word. In *ANTIAGE* from *ANTI-AGING*, -E is added after deleting -ING. It is reasonable to hypothesise that this takes place in other pseudo-Anglicisms originating from clipping not recorded in Furiassi’s dictionary. This process, nevertheless, makes the classification of *ANTIAGE* as a false Anglicism obtained by clipping problematic, because the addition of a sound after the clipping is not mentioned in the description by Furiassi of this class of false Anglicisms (Furiassi, 2010: 43-44).

A volte, lo stesso anglicismo può essere autentico o falso, a seconda della sua origine e del suo significato. Ad esempio, ticket è un vero anglicismo ...tà di alcuni anglicismi di essere falsi o autentici?  
53 risposte

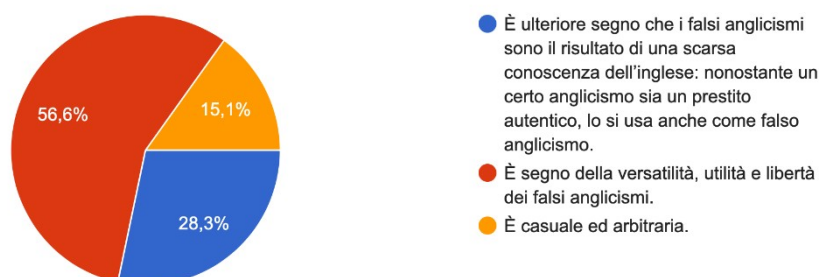


Figure 27.

The conception of the surveyed subjects of pseudo-Anglicisms in relation to the possibility of some non-adapted Anglicisms of being genuine or false, depending on their origin and meaning, in terms of limited knowledge of English, versatility, usefulness and freedom or chance and arbitrariness is heterogeneously distributed between these three forms of this conception indicated by the response options. Indeed, the number of the supporters of each form differs to that of the other forms and to a significant degree. The most held form of this conception is held by a majority of approximately 4/7 of all the subjects. The second most held form is held by a first minority that represents approximately 2/7 of the sample and half of the majority. The least held form is held by a second minority that represents approximately one seventh of the sample, approximately half of the first minority and approximately a quarter of the majority.

These data indicate that the participants of the survey conceive pseudo-Anglicisms in relation to the possibility of some non-adapted Anglicisms of being genuine or false, depending on their origin and meaning, mostly positively. The majority of the participants indeed has expressed agreement with the form of this conception whereby the changeability of the falseness or authenticity of certain Anglicisms is a sign of the versatility, usefulness and freedom of false Anglicisms. When the participants do not conceive pseudo-Anglicisms in relation to the possibility of some non-adapted Anglicisms of being genuine or false, depending on



their origin and meaning, positively, they conceive it more negatively than neutrally. Indeed, the first minority of the participants has expressed agreement with the form of this conception whereby the changeability of the falseness or authenticity of certain Anglicisms is a further sign that false Anglicisms are the result of a limited knowledge of English, in that although a certain Anglicism is an authentic loan, it is used also as false Anglicism. The second minority, approximately half of the first minority, has expressed agreement with the form of this conception whereby the changeability of the falseness or authenticity of certain Anglicisms is random and arbitrary.

#### **4.3.24 The Twenty-Eighth Item**

The twenty-eighth item of the questionnaire centres on the respondents' conception of pseudo-Anglicisms in relation to their complex relationship with English equivalents, existent or non-existent, and Italian equivalents, existent or non-existent, which can coincide in Italian, in terms of peculiarity, uniqueness, originality, usefulness and versatility, confusion between Italian and English or oddness and uselessness. The aim is to determine how the respondents conceive the complex relationship of false Anglicisms with English equivalents, existent or non-existent, and Italian equivalents, existent or non-existent, and which can coincide in Italian, as a sign of the peculiarity, uniqueness, originality, usefulness and versatility of pseudo-Anglicisms, as a sign of confusion in speakers between Italian and English or as a sign of the oddness and uselessness of false Anglicisms. The question is not direct and consists in a sentence to complete with one of the three response options, that which is representative of the respondent's opinion. The sentence to complete is the following: "False Anglicisms have a complex relationship with both English and Italian. Some of them have equivalents in English and Italian. Some have equivalents in only one language and others do not have equivalents in any of the two languages. Moreover, the equivalent in Italian of certain false Anglicisms is an authentic Anglicism regularly employed in this language. In your opinion, this is a sign:". The responses are so distributed. "Of the peculiarity, uniqueness, originality, usefulness and versatility of false Anglicisms." has been selected to complete the sentence by 32 respondents, 60.4% of the sample. "Of a certain confusion in people between Italian

and English.” has been selected to complete the sentence by 19 respondents, 35.8% of the sample. “Of the oddness and uselessness of false Anglicisms.” has been selected to complete the sentence by two respondents, 3.8% of the sample. The question and the responses are represented below in Figure 28.

I falsi anglicismi hanno un rapporto complesso sia con l'inglese che con l'italiano. Alcuni hanno degli equivalenti in inglese e in italiano. Alcuni li ... usato in questa lingua. Secondo te, questo è segno:  
53 risposte

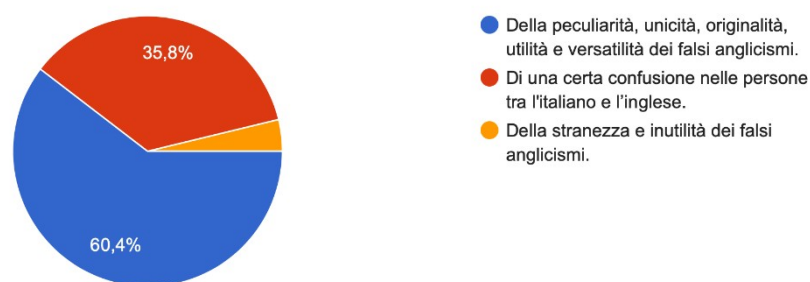


Figure 28.

The conception of the speakers involved in the survey of the complex relationship of pseudo-Anglicisms with English equivalents, existent or non-existent, and Italian equivalents, existent or non-existent, which can coincide in Italian, as a sign of the peculiarity, uniqueness, originality, usefulness and versatility of pseudo-Anglicisms, as a sign of confusion in speakers between Italian and English or as a sign of the oddness and uselessness of pseudo-Anglicisms is highly heterogeneously distributed between these three forms of this conception indicated by the response options. Firstly, this is evident from the relationship between the number of the supporters of each form and the total number of the speakers. The most widespread form of the investigated conception found in the sample is held by a vast majority of 32 speakers, approximately 3/5 of the sample. The second most widespread form is held by a first minority of 19 speakers, approximately 3/8 of the sample. Finally, the least widespread form is held by a second minority of two speakers, so small that it is not useful to calculate the ratio of this minority to the total of the surveyed speakers. Secondly, the highly heterogeneous distribution of the conception under analysis between the three forms indicated by the response options is evident from the

relationship between the numbers of supporters of these forms. The second most widespread form observed in the sample is held by approximately 3/5 of those who hold the most widespread form and the difference in the number of supporters between the least widespread form and the most widespread form and the second most widespread form is of 30 and 17 supporters, respectively.

These data indicate that the vast majority of the sample conceives the complex relationship of pseudo-Anglicisms with English equivalents, existent or non-existent, Italian equivalents, existent or non-existent, and which can coincide in Italian, positively. This majority indeed agrees with the idea that this aspect of pseudo-Anglicisms is as a sign of the peculiarity, uniqueness, originality, usefulness and versatility of these words, i.e., with the idea that the fact that pseudo-Anglicisms can have both English and Italian equivalents, only English equivalents, only Italian equivalents, and that the equivalents can coincide in the form of an authentic Anglicism regularly employed in Italian, makes pseudo-Anglicisms peculiar, unique, original, useful and versatile. On the contrary, the remaining minority of the sample conceives the complex relationship of pseudo-Anglicisms with English equivalents, existent or non-existent, Italian equivalents, existent or non-existent, and which can coincide in Italian, negatively. The almost entirety of this minority, the first minority, agrees with the idea that this aspect of pseudo-Anglicisms is a sign of a certain confusion in speakers between Italian and English, i.e., with the idea that pseudo-Anglicisms can have both English and Italian equivalents, only English equivalents, only Italian equivalents, and that the equivalents can coincide in the form of an authentic Anglicism regularly employed in Italian, because English and Italian are confusedly conceived and used and not clearly distinguished by Italian speakers. Finally, solely two respondents agree with the idea that this aspect of pseudo-Anglicisms is a sign of the oddness and uselessness of pseudo-Anglicisms, i.e., with the idea that the fact that pseudo-Anglicisms can have both English and Italian equivalents, only English equivalents, only Italian equivalents, and that the equivalents can coincide in the form of an authentic Anglicism regularly employed in Italian, makes pseudo-Anglicisms odd and useless.

In short and by way of conclusion, the conception of the surveyed subjects of pseudo-Anglicisms in relation to their complex relationship with English equivalents,

existent or non-existent, and Italian equivalents, existent or non-existent, which can coincide in Italian, in terms of peculiarity, uniqueness, originality, usefulness and versatility, confusion between Italian and English or oddness and uselessness, investigated by the twenty-eighth item of the questionnaire, can be described as follows. The subjects' ideas on the fact that pseudo-Anglicisms can have both English and Italian equivalents, only English equivalents, only Italian equivalents, and that the equivalents can coincide in the form of an authentic Anglicism regularly employed in Italian, are heterogeneously distributed, with a form of the investigated conception that is markedly majority in absolute terms, a first minority form that is minority by 13 subjects and a second minority form that is minority compared to the other two forms by 30 and 17 subjects. In detail: 60.4% of the sample conceives this aspect of pseudo-Anglicisms as a sign of the peculiarity, uniqueness, originality, usefulness and versatility of these words; 35.8% of the sample conceives it as a sign of a certain confusion in speakers between Italian and English; two subjects conceive it as a sign of the oddness and uselessness of pseudo-Anglicisms.

#### **4.3.25 The Twenty-Ninth Item**

The twenty-ninth item of the questionnaire deals with the respondents' conception of Italian lexical items in relation to their Italianness, as signs and not only signifiers, in terms of Italian origin and use, Italian use and Italian origin, use and form-structure. As already mentioned, the twentieth, twenty-first and twenty-ninth items are the only items of the questionnaire that do not relate to pseudo-Anglicisms but to topics and phenomena that indirectly or directly affect pseudo-Anglicisms and their conception. The two aims of the twenty-ninth item are indeed the following: firstly, to establish when, according to the respondents, a lexical item is Italian, when it is coined and used in Italian, when it is used in Italian, irrespective of its origin, or when it is coined and used in Italian and its form and structure are Italian, i.e., its components are coined and used in Italian; secondly, to introduce the complex topic of the following item, the issue of to what language, languages or linguistic entity pseudo-Anglicisms belong in the light of, firstly, their dual and dynamic nature, the lack of unity and coherence in their origin, coinage, form and usage and their existence sometimes in one language and sometimes in multiple languages and, secondly, the

respondents' conception of the belonging to Italian of lexical items and therefore, in general terms, their conception of the belonging to a language of lexical items, by having the respondents reason on the same issue, but with reference to their native language, the language they know best. The question is the following: "When is a word Italian to you, meaning by word a certain linguistic unit endowed with a certain meaning and not only the linguistic unit?". The responses are so distributed. To 24 respondents, 45.3% of the sample, a word is Italian "When it has an Italian origin, an Italian usage and an Italian form, that is, when both the word and its components, i.e., the words of which it is composed, its stem and what lies around it (prefixes, suffixes, desinences, etc.) have an Italian origin and are used in Italian, in the sense that these components were coined and used for the first time in that language.". To 16 respondents, 30.2% of the sample, a word is Italian "When it is used in Italian, irrespective of its language of origin, which can also be foreign.". To 13 respondents, 24.5% of the sample, a word is Italian "When it has an Italian origin and is used in Italian, in the sense that it was coined and used for the first time in that language.". The question and the responses are represented below in Figure 29.

Quando per te una parola è italiana, intendendo con parola una certa unità linguistica dotata di un certo significato e non solo l'unità linguistica?  
53 risposte

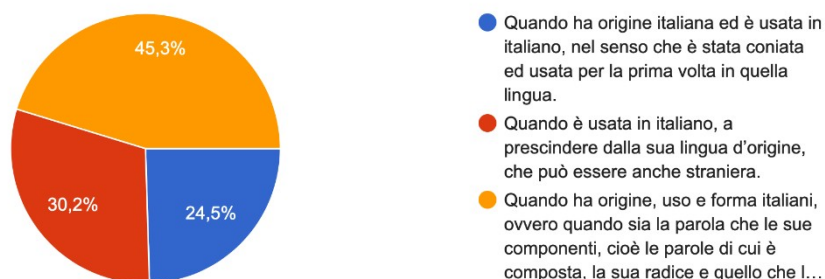


Figure 29.

The conception of the students who have participated in the survey of Italian lexical items in relation to their Italianness, as signs and not only signifiers, in terms of Italian origin and use, Italian use and Italian origin, use and form-structure is peculiarly distributed between these three forms of this conception indicated by the

response options. In general terms, between all the three forms, the conception is heterogeneously distributed in the light of a difference of 11 in the number of supporters between the most supported form and the least supported form and in the light of a number of supporters of each form that is different from that of the other forms. Indeed, the form of the conception under analysis that is the least present in the sample is held by approximately a quarter of the surveyed students, three students less than those who hold the second most present form in the sample and slightly more than half of those who hold the most present form in the sample; the second most present form in the sample is held by approximately 3/10 of the surveyed students and 2/3 of those who hold the most present form; the most present form is held by approximately 4/9 of the surveyed students. In specific terms, between the second most present form found in the sample and the least present form, the conception under analysis is however moderately homogeneously distributed, by virtue of a difference of three in the number of their supporters.

These data firstly indicate that the form of the conception of Italian lexical items in relation to their Italianness, as signs and not only signifiers, in terms of Italian origin and use, Italian use and Italian origin, use and form-structure, that is most in line with the students' opinions on this subject is that whereby the Italianness concerns all the three aspects of the origin, use and form-structure. The relative majority of the students indeed agrees with the idea that the Italianness of a lexical item depends on its origin, use and form-structure. For this majority, for a lexical item to be Italian its origin must be Italian – the coinage must have occurred and thus the usage must have begun in Italian – its usage must be Italian – the lexical item must be used in Italian – and its form-structure must be Italian – the stem, prefixes, suffixes, desinences and constitutive words of the lexical item must have been coined and used for the first time in Italian. This datum of the majority form of the conception under analysis is noteworthy and meaningful firstly because that in terms of Italian origin, use and form-structure is the most complex of the three forms of the conception of Italian lexical items in relation to their Italianness proposed to the students and secondly because the topic itself of the Italianness of an Italian lexical item is a complex topic to students who are unfamiliar with and have difficulties with metalinguistic reflection, as already pointed out. That the majority, however relative,

of the students who have responded to the questionnaire holds the most complex form of the three proposed forms of the conception of the complex topic of the Italianness of Italian lexical items is indeed noteworthy and meaningful.

The responses to the twenty-ninth item of the questionnaire secondly indicate that the form of the conception of Italian lexical items in relation to their Italianness, as signs and not only signifiers, in terms of Italian origin and use, Italian use and Italian origin, use and form-structure, that is the second most in line with the respondents' opinions on this subject is that whereby the Italianness concerns the sole aspect of the use. The first minority of the respondents indeed agrees with the idea that the Italianness of a lexical item depends solely on its usage. For this first minority, for a lexical item to be Italian it is sufficient that it is used in Italian, irrespective of the language whereby it was coined, which indeed can be a foreign language. According to this conception of the Italianness of Italian lexemes, authentic and false loanwords employed in Italian, for instance authentic and false Anglicisms, are therefore Italian lexemes. In a complementary way to that of the majority form of the conception under analysis, this datum of the first minority form is noteworthy and meaningful for the inferior complexity of this form to the alternative forms. That in terms of Italian usage is indeed the least complex of the three forms of the conception of the Italianness of Italian lexical items and, in the light of the unfamiliarity and consequent difficulties with metalinguistic reflection of the respondents and the greater support of the most complex form, that the first minority of the respondents holds the least complex form of the three proposed forms of the conception of the complex topic of the Italianness of Italian lexical items is noteworthy and meaningful.

The responses to the twenty-ninth item of the questionnaire thirdly indicate that the form of the conception of Italian lexical items in relation to their Italianness, as signs and not only signifiers, in terms of Italian origin and use, Italian use and Italian origin, use and form-structure, that is the least in line with the opinions on this topic of the subjects who have completed the questionnaire is that whereby the Italianness concerns the two aspects of the origin and use. The second minority of the subjects indeed agrees with the idea that the Italianness of a lexical item depends on its origin and usage. For this second minority, for a lexical item to be Italian its origin must be

Italian – the coinage must have occurred and thus the usage must have begun in Italian – and its usage must be Italian – the lexical item must be used in Italian. In a complementary way to that of the majority form of the conception under analysis and that of the first minority form, this datum of the second minority form is noteworthy and meaningful for the intermediate complexity of this form in relation to the alternative forms, i.e., the lesser complexity than the majority form and the greater complexity than the minority form. That in terms of Italian origin and Italian usage is indeed of the three forms of the conception of the Italianness of Italian lexical items that with an intermediate complexity, which combines the two shared aspects of the other forms, the origin and the usage. In the light of the unfamiliarity and consequent difficulties with metalinguistic reflection of the subjects and the greater support of the most and least complex forms, that the second minority of the subjects holds the form of the three proposed forms of the conception of the complex topic of the Italianness of Italian lexical items with an intermediate complexity and that combines the two shared aspects of the most and least complex forms is noteworthy and meaningful.

To summarise and conclude, the conception of the subjects involved in the survey of Italian lexical items in relation to their Italianness, as signs and not only signifiers, in terms of Italian origin and use, Italian use and Italian origin, use and form-structure, investigated by the twenty-ninth item of the questionnaire, can be outlined as follows. The subjects' ideas on the Italianness of Italian lexical items are heterogeneously distributed, with a form of the investigated conception that is majority in relative terms, a first minority form that is minority by eight subjects and a second minority form that is minority compared to the other two forms by 11 and three subjects. In detail: for 45.3% of the sample, a word is Italian when it has an Italian origin, an Italian usage and an Italian form-structure; for 30.2% of the sample, a word is Italian when it has an Italian usage; for 24.5% of the sample, a word is Italian when it has an Italian origin and an Italian usage. It follows that while the conception of the Italianness of Italian lexical items in terms of Italian origin, use and form-structure clearly predominates over those in terms of Italian use and Italian origin and use, that in terms of Italian usage predominates over that in terms of Italian origin and use only moderately. These results are noteworthy and meaningful



because, although the topic of the Italianness of Italian lexical items is a complex topic to the surveyed subjects, who are unfamiliar with and have difficulties with metalinguistic reflection, the form of the conception of this issue with which the majority, however relative, of the subjects agrees is the most complex of the three indicated by the response options, the form with which the first minority of the subjects agrees is the least complex and the form with which the second minority of the subjects agrees is that with an intermediate complexity in relation to the most and least complex forms, of which it combines the two shared aspects.

#### **4.3.26 The Thirtieth Item**

The thirtieth and last item of the questionnaire is focused on the respondents' conception of pseudo-Anglicisms in relation to the language, languages or linguistic entity to which they belong in the light of, firstly, their dual and dynamic nature, the lack of unity and coherence in their origin, coinage, form and usage and their existence sometimes in one language and sometimes in multiple languages and, secondly, the respondents' conception of the belonging to Italian of lexical items and therefore, in general terms, their conception of the belonging to a language of lexical items, which has emerged in the previous twenty-ninth item, in terms of the language of their coinage and first usage, the language or languages of their usage, the language of their form, English, as international *lingua franca*, or pseudo-English or no language. The first aim is to determine to what language, languages or linguistic entity pseudo-Anglicisms belong according to the respondents, in the light of their dual and dynamic nature – characterised by appearance as and form of English and non-origin and non-usage in English, as well as the possibility of change from falseness to authenticity – the lack of unity and coherence in their origin, coinage, form and usage – which indeed involve at least two languages: English, the language whereby they are created and used and, if they are used in different languages, the different languages whereby they are used – and their existence sometimes in one language and sometimes in multiple languages. The second aim is to determine whether the respondents apply their conception of the belonging to a language of lexical items to pseudo-Anglicisms, thus whether the respondents conceive the belonging to a language in the same way or differently with Italian lexemes and

pseudo-Anglicisms, in the light of their conception of the belonging to Italian of lexical items, thus, in general terms, their conception of the belonging to a language of lexical items, which has emerged in the previous twenty-ninth item. In sum, the aim of the last item of the questionnaire is to investigate how the respondents answer the question left unasked and unanswered in research of to what language, languages or linguistic entity pseudo-Anglicisms belong, in the light of their dual and dynamic nature, lack of unity and coherence in their origin, coinage, form and usage and existence sometimes in one language and sometimes in multiple languages, in turn in the light of a given conception of the notion of belonging to a language. The question at issue is posed to the respondents as follows: “By virtue of the previous item, I present the last item of the questionnaire to you, which is complex but particularly meaningful to understand the nature of the phenomenon examined in the study I am conducting. It, too, is the most important item, therefore I introduce it to you with this explanation. False Anglicisms have a double nature: on the one hand, they have a totally English appearance, in that they are composed of words and morphemes that belong to the English language, many of them could exist in this language and, indeed, sometimes words that are identical to the false counterparts of the other languages autonomously emerge in English, which consequently cease to be false, some false Anglicisms are widespread among many languages worldwide and, in rare cases, they are so successful that they are introduced into English, also in this case ceasing to be false; on the other hand, false Anglicisms are coined in a language that is different from English and autonomously from it, in this language they are either not used or not used with the same meaning and some of them exist only in one language. In the light of this, what language do false Anglicisms belong to, in your opinion?”. The responses are so distributed. According to 22 respondents, 41.5% of the sample, pseudo-Anglicisms belong to “Neither English as international *lingua franca* nor the language whereby they were coined and first used nor the language or languages whereby they are used. They belong to a sort of language of its own that can be called pseudo-English, or they do not belong to any language.”. According to 15 respondents, 28.3% of the sample, pseudo-Anglicisms belong to “English as international *lingua franca*, that is, the variety of English used between non-English native speakers.”. According to 11 respondents, 20.8% of the sample,

pseudo-Anglicisms belong to “The language or languages whereby they are used.”. According to five respondents, 9.4% of the sample, pseudo-Anglicisms belong to “The language whereby they were coined and first used.”. The question and the responses are represented below in Figure 30.

In virtù della domanda precedente, ti propongo l'ultima domanda del questionario, complessa ma molto significativa per capire la natura del fenome...nglicismi a quale lingua appartengono secondo te?  
53 risposte

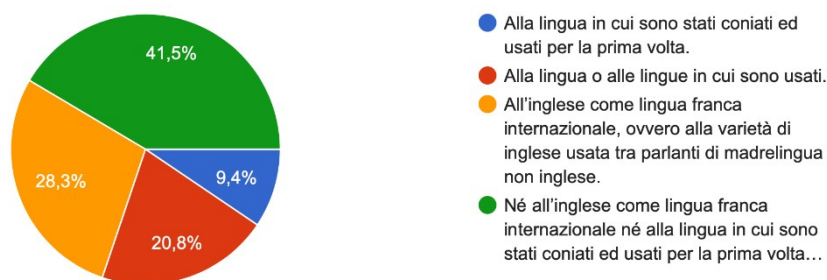


Figure 30.

The conception of the surveyed students of the issue of to what language, languages or linguistic entity pseudo-Anglicisms belong in the light of, firstly, their dual and dynamic nature, the lack of unity and coherence in their origin, coinage, form and usage and their existence sometimes in one language and sometimes in multiple languages and, secondly, the respondents' conception of the belonging to Italian of lexical items and therefore, in general terms, their conception of the belonging to a language of lexical items, in terms of the language of their coinage and first usage, the language or languages of their usage, the language of their form, English, as international *lingua franca*, or pseudo-English or no language is heterogeneously distributed between these four forms of this conception indicated by the response options. Indeed, considerable is the difference in the number of supporters not only between the most and least supported forms of this conception, of 17 supporters, but also between each form and the others. In detail: the form of the investigated conception that is the second least held by the students is held by approximately one tenth of all the students, slightly less than half of those who hold the first least held form, one third of those who hold the second most held form and approximately 2/9

of those who hold the most held form; the first least held form is held by approximately one fifth of all the students, approximately 3/4 of those who hold the second most held form and half of those who hold the most held form; the second most held form is held by approximately 2/7 of all the students and approximately 2/3 of those who hold the most held form; the most held form is held by approximately 3/7 of all the students.

These data indicate that the relative majority of the participants of the survey conceives the issue of the belonging of pseudo-Anglicisms to a language, multiple languages or a linguistic entity, in the light of their dual and dynamic nature, the lack of unity and coherence in their origin, coinage, form and usage and their existence sometimes in one language and sometimes in multiple languages, differently from any other category of lexical item and actually in the light of these aspects. According to this majority, pseudo-Anglicisms indeed do not belong to the language of their origin, the language or languages of their usage or the language of their form, English, as international *lingua franca*. In other words, these lexical items do not belong to a national language nor to an international language. Rather, they belong to a linguistic entity of its own definable as pseudo-English or to no language. Given the complex topic of the thirtieth item and the participants of the survey, who are unfamiliar with and have difficulties with metalinguistic reflection, this datum is noteworthy and meaningful for the complexity in absolute terms of this majority form of the conception under discussion, its greater complexity in comparison with the other forms and, especially, for its complete novelty to the participants – since this conception of pseudo-Anglicisms as belonging, in absolute terms, either to pseudo-English or no language is based on that advanced and developed in this dissertation, whereby the belonging to pseudo-English and the belonging to no language are nevertheless not alternative conditions but the positive and negative senses of the same conception – its specificity to pseudo-Anglicisms – since this conception concerns exclusively pseudo-loans as pseudo-Anglicisms – and its actual consideration of the dual and dynamic nature of pseudo-Anglicisms, the lack of unity and coherence in their origin, coinage, form and usage and their existence sometimes in one language and sometimes in multiple languages, which indeed constitute the core of the conception of pseudo-Anglicisms under analysis. That the majority,

however relative, of the participants of the survey, agrees with this complex, completely novel, specific form of the conception of pseudo-Anglicisms under analysis, the most complex of the four forms indicated in the response options and grounded on the aspects of pseudo-Anglicisms at the centre of the conception, is undoubtedly noteworthy and meaningful.

In contrast to this majority, the other participants of the survey conceive the issue of the belonging of pseudo-Anglicisms to a language, multiple languages or a peculiar linguistic entity, in the light of their dual and dynamic nature, the lack of unity and coherence in their origin, coinage, form and usage and their existence sometimes in one language and sometimes in multiple languages, similarly to any other category of lexical item and actually not in the light of these aspects. In decreasing order, according to the first minority of the students, pseudo-Anglicisms belong to the language of their form, English, in its variety of international *lingua franca*, according to the second minority, they belong to the language or languages of their usage and, according to the third and last minority, they belong to the language of their origin. In other words, pseudo-Anglicisms belong to an international language for the first minority of the participants and to national languages according to the remaining second and third minorities.

Similarly to that of the majority form, the datum of the first minority form of the conception under analysis is noteworthy and meaningful for its complexity, inferior to that of the majority form but superior to that of the two other minority forms, and its highly likely novelty to the participants, since the concept of *lingua franca* and the phenomenon of English as *lingua franca* are rarely dealt with in the teaching of English in Italian secondary education and since the idea that lexical items, and the peculiar lexical items pseudo-Anglicisms in particular, can belong to the international variety of English almost surely was never heard of or read about by the participants; in a complementary way to that of the majority form, the datum of the first minority form is noteworthy and meaningful for its non-specificity to pseudo-Anglicisms – since this conception can concern not only pseudo-loans as pseudo-Anglicisms – and its non-consideration of the dual and dynamic nature of pseudo-Anglicisms, the lack of unity and coherence in their origin, coinage, form and usage and their existence sometimes in one language and sometimes in multiple

languages. Given the complex topic of the thirtieth item and the participants of the survey, who are unfamiliar with and have difficulties with metalinguistic reflection, that the first minority of the participants of the survey agrees with this complex, highly likely novel, unspecific form of the conception of pseudo-Anglicisms under analysis, the second most complex of the four forms indicated in the response options and not grounded on the aspects of pseudo-Anglicisms at the centre of the conception, is undoubtedly noteworthy and meaningful.

Similarly to that of the first minority form, the data of the second and third minority forms of the conception under analysis are noteworthy and meaningful for their non-specificity to pseudo-Anglicisms – since these conceptions can concern not only pseudo-loans as pseudo-Anglicisms – and their non-consideration of the dual and dynamic nature of pseudo-Anglicisms, the lack of unity and coherence in their origin, coinage, form and usage and their existence sometimes in one language and sometimes in multiple languages. In a complementary way to those of the majority form and first minority form, the data of the second and third minority forms of the conception under analysis are noteworthy and meaningful for their simplicity in absolute terms, their greater simplicity in comparison with the other forms and their familiarity to the participants given their presence, with reference to Italian, in the response options of the twenty-ninth item of the questionnaire. Given the complex topic of the thirtieth item and the participants of the survey, who are unfamiliar with and have difficulties with metalinguistic reflection, that the second and third minorities of the participants of the survey agree with these simple, familiar, unspecific forms of the conception of pseudo-Anglicisms under analysis, the least complex of the four forms indicated in the response options and not grounded on the aspects of pseudo-Anglicisms at the centre of the conception, is undoubtedly noteworthy and meaningful.

At this point, now that the respondents' answer to the question left unasked and unanswered in research of to what language, languages or linguistic entity pseudo-Anglicisms belong, in the light of their dual and dynamic nature, the lack of unity and coherence in their origin, coinage, form and usage and their existence sometimes in one language and sometimes in multiple languages, has been analysed, their answer to this question in the light of their conception of the belonging to a language

of lexical items, which has emerged in the twenty-ninth item, with reference to the Italian language, can be analysed. The data of the relationship in the single respondents between the responses to the twenty-ninth item and those to the thirtieth item are the following. Of the 22 subjects who conceive pseudo-Anglicisms as belonging to pseudo-English or no language, 10 conceive the Italian origin, usage and form-structure as the conditions for a lexical item to belong to Italian, seven conceive the Italian usage as the condition for a lexical item to belong to Italian and five conceive the Italian origin and usage as the conditions for a lexical item to belong to Italian. Of the 15 subjects who conceive pseudo-Anglicisms as belonging to the language of their form, English, as international *lingua franca*, six conceive the Italian usage as the condition for a lexical item to belong to Italian, five conceive the Italian origin, usage and form-structure as the conditions for a lexical item to belong to Italian and four conceive the Italian origin and usage as the conditions for a lexical item to belong to Italian. Of the 11 subjects who conceive pseudo-Anglicisms as belonging to the language or languages of their usage, six conceive the Italian origin, usage and form-structure as the conditions for a lexical item to belong to Italian, three conceive the Italian usage as the condition for a lexical item to belong to Italian and two conceive the Italian origin and usage as the conditions for a lexical item to belong to Italian. Finally, of the five subjects who conceive pseudo-Anglicisms as belonging to the language of their origin, three conceive the Italian origin, usage and form-structure as the conditions for a lexical item to belong to Italian, two conceive the Italian origin and usage as the conditions for a lexical item to belong to Italian and no one conceives the Italian usage as the condition for a lexical item to belong to Italian.

In general terms, these data indicate that the majority of the respondents have not applied their conception of the belonging to a language of lexical items to pseudo-Anglicisms and, thus, that the respondents conceive the belonging to a language mostly differently with Italian lexemes and pseudo-Anglicisms. Indeed, 20 subjects, 37.7% of the sample, have established to what language, languages or linguistic entity pseudo-Anglicisms belong with the conception of belonging to a language with which they had established when a lexical item belongs to Italian, whereas 33 subjects, 62.3% of the sample, have established to what language,

languages or linguistic entity pseudo-Anglicisms belong with a conception of the belonging to a language that is different from that with which they had established when a lexical item belongs to Italian. In specific terms, however, a distinction must be made between the conceptions of pseudo-Anglicisms as belonging to pseudo-English or no language and to English as international *lingua franca* and those of pseudo-Anglicisms as belonging to the language or languages of their usage and to the language of their origin as for the relationship between these conceptions involving pseudo-Anglicism and those involving Italian lexemes: while the conceptions of the Italianness of Italian lexical items in terms of Italian usage and Italian origin and usage correlate with one of the conceptions of the belonging to a language, multiple languages or a peculiar linguistic entity of pseudo-Anglicisms, that in terms of the language or languages of usage and that in terms of the language of origin, respectively, the conception of the Italianness of Italian lexical items in terms of Italian origin, usage and form-structure correlates with two of the conceptions of the belonging to a language, multiple languages or a peculiar linguistic entity of pseudo-Anglicisms, that in terms of pseudo-English or no language and that in terms of the language of their form, English, as international *lingua franca*. The reason is that, in pseudo-Anglicisms, while the language of origin and that of usage can coincide, as in any other kind of lexical item, the language of form, English, cannot coincide with them, unlike any other kind of lexical item. In other words, the language of form is different from those of origin and usage in pseudo-Anglicisms, as explained in the question of the thirtieth item. Moreover, pseudo-Anglicisms do not belong to the language of their form, English, by definition, as explained in the question. Consequently, if all the three aspects of the origin, usage and form must belong to a language for a word to belong to that language, for a pseudo-Anglicism to belong to a language or linguistic entity, this language or linguistic entity then either must be a form or variety of English, English not as national-cultural language, thus as international *lingua franca*, or must be a linguistic entity different from any national-cultural language, pseudo-English, to which the origin, usage and form of pseudo-Anglicisms can be attributed, or cannot exist and, therefore, pseudo-Anglicisms cannot belong to a language or linguistic entity.



In the light of this, it is necessary and interesting to point out that, in contrast to the other conceptions of the belonging to a language of lexical items, in terms of usage and origin and usage, that in terms of origin, usage and form was associated by the respondents more with the correlated ones of pseudo-Anglicisms as belonging to pseudo-English or no language and English as *lingua franca* than with the non-correlated ones of pseudo-Anglicisms as belonging to the language or languages of their usage and the language of their origin and first usage. Indeed, of the 24 subjects who had expressed agreement with the conception of Italian lexical items as belonging to Italian if they have Italian origin, usage and form-structure, 10 have expressed agreement with the conception of pseudo-Anglicisms as belonging to pseudo-English or no language and five have expressed agreement with that of pseudo-Anglicisms as belonging to English as *lingua franca*. It follows that the majority of the respondents who had applied to Italian lexical items a conception of the belonging to a language of lexical items based on their origin, use and form, the most held form of this conception in the sample, have applied this conception also to pseudo-Anglicisms and, thus, that the subjects who conceive the belonging to a language of lexical items in terms of origin, usage and form conceive this state mostly similarly with Italian lexemes and pseudo-Anglicisms.

On the contrary and in a complementary way, the conceptions of the belonging to a language of lexical items in terms of usage and origin and usage were associated by the respondents more with the non-correlated ones of pseudo-Anglicisms as belonging to pseudo-English or no language and English as *lingua franca* than with the correlated ones of pseudo-Anglicisms as belonging to the language or languages of their usage and the language of their origin and first usage. Indeed, of the 16 subjects who had expressed agreement with the conception of Italian lexical items as belonging to Italian if they have an Italian usage, only three have expressed agreement with the conception of pseudo-Anglicisms as belonging to the language or languages of usage and of the 13 subjects who had expressed agreement with the conception of Italian lexical items as belonging to Italian if they have Italian origin and usage, only two have expressed agreement with the conception of pseudo-Anglicisms as belonging to the language of origin. It follows that the overwhelming majority of the respondents who had applied to Italian lexical items a conception of

the belonging to a language of lexical items based on their usage and origin and usage have not applied this conception also to pseudo-Anglicisms and, thus, that the subjects who conceive the belonging to a language of lexical items in terms of usage and origin and usage conceive this state mostly differently with Italian lexemes and pseudo-Anglicisms.

In sum, the conception of the surveyed students of pseudo-Anglicisms in relation to the language, languages or linguistic entity to which they belong in the light of, firstly, their dual and dynamic nature, the lack of unity and coherence in their origin, coinage, form and usage and their existence sometimes in one language and sometimes in multiple languages and, secondly, the students' conception of the belonging to Italian of lexical items and therefore, in general terms, their conception of the belonging to a language of lexical items, which has emerged in the previous twenty-ninth item, in terms of the language of their coinage and first usage, the language or languages of their usage, the language of their form, English, as international *lingua franca*, or pseudo-English or no language, investigated by the thirtieth and last item of the questionnaire, can be described as follows. The students' ideas on the issue of to what language, languages or linguistic entity pseudo-Anglicisms belong are heterogeneously distributed, with a form of the investigated conception that is majority in relative but not absolute terms, a first minority form that is minority by seven subjects, a second minority form that is minority compared to the other two forms by 11 and four subjects and a third minority form that is minority compared to the other three forms by 17, 10 and six subjects. In detail: according to 22 respondents, 41.5% of the sample, pseudo-Anglicisms belong neither to a national language nor to an international language, but to a linguistic entity of its own definable as pseudo-English or to no language; according to 15 respondents, 28.3% of the sample, pseudo-Anglicisms belong to the language of their form, English, as international *lingua franca*; according to 11 respondents, 20.8% of the sample, pseudo-Anglicisms belong to the language or languages of their usage; according to five respondents, 9.4% of the sample, pseudo-Anglicisms belong to the language of their origin, i.e., coinage and first usage.

Given the complex topic of the thirtieth item and the participants of the survey, who are unfamiliar with and have difficulties with metalinguistic reflection, these

results are noteworthy and meaningful. Indeed, the form of the investigated conception of the belonging to a language, multiple languages or a linguistic entity of pseudo-Anglicisms that is the most held by the participants is complex, more than the other forms indicated in the response options, completely novel to the participants, specific to pseudo-Anglicisms and grounded on the aspects of these lexical items that are at the centre of the conception in question, their dual and dynamic nature, the lack of unity and coherence in their origin, coinage, form and usage and their existence sometimes in one language and sometimes in multiple languages. The form that is the second most held by the participants is complex, less than the majority form but more than the two other minority forms, likely novel to the participants, unspecific to pseudo-Anglicism and not grounded on the aspects of these lexical items that are at the centre of the conception. The forms that are the first and second least held by the participants are simple, more than the majority form and the first minority form, likely familiar to the participants, unspecific to pseudo-Anglicism and not grounded on the aspects of these lexical items that are at the centre of the conception. By comparing the surveyed subjects' responses to the twenty-ninth and thirtieth items, it emerges what follows of the subjects' answer to the question of to what language, languages or linguistic entity pseudo-Anglicisms belong in the light of their conception of the belonging to a language of lexical items, with reference to Italian.

In general terms, the majority of the respondents have not applied their conception of the belonging to a language of lexical items with which they had established when a lexical item belongs to Italian to pseudo-Anglicisms in order to establish to what language, languages or linguistic entity they belong. In other words, the respondents conceive the belonging to a language mostly differently with Italian lexemes and pseudo-Anglicisms. In specific terms, however, half of the forms of the conception of the belonging to a language, multiple languages or a linguistic entity of pseudo-Anglicisms mirrors this general situation in their association with the conception of the belonging to Italian of lexical items and the other half does not. Indeed, the majority of the respondents who had applied to Italian lexical items a conception of the belonging to a language of lexical items based on their origin, use and form have applied this conception also to pseudo-Anglicisms and, thus, the

subjects who conceive the belonging to a language of lexical items in terms of origin, usage and form conceive this state mostly similarly with Italian lexemes and pseudo-Anglicisms. Conversely, the overwhelming majority of the respondents who had applied to Italian lexical items a conception of the belonging to a language of lexical items based on their usage and origin and usage have not applied this conception also to pseudo-Anglicisms and, thus, the subjects who conceive the belonging to a language of lexical items in terms of usage and origin and usage conceive this state mostly differently with Italian lexemes and pseudo-Anglicisms.

Section 4.3 of Chapter Four and the first phase of the analysis of the responses to the questionnaire of this dissertation, focused on the single items of the questionnaire and the respondents' ideas on general and specific aspects and features of pseudo-Anglicisms, an issue that relates to pseudo-Anglicisms indirectly, in their impact on another reality and not in their own aspects and features, and two issues that do not relate to pseudo-Anglicisms but indirectly or directly affect them and their conception, conclude on this summary of the results of the last item of the questionnaire. In the next Section, based on the information gathered from this first phase of the analysis of the responses to the questionnaire, a general description of how the students involved in the survey conceive pseudo-Anglicisms will be developed. This will lead to the achievement of the first aim of the questionnaire, to determine how upper-secondary-school common Italian speakers conceive pseudo-Anglicisms.

#### **4.4 Second Phase of Analysis: General Description of the Conception of Pseudo-Anglicisms of the Respondents for the Achievement of the First Aim of the Survey**

In this Section, a general description of the conception of pseudo-Anglicisms of the 53 students who have participated in the empirical study of this dissertation in the form of a survey will be developed in the light of their conception of general and specific aspects and features of pseudo-Anglicisms, an issue that pertains to pseudo-Anglicisms indirectly, in their impact on another reality and not in their own aspects and features, and two issues that do not pertain to pseudo-Anglicisms but indirectly or directly affect them and their conception, as it has emerged from the students'

responses to the survey analysed in first phase of the analysis of these responses in the previous Section 4.3. This description will be developed in three phases. In the first phase, the responses to the items 4), 5), 12) and 13) will be considered to describe the respondents' conception of general aspects of pseudo-Anglicisms, i.e., their general familiarity with pseudo-Anglicisms and their general opinions on and attitudes towards these lexical items in themselves independently of their features. In the second phase, the responses to the items from 6) to 11), from 14) to 19), 22), 23), from 25) to 28) and 30) will be considered to describe the respondents' conception of specific aspects of pseudo-Anglicisms, i.e., of pseudo-Anglicisms in relation to their features in the aspects of creation, usage, form and nature, which represents the core of the respondents' general conception of pseudo-Anglicisms. In the third and final phase, the responses to the items 20), 21), 24) and 29) will be considered to describe the respondents' conception of two issues that do not pertain to pseudo-Anglicisms but indirectly or directly affect them and their conception – two linguistic realities whose conception in general terms and not in relation to pseudo-Anglicisms had to precede and introduce their conception as features and aspects of pseudo-Anglicisms, in relation to these lexical items – and an issue that pertains to pseudo-Anglicisms indirectly, in their impact on another reality and not in their own aspects and features. The respondents' ideas on these topics will be described in the features of variety and, depending on the topics, complexity, familiarity or unfamiliarity as similarity to or difference from the principal scientific conceptions of pseudo-English so far developed in research by linguists or the non-scientific ones probably held by common Italian speakers or to which the respondents are probably exposed, dichotomy or non-dichotomy, consistency or inconsistency, favour-positivity or disfavour-negativity, consideration or non-consideration of the features and properties of pseudo-Anglicisms, specificity to pseudo-Anglicisms and focus on their peculiarity, uniqueness and autonomy, consideration of the nature of pseudo-Anglicisms, nature by virtue of the principal defining human dimension of the ideas and the difficulties encountered by the respondents in reasoning on pseudo-Anglicisms. Finally, in these features, I will describe how upper-secondary-school common Italian speakers conceive pseudo-Anglicisms, achieving the first aim of the survey.

In general terms, in themselves and independently of their features, pseudo-Anglicisms are conceived by the respondents of the survey as follows. The vast majority of the respondents, the 73.5%, is familiar with pseudo-Anglicisms and more than minimally by one subject, whereas the remaining minority had never heard of them before the survey. This familiarity of the respondents with pseudo-Anglicisms, partly moderately homogeneously and partly heterogeneously distributed between no familiarity, minimal familiarity and more than minimal familiarity in favour of more than minimal familiarity, is in contradiction to their conception of these lexical items in relation to the sense and knowledge of their existence, which is as follows: in terms of non-oddness, non-surprise, non-amusement, non-pretentiousness and non-ridiculousness by virtue of sense and knowledge of the existence of pseudo-Anglicisms and the great freedom and creativity that is possible in one's native language or in foreign languages for the 43.4% of the respondents, in terms of slight oddness, surprise, amusement, pretentiousness and ridiculousness by virtue of sense but non-knowledge of the existence of pseudo-Anglicisms for another 43.4% of the respondents, and in terms of oddness, surprise, amusement, pretentiousness and ridiculousness to a great extent by virtue non-sense and non-knowledge of the existence of pseudo-Anglicisms for the remaining minority of 13.2% of the respondents. The contradiction between the respondents' familiarity with pseudo-Anglicisms and this conception of theirs of these lexical items, partly homogeneously and partly heterogeneously distributed between its three forms, is that the number of the respondents that, conceiving pseudo-Anglicisms as either slightly or highly odd, surprising, amusing, pretentious or ridiculous, have stated that they did not know that pseudo-Anglicisms existed, 30, is more than twice as that of the respondents who had previously stated that they had never heard of pseudo-Anglicisms before the survey, 14. This is the first of the two contradictions that characterise the conception of pseudo-Anglicisms of the students involved in the survey, and it is meaningful as it concerns a simple, objective and non-interpretive aspect of this conception, the knowledge of the existence of pseudo-Anglicisms and the fact of having heard of these words. Finally, these students are particularly interested in studying and learning about pseudo-Anglicisms. Indeed, their ideas on the study of these lexical items and their attitude towards their use are

homogeneously positive, open and descriptive. In detail, the overwhelming majority of the respondents, 81.1%, considers the study of pseudo-Anglicisms in the teaching of English as a foreign language as advisable, useful and fruitful, while the remaining minority considers it useless and counterproductive. Consistent with this conception of pseudo-Anglicisms in relation to the importance of their study in the teaching of English as a foreign language is that of pseudo-Anglicisms in relation to their usage, which is in descriptive and non-dichotomic terms of study and discussion in its pros and cons rather than in prescriptive and dichotomic terms of discouragement in favour of Italian and real Anglicisms or encouragement by another overwhelming majority of the respondents, the 83.3%. Furthermore, the scarce agreement with discouragement of false Anglicisms in favour of Italian and real Anglicisms suggests that the respondents' predominant conception of these words in general terms is one of difference from instead of opposition to Italian and real Anglicisms.

More specifically, in their features in the aspects of creation, usage, form and nature, pseudo-Anglicisms are conceived by the students who have participated in the survey as follows. Firstly, these students have difficulties in reasoning on pseudo-Anglicisms, starting from the determination of the possible, impossible or uncertain hypothetical existence in English in grammatical terms of pseudo-Anglicisms that are ungrammatical in this language. Indeed, in the light of four pseudo-Anglicisms whose impossible existence in English due to ungrammaticality has been noted by a small minority of seven subjects, the respondents' conception of pseudo-Anglicisms that are ungrammatical in English in relation to their hypothetical existence in this language in grammatical terms is limited, confused and problematic and constitutes a challenging and obscure aspect of pseudo-Anglicisms. In detail, this conception is of possible existence by virtue of grammaticality for 43.3% of the respondents, of uncertain existence for another 43.3% of the respondents, and, correctly, of impossible existence by virtue of ungrammaticality for 13.2% of the respondents. This conception of the respondents of pseudo-Anglicisms that are grammatically impossible in English in relation to their grammatically possible, impossible or uncertain hypothetical existence in English, partly homogeneously and partly heterogeneously distributed between its three forms, is consistent with and partly mirrors that of pseudo-Anglicisms in relation to the awareness, unawareness or doubt

about their falseness in their usage, which is as follows: in terms of unawareness of the falseness and belief of the authenticity for a significant majority of the respondents, the 66%, in terms of doubt about the falseness or authenticity for a first minority of the respondents, the 32.1%, and in terms of awareness of the falseness for one subject. All the respondents except one thus homogeneously conceive the use of pseudo-Anglicisms in the unawareness of their falseness, and, specifically, it is noteworthy that approximately one third of them conceives it in the doubt of the falseness or authenticity, because this form of this conception is non-dichotomic and more complex, less obvious and probably less frequent in the non-academic public opinion compared to the two alternative forms in unawareness of the falseness and belief of the authenticity and in awareness of the falseness. The awareness, unawareness or doubt about the falseness is the first of the numerous features of pseudo-Anglicisms on which the respondents of the survey demonstrate interest in and agreement with complex and unfamiliar ideas and conceptions. Another one is that of the complex and highly controversial relation between pseudo-Anglicisms and knowledge of English, characterised by varied, complex and nuanced ideas that are, individually, not inconsistent and, collectively, consistent.

In the first of the three conceptions of the respondents of pseudo-Anglicisms in relation to knowledge of English investigated by the survey, these lexical items, in their freedom, creativity and originality in the manipulation of English, are heterogeneously conceived primarily, by 35.8% of the respondents, as unrelated to knowledge of English, be it deep or scarce, secondarily, by 34% of the respondents, as related to a limited knowledge of English, and finally, by 30.2% of the respondents, as related to a more or less deep knowledge of English. Remarkably and meaningfully, slightly more than one third of the respondents holds the form of this conception that is, compared to the others, non-dichotomic and more complex, less obvious and probably less frequent in the non-academic public opinion. In the second of the three conceptions of the respondents of pseudo-Anglicisms in relation to knowledge of English investigated by the survey, the creation of pseudo-Anglicisms that are attractive, successful, effective, liked and frequently employed is heterogeneously conceived as requiring rather than not requiring knowledge of English by a majority of 58.5% of the respondents. Finally, in the third of the three



conceptions of the respondents of pseudo-Anglicisms in relation to knowledge of English investigated by the survey, and in the light of the two other of these conceptions, pseudo-Anglicisms in general are conceived in terms that are noteworthy and meaningfully non-dichotomic, more complex than and significantly different from the polarised ones in which these words are conceived and discussed in the non-academic world rather than the contrary, by a vast majority of the respondents, the 67.9%. In detail, pseudo-Anglicisms are heterogeneously conceived as follows: not as signs and results of scarce knowledge of English, i.e., as independent of one's knowledge of English, by 37.7% of the students; depending on the language whereby they are used, not as signs and results of scarce knowledge of English if used in Italian among Italophone speakers and as signs and results of scarce knowledge of English if used in English with Anglophone speakers by 30.2% of the students; as signs and results of scarce knowledge of English in opposition to authentic Anglicisms by 22.6% of the students; as signs and results of scarce knowledge of Italian in opposition, with authentic Anglicisms, to Italian words by 9.4% of the students. These three conceptions of the surveyed students of pseudo-Anglicisms in relation to knowledge of English investigated by the survey are individually not inconsistent and collectively, in their union, consistent, and indicate that, for the students, knowledge of English, limited or deep, plays different, autonomous and non-contradictory roles in pseudo-Anglicisms based on their features and aspects at issue.

Before describing the respondents' conception of pseudo-Anglicisms in the detail of their features in the aspects of creation and usage, I describe their conception of these lexical items in the more general features of their impact on the Italian lexicon and their relationship with Italian and English equivalents, in themselves and not in one of their aspects of creation, usage, form and nature, which is characterised by a predominantly positive-extrovert attitude. Indeed, pseudo-Anglicisms are heterogeneously conceived as having a positive impact on the Italian lexicon of enrichment by addition to the Italian words by a majority of 58.5% of the respondents and a negative impact of impoverishment by replacement of the Italian words by the remaining minority of 41.5% of the respondents. The respondents' ideas on the impact of pseudo-Anglicisms on the Italian lexicon are therefore varied,

essentially in line with the polarised ones of common Italian speakers and with a modest preponderance of a positive-extrovert attitude. Similarly, the relationship of pseudo-Anglicisms with English equivalents, existent or non-existent, and Italian equivalents, existent or non-existent, and which can coincide in Italian, is heterogeneously conceived as a sign of the peculiarity, uniqueness, originality, usefulness and versatility of pseudo-Anglicisms by a majority of 60.4% of the respondents, as a sign of confusion in speakers between Italian and English by a first minority of 35.8% of the respondents, and as a sign of the oddness and uselessness of pseudo-Anglicisms by a second minority of two respondents. Similarly to those on the impact of pseudo-Anglicisms on the Italian lexicon, the respondents' ideas on the fact that pseudo-Anglicisms can have both English and Italian equivalents, only English equivalents, only Italian equivalents, and that the equivalents can coincide in the form of an authentic Anglicism regularly employed in Italian, are therefore varied and with a significant preponderance of a positive-extrovert attitude.

The description of the surveyed students' conception of pseudo-Anglicisms in a variety of features connected with their aspects of creation and usage begins with two conceptions that concern their usage in relation to Italian and English, which are partly homogeneously and partly heterogeneously distributed in their forms between the respondents, chiefly relatively complex and focused on pseudo-Anglicisms and their peculiar positive features independently of their English and Italian equivalents, and consistent with one another. In the first one, pseudo-Anglicisms are partly essentially homogeneously and partly heterogeneously conceived in respect of their usage in terms of necessity, unnecessary and usefulness in relation to Italian and English equivalents as follows: as neither necessary nor unnecessary but endowed with a special value of their own and peculiarly useful for the most varied purposes, independently of the presence or absence of Italian or English equivalents by a majority of 56.6% of the students; as unnecessary in presence of Italian or English equivalents, result of limited knowledge and signs and instruments of play, fashion, prestige, attention seeking, coolness and convention-conformism by a first minority of 22.6% of the students; as necessary in absence of Italian and English equivalents by a second minority of 20.8% of the students. Noteworthy and meaningfully, the form of the conception of pseudo-Anglicisms in respect of their usage in terms of

necessity, unnecessary and usefulness in relation to Italian and English equivalents that is the most held by the respondents, that in terms of peculiar usefulness independently of the Italian and English equivalents, is, in contrast to the two other forms, in terms of necessity and unnecessary based on the absence or presence of the equivalents, non-dichotomic, more complex and significantly different from the frequently polarised forms in which these words are conceived and discussed in their usage in relation to the Italian and English equivalents in both the non-academic public opinion and the scientific research.

Consistent with this first conception of the respondents of pseudo-Anglicisms in their usage in relation to Italian and English is the second one, whereby pseudo-Anglicisms are partly homogeneously and partly heterogeneously conceived in respect of the choice of their usage in relation to their properties and the knowledge of English and Italian equivalents as follows: the overwhelming majority of the respondents, the 66%, conceives the use of pseudo-Anglicisms instead of the English and Italian equivalents as a free and conscious choice, of jocular, playful, practical, instrumental, strategic, aesthetic or creative character, motivated rather than caused by the more advantageous features of pseudo-Anglicisms in comparison with the Italian and English equivalents, i.e., their greater suitability, clarity, attractiveness and effectiveness for the expression of the speaker's message compared to the equivalents, independently of the speaker's knowledge or non-knowledge of the equivalents; the remaining minority of the respondents, the 34%, by contrast conceives the use of pseudo-Anglicisms instead of the English and Italian equivalents as a forced or unconscious choice, caused by limited knowledge of English and thus non-knowledge of the English equivalents for one third of them, a limited vocabulary of Italian and thus non-knowledge of the Italian equivalents for another third of them, and by both limited knowledge of English and thus non-knowledge of the English equivalents and a limited vocabulary of Italian and thus non-knowledge of the English equivalents for the last third of them. In short, the features of pseudo-Anglicisms are for the respondents mostly more important than the knowledge or non-knowledge of English and Italian equivalents in the use of these words, and, for those respondents who do consider the non-knowledge of the equivalents as more important than the features of pseudo-Anglicisms, the

equivalents of a language are mostly more important than those of the other language. It is noteworthy and meaningful that the conception of the consciousness and freedom of the choice of using pseudo-Anglicisms instead of the Italian and English equivalents and the more advantageous features of the former compared to the latter as its motivation is supported not only more than the other three conceptions but also by approximately 2/3 of the respondents, because it is more complex than the other three conceptions, focused on the concept of motivation in opposition to causation and the characteristics of pseudo-Anglicisms, with a varied and variable character.

The description of the surveyed students' conception of pseudo-Anglicisms in a variety of features connected with their aspects of creation and usage proceeds with two conceptions regarding the reasons for the coinage and usage of pseudo-Anglicisms, which are partly moderately homogeneously and partly heterogeneously distributed in their forms between the respondents, with a predominance of the communicative forms, those focused on the communicative dimension. In the first one of these conceptions, and in the light of the conception of the necessity, unnecessary or usefulness in relation to Italian and English equivalents of the usage of pseudo-Anglicisms, these lexical items are partly moderately homogeneously and partly heterogeneously conceived in relation to the reasons for their coinage and usage in terms of form, substance or both as follows: as coined and used for reasons of form and substance, both stylistic or aesthetic and practical/instrumental or linguistic, communicative on the whole, by a majority of 64.2% of the students; for reasons of substance, purely practical/instrumental or linguistic, by a first minority of 20.8% of the students; for reasons of form, purely stylistic or aesthetic, by a second minority of 15.1% of the students. Once again, it is remarkable and meaningful that the conception of the reasons for the coinage and usage of pseudo-Anglicisms in terms of combination of form and substance is held more than the other two conceptions in terms of substance and form and by a vast majority of the students, for the non-dichotomic character of this conception, its greater complexity compared to the two alternative conceptions and its likely difference from the main conceptions of pseudo-Anglicisms to which the students are exposed. In particular, this conception and the correlated one of pseudo-Anglicisms with regard to their usage in

relation to Italian and English equivalents in terms of peculiar usefulness independently of the presence or absence of these equivalents are indicative of a general approach to these words that is complex, deep, non-dichotomic and grounded on their nature. The students' conception of pseudo-Anglicisms in relation to the reasons for their coinage and usage in terms of form, substance or both is mostly inconsistent with their conception of pseudo-Anglicisms with regard to their usage in terms of necessity, unnecessary and usefulness in relation to Italian and English equivalents. Indeed, while only the correlated conceptions of usefulness and reasons of both form and substance are associated and correlated in the respondents' mind in the majority of their supporters, the other correlated conceptions of necessity and reasons of substance and unnecessary and reasons of form, respectively, are associated and correlated in the respondents' mind in a minority of their supporters.

In spite of this prevalent inconsistency between the two conceptions, the respondents' ideas on the related features of pseudo-Anglicisms of the necessity, unnecessary or usefulness of their usage in relation to Italian and English equivalents and of the reasons, of form, substance or both, for their coinage and usage are mostly similar, with a clear predominance of, firstly, a conception of these topics that is non-dichotomic, complex and probably different from the main conceptions of these topics to which the students are exposed and, secondly, a general approach to pseudo-Anglicisms that is complex, deep, non-dichotomic and grounded on their nature. In the second conception of pseudo-Anglicisms in relation to the reasons for their coinage and usage, these lexical items are partly moderately homogeneously and partly heterogeneously conceived as coined and used for communicative reasons of strategy and convenience, when they are convenient for the communicative objective of the speaker's message, by a majority of 56.6% of the respondents, for social reasons of fashion, prestige, xenophilia, attractive sound, coolness and convention-conformism by a first minority of 17% of the respondents, for psychological reasons of play, joke, pose, play with English or exhibition of an alleged knowledge of English by a second minority of 13.2% of the respondents, and for linguistic reasons of necessity in absence of Italian or English equivalents by a third minority of 13.2% of the respondents.

Before describing the respondents' conception of pseudo-Anglicisms in the last of their features connected with their aspects of creation and usage investigated by the survey, the preferred usage of pseudo-Anglicisms over real Anglicisms, I describe their conception of these lexical items in the two related features of their success and popularity and of their strength, value and success. In the first of these two conceptions, pseudo-Anglicisms are heterogeneously conceived in relation to the reasons for their success and popularity as successful and popular for mainly communicative reasons, i.e., by virtue of the positive contribution to the communicative effectiveness of the English language freely manipulated, by a majority of 58.5% of the respondents, for mainly linguistic reasons, i.e., by virtue of some advantageous or attractive formal features of the English language, e.g., its sound, concision and simplicity, by a first minority of 30.2% of the respondents, and for mainly extra-linguistic reasons, i.e., for mainly social, historical, psychological and political reasons, by a second minority of 11.3% of the respondents. In other words, the overwhelming majority of the respondents conceives the reasons for the success and popularity of pseudo-Anglicisms as associated with their positive communicative and linguistic features. It is meaningful that the form of the conception of pseudo-Anglicisms in relation to the reasons for their success and popularity that is most widespread among the respondents is that whereby pseudo-Anglicisms are successful and popular for mainly communicative reasons, because this form is grounded on their nature, expressed as 'the English language freely manipulated', and indeed it is specific to pseudo-Anglicisms and can concern only them and not both genuine Anglicisms and pseudo-Anglicisms, in contrast to the two other forms of the conception. It follows that the nature and peculiarity of pseudo-Anglicisms is considered and given a central role by the majority of the respondents in their conception of the success and popularity of these lexical items. In regard to the main determinant of the strength, value and success of pseudo-Anglicisms, the strength, value and success of pseudo-Anglicisms in relation to the Anglo-American culture and the English language are heterogeneously and mostly non-dichotomically conceived as depending to the same degree on the Anglo-American culture and the English language that inspire pseudo-Anglicisms by an overwhelming majority of 67.9% of the respondents, as depending primarily on the Anglo-American culture

that inspire pseudo-Anglicisms by a first minority of 20.8% of the respondents, and as depending primarily on the English language that inspire pseudo-Anglicisms by a second minority of 11.3% of the respondents.

The description of the surveyed students' conception of pseudo-Anglicisms in a variety of features connected with their aspects of creation and usage concludes with two conceptions regarding the reasons for the preferred usage of pseudo-Anglicisms over real Anglicisms, firstly, in some specific terms indicated by the author of the survey and, secondly, in the respondents' personal, subjective and free terms, without external indications or suggestions from the author of the survey. In the first one, and in the light of their experience of English words that seem non-English or 'not English enough', as significantly different from all the other English words and significantly similar to words of Italian or another language, the overwhelming majority of the students, the 86.6%, conceives the preference of pseudo-Anglicisms over authentic Anglicisms as potentially motivated by the lesser or more adequate Englishness and greater ease of use and understanding of the former, contrary to a minority of them of 13.2%. This homogeneous conception of the students of pseudo-Anglicisms in relation to their preference over authentic Anglicisms in terms of lesser or adequate Englishness and greater ease of understanding and use, and thus their ideas on the possible existence of English words that are 'too English' and less easy to use and understand than pseudo-English words, are with their experience of English words that seem non-English or 'not English enough', and thus their ideas on the complementary possible existence of such words, by one subject, minimally more uncorrelated, i.e., characterised by a contrast of agreement with the former conception and possibility and non-experience of English words that seem non-English or 'not English enough' with disagreement with the possibility of their existence or a contrast of disagreement with the former conception and possibility and experience of English words that seem non-English or 'not English enough' with agreement with the possibility of their existence, than correlated, i.e., characterised by a coincidence of agreement or disagreement with the former conception and possibility and experience or non-experience of English words that seem non-English or 'not English enough' with agreement or disagreement with the possibility of their existence.

The second conception regarding the reasons for the preferred usage of pseudo-Anglicisms over real Anglicisms is the respondents' conception of pseudo-Anglicisms in relation to the reasons for their greater popularity and success in comparison with the equivalent real Anglicisms in their own subjective and free terms, without external indications or suggestions. This conception, expressed by the respondents in the form of an open response to the twenty-third item of the questionnaire whereby they had to indicate at least two reasons for which, according to them, certain pseudo-Anglicisms are more popular and successful than the equivalent real Anglicisms, can be described in summary as follows. As five respondents have not expressed their conception, what follows is the overall description of the reasons for the greater popularity and success of certain pseudo-Anglicisms than the equivalent real Anglicisms expressed not by all the 53 respondents of the survey, but 48 of them, those who have provided these reasons. Henceforth, the respondents taken into consideration in this description are therefore these 48 respondents.

Given this premise, the majority of the respondents, approximately 64.6% of them, have expressed their reasons for the greater popularity and success of certain pseudo-Anglicisms than the equivalent real Anglicisms with four problems and encountering 12 difficulties that, depending on the cause and nature of the problems from which, as their concrete manifestations, they have been inferred, have a nature that is either identifiable or non-identifiable and are either certain in their form or uncertain between two or three forms. In the light of the problem of the non-indication of at least two reasons for the greater usage and appreciation of certain pseudo-Anglicisms than the equivalent real Anglicisms contrary to what was requested, 16 respondents have encountered the difficulty of non-identifiable nature, despite some reasonable hypotheses grounded on its association with different difficulties, of indicating at least two and not only one of such reasons. This difficulty has combined with difficulties of different kind in five respondents.

In the light of the problem of the partial or complete non-pertinence of their reasons for the greater usage and appreciation of certain pseudo-Anglicisms than the equivalent real Anglicisms, 11 respondents have encountered these five difficulties: the either thematic or conceptual difficulty of, firstly, either considering pseudo-



Anglicisms and not Anglicisms in generic terms or conceiving pseudo-Anglicisms as such and not as real Anglicisms or Anglicisms in generic terms, which results in changing the subject of the comparison between pseudo-Anglicisms and real Anglicisms from pseudo-Anglicisms to Anglicisms in generic terms, real Anglicisms, pseudo-Anglicisms or both and, secondly, considering pseudo-Anglicisms in their relation to real Anglicisms and not Italian lexical items, which results in changing the term of the comparison from real Anglicisms to Italian lexical items; the conceptual difficulty of, firstly, conceiving pseudo-Anglicisms as such and not as real Anglicisms or Anglicisms in generic terms and maintaining this conception and, secondly, considering pseudo-Anglicisms in their relation to real Anglicisms and not Italian lexical items, which results in changing the term of the comparison between pseudo-Anglicisms and real Anglicisms from real Anglicisms to Italian lexical items; the attitudinal difficulty of, firstly, considering pseudo-Anglicisms with a subjective but nonjudgmental attitude, without judging them and, in one respondent, maintaining this attitude and, secondly, considering pseudo-Anglicisms with a descriptive and not prescriptive approach; the conceptual difficulty of, firstly, conceiving pseudo-Anglicisms as such and not as hybrid Anglicisms, which results in changing the referent of the subject of the comparison between pseudo-Anglicisms and real Anglicisms from pseudo-Anglicisms to hybrid Anglicisms, and, secondly, considering pseudo-Anglicisms in their relation to real Anglicisms and not Italian lexical items, which results in changing the term of the comparison from real Anglicisms to Italian lexical items; the logical difficulty of either focusing on why pseudo-Anglicisms are preferred over real Anglicisms and not on who prefers pseudo-Anglicisms over real Anglicisms or, firstly, focusing on why pseudo-Anglicisms are preferred over real Anglicisms and not on who prefers pseudo-Anglicisms over real Anglicisms and, secondly, considering pseudo-Anglicisms in general terms and not only some of them. The difficulty of non-pertinence encountered by two of the 11 respondents who have provided non-pertinent reasons for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent real Anglicisms is non-identifiable. The second difficulty of non-pertinence has combined with two difficulties of identical kind, the third difficulty of non-pertinence in one respondent and the fourth difficulty of non-

pertinence in another respondent. Finally, all the difficulties of non-pertinence have combined with difficulties of different kind in eight respondents.

In the light of the problem of the partial or complete unclarity of the content of their reasons for the greater usage and appreciation of certain pseudo-Anglicisms than the equivalent real Anglicisms, nine respondents have encountered these four difficulties: the referential difficulty of referring to the subject of the comparison at the core of the conception, thus expressing the theme of the conception, unambiguously, with noun phrases that are unambiguous in their referent; the either expressive or both expressive and ideational difficulty of either indicating or both reasoning on and indicating the properties of pseudo-Anglicisms by virtue of which they can be more popular and successful than the equivalent real Anglicisms precisely and not vaguely and generically; the referential difficulty of referring to the language or languages whose communicative gaps can motivate the use of pseudo-Anglicisms aimed at filling these gaps unambiguously, with noun phrases that are unambiguous in their referent between Italian, English and Italian or English; the expressive-linguistic difficulty of indicating the property of pseudo-Anglicisms by virtue of which they can be more popular and successful than Italian lexical items using the Italian language correctly, i.e., in a linguistically correct, clear and totally comprehensible way. All the difficulties of unclarity except the third one have combined with difficulties of different kind in six respondents.

Finally, in the light of the problem of the incorrectness of the examples of pseudo-Anglicism reported in their reasons for the greater usage and appreciation of certain pseudo-Anglicisms than the equivalent real Anglicisms, six respondents have encountered these two difficulties: the difficulty, probably either thematic or conceptual in one respondent, probably conceptual in one respondent, and of non-identifiable nature in the other four respondents, of reporting correct examples of pseudo-Anglicisms without mistaking real Anglicisms them for them; the difficulty of non-identifiable nature of non-identifiable nature of reporting correct examples of pseudo-Anglicisms without mistaking phonetically adapted Italian calques from English for them. The first difficulty of incorrectness of the examples of pseudo-Anglicisms has combined with difficulties of different kind in four respondents.

Without problems and difficulties in the content of their reasoning, in terms of complete or partial pertinence to the topic at issue, complete or partial clarity and correctness of the reported examples of pseudo-Anglicisms, the respondents have expressed 60 different reasons for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent real Anglicisms. In the light of nine qualitative aspects and four quantitative aspects, the majority of these reasons addresses one topic, addressed by other reasons as well, with a predominance of the two topics of the understanding of pseudo-Anglicisms and knowledge of English, addresses and is defined in its nature by multiple human dimensions, with a predominance of language and the combination cognition-language, indicates properties of pseudo-Anglicisms, is expressed autonomously from real Anglicisms, in terms of properties of pseudo-Anglicisms or, alternatively, facts or phenomena external to these lexical items indirectly involving them that are not indicated as affecting pseudo-Anglicisms differently from real Anglicisms, and lacks specifications on the origin, functioning or results of the reasons. Since the predominance over the respective minority forms is different between five of these majority forms and identical in two couples of the remaining four majority forms, the reasons are differently distributed in seven of the nine features in the light of which they have been analysed in their content. In general terms, this predominance of the majority forms of the reasons ranges from one reason to 40 reasons in its extent. In specific terms, it is conspicuous in the five features of presence or absence of specifications on the origin, functioning or results of the reasons, indication of properties of pseudo-Anglicisms or indication of facts or phenomena external to these lexical items indirectly involving them, one or more than one defining human dimension, one or more than one topic addressed and topics addressed by one or more than one reason. It is limited in the four features of expression in relation to or autonomously from real Anglicisms, in terms of properties of pseudo-Anglicisms or, alternatively, facts or phenomena external to these words indirectly involving them that are indicated or not indicated as affecting pseudo-Anglicisms differently from real Anglicisms, most prevalent defining human dimension, most prevalent defining combination of human dimensions and most prevalent topic. Finally, the overwhelming majority of the reasons are reported by single respondents and the

reasons reported by multiple respondents are reported by a limited number of respondents. Hence, the 60 reasons with which the respondents motivated the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent real Anglicisms, without problems and difficulties in the content of the reasons, are more homogeneous than heterogeneous in the detail of the features of their content and conspicuously heterogeneous autonomously from the detail of the features of their content, i.e., in the repeated reasons, the number of their repetitions, the difference between the distributions of the reasons in the features of their content and the extent of this difference. Indeed, the reasons are conspicuously homogeneously distributed in four of the nine features of their content in the light of which they have been analysed, homogeneously distributed in one of these features, conspicuously heterogeneously distributed in three of these features and heterogeneously distributed in one of these features. Finally, the number of the repeated reasons and their repetitions is limited and the distributions of the reasons in the nine features of their content are different between seven of these features, and to a great extent.

In sum, the conception of pseudo-Anglicisms in relation to the reasons for their greater popularity and success in comparison with the equivalent real Anglicisms of the 48 respondents who have expressed this conception, in their personal, subjective and free terms, without external indications or suggestions, is, as a whole, significantly complex, extremely varied, and meticulously enlightening about both the respondents' ideas on the topic of the preference of pseudo-Anglicisms over the equivalent real Anglicisms and, most importantly for the achievement of the two objectives of the survey, the formation and expression of their ideas on this topic. Indeed, with few exceptions and, sometimes despite and sometimes by virtue of the problems and difficulties, the respondents have expressed the reasons for which, according to them, certain pseudo-Anglicisms are more popular and successful than the equivalent real Anglicisms in a manner that, for the most part, denotes genuine interest in the topic, attention to detail, effort, more and less successful, to provide as personal and complex reasons as possible, peculiar reinterpretations of stereotypes and common beliefs, mental flexibility and both the conviction that various and complex ideas can be developed and expressed on pseudo-Anglicisms and the will

and interest to develop and express these ideas. In turn, this indicates that the respondents of the survey, under the conditions of a serious opportunity to reason on the topic of pseudo-Anglicisms in depth and a serious consideration of their reasoning, can be active, interested and committed thinkers and not merely passive and indifferent users of pseudo-Anglicisms.

As concerns the surveyed students' conceptions of two features of pseudo-Anglicisms connected with their aspect of form, their graphic and orthographic variability and the realisation of their plural form, they are partly homogeneously, and moderately homogeneously, and partly heterogeneously distributed in their forms between the respondents, with a predominance, considerable as to the first feature and moderate as to the second feature, of the positive forms whereby these features are not only formal features but also practical and communicative properties, and internal rather than external to pseudo-Anglicisms. In terms of versatility and freedom, scarce knowledge of the English language or chance and arbitrariness, the graphic and orthographic variability of pseudo-Anglicisms – in particular, the variability of the markedness of their graphic representation and the variability of the orthographic form of multi-word pseudo-Anglicisms between a solid, open and hyphenated configuration – is partly homogeneously and partly heterogeneously conceived by the students as follows: as a sign of the versatility and freedom of pseudo-Anglicisms by a majority of 54.7% of the students, as a sign and consequence of scarce knowledge of the English language by a first minority of 22.6% of the students, and as a sign and consequence of chance and arbitrariness by a second minority of 22.6% of the students. In terms of exhibition of knowledge of English, strategy and function for the attribution of authenticity, more Englishness or more technicality to pseudo-Anglicisms or consequence of the conviction that pseudo-Anglicisms are genuine Anglicisms, the realisation of the plural form of pseudo-Anglicisms is partly moderately homogeneously and partly heterogeneously conceived by the respondents as follows: primarily, as strategic and functional, causing these words to seem authentic, more English or more technical, i.e., leading to certain effects and clear advantages that can be managed strategically, by 43.4% of the students; secondarily, as a mistake and an automatism, a consequence of the conviction that pseudo-Anglicisms are genuine Anglicisms, by 37.7% of the

students; finally, as the desire to exhibit knowledge of English by applying a well-known rule of its grammar, without clear and manageable effects or advantages, by 18.9% of the students.

The second phase of this general description of the conception of pseudo-Anglicisms of the 53 students who have participated in the empirical study of this dissertation, focused on their conception of specific aspects of pseudo-Anglicisms, i.e., of pseudo-Anglicisms in their features in the aspects of creation, usage, form and nature, concludes with two conceptions concerning the nature of pseudo-Anglicisms, in their features of the variability of the falseness in usage, concretely, the possibility of using certain pseudo-Anglicisms, as signifiers, as authentic Anglicisms, and the belonging to a language, multiple languages or a linguistic entity. In the first conception, the possibility of some non-adapted Anglicisms of being genuine or false, depending on their origin and meaning, is conceived by the surveyed students chiefly as a positive property of pseudo-Anglicisms and, secondarily, as a negative or neutral fact. In detail, in terms of limited knowledge of English, versatility, usefulness and freedom or chance and arbitrariness, the changeability of the falseness or authenticity of certain non-adapted Anglicisms is heterogeneously conceived in relation to pseudo-Anglicisms primarily, by a majority of 56.6% of the students, as a sign of the versatility, usefulness and freedom of pseudo-Anglicisms, secondarily, by a first minority of 28.3% of the students, as a further sign that pseudo-Anglicisms are the result of a limited knowledge of English, in that although a certain Anglicism is an authentic loan, it is used also as pseudo-Anglicism, and finally, by a second minority of 15.1% of the students, as random and arbitrary.

The second conception concerning the nature of pseudo-Anglicisms is the respondents' conception of pseudo-Anglicisms in relation to the language, languages or linguistic entity to which they belong in the light of, firstly, their dual and dynamic nature – characterised by appearance as and form of English and non-origin and non-usage in English, as well as the possibility of change from falseness to authenticity – the lack of unity and coherence in their origin, coinage, form and usage – which indeed involve at least two languages: English, the language whereby pseudo-Anglicisms are created and used and, if they are used in different languages, the different languages whereby they are used – and their existence sometimes in one

language and sometimes in multiple languages and, secondly, the respondents' conception of the belonging to Italian of lexical items and therefore, in general terms, their conception of the belonging to a language of lexical items, which will be considered later on. In detail, in terms of the language of their coinage and first usage, the language or languages of their usage, the language of their form, English, as international *lingua franca*, or pseudo-English or no language, pseudo-Anglicisms are heterogeneously conceived as follows: as belonging to neither the language of their form, English, as international *lingua franca* nor the language of their coinage and first usage nor the language or languages of their usage, but to a linguistic entity of its own definable as pseudo-English or to no language by a majority of 41.5% of the respondents; as belonging to the language of their form, English, as international *lingua franca* by a first minority of 28.3% of the respondents; as belonging to the language or languages of their usage by a second minority of 20.8% of the respondents; as belonging to the language of their origin by a third minority of 9.4% of the respondents.

Given the complexity of the issue and their unfamiliarity and difficulties with metalinguistic reflection, this conception of the respondents of pseudo-Anglicisms in relation to the language, languages or linguistic entity to which they belong in the light of, firstly, their dual and dynamic nature, the lack of unity and coherence in their origin, coinage, form and usage and their existence sometimes in one language and sometimes in multiple languages and, secondly, the respondents' conception of the belonging to Italian of lexical items and therefore, in general terms, their conception of the belonging to a language of lexical items, is noteworthy and meaningful. In terms of the specific, single forms, the form of this conception with which the respondents agree most is the most complex one, completely novel to them, specific to pseudo-Anglicisms, grounded on the features of these lexical items that are at the centre of the conception in question, their dual and dynamic nature, the lack of unity and coherence in their origin, coinage, form and usage and their existence sometimes in one language and sometimes in multiple languages, and by virtue of which pseudo-Anglicisms, differently from any other category of lexical item, do not belong to a national language nor to an international language, but to a linguistic entity of its own definable as pseudo-English or to no language.

Nevertheless, in terms of the forms of the conception under discussion in their properties, in the light of the common properties of the minority forms and although the first minority form is the second most complex and highly likely novel to them, the majority of the respondents, the 58.5%, conceives pseudo-Anglicisms in relation to the language, languages or linguistic entity to which they belong in the forms of this conception that are unspecific to pseudo-Anglicism, not grounded on the features of these lexical items that are at the centre of the conception, their dual and dynamic nature, the lack of unity and coherence in their origin, coinage, form and usage and their existence sometimes in one language and sometimes in multiple languages, and by virtue of which pseudo-Anglicisms, similarly to any other category of lexical item, belong to a national or international language.

Finally, the respondents conceive the belonging to a language of pseudo-Anglicisms mostly differently from that of Italian lexemes in general terms. Indeed, the majority of the respondents have established to what language, languages or linguistic entity pseudo-Anglicisms belong with a conception of the belonging to a language that is different from that with which they had established when a lexical item belongs to Italian. In specific terms, however, the respondents who conceive the belonging to a language of lexical items in terms of origin, usage and form conceive this state mostly similarly with Italian lexemes and pseudo-Anglicisms, as the majority of the respondents who had applied to Italian lexical items this conception of the belonging to a language of lexical items based on their origin, use and form have applied this conception also to pseudo-Anglicisms. By contrast, the respondents who conceive the belonging to a language of lexical items in terms of usage and origin and usage conceive this state mostly differently with Italian lexemes and pseudo-Anglicisms, as the overwhelming majority of the respondents who had applied to Italian lexical items this conception of the belonging to a language of lexical items based on their usage and origin and usage have not applied this conception also to pseudo-Anglicisms.

At this point, the general description of the conception of pseudo-Anglicisms of the 53 students who have participated in the empirical study of this dissertation is developed in its third and final phase, focused on the students' conception of two issues that do not pertain to pseudo-Anglicisms but indirectly or directly affect them



and their conception – two linguistic realities whose conception in general terms and not in relation to pseudo-Anglicisms had to precede and introduce their conception as features and aspects of pseudo-Anglicisms, in relation to these lexical items – and an issue that pertains to pseudo-Anglicisms indirectly, in their impact on another reality and not in their own aspects and features. I first describe the conception that introduced the conception described above of the belonging to a language, multiple languages or a linguistic entity of pseudo-Anglicisms and on which this conception was in part based, the students' conception of Italian lexical items in relation to their Italianness, as signs and not only signifiers, in terms of Italian origin and use, Italian use and Italian origin, use and form-structure, i.e., their conception of the belonging to a language of lexical items, with reference to the Italian language and the Italian lexical items, which is partly moderately homogeneously and partly heterogeneously distributed in its forms among the students as follows. A word is Italian, belongs to the Italian language, when it has an Italian origin, an Italian usage and an Italian form-structure, i.e., when both the word and its components were coined and are used in Italian, according to 45.3% of the students, when it has an Italian usage, i.e., when the word is used in Italian, irrespective of the language whereby it was coined, according to 30.2% of the students, and when it has an Italian origin and an Italian usage, i.e., when the word was coined and is used in Italian, according to 24.5% of the students. This conception of the surveyed students of Italian lexical items in relation to their Italianness, as signs and not only signifiers, in terms of Italian origin and use, Italian use and Italian origin, use and form-structure, i.e., their conception of the belonging to a language of lexical items, with reference to the Italian language and the Italian lexical items, is noteworthy and meaningful because, although the topic of the Italianness of Italian lexical items and, thus, the belonging to a language of lexical items, is a complex topic to the surveyed students, who are unfamiliar with and have difficulties with metalinguistic reflection, the form of this conception that is the most held is the most complex, the form that is the second most held is the least complex, and the form that is the least held is that with an intermediate complexity in relation to the most and least complex forms, of which it combines the two shared aspects.

The respondents' conception of the second issue that does not pertain to pseudo-Anglicisms but indirectly or directly affects them and their conception introduced their conception of pseudo-Anglicisms in relation to their preference over authentic Anglicisms by virtue of lesser or adequate Englishness and greater ease of understanding and use, and on which this conception was indeed in part based. It is the respondents' experience of English lexemes that seem non-English or 'not English enough' to them, by virtue of a significant difference from all the other English lexemes and a significant similarity to lexemes of Italian or another language, and instances of such oddly English lexemes remembered by the respondents. In this respect, minimally more than the concretely impossible half of the respondents, the 50.9%, has encountered English lexemes that seemed non-English or not English enough to them despite being so, by virtue of a significant dissimilarity from all the other English lexemes and a significant similarity to lexemes of Italian or other languages, and minimally less than this half, 49.1% of the respondents, has not encountered such words. Nevertheless, although the idea that there exist English words characterised by an odd Englishness and experience of such words is significantly widespread among the respondents, only 11 of the 27 respondents who had encountered English words that seem non-English or not English enough remembered and have reported instances of such words, and six of the 11 reported words could be assessed in their odd Englishness, as English words, whereas the other five could not, as non-English words. In detail, three unproblematic English words seemed non-English or not English enough, with one that was not oddly English, whereas the other three words, two of problematic nature between real and false Anglicism and one of uncertain nature between English and French, neither seemed non-English or not English enough nor were oddly English. This is a further sign of the respondents' unfamiliarity and difficulties with metalinguistic reflection.

The general description of the conception of pseudo-Anglicisms of the 53 students who have participated in the empirical study of this dissertation concludes with the conception of a topic that pertains to pseudo-Anglicisms indirectly, in their impact on another reality and not in their own aspects and features, the role of the English language in the other languages in relation to pseudo-Anglicisms. In the

cultural, social and economic terms of language of prestige, cosmopolitanism, coolness, fashion, modernity, success, wealth and technology, in the communicative terms of language of communicative effectiveness or usefulness and expressive freedom and in the psychological and linguistic terms of language of novelty, linguistic innovation, and expressive creativity, play and freedom, the surveyed students heterogeneously conceive the role of the English language in the other languages in relation to pseudo-Anglicisms as follows: as that of the language of communicative effectiveness or usefulness and expressive freedom, an instrument to be used and manipulated freely to express one's message in the most effective, attractive and free manner, by an overwhelming majority of 67.9% of the students; as that of the language of novelty, linguistic innovation, and expressive creativity, play and freedom by a first minority of 20.8% of the students; as that of the language of prestige, cosmopolitanism, coolness, fashion, modernity, success, wealth and technology by a second minority of 11.3% of the students. Consequently, for the surveyed students, the communicative dimension is more important than the psychological and linguistic dimensions, which, in turn, are more important than the linguistic, cultural, social and economic dimensions in the definition of the role of English in the other languages in relation to false Anglicisms.

In sum, based on this general description of the conception of pseudo-Anglicisms of the 53 students who have participated in the empirical study of this dissertation in the form of a survey, based, in turn, on their conception of general and specific aspects and features of pseudo-Anglicisms, an issue that pertains to pseudo-Anglicisms indirectly and two issues that do not pertain to pseudo-Anglicisms but indirectly or directly affect them and their conception, as it has emerged from the students' responses to the survey analysed in the first phase of the analysis of these responses in the previous Section 4.3, the first aim of the survey of determining how upper-secondary-school common Italian speakers conceive pseudo-Anglicisms can be finally achieved. Upper-secondary-school common Italian speakers conceive pseudo-Anglicisms in a way that is mostly heterogeneous, relatively complex, likely different from that in which pseudo-Anglicisms are conceived scientifically by linguists in research or non-scientifically by common speakers in the public opinion, non-dichotomic, consistent, favourable and positive, focused on the features and

properties of pseudo-Anglicisms, specific to pseudo-Anglicisms and focused on their peculiarity, uniqueness and autonomy, grounded on the nature of pseudo-Anglicisms and communicative. In their conception of pseudo-Anglicisms, these speakers often encounter various difficulties.

Indeed, in terms of variety, the surveyed students' responses to 21 of the 26 items of the questionnaire on pseudo-Anglicisms whose responses are endowed with characteristics of homogeneity and heterogeneity are heterogeneous, their responses to four of these items are homogeneous and their responses to one of these items are on the one hand homogeneous and on the other hand heterogeneous. In terms of complexity, the most complex response option of the eight multiple-choice items of the questionnaire on pseudo-Anglicisms whose response options are characterised by different levels of complexity is supported by more than one third of the students and is the most selected one in seven items and is supported by minimally less than one third of the students and is the second most selected one in one item. Moreover, the open responses to the open-ended item of the questionnaire are, as a whole, significantly complex. In terms of familiarity or unfamiliarity as similarity to or difference from the principal scientific conceptions of pseudo-English so far developed in research by linguists or the non-scientific ones probably held by common Italian speakers or to which the surveyed students are probably exposed, the probably most unfamiliar response option of the seven items of the questionnaire on pseudo-Anglicisms whose response options indicate ideas on these lexical items that can be compared to those of the Italian common speakers, the response option indicating ideas on pseudo-Anglicisms that are likely to be the most different from those of Italian common speakers, is supported by more than one third of the students and is the most selected one in five items and is supported by minimally less than one third of the students and is the second most selected one in one item. Conversely, the surveyed students' ideas on pseudo-Anglicisms are in line with those of their fellow Italian common speakers in one of these seven items whose response options indicate ideas on pseudo-Anglicisms that can be compared to those of the common Italian speakers. In terms of dichotomy or non-dichotomy, the non-dichotomic response options of the seven items of the questionnaire on pseudo-Anglicisms whose response options are either dichotomic or non-dichotomic are supported by

more than one third of the students and are the most selected ones in six items and are supported by minimally less than one third of the students and are the second most selected ones in one item. In terms of consistency or inconsistency, the surveyed students' responses to three of the five couples of items of the questionnaire on pseudo-Anglicisms that are related to one another are more consistent than inconsistent and to the other two couples are more inconsistent than consistent. Moreover, their responses to the triad of items related to one another are individually not inconsistent and collectively consistent.

In terms of favour-positivity or disfavour-negativity, the favourable-positive response option of all the nine items of the questionnaire on pseudo-Anglicisms whose response options differ in terms of positivity, negativity and neutrality in their value is supported by more than one third of the students and is the most selected one. In terms of consideration or non-consideration of the features and properties of pseudo-Anglicisms, the response options that indicate them of the seven multiple-choice items of the questionnaire on pseudo-Anglicisms whose responses options indicate features and properties of these lexical items and entities and realities that are not features and properties of these lexical items are supported by more than one third of the students and are the most selected ones in six items. The responses to the remaining item of these seven items on the one hand mostly consider the features and properties of pseudo-Anglicisms and, on the other hand, mostly do not consider them, in the sense that although its response option that considers the features and properties of pseudo-Anglicisms that had to be considered is the most selected one, and by more than one third of the students, in the light of the common properties of the response options, the majority of the students has selected the response options that do not consider the features and properties of pseudo-Anglicisms that had to be considered. Finally, in response to the open-ended item of the questionnaire, of the 60 different reasons expressed by the students for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent real Anglicisms, 40 indicate properties of pseudo-Anglicisms and 20 indicate facts or phenomena external to these words that indirectly involve them. In terms of specificity to pseudo-Anglicisms and focus on their peculiarity, uniqueness and autonomy, the response option that is specific to pseudo-Anglicisms and focused on their

peculiarity, uniqueness and autonomy of the six items of the questionnaire on pseudo-Anglicisms whose responses options differ in their specificity to pseudo-Anglicisms and focus on the peculiarity, uniqueness and autonomy of these lexical items is supported by one third of the students and is the most selected one in five items. The responses to the remaining item of these six items on the one hand are mostly specific to pseudo-Anglicisms and focused on their peculiarity and uniqueness and, on the other hand, are mostly not so, in the sense that although its response option that is specific to pseudo-Anglicisms and focused on their peculiarity and uniqueness is the most selected one, and by more than one third of the students, in the light of the common properties of the response options, the majority of the students has selected the response options that are unspecific to pseudo-Anglicisms and not focused on their peculiarity and uniqueness. In terms of consideration of the nature of pseudo-Anglicisms, the response option that is based on the nature of pseudo-Anglicisms of the three items of the questionnaire on pseudo-Anglicisms whose responses options differ in their being or not being based on the nature of these lexical items is supported by more than one third of the students and is the most selected ones in two items. The responses to the remaining item of these three items on the one hand are mostly based on the nature of pseudo-Anglicisms and, on the other hand, are mostly not so, in the sense that although its response option that is based on the nature of pseudo-Anglicisms is the most selected one, and by more than one third of the students, in the light of the common properties of the response options, the majority of the students has selected the response options that are not based on the nature of pseudo-Anglicisms. Finally, the students' responses to one of the two items mentioned above involving the nature of the pseudo-Anglicisms in one of its response options are, in relation to their responses to a correlated item, mostly characterised by a general approach to pseudo-Anglicisms that is based on their nature. In terms of nature by virtue of the principal defining human dimension, the response option of communicative nature, defined by the human dimension of communication, of the six items of the questionnaire on pseudo-Anglicisms whose response options were defined by and differed according to the human dimensions of psychology, cognition, language, communication, society, politics, culture, economy and history is supported by one third of the students and is the most selected one.

Conversely, the human dimension that entirely or partially defines the greatest portion of the 60 reasons expressed by the students for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent real Anglicisms in response to the open-ended item of the questionnaire, approximately the 68.3%, corresponding to 41 reasons, is language.

Finally, in terms of the difficulties encountered in reasoning on pseudo-Anglicisms, the surveyed students have encountered various difficulties in four items of the questionnaire on pseudo-Anglicisms, which denote unfamiliarity and difficulties with meta-linguistic reflection. Specifically, in the sixth item, they have encountered difficulties in the determination of the possible, impossible or uncertain hypothetical existence in English in grammatical terms of pseudo-Anglicisms that are ungrammatical in this language. In the twentieth and twenty-first items, they have encountered difficulties in remembering words heard or read in the past, reasoning on English words in relation to words of other languages and the features of the English language and distinguishing between English words and non-English words. In the twenty-third item, the open-ended one regarding the reasons for the greater popularity and success of certain pseudo-Anglicisms than the equivalent real Anglicisms in their own subjective and free terms, the students have encountered the following 12 difficulties, of various or non-identifiable nature: one difficulty of reasoning on the topic as requested in the item involving the fact of providing at least two reasons; five difficulties of non-pertinence involving the consideration and conception of pseudo-Anglicisms, the consideration of the equivalent real Anglicisms, the attitude and approach with which the students were requested to reason on the topic and the focus and scope of the topic; four difficulties of unclarity in the form of ambiguity involving the subject of the comparison at the core of the reasons, thus the theme of the reasons, vagueness involving the reasons and linguistic mistakes with the Italian language involving the reasons; two difficulties of incorrectness of the examples of pseudo-Anglicisms reported in the reasons in the form of misidentification of real Anglicisms and phonetically adapted Italian calques from English as pseudo-Anglicisms.

On this achievement of the first aim of the survey of determining how upper-secondary-school common Italian speakers conceive pseudo-Anglicisms, Section 4.4

and the second phase of the analysis of the responses to the questionnaire conclude. In the next Section, the third and final phase of this analysis is conducted by comparing the critical-theoretical interpretation of pseudo-English as advanced, developed and discussed in this dissertation with the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers, describing the ways in which the former is in agreement, disagreement and both agreement and disagreement with the latter and assessing the relation of the former to the latter. This will lead to the critical refinement and elaboration of the critical-theoretical interpretation of pseudo-English as advanced, developed and discussed in this dissertation in empirical terms in relation to upper-secondary-school common Italian speakers and their conception of pseudo-Anglicisms, in the light of the similarities and differences as well as the agreement and/or disagreement between the former and the latter, and the relation of the former to the latter, and the consequent achievement of the second aim of the survey.

#### **4.5 Third and Final Phase of Analysis: The Similarities and Differences and the Agreement and/or Disagreement between the Critical-Theoretical Interpretation of Pseudo-English of this Dissertation and the Conception of Pseudo-Anglicisms of Upper-Secondary-School Common Italian Speakers and the Relation of the Former to the Latter for the Critical Refinement and Elaboration in Empirical Terms of the Former in Relation to the Latter and for the Achievement of the Second Aim of the Survey**

In this Section, as just mentioned, I will firstly compare the critical-theoretical interpretation of pseudo-English I have advanced, developed and discussed in this dissertation with the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers, obtained in the previous Section 4.4 in the light of the analysis of the respondents' responses to the single items of the questionnaire conducted in Section 4.3. In detail, I will develop this comparison as follows. Firstly, I will collectively consider the multiple-choice items of the questionnaire whose response options include one or two that represents or represent my critical-theoretical interpretation of pseudo-English and the reasons for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent real



Anglicisms expressed by the respondents in response to the open-ended twenty-third item of the questionnaire in a pertinent, clear way and with correct examples of pseudo-Anglicisms. The objective is to establish whether the upper-secondary-school common Italian speakers involved in the questionnaire mostly agree or disagree with my critical-theoretical interpretation of pseudo-English in specific terms in general and specific aspects and features of pseudo-Anglicisms, an issue that pertains to pseudo-Anglicisms indirectly, in their impact on another reality and not in their own aspects and features – the role of the English language in the other languages in relation to pseudo-Anglicisms – and an issue that does not pertain to pseudo-Anglicisms but indirectly or directly affects them and their conception – the belonging to a language of lexical items, with reference to the Italian language and the Italian lexical items, on the one hand in explicit and indirect terms and in relation to my interpretation, when the speakers had to choose between my interpretation of pseudo-English and different conceptions of pseudo-Anglicisms in the multiple-choice items, and on the other hand in implicit and direct terms and independently of my interpretation, when they have reasoned on the reasons for the preference of certain pseudo-Anglicisms over the equivalent authentic Anglicisms in their own subjective and free terms in the open-ended item. Secondly, I will consider the general description of the respondents' conception of pseudo-Anglicisms. The objective is to establish whether the upper-secondary-school common Italian speakers involved in the questionnaire mostly agree or disagree with my critical-theoretical interpretation of pseudo-English in general terms in eight of the 11 features that define the general description of their conception of pseudo-Anglicisms that are relevant to and also define my interpretation of pseudo-English. In this first part of Section 4.5, the result of this comparison between my critical-theoretical interpretation of pseudo-English and the conception of pseudo-Anglicisms of the surveyed upper-secondary-school common Italian speakers is a description of the similarities and differences between the former and the latter and a description of the differences of the predominant agreement or disagreement of the former with the latter as regards the content of my interpretation of pseudo-English, in explicit and implicit terms, and its general defining features.

In the second part of Section 4.5, I will secondly describe the ways in which my critical-theoretical interpretation of pseudo-English is in agreement, disagreement and both agreement and disagreement with the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers and assess the relation of the former to the latter, in the light of the different forms of agreement, disagreement and both agreement and disagreement of the former with the latter. The objective is to establish how upper-secondary-school common Italian speakers agree and disagree with my interpretation of pseudo-English. The result of this second part of Section 4.5 is the description of the ways in which my critical-theoretical interpretation of pseudo-English is in agreement, disagreement and both agreement and disagreement with the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers and the assessment of the relation of the former to the latter.

Finally, in light of the similarities and differences between my critical-theoretical interpretation of pseudo-English and the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers, investigated in the first part, the agreement and disagreement of the former with the latter, investigated in the first and second parts, and the assessment of the relation of the former to the latter, conducted in the second part, I will critically refine and elaborate the critical-theoretical interpretation of pseudo-English I have advanced, developed and discussed in this dissertation in empirical terms in relation to upper-secondary-school common Italian speakers and their conception of pseudo-Anglicisms in the third and last part of this Section 4.5. The objective is the second aim of the survey. This critical refinement and elaboration of the interpretation will constitute the achievement of the second aim of the survey and will bring Chapter Four to a close.

Indicating the items with numbers and the response options with letters in the order of their appearance in the questionnaire starting from 1 and a, the 22 multiple-choice items of the questionnaire at the centre of the empirical study of this dissertation and their response options that represent the critical-theoretical interpretation of pseudo-English I have advanced, developed and discussed in this dissertation are the following: 5-c, 7-a-c, 8-a, 9-c-d, 10-c, 11-a, 12-a, 13-c, 14-c, 15-c, 16-c, 17-d, 18-b, 19-c, 22-a, 24-b, 25-a, 26-b, 27-b, 28-a, 29-c, 30-d. The response options that represent my interpretation of pseudo-English are selected both more

than the other response options and by the majority of the respondents in the overwhelming majority of these items. Indeed, the items characterised by a both absolute and relative predominant agreement with my interpretation are 17 of the 22 multiple-choice items of the questionnaire whose response options include one or two that represents or represent this interpretation: 7), 8), 9), 11), 12), 13), 14), 15), 16), 17), 18), 19), 22), 24), 25), 27), 28). The response options that represent my interpretation of pseudo-English are selected more than the other response options but by less than the majority of the respondents in the items 26), 29) and 30). In these three items, the predominant agreement with my interpretation is relative and not relative and absolute. Finally, the response option that represents my interpretation of pseudo-English is selected neither more than the other response options nor by the majority of the respondents in the items 5) and 10). These are the two items of the 22 multiple-choice items of the questionnaire whose response options include one or two that represents or represent my interpretation of pseudo-English that are not characterised by a predominant agreement with my interpretation.

These data indicate that the majority of the students who have completed the questionnaire, in the overwhelming majority of the multiple-choice items that deal with topics discussed in the critical-theoretical interpretation of pseudo-English I have advanced, developed and discussed in this dissertation and that include response options that represent it, explicitly agrees with this interpretation. Indeed, agreement with my interpretation of pseudo-English predominates over disagreement with it and agreement with different conceptions of pseudo-Anglicisms in absolute terms – in relation to the students, by a majority of them – and relative terms – in relation to the different conceptions of pseudo-Anglicisms, more than them – in 17 of the 22 multiple-choice items of the questionnaire that deal with topics discussed in the interpretation and that include response options that represent it. By contrast, agreement with my interpretation of pseudo-English predominates over disagreement with it and agreement with different conceptions of pseudo-Anglicisms in relative terms – in relation to the different conceptions of pseudo-Anglicisms, more than them – but not in absolute terms – in relation to the students, by less than the majority of them – and disagreement with my interpretation of pseudo-English and agreement with different conceptions of pseudo-Anglicisms predominates over

agreement with it in absolute terms – in relation to the students, by a majority of them – and relative terms – in relation to the different conceptions of pseudo-Anglicisms, more than them – respectively in three and two of the 22 multiple-choice items of the questionnaire that deal with topics discussed in the interpretation and that include response options that represent it.

The reasons for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent real Anglicisms expressed by the respondents in their own subjective and free terms in response to the open-ended twenty-third item of the questionnaire without problems and difficulties in the content of their reasoning, in terms of complete or partial pertinence to the topic at issue, complete or partial clarity and correctness of the reported examples of pseudo-Anglicisms, that are in line with my interpretation of pseudo-English are the following: 1), 2), 4), 5), 6), 7), 9), 20), 21), 30), 35), 42), 45). These 13 reasons are expressed by 23 subjects in the following responses: 1), 2), 3), 4), 6), 7), 8), 11), 13), 15), 17), 18), 20), 21), 22), 24), 26), 28), 29), 33), 35), 42), 45). The reasons that are not in line but compatible with the interpretation are the following: 10), 11), 15), 17), 18), 19), 24), 31), 34), 44), 53). These 11 reasons are expressed by 10 subjects in the following responses: 1), 3), 5), 10), 16), 17), 18), 34), 36), 41). The reasons that are independent of the interpretation, neither in line with nor not in line but compatible with nor in contrast with it, which deal with entities and realities not discussed or mentioned in the interpretation, are the following: 14), 23), 29), 38), 40), 43), 46), 50), 51). These nine reasons are expressed by nine subjects in the following responses: 1), 9), 15), 24), 30), 33), 36), 39), 40). Finally, the reasons that are in contrast to the interpretation are the following: 3), 8), 12), 13), 16), 22), 25), 26), 27), 28), 32), 33), 36), 37), 39), 41), 47), 48), 49), 52), 54), 55), 56), 57), 58), 59), 60). These 27 reasons are expressed by 22 subjects in the following responses: 1), 4), 6), 8), 12), 13), 14), 17), 22), 23), 25), 30), 32), 34), 37), 41), 42), 45), 46), 50), 51), 52).

In terms of students, these data firstly indicate that the 43 subjects of the 53 surveyed students who have reasoned on the reasons for the greater popularity and success of certain pseudo-Anglicisms than the equivalent real Anglicisms in their own subjective and free terms without problems and difficulties in the content of their reasoning, primarily implicitly disagree with the critical-theoretical

interpretation of pseudo-English I have advanced, developed and discussed in this dissertation, secondarily implicitly agree and disagree with it and finally implicitly agree with it. In particular, when the students disagree with the interpretation, most of them do so with a conception of pseudo-Anglicisms that is in contrast to it rather than with a conception that is not in line but compatible with it or independent of it, neither in contrast to it nor not in line but compatible with it. Moreover, when the students partly agree and partly disagree with the interpretation, most of them do so with a balance of agreement and disagreement rather than with a preponderance of disagreement over agreement or agreement over disagreement. Finally, in terms of reasons, the 43 subjects of the 53 surveyed students who have reasoned on the reasons for the greater popularity and success of certain pseudo-Anglicisms than the equivalent real Anglicisms in their own subjective and free terms without problems and difficulties in the content of their reasoning have done so with reasons that are in disagreement, mostly in the form of contrast, with the critical-theoretical interpretation of pseudo-English I have advanced, developed and discussed in this dissertation rather than in agreement with it, by an overwhelming majority.

Indeed, of the 43 surveyed students who have expressed the reasons for which, according to them, certain pseudo-Anglicisms are more popular and successful than the equivalent real Anglicisms without problems and difficulties in the content of their reasoning, 20 have done so in disagreement with my interpretation of pseudo-English, 14 in both disagreement and agreement with it and nine in agreement with it. In particular, 13 students have expressed these reasons with a conception of pseudo-Anglicisms that is in contrast to my interpretation, six with a conception of pseudo-Anglicisms that is not in line but compatible with it, five with a conception of pseudo-Anglicisms that is independent of it, neither in contrast to it nor not in line but compatible with it, nine with the same number of conceptions of pseudo-Anglicism in agreement and disagreement with it, three with more conceptions of pseudo-Anglicisms in disagreement than in agreement with it and two with more conceptions of pseudo-Anglicisms in agreement than in disagreement with it. Finally, of the 60 reasons for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent real Anglicisms expressed by the students without problems and difficulties of content, 27 are in contrast to my

interpretation of pseudo-English, 11 are not in line but compatible with it, nine are independent of it and 13 are in line with it.

In summary, the upper-secondary-school common Italian speakers involved in the survey of the empirical study of this dissertation agree and disagree with the critical-theoretical interpretation of pseudo-English I have advanced, developed and discussed in this dissertation, in specific terms, in general and specific aspects and features of pseudo-Anglicisms, an issue that pertains to pseudo-Anglicisms indirectly – the role of the English language in the other languages in relation to pseudo-Anglicisms – and an issue that does not pertain to pseudo-Anglicisms but indirectly or directly affects them and their conception – the belonging to a language of lexical items, with reference to the Italian language and the Italian lexical items – as follows. In explicit terms, when they were openly exposed to the critical-theoretical interpretation of pseudo-English I have advanced, developed and discussed in this dissertation in contrast to different conceptions of pseudo-Anglicisms in the multiple-choice items of the questionnaire that deal with topics discussed in this interpretation and that include response options that represent it, the upper-secondary-school common Italian speakers who have completed the questionnaire at the centre of the empirical study of this dissertation mostly agree rather than disagree with this interpretation, in all these items except for two. In particular, they agree rather than disagree with my interpretation of pseudo-English to a great extent more in both absolute terms – in relation to the respondents, by a varying majority of them – and relative terms – in relation to the different conceptions of pseudo-Anglicisms, more than them – than only in relative terms – more than the different conceptions of pseudo-Anglicisms and by less than the majority of the respondents – and they disagree rather than disagree with my interpretation of pseudo-English in both absolute and relative terms in two items.

In implicit terms, when they have reasoned on the reasons for the greater popularity and success of certain pseudo-Anglicisms than the equivalent real Anglicisms in their own subjective and free terms without problems and difficulties in the content of their reasoning, i.e., completely or partially pertinently to the topic, completely or partially clearly and with correct examples of pseudo-Anglicisms, the 43 subjects who have reasoned on this topic in this fashion of the 53 upper-

secondary-school common Italian speakers who have completed the questionnaire at the centre of the empirical study of this dissertation primarily disagree with the critical-theoretical interpretation of pseudo-English I have advanced, developed and discussed in this dissertation, secondarily partly agree and partly disagree with it and finally agree with it. In particular, approximately 46.5% of these 43 respondents disagree with my interpretation of pseudo-English, and more with a conception of pseudo-Anglicisms that is in contrast to it than with a conception that is not in line but compatible with it or independent of it, neither in contrast to it nor not in line but compatible with it, in both absolute and relative terms; approximately 32.6 % of these 43 respondents partly agree and partly disagree with my interpretation of pseudo-English, and more with a balance of conceptions of pseudo-Anglicisms that are in agreement and disagreement with it than with a preponderance of conceptions in disagreement or agreement with it, in both absolute and relative terms; approximately 20.9% of these 43 respondents agree with my interpretation of pseudo-English. Finally, the 43 upper-secondary-school common Italian speakers of the 53 involved in the questionnaire who have reasoned on the reasons for the greater popularity and success of certain pseudo-Anglicisms than the equivalent real Anglicisms in their own subjective and free terms without problems and difficulties in the content of their reasoning, i.e., completely or partially pertinently to the topic, completely or partially clearly and with correct examples of pseudo-Anglicisms, have expressed reasons that are in disagreement rather than agreement with my interpretation of pseudo-English in both absolute terms – in relation to the reasons, by an overwhelming majority of 78.3% of them – and relative terms – in relation to the reasons in agreement with my interpretation, more than them – and, in detail, in contrast to my interpretation by a majority of 57.4% of them, not in line but compatible with it by a first minority of 23.4% of them, and independent of it, neither in contrast to nor not in line but compatible with it, by a second minority of 19.1% of them.

I now compare the critical-theoretical interpretation of pseudo-English I have advanced, developed and discussed in this dissertation with the general description of the conception of pseudo-Anglicisms of the upper-secondary-school common Italian speakers involved in the survey at the centre of the empirical study of this

dissertation, in eight of the 11 general features that define this conception that are relevant to and also define my interpretation: complexity, similarity to or difference from the principal scientific conceptions of pseudo-English so far developed in research by linguists or the non-scientific ones probably held by common Italian speakers or to which they are probably exposed, dichotomy or non-dichotomy, favour-positivity or disfavour-negativity, consideration or non-consideration of the features and properties of pseudo-Anglicisms, specificity or non-specificity to pseudo-Anglicisms and focus or non-focus on their peculiarity, uniqueness and autonomy, consideration or non-consideration of the nature of pseudo-Anglicisms, and nature by virtue of the principal defining human dimension of the common speakers' conception of pseudo-Anglicisms and my critical-theoretical interpretation of pseudo-English. In these features, the conception of pseudo-Anglicisms of the surveyed upper-secondary-school common Italian speakers is conspicuously more in agreement than disagreement with my critical-theoretical interpretation of pseudo-English. Indeed, the former is, in agreement with the latter, mostly relatively complex, likely different from the principal scientific conceptions of pseudo-English so far developed in research by linguists or the non-scientific ones probably held in the non-academic world by common Italian speakers or to which they are probably exposed, non-dichotomic, favourable and positive, focused on the features and properties of pseudo-Anglicisms, specific to pseudo-Anglicisms and focused on their peculiarity, uniqueness and autonomy, grounded on the nature of pseudo-Anglicisms and communicative. In particular, the conception of pseudo-Anglicisms of the surveyed upper-secondary-school common Italian speakers is conspicuously more in agreement than disagreement with my critical-theoretical interpretation of pseudo-English and, in the features in question, as described above rather than the contrary in the respective majority, ranging from significant to overwhelming, of the items whose responses differ in and are characterised by these features, and in relative terms, more than the contrary, in all the features and in both relative and absolute terms, more than contrary and for the majority of the speakers, in some of the features. On the contrary, the conception of pseudo-Anglicisms of the surveyed upper-secondary-school common Italian speakers is in disagreement rather than agreement with my critical-theoretical interpretation of pseudo-English in the



minimal respective minority of the items whose responses differ in and are characterised by these features, and in both relative and absolute terms, more than contrary and for the majority of the speakers, in some of the features.

In the light of this comparison between my critical-theoretical interpretation of pseudo-English and the conception of pseudo-Anglicisms of the upper-secondary-school common Italian speakers who have participated in the survey, the similarities and differences between the former and the latter are, in sum, the following. In general terms, in themselves and independently of their features, and in the general attitudes towards them, pseudo-Anglicisms are conceived by the participants of the survey predominantly similarly to my critical-theoretical interpretation of pseudo-English, except in the topic of the oddness, surprise, amusement, pretentiousness and ridiculousness of pseudo-Anglicisms in relation to the sense and knowledge of their existence. In this respect, apart from a small minority who conceives these lexical items as highly odd, surprising, amusing, pretentious or ridiculous by virtue of non-sense and non-knowledge of their existence, in its content in opposition to my interpretation of pseudo-English, the same number of participants indeed conceives pseudo-Anglicisms respectively as fairly odd, surprising, amusing, pretentious or ridiculous by virtue of sense but non-knowledge of their existence, in its content in contrast to my interpretation of pseudo-English, and not at all odd, surprising, amusing, pretentious or ridiculous by virtue of sense and knowledge of their existence and freedom and creativity in native and foreign languages, in its content in line with my interpretation of pseudo-English. It follows that the conception of pseudo-Anglicisms in some general aspects of theirs, in themselves and independently of their features, and in the general attitudes towards them of the surveyed upper-secondary-school common Italian speakers is significantly more similar than different in relation to the critical-theoretical interpretation of pseudo-English I have advanced, developed and discussed in this dissertation, with only one general attitude towards pseudo-Anglicisms in themselves on which the majority of the speakers disagree with the interpretation.

In specific terms, in their features in the aspects of creation, usage, form and nature, pseudo-Anglicisms are conceived by the participants of the survey predominantly similarly to my critical-theoretical interpretation of pseudo-English,

except in the these four topics concerning pseudo-Anglicisms respectively in the aspects of usage, usage, form and nature: the speakers' awareness, unawareness or doubt about the falseness of pseudo-Anglicisms in their usage, the reasons for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent authentic Anglicisms, the realisation of the plural form of pseudo-Anglicisms and the language, languages or linguistic entity to which pseudo-Anglicisms belong. In respect of the first of these topics, apart from a single subject who thinks that most of the people who use pseudo-Anglicisms are aware of their falseness, in its content, relative simplicity, similarity to common Italian speakers' likely principal ideas on the topic and dichotomy in contrast to my interpretation of pseudo-English, the vast majority of the participants thinks that most of the people who use pseudo-Anglicisms are not aware of their falseness and believe that they are authentic Anglicisms, in its content, relative simplicity, similarity to common Italian speakers' likely principal ideas on the topic and dichotomy in contrast to my interpretation, and the remaining minority thinks that most of the people who use pseudo-Anglicisms do not know whether these words are pseudo-Anglicisms or authentic Anglicisms, in its content, relative complexity, difference from common Italian speakers' likely principal ideas on the topic and non-dichotomy in line with my interpretation of pseudo-English. In respect of the second of these topics, in terms of the participants, of the 43 subjects who have reasoned on it without problems and difficulties in the content of their reasoning, i.e., completely or partially pertinently, completely or partially clearly and with correct examples of pseudo-Anglicisms, of the 53 participants of the survey, approximately 4/9 conceives the reasons for the greater popularity and success of certain pseudo-Anglicisms than the equivalent real Anglicisms in their content and in the defining features of my interpretation of pseudo-English in contrast to it, approximately one third conceives these reasons in their content and in the defining features of my interpretation of pseudo-English partly in contrast to it and partly in line with it, mostly in balance, and approximately one fifth conceives these reasons in their content and in the defining features of my interpretation of pseudo-English in line with it; in terms of the reasons, of the 60 different reasons for the greater popularity and success of certain pseudo-Anglicism than the equivalent real Anglicisms expressed by the 43 participants who have

reasoned on this topics without problems and difficulties in the content of their reasoning, i.e., completely or partially pertinently, completely or partially clearly and with correct examples of pseudo-Anglicisms, the overwhelming majority, approximately 7/9 of them, is in its content and in the defining features of my interpretation of pseudo-English in contrast to it, mostly in terms of opposition, whereas the remaining small minority, 2/9 of them, is in its content and in the defining features of my interpretation of pseudo-English in line with it. In respect of the third of these topics, the majority of the participants, respectively approximately 3/8 and one fifth of all the participants, conceives the realisation of the plural form of pseudo-Anglicisms as a mistake and an automatism, a consequence of the conviction that pseudo-Anglicisms are authentic Anglicism, and as the desire to exhibit knowledge of English by applying a well-known rule of its grammar, without clear and manageable effects or advantages, in their content, disfavour-negativity and neutrality, non-consideration of the features and properties of pseudo-Anglicisms and non-communicative nature in opposition to my interpretation of pseudo-English, while the remaining minority, approximately 3/7 of the participants, conceives it as strategic and functional, causing the pseudo-Anglicism to seem authentic, more English or more technical, i.e., leading to certain effects and clear advantages that can be managed strategically, in its content, favour-positivity, consideration of the features and properties of pseudo-Anglicisms and communicative nature in line with my interpretation of pseudo-English. Finally, in respect of the fourth of these topics, in the light of, firstly, the dual and dynamic nature of pseudo-Anglicisms, the lack of unity and coherence in their origin, coinage, form and usage and their existence sometimes in one language and sometimes in multiple languages and, secondly, their conception of the belonging to Italian of lexical items and therefore, in general terms, their conception of the belonging to a language of lexical items, the majority of the participants conceives the issue of to what language, languages or linguistic entity pseudo-Anglicisms belong in contrast to my interpretation of pseudo-English. Indeed, whereas approximately 3/7 of the participants conceives pseudo-Anglicisms as belonging to neither the language of their form, English, as international *lingua franca* nor the language of their coinage and first usage nor the language or languages of their usage, but to a linguistic entity of its own definable as pseudo-

English or to no language, in its content, relative complexity, difference from common Italian speakers' likely principal ideas on the topic, consideration of the features and properties of pseudo-Anglicisms, specificity to pseudo-Anglicisms and focus on their peculiarity, uniqueness and autonomy and consideration of the nature of pseudo-Anglicisms in line with my interpretation of pseudo-English, approximately 2/7 of the participants conceives pseudo-Anglicisms as belonging to the language of their form, English, as international *lingua franca*, in its content, non-consideration of the features and properties of pseudo-Anglicisms, non-specificity to pseudo-Anglicisms and non-focus on their peculiarity, uniqueness and autonomy and non-consideration of the nature of pseudo-Anglicisms in contrast to my interpretation of pseudo-English, approximately one fifth of the participants conceives pseudo-Anglicisms as belonging to the language or languages of their usage and approximately one tenth of the participants conceives pseudo-Anglicisms as belonging to the language of their origin, in their content, relative simplicity, similarity to common Italian speakers' likely principal ideas on the topic, non-consideration of the features and properties of pseudo-Anglicisms, non-specificity to pseudo-Anglicisms and non-focus on their peculiarity, uniqueness and autonomy and non-consideration of the nature of pseudo-Anglicisms in contrast to my interpretation of pseudo-English. It follows that the conception of pseudo-Anglicisms in some specific aspects of theirs, in their features in the aspects of creation, usage, form and nature, of the surveyed upper-secondary-school common Italian speakers is significantly more similar than different in relation to the critical-theoretical interpretation of pseudo-English I have advanced, developed and discussed in this dissertation, with four features of pseudo-Anglicisms in the aspects of usage, usage, form and nature on which the majority of the speakers disagree with the interpretation.

Finally, the issue that pertains to pseudo-Anglicisms indirectly, in their impact on another reality and not in their own aspects and features, of the role of the English language in the other languages in relation to pseudo-Anglicisms and the issue that does not pertain to pseudo-Anglicisms but indirectly or directly affects them and their conception of the belonging to a language of lexical items, with reference to the Italian language and the Italian lexical items, are conceived by the surveyed upper-

secondary-school common Italian speakers respectively predominantly similarly and predominantly differently from my interpretation of pseudo-English. In regard to the first of these two issues, the role of the English language in the other languages in relation to pseudo-Anglicisms is that of the language of communicative effectiveness or usefulness and expressive freedom, an instrument to be used and manipulated freely to express one's message in the most effective, attractive and free manner, in its content and communicative nature in line with my interpretation of pseudo-English, for an overwhelming majority of the students, approximately 2/3 of them, whereas for respectively approximately 2/3 and approximately one third of the remaining minority it is that of the language of novelty, linguistic innovation, and expressive creativity, play and freedom and that of the language of prestige, cosmopolitanism, coolness, fashion, modernity, success, wealth and technology, in their content and non-communicative nature in contrast to my interpretation of pseudo-English. In regard to the second of these two issues, whereas for the majority of the surveyed speakers, respectively approximately 3/10 and approximately one fourth of the surveyed speakers, a word is Italian, belongs to the Italian language, when it has an Italian usage, i.e., when the word is used in Italian, irrespective of the language whereby it was coined, and when it has an Italian origin and an Italian usage, i.e., when the word was coined and is used in Italian, in their content and relative simplicity in contrast to my interpretation of pseudo-English, for approximately 4/9 of the surveyed speakers a word is Italian, belongs to Italian, when it has an Italian origin, an Italian usage and an Italian form-structure, i.e., when both the word and its components were coined and are used in Italian, in its content and complexity in line with my interpretation of pseudo-English. It follows that, contrary to the issue that pertains to pseudo-Anglicisms indirectly, in their impact on another reality and not in their own aspects and features, of the role of the English language in the other languages in relation to pseudo-Anglicisms, the conception of the issue that does not pertain to pseudo-Anglicisms but indirectly or directly affects them and their conception of the belonging to a language of lexical items, with reference to the Italian language and the Italian lexical items, of the surveyed upper-secondary-school common Italian speakers is slightly more different from than similar to that in the critical-theoretical interpretation of pseudo-English I have advanced, developed and

discussed in this dissertation, with a slight majority of the speakers who disagrees with it.

In the light of the comparison so far conducted between my critical-theoretical interpretation of pseudo-English and the conception of pseudo-Anglicisms of the upper-secondary-school common Italian speakers who have participated in the survey, the first part of this Section 4.5 concludes with the following description of the similarities and differences of the predominant agreement or disagreement of the former with the latter as regards the content of my interpretation of pseudo-English, in explicit and implicit terms, and its defining features. As regards the content of the critical-theoretical interpretation of pseudo-English I have advanced, developed and discussed in this dissertation, the primary agreement and secondary disagreement of the surveyed Italian students' conception of pseudo-Anglicisms with my interpretation of pseudo-English in explicit terms are, respectively, significant and marginal, in the overwhelming majority and minimal minority of the multiple-choice items of the questionnaire that deal with topics discussed in the interpretation and that include response options that represent my interpretation of pseudo-English, and to a great extent more relative and absolute than only relative and both relative and absolute. As regards the content of the critical-theoretical interpretation of pseudo-English I have advanced, developed and discussed in this dissertation, the primary disagreement, mostly as contrast, secondary agreement and disagreement, mostly as a balance of agreement and disagreement, and tertiary agreement with my interpretation of pseudo-English in implicit terms, in terms of the students, of the conception of pseudo-Anglicisms of the 43 subjects of the 53 surveyed Italian students who have reasoned on the reasons for the greater popularity and success of certain pseudo-Anglicisms than the equivalent real Anglicisms in their own subjective and free terms without problems and difficulties in the content of their reasoning are relative and, respectively, significant, moderate and marginal, and approximately in the 46.5%, 32.6% and 20.9% of the students. In terms of the reasons for the greater popularity and success of certain pseudo-Anglicisms than the equivalent real Anglicisms, the primary disagreement, mostly as contrast, and secondary agreement of these 43 students' conception of pseudo-Anglicisms with my interpretation of pseudo-English in implicit terms are respectively highly significant

and marginal, in the overwhelming majority and small minority of the reasons, and to a great extent more relative and absolute than only relative and both relative and absolute. Finally, as regards the defining features of the critical-theoretical interpretation of pseudo-English I have advanced, developed and discussed in this dissertation, eight of the 11 features that define the general description of the surveyed Italian students' conception of pseudo-Anglicisms that are relevant to and also define my interpretation of pseudo-English, the primary agreement and secondary disagreement of the students' conception of pseudo-Anglicisms with my interpretation of pseudo-English are, respectively, highly significant and minimal, in the respective majority, ranging from significant to overwhelming, and minimal minority of the items whose responses differ in and are characterised by these features, and relative in all the features and both relative and absolute in some of the features.

The second part of this Section 4.5 and the description of the ways in which the critical-theoretical interpretation of pseudo-English as advanced, developed and discussed in this dissertation is in agreement, disagreement and both agreement and disagreement with the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers, as it has emerged from an online questionnaire completed by a sample of such speakers, and the assessment of the relation of the former to the latter begin with the description of the similarities and differences of the predominant agreement or disagreement of the former with the latter as regards the content of my interpretation of pseudo-English, in explicit and implicit terms, and its defining features I have just concluded, from which it emerges what follows. Upper-secondary-school common speakers agree and disagree with my critical-theoretical interpretation of pseudo-English in different ways according to the two main aspects of the interpretation, its specific content and its general defining features, and the two forms in which the sample has gradually built its conception of pseudo-Anglicisms in the questionnaire, explicitly, indirectly and in relation to my interpretation, by choosing it among various conceptions including my interpretation in the multiple-choice items, and implicitly, directly and independently of my interpretation, by expressing it in their personal, subjective and free terms in the open-ended item. Generally, they indeed agree and disagree with it to different extents, in relative or

both relative and absolute terms and with a different variety; specifically, they agree and disagree with it as follows: in terms of extent, upper-secondary-school common Italian speakers agree primarily with the general defining features of my interpretation of pseudo-English, explicitly and implicitly, and secondarily with its specific content, considerably more explicitly than implicitly, and they disagree primarily with the specific content of the interpretation, considerably more implicitly than explicitly, and secondarily with its general defining features; in terms of relativity or both relativity and absoluteness, upper-secondary-school common Italian speakers agree and disagree more only relatively than both relatively and absolutely with the general defining features of my interpretation of pseudo-English, explicitly and implicitly, more both relatively and absolutely than only relatively with its specific content, implicitly, and on the one hand more only relatively than both relatively and absolutely and on the other hand more both relatively and absolutely than only relatively with the content of the interpretation in implicit terms; in terms of variety, upper-secondary-school common Italian speakers agree and disagree more heterogeneously than homogeneously with the general defining features of my interpretation of pseudo-English, explicitly and implicitly, more homogeneously than heterogeneously with its specific content, implicitly, and on the one hand more heterogeneously than homogeneously and on the other hand more homogeneously than heterogeneously with the content of the interpretation, implicitly.

The agreement, disagreement and combination of agreement and disagreement of the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers with my critical-theoretical interpretation of pseudo-English illustrated above, different in their extent, relativity and absoluteness and variety according to the two main aspects of the interpretation, its specific content and its general defining features, and the two forms in which the sample of upper-secondary-school common Italian speakers involved in the empirical study of this dissertation has gradually built its conception of pseudo-Anglicisms in the questionnaire at the centre of this study, explicitly, indirectly and in relation to my interpretation, by choosing it among various conceptions including my interpretation in the multiple-choice items, and implicitly, directly and independently of my interpretation, expressing it in their personal, subjective and free terms in the open-ended item, indicates that the relation



of the latter to the former is complex, in the sense of both multifaceted and multilayered, and enlightening about not only the relation itself but also the speakers' conception of pseudo-Anglicisms. On the one hand, my critical-theoretical interpretation of pseudo-English relates to the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers in different ways both in the relation, with reference to the speakers, their agreement, disagreement and combined agreement and disagreement, and the extent, absoluteness and relativity and variety of the agreement, disagreement and combined agreement and disagreement, and in itself, with reference to its complex nature and essence, characterised by specific topics and subtopics and general underlying features. On the other hand, my critical-theoretical interpretation of pseudo-English relates to the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers in different ways depending on the two forms in which the sample of these speakers involved in the empirical study of this dissertation has gradually built its conception of pseudo-Anglicisms in the questionnaire at its centre, explicitly, indirectly and in relation to my interpretation, by choosing it among various conceptions including my interpretation in the multiple-choice items, and implicitly, directly and independently of my interpretation, by expressing it in their personal, subjective and free terms in the open-ended item. This suggests that the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers is characterised by a complexity of different constitutive elements, external and internal, subjective and objective, conscious and unconscious, reasoned and non-reasoned, which are dynamically interrelated.

In summary, the ways in which the critical-theoretical interpretation of pseudo-English I have advanced, developed and discussed in this dissertation is in agreement, disagreement and both agreement and disagreement with the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers, as it has emerged from an online questionnaire completed by a sample of such speakers, and the relation of the former to the latter can be respectively described and assessed as follows. My critical-theoretical interpretation of pseudo-English relates to the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers in agreement, disagreement and both agreement and disagreement with it, in

different ways, i.e., to different extents, in relative or both relative and absolute terms and with a different variety, depending on the two main aspects of the interpretation, its specific content and its general defining features, and the form in which the speakers' conception has been gradually built in the questionnaire, explicitly, indirectly and in relation to my interpretation, by means of its choice among various conceptions including my interpretation in the multiple-choice items, and implicitly, directly and independently of my interpretation, by means of its expression in personal, subjective and free terms in the open-ended item. In general terms, my interpretation of pseudo-English is significantly more in agreement than disagreement with the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers. In specific terms, it is predominantly in agreement rather than disagreement with the speakers' conception of pseudo-Anglicisms in its features, in explicit and implicit terms, and content, in explicit terms, with the agreement with the features that is greater, more relative and more heterogeneous than that with the content. On the contrary, it is predominantly in disagreement rather than agreement with the speakers' conception of pseudo-Anglicisms in its content in implicit terms, heterogeneously in terms of the speakers, with a relatively primary disagreement mostly of opposition, significant in its extent, a secondary combination of agreement and disagreement mostly in balance, modest in its extent, and a tertiary agreement, marginal in its extent, and homogeneously in terms of the speakers' ideas, with an absolutely primary disagreement mostly of opposition.

Hence, the relation of my interpretation of pseudo-English to the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers, as it has emerged from an online questionnaire completed by a sample of such speakers, is, firstly, complex, in the sense of both multifaceted and multilayered, with reference respectively to the speakers and their agreement, disagreement and combined agreement and disagreement with my interpretation and the extent, absoluteness and relativity and variety of the agreement, disagreement and combined agreement and disagreement and my interpretation and its complex nature and essence, characterised by specific topics and subtopics and general underlying features. This relation is, secondly, enlightening about not only the relation itself but also the speakers' conception of pseudo-Anglicisms, which, in its different relation to my

interpretation of pseudo-English depending on the form in which it has been gradually built in the questionnaire, explicit, indirect and in relation to my interpretation, by means of its choice among various conceptions including my interpretation in the multiple-choice items, and implicit, direct and independent of my interpretation, by means of its expression in personal, subjective and free terms in the open-ended item, is characterised by a complexity of different constitutive elements, external and internal, subjective and objective, conscious and unconscious, reasoned and non-reasoned, which are dynamically interrelated.

The critical refinement and elaboration of the critical-theoretical interpretation of pseudo-English as advanced, developed and discussed in this dissertation in empirical terms in relation to upper-secondary-school common Italian speakers and their conception of pseudo-Anglicisms, determined by means of an online questionnaire completed by a sample of 53 of such speakers, in the light of the similarities and differences as well as the agreement and/or disagreement between the former and the latter, and the relation of the former to the latter, can be conducted in the third and last part of this Section 4.5. This critical refinement and elaboration of this critical-theoretical interpretation of pseudo-English will be conducted firstly in the light of each of these three aspects of the relationship between the interpretation and the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers, singularly, and, secondly, in the light of all these three aspects, collectively. On this conclusive and overall critical refinement and elaboration of the critical-theoretical interpretation of pseudo-English of this dissertation in empirical terms in relation to upper-secondary-school common Italian speakers and their conception of pseudo-Anglicisms, the second aim of the survey will be achieved, and Chapter Four will conclude.

In light of the similarities and differences between them, my interpretation of pseudo-English can be critically refined and elaborated in empirical terms in relation to upper-secondary-school common Italian speakers and their conception of pseudo-Anglicisms as follows. The critical-theoretical interpretation of pseudo-English I have advanced, developed and discussed in this dissertation is, in general terms, significantly preponderantly similar to the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers. In specific terms, however, this

interpretation is predominantly different from this conception, mostly to a significant extent and in a notably varied way, as to two topics in the aspect of the usage of pseudo-Anglicisms and one topic in each of these other aspects of pseudo-English, all the aspects of pseudo-English discussed in the interpretation and then investigated in the questionnaire except for the creation of pseudo-Anglicisms and the role of the English languages in the other languages in relation of pseudo-Anglicisms: pseudo-Anglicisms in general terms in themselves and independently of their creation, usage, form, nature and features in these aspects and the general attitudes towards them as such, the form of pseudo-Anglicisms, the nature of pseudo-Anglicisms and the belonging to a language of lexical items. In greater detail, the topics on which the critical-theoretical interpretation of pseudo-English of this dissertation is mostly different from the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers that are most important for the interpretation are the following: the speakers' awareness, unawareness or doubt about the falseness of pseudo-Anglicisms in their usage, the reasons for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent authentic Anglicisms and the language, languages or linguistic entity to which pseudo-Anglicisms belong.

In the light of the agreement and disagreement between them, my interpretation of pseudo-English can be critically refined and elaborated in empirical terms in relation to upper-secondary-school common Italian speakers and their conception of pseudo-Anglicisms as follows. The critical-theoretical interpretation of pseudo-English I have advanced, developed and discussed in this dissertation is, in general terms, significantly preponderantly in agreement with the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers. In specific terms, however, this interpretation is predominantly in agreement or disagreement with this conception, and to different extents, in relative or both relative and absolute terms and with a different variety, depending on the two principal aspects of the interpretation of its specific content and general defining features, and the form in which the conception has been gradually built in the questionnaire at the centre of the empirical study of this dissertation by the sample of upper-secondary-school common Italian speakers involved in it to determine their conception of pseudo-

Anglicisms, in explicit and indirect form and in relation to my interpretation, by means of its choice among various conceptions including my interpretation in the multiple-choice items, and in implicit and direct form and independently of my interpretation, by means of its expression in personal, subjective and free terms in the open-ended item. Indeed, the critical-theoretical interpretation of pseudo-English of this dissertation is significantly predominantly in agreement with the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers in its general defining features, both in explicit and indirect terms and in implicit and direct terms, and in its specific content, in explicit and indirect terms, with the agreement with the features that is greater, more relative and more heterogeneous than that with the content. Conversely, the critical-theoretical interpretation of pseudo-English of this dissertation is significantly predominantly in disagreement with the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers in its specific content in implicit and direct terms, heterogeneously in terms of the speakers, with a relatively primary disagreement mostly of opposition, significant in its extent, a secondary combination of agreement and disagreement mostly in balance, modest in its extent, and a tertiary agreement, marginal in its extent, and homogeneously in terms of the speakers' ideas, with an absolutely primary disagreement mostly of opposition.

Finally, in the light of the relation of the former to the latter, my interpretation of pseudo-English can be critically refined and elaborated in empirical terms in relation to upper-secondary-school common Italian speakers and their conception of pseudo-Anglicisms as follows. The critical-theoretical interpretation of pseudo-English I have advanced, developed and discussed in this dissertation is in a complex, multifaceted and multilayered, relation to the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers, which is enlightening about not only the relation itself but also this conception. In detail, the critical-theoretical interpretation of pseudo-English of this dissertation firstly relates to the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers in a multifaceted fashion with reference to the speakers, i.e., in different ways in terms of agreement, disagreement and both agreement and disagreement, in turn different in terms of extent, absoluteness and relativity and variety, and in a

multilayered fashion with reference to the interpretation itself, i.e., in different ways in the light of its complex nature and essence, characterised by specific topics and subtopics and general underlying features, thus in different ways depending the two principal levels of the interpretation. The critical-theoretical interpretation of pseudo-English of this dissertation secondly relates to the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers in a fashion that suggests that this conception is characterised by a complexity of different constitutive elements, external and internal, subjective and objective, conscious and unconscious, reasoned and non-reasoned, dynamically interrelated, by virtue of its different relation to the interpretation depending on the form in which it has been gradually built in the questionnaire at the centre of the empirical study of this dissertation, in explicit and indirect form and in relation to my interpretation, by means of its choice among various conceptions including my interpretation in the multiple-choice items, and in implicit and direct form and independent of my interpretation, by means of its expression in personal, subjective and free terms in the open-ended item.

In summary and conclusion, the critical-theoretical interpretation of pseudo-English as advanced, developed and discussed in this dissertation can be overall refined and elaborated in empirical terms in relation to upper-secondary-school common Italian speakers and their conception of pseudo-Anglicisms, determined by means on an online questionnaire completed by a sample of 53 of such speakers, in the light of the similarities and differences as well as the agreement and/or disagreement between the former and the latter, and the relation of the former to the latter, as follows. The critical-theoretical interpretation of pseudo-English of this dissertation is in general conceptually significantly more in harmony than in contrast with upper-secondary-school common Italian speakers. Their conception of pseudo-Anglicisms is indeed in general significantly more similar than different in relation to this interpretation and in agreement more than disagreement with it. Moreover, the complexity and unfamiliarity of this interpretation is mostly favourably accepted by upper-secondary-school common Italian speakers, who indeed mostly show openness to, interest in and agreement with complex and unfamiliar ideas on and conceptions of pseudo-Anglicisms.

In specific terms, the relation of the critical-theoretical interpretation of pseudo-English of this dissertation to the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers is nevertheless complex, with a mostly significant and notably varied predominant difference in six topics, three of which that are central to the interpretation, in all the aspects of pseudo-English discussed in the interpretation and then investigated in the questionnaire except for two, with a significantly predominant agreement in its general defining features, both in explicit and indirect terms and in relation to itself, when the speakers had to choose their conception of pseudo-Anglicisms among various conceptions including the interpretation of pseudo-English of this dissertation in the multiple-choice items, and in implicit and direct form and independently of my interpretation, when the speakers had to express their conception of pseudo-Anglicisms in their own subjective and free terms in the open-ended item, and in its specific content, in explicit and indirect terms and in relation to itself, with the agreement with the features that is greater, more relative and more heterogeneous than that with the content, and, finally, with a significantly predominant disagreement in its specific content in implicit and direct form and independently of my interpretation, heterogeneous in terms of the speakers, with a relatively primary disagreement mostly of opposition, significant in its extent, a secondary combination of agreement and disagreement mostly in balance, modest in its extent, and a tertiary agreement, marginal in its extent, and homogeneous in terms of the speakers' ideas, with an absolutely primary disagreement mostly of opposition. This relation of the critical-theoretical interpretation of pseudo-English of this dissertation to the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers is complex, as already mentioned, in the sense of multifaceted with reference to the speakers and their different agreement, disagreement and combined agreement and disagreement with the interpretation and multilayered with reference to the interpretation and its complex nature and essence, characterised by specific topics and subtopics and general underlying features, and it suggests that the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers is characterised by a complexity of different constitutive elements, external and internal, subjective and objective, conscious and unconscious, reasoned and non-reasoned, dynamically interrelated, by virtue of its different

relation to the interpretation depending on the form in which it has been gradually built in the questionnaire at the centre of the empirical study of this dissertation.

Hence, the following conclusion can be drawn in the critical refinement and elaboration of the critical-theoretical interpretation of pseudo-English as advanced, developed and discussed in this dissertation in empirical terms in relation to upper-secondary-school common Italian speakers and their conception of pseudo-Anglicisms, determined by means on an online questionnaire completed by a sample of 53 of such speakers, in light of the similarities and differences and the agreement and disagreement between the former and the latter and the relation of the former to the latter. This interpretation of pseudo-English is empirically more relevant than irrelevant to upper-secondary-school common Italian speakers. In a complex, multifaceted, multilayered and varied fashion, and more, sooner or more easily in its general defining features than in its specific content, and in the majority of its points, this interpretation might evolve from critical-theoretical into descriptive-pragmatic and from an intellectual creation at the core of this dissertation into a new and different way for common speakers of conceiving and using pseudo-Anglicisms in the Italian language. This achievement of the second aim of the survey at the centre of the empirical study of this dissertation brings Chapter Four and the empirical, primary research part of the dissertation and the micro-level of analysis of the topic of pseudo-English, which began in the previous Chapter Three, to a close. In the next Chapter, the results of the questionnaire are discussed in their cognitive nature in terms of the consciousness and unconsciousness of the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers, their general meaning in the light of this cognitive nature, their significance to this dissertation and to the research on pseudo-English in Italian, and in their weaknesses, and pseudo-English will be interpreted in empirical terms in relation to upper-secondary-school common Italian speakers in the light of their conception of pseudo-Anglicisms, as determined in the empirical study of this dissertation.



## **CHAPTER FIVE**

### **Discussion of the Results of the Online Questionnaire and an Empirical Interpretation of Pseudo-English in Relation to Upper-Secondary-School Common Italian Speakers**

#### **5.1 Introduction**

In this Chapter, firstly, the results of the online questionnaire at the centre of the empirical study of this dissertation on the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers are discussed, as stated at the end of the previous Chapter Three. In particular, the results of the questionnaire are discussed, on the one hand, in their cognitive nature in terms of the consciousness and unconsciousness of the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers and in their general meaning in the light of this cognitive nature and, on the other hand, in their significance to this dissertation and to the research on pseudo-English in Italian and in their weaknesses. The aim is to interpret the results of the questionnaire and to develop conclusive general remarks on them, firstly, intrinsically in themselves and, secondly, extrinsically as results of the analysis of research data, respectively by establishing the cognitive nature of the results in terms of the consciousness and unconsciousness of the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers and their general meaning in the light of this cognitive nature and by assessing the significance to this dissertation and to the research on pseudo-English in Italian of the results and examining their weaknesses.

Secondly, in the light of the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers determined in the empirical study of this dissertation, this Chapter interprets pseudo-English in empirical terms in relation to upper-secondary-school common Italian speakers. The two aims are to determine what pseudo-English represents for upper-secondary-school common Italian speakers and to complete the critical-theoretical interpretation of pseudo-English in itself advanced, developed and discussed in this dissertation with an empirical interpretation of pseudo-English as conceived by upper-secondary-school common

Italian speakers. After the theoretical, secondary research part of this work and the macro-level of analysis of the topic of pseudo-English of Chapters One and Two and the empirical, primary research part and the micro-level of analysis of the topic of Chapter Three and Four, this last Chapter Five combines the theoretical and empirical dimensions of the dissertation and the macro- and micro- levels of analysis of pseudo-English.

## **5.2 Discussion of the Results of the Online Questionnaire**

### **5.2.1 The Cognitive Nature of the Results of the Online Questionnaire**

As mentioned in Section 3.2 of Chapter Three, whereby the empirical study of this research has been presented and described, the data gathered from this study are the subjective ideas, opinions, attitudes and experiences of a sample of upper-secondary-school common Italian speakers regarding pseudo-Anglicisms, provided in response to an online questionnaire. More specifically, these data constitute these respondents' specific conceptions of pseudo-Anglicisms in a variety of their aspects and features, chosen between two, three or four conceptions in 23 multiple-choice items and freely expressed in personal and subjective terms without external indications or suggestions in one open-ended item, and of two issues that do not relate to pseudo-Anglicisms but indirectly or directly affect them and their conception, one of them firstly chosen between two conceptions in one multiple-choice item and secondly expressed in the form of an English word in one non-multiple-choice item and the other one chosen between three conceptions in one multiple-choice item.

The results of the analysis of these data, the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers, lack a common cognitive nature despite a common essence of set of subjective ideas, opinions, attitudes and experiences regarding pseudo-Anglicisms, by virtue of the two already noted and discussed different forms in which the questionnaire has investigated the surveyed speakers' specific conceptions of pseudo-Anglicisms and these speakers have provided these conceptions. Indeed, cognitively, the choice of a conception between two, three or four conceptions in a multiple-choice item implies a development of the conception that is explicit and indirect, based on and mediated by fully formulated

conceptions overtly presented to the respondents, and a conception that is conscious, characterised by the awareness of its existence, its comparison with the other conceptions and its choice; on the contrary, the free expression of a conception in personal and subjective terms without external indications or suggestions in a non-multiple-choice or open-ended item implies a development of the conception that is implicit and direct, based on the exclusively internal reasoning of the respondents, not always, entirely and/or directly overt, and not mediated by fully formulated conceptions overtly presented to the respondents, and a conception that is unconscious, characterised by the unawareness of its existence, difference from – and relation to – other conceptions and its development.

In cognitive terms, the two different forms in which it has been investigated by the questionnaire and provided by the surveyed upper-secondary-school common Italian speakers firstly indicate that their conception of pseudo-Anglicisms as determined in the empirical study of this research by means of an online questionnaire completed by a sample of 53 of such speakers is almost entirely conscious, gradually built in an explicit and indirect fashion and resulting from the choice of specific conceptions of aspects of pseudo-English between two, three or four fully formulated conceptions overtly presented to the speakers in multiple-choice items, characterised by the awareness of the existence of the conception, its comparison with the alternative conceptions and, the choice itself. Indeed, of the 27 items of the questionnaire concerning pseudo-English, 25 were multiple-choice items whereby the respondents' specific conceptions of aspects of pseudo-English had to be chosen between two, three or four conceptions.

Conversely, the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers as determined in the empirical study of this research is only minimally unconscious, built in an implicit and direct fashion and resulting from the free expression of specific conceptions of aspects of pseudo-English in personal and subjective terms without external indications or suggestions in non-multiple-choice items, in turn based on the exclusively internal reasoning of the respondents, not always, entirely and/or directly overt, and not mediated by fully formulated conceptions overtly presented to the respondents, and characterised by the unawareness of the existence of the conception, its difference from – and relation to

– other conceptions and its development. Indeed, of the 27 items of the questionnaire concerning pseudo-English, one was a non-multiple-choice item whereby the respondents' specific conception of an aspect of pseudo-English had to be expressed in the form of an English word and one was an open-ended item whereby the respondents' specific conception of an aspect of pseudo-English had to be expressed freely in personal and subjective terms.

In cognitive terms, the two different forms in which the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers, as determined in the empirical study of this research by means of an online questionnaire completed by a sample of 53 of such speakers, has been investigated by the questionnaire and provided by the respondents secondly indicates what follows of the relationship between the critical-theoretical interpretation of pseudo-English as advanced, developed and discussed in this research and upper-secondary-school common Italian speakers and their conception of pseudo-Anglicisms.

The critical-theoretical interpretation of pseudo-English of this research is conceptually significantly more in harmony than in contrast with upper-secondary-school common Italian speakers at a conscious level, when they reason on pseudo-English consciously, i.e., in concrete and specific terms, when they build their specific conceptions of aspects of pseudo-English in an explicit and indirect fashion and in relation to the critical-theoretical interpretation by means of their choice between two, three or four fully formulated conceptions overtly presented to them of which one represents this interpretation, with awareness of the existence of the conceptions, their comparison with the alternative conceptions and, their choice.

At the conscious level described above, the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers is indeed significantly more similar than different in relation to the critical-theoretical interpretation of pseudo-English of this research and in agreement more than disagreement with it, both in its underlying general features and specific content, however more in the former, with a predominant favourable acceptance of the complexity and unfamiliarity of this interpretation and a predominant openness to, interest in and agreement with complex and unfamiliar ideas on and conceptions of pseudo-Anglicisms.

On the contrary, the critical-theoretical interpretation of pseudo-English of this research is conceptually significantly more in contrast than harmony with upper-secondary-school common Italian speakers at an unconscious level, when they reason on pseudo-English unconsciously, i.e., in concrete and specific terms, when they build their specific conceptions of aspects of pseudo-English in an implicit and direct fashion and independently of the critical-theoretical interpretation by means of their free expression in personal and subjective terms without external indications or suggestions, in turn based on the exclusively internal reasoning of the speakers, not always, entirely and/or directly overt and, not mediated by fully formulated conceptions overtly presented to them, with unawareness of the existence of the conceptions, their difference from – and relation to – other conceptions and their development.

At the unconscious level described above, the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers is indeed significantly more different than similar in relation to the critical-theoretical interpretation of pseudo-English of this research and in disagreement more than agreement with it, in its specific content, heterogeneously in terms of the speakers, with a relatively primary disagreement mostly of opposition, significant in its extent, a secondary combination of agreement and disagreement mostly in balance, modest in its extent, and a tertiary agreement, marginal in its extent, and homogeneously in terms of the speakers' ideas, with an absolutely primary disagreement mostly of opposition.

In the light of the significantly greater harmony than in contrast and the opposite significantly greater contrast than harmony of the critical-theoretical interpretation of pseudo-English as advanced, developed and discussed in this dissertation with upper-secondary-school common Italian speakers, respectively at the conscious level of their reasoning on pseudo-Anglicisms, in relation to the critical-theoretical interpretation compared to different conceptions, and at the unconscious level of their reasoning on pseudo-Anglicisms, independently of the critical-theoretical interpretation, and in the light of the fact that the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers as determined in the empirical study of this dissertation by means of an online

questionnaire completed by a sample of 53 of such speakers is almost entirely conscious, gradually built consciously in relation to the critical-theoretical interpretation, it can be concluded what follows of the relationship between the critical-theoretical interpretation of pseudo-English as advanced, developed and discussed in this dissertation and upper-secondary-school common Italian speakers.

The critical-theoretical interpretation of pseudo-English of this dissertation is in general conceptually significantly more in harmony than in contrast with upper-secondary-school common Italian speakers to the extent that it is more in harmony than in contrast with them at the conscious level of their conception of pseudo-Anglicisms, in relation to the critical-theoretical interpretation compared to different conceptions, and more in contrast than harmony with them at the unconscious level of their conception of pseudo-Anglicisms, independently of the critical-theoretical interpretation, and the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers has been investigated and thus determined in the empirical study of this dissertation almost entirely at its conscious level in relation to the critical-theoretical interpretation compared to different conceptions.

The two different forms in which the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers as determined in the empirical study of this research by means of an online questionnaire completed by a sample of 53 of such speakers has been investigated by the questionnaire and provided by the respondents thirdly and lastly indicates that the conclusive remark on the critical refinement and elaboration of the critical-theoretical interpretation of pseudo-English as advanced, developed and discussed in this dissertation in empirical terms in relation to upper-secondary-school common Italian speakers and their conception of pseudo-Anglicisms, in the light of the similarities and differences as well as the agreement and/or disagreement between the former and the latter, and the relation of the former to the latter, can be re-interpreted in cognitive terms as follows: the critical-theoretical interpretation of pseudo-English as advanced, developed and discussed in this dissertation is empirically more relevant than irrelevant to upper-secondary-school common Italian speakers at the conscious level of their conception of pseudo-Anglicisms, in relation to the critical-theoretical interpretation compared to different conceptions. In a complex, multifaceted, multilayered and varied fashion,

more, sooner, or more easily in its general defining features than its specific content and at the conscious level of their conception of pseudo-Anglicisms, in relation to the critical-theoretical interpretation in comparison with different conceptions, and in the majority of its points, this interpretation might evolve from critical-theoretical into descriptive-pragmatic and from an intellectual creation at the core of this dissertation into a new and different way for common speakers of conceiving and using pseudo-Anglicisms in the Italian language.

### **5.2.2 The General Meaning of the Results of the Online Questionnaire in the Light of their Cognitive Nature**

In the light of their cognitive nature discussed in the previous Subsection, the results of the online questionnaire at the centre of the empirical study of this research seem to be endowed with a general meaning that can be described as follows. The conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers as determined in the empirical study of this dissertation by means of an online questionnaire completed by a sample of 53 of such speakers and its relation to the critical-theoretical interpretation of pseudo-English as advanced, developed and discussed in this dissertation are multi-faceted, varied and complex, and they are so in their own ways and depending on the consciousness or unconsciousness of the conception and its development in relation to or independently of other conceptions including the critical-theoretical interpretation of pseudo-English of this dissertation, insofar as they are given the possibility and opportunity to be so.

In greater detail, the way in which upper-secondary-school common Italian speakers conceive pseudo-Anglicisms and the way in which this conception relates to the critical-theoretical interpretation of pseudo-English of this dissertation ultimately depend on what this conception can be under given conditions, i.e., on the possibilities and opportunities given to it. If, in accordance with the intrinsic and extrinsic properties of the phenomenon, as well as communicative resource as they are examined in this dissertation, the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers is given the possibility and opportunity to be multifaceted, varied and complex, as in the empirical study of this dissertation, it can be multi-faceted, varied and complex. In turn, the way in which the conception

of pseudo-Anglicisms of upper-secondary-school common Italian speakers is multifaceted, varied and complex and the way in which it is in a multifaceted, varied and complex relation to the critical-theoretical interpretation of pseudo-English of this dissertation depend in their own ways on the consciousness or unconsciousness of the conception and its development in relation to or independently of other conceptions including the critical-theoretical interpretation. At a conscious level and in relation to other conceptions including the critical-theoretical interpretation of pseudo-English of this dissertation, the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers and its relation to this interpretation can be more and differently multifaceted, varied and complex compared to at an unconscious level and independently of other conceptions including this interpretation.

### **5.2.3 The Significance to the Dissertation and the Research on Pseudo-English in Italian of the Results of the Online Questionnaire**

The results of the online questionnaire at the centre of the empirical study of this dissertation can be considered as significant, to the dissertation in specific terms, to the research on pseudo-English in Italian in general terms, and to both of them. To the dissertation, these results are significant as they have allowed me to achieve the underlying general aim of the empirical, primary research part of this work beyond its two specific aims of determining the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers and critically refining and elaborating the critical-theoretical interpretation of pseudo-English as advanced, developed and discussed in this dissertation in empirical terms in relation to upper-secondary-school common Italian speakers and their conception of pseudo-Anglicisms, in light of the similarities and differences and as well as the agreement and/or disagreement between the former and the latter, and the relation of the former to the latter.

They have indeed allowed me to complete my critical-theoretical interpretation of pseudo-English in itself with an empirical interpretation of pseudo-English as conceived by common Italian speakers, which in turn has allowed me to develop an understanding of what pseudo-English in Italian represents in the light of what it represents for its users, which will be the subject of the next Section. To the



research on pseudo-English in Italian in general terms, the results of the online questionnaire are significant because they constitute the first attempt at a description and understanding of this phenomenon of language contact and change as well as communicative resource in Italian in relation to common speakers, those who use, create and read or hear pseudo-Anglicisms determining their existence without studying them, in terms of their ideas, opinions, attitudes and experiences as concerns these lexical items.

Finally, to both the dissertation in specific terms and the research on pseudo-English in Italian in general terms, the results of the online questionnaire are significant in that they have corroborated the idea I have expressed in the description of the rationale behind the empirical study in Section 3.1 of Chapter Three in accordance with the constructivist research paradigm (Richards, 2003: 36; 38-39) and the fundamental qualitative research principle that “[...] human behaviour is based upon meanings which people attribute to and bring to situations (Punch 2005) and it is only the actual participants themselves who can reveal the meanings and interpretations of their experiences and actions.” (Dörnyei, 2007: 38): speakers can constitute a sort of research instrument to understand and, most importantly, interpret pseudo-English in its values and meanings for the speakers themselves, by directly providing valuable information on their conception of pseudo-English. By means of an online questionnaire, the speakers involved in the empirical study, 53 upper-secondary-school common Italian speakers, indeed have provided data whose analysis has allowed for a first attempt at a description and understanding of the conception of pseudo-Anglicisms of this category of common Italian speakers and of what pseudo-English represents for them, however with some problems and limitations, which will be dealt with in the next Subsection.

#### **5.2.4 The Weaknesses of the Results of the Online Questionnaire**

The discussion of the results of the online questionnaire at the centre of the empirical study of this dissertation concludes with an examination of the weaknesses of these results, which will be completed with an examination of the general limitations of the empirical study in the conclusions to the dissertation. Based on a review of the results of the questionnaire I have conducted by distinguishing the weakness of the

results from the limitations of the questionnaire, I argue that these results are characterised by two weaknesses. These two weaknesses concretely involve the responses to open-ended item of the questionnaire, the twenty-third, concerning the reasons for the greater popularity and success of certain pseudo-Anglicisms in comparison with the equivalent real Anglicisms in the respondents' own subjective and free terms without external indications or suggestions, with the following consequences.

The first weakness is the five invalid responses, one non-response and four dots, to this item. The fact that of the 53 upper-secondary-school common Italian speakers involved in the survey 48 have responded to the twenty-third item of the questionnaire and five have not, for unknown reasons, constitutes a problem in two senses, in specific terms and in general terms. Firstly, in specific terms, as pointed out in the analysis of the responses to the item, the conception of pseudo-Anglicisms in relation to the reasons for their greater popularity and success in comparison with the equivalent real Anglicisms in personal, subjective and free terms without external indications or suggestions established in the empirical study is not that of all the 53 surveyed upper-secondary-school common Italian speakers, in contrast to all the other specific conceptions of pseudo-Anglicisms, but that of the 48 of these respondents who have provided responses to the twenty-third item expressing this conception. Consequently, because this conception is that of a portion of the sample, its generalisability to upper-secondary-school common Italian speakers is reduced. Nevertheless, because this portion of the sample is approximately the 90.6%, the generalisability is only slightly reduced. In any case, however slight and caused by the invalid responses of five subjects out of a sample of 53 subjects, the reduced generalisability of the conception of pseudo-Anglicisms in relation to the reasons for their greater popularity and success in comparison with the equivalent real Anglicisms in personal, subjective and free terms without external indications or suggestions of the sample of upper-secondary-school common Italian speakers who have completed the questionnaire to the related population must be acknowledged and taken into consideration in this discussion of the results of the questionnaire.

Of the conception of upper-secondary-school common Italian speakers of the reasons for the greater popularity and success of certain pseudo-Anglicisms in

comparison with the equivalent real Anglicisms in personal, subjective and free terms without external indications or suggestions, the information and knowledge obtained is lesser and less representative than that of any other specific conception of pseudo-Anglicisms of these speakers. Secondly, in general terms, the five invalid responses to the twenty-third item of the questionnaire constitute a problem in that this item is the only one that has investigated the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers at its unconscious level independently of other conceptions including the critical-theoretical interpretation of pseudo-English of this dissertation. Consequently, the unconscious dimension of the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers as determined in the empirical study of this dissertation is not only underinvestigated, but also underrepresented, however slightly by five subjects out of a sample of 53 subjects, with a slightly reduced generalisability to the population of upper-secondary-school common Italian speakers. Of the unconscious dimension of the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers, the information and knowledge obtained is lesser and less representative than that of the conscious dimension.

Finally, the second weakness of the results of the questionnaire is the non-identifiable nature of the following three difficulties encountered by the respondents in expressing their reasons for the greater popularity and success of certain pseudo-Anglicisms than the equivalent real Anglicism in response to the open-ended twenty-third item of the questionnaire: the difficulty of indicating at least two and not only one of such reasons; the difficulty of reporting correct examples of pseudo-Anglicisms without mistaking real Anglicisms for them, in four of the six respondents who have encountered this difficulty; the difficulty of reporting correct examples of pseudo-Anglicisms without mistaking phonetically adapted Italian calques from English for them. The consequence of the fact that the nature of these difficulties cannot be identified is the limited understanding of these difficulties and their role in the unconscious dimension of the general conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers and in their specific conception of pseudo-Anglicisms in relation to the reasons for their greater popularity and success in comparison with the equivalent authentic Anglicisms.

### **5.3 An Empirical Interpretation of Pseudo-English in Relation to Upper-Secondary-School Common Italian Speakers**

Now that the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers as determined in the empirical study of this dissertation by means of an online questionnaire completed by a sample of 53 of such speakers has been discussed in its cognitive nature in terms of its consciousness and unconsciousness, general meaning in the light of this cognitive nature, significance to this dissertation and to the research on pseudo-English in Italian and its weaknesses, in the light of this conception, an empirical interpretation of pseudo-English in relation to upper-secondary-school common Italian speakers can be developed as follows. Given the complexity of pseudo-English and the complexity, plurality and variety of aspects of its conception of the surveyed speakers, the interpretation is divided into two parts. In the first part, the variety of the conception is considered; in the second part, the content and features of the predominant form of the conception are considered.

Firstly, and in general terms, since the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers is significantly varied and significantly more heterogeneous than homogeneous, pseudo-English seems to represent for these speakers a multifaceted phenomenon with multiple and diverse meanings. Despite a predominant consistent, favourable-positive, non-dichotomic and communicative overall conception of pseudo-Anglicisms open to complex and novel ideas, focused on their features and properties, specific to them and focused on their peculiarity, uniqueness and autonomy, grounded on their nature and, when they could be identified, characterised by various problems and difficulties, what pseudo-English represents for upper-secondary-school common Italian speakers indeed varies significantly both among the speakers and in the speakers, depending on the aspects and features of pseudo-Anglicisms and the way in which the speakers reason on and develop their specific conceptions of them, consciously by choosing their conceptions among various conceptions, and unconsciously by freely expressing them in personal and subjective terms without external indications or suggestions. In other words, pseudo-English seems to have multiple and diverse meanings for upper-secondary-school common Italian speakers, one the one hand in the sense that its

meanings differ according to the speakers, and on the other hand in the sense that its meanings differ according to the aspects and features of pseudo-English and the way, conscious or unconscious, in which the speakers reason on and develop their specific conceptions of them. In sum, the qualitative exploratory study conducted in this dissertation by means of an online questionnaire suggests that, in general terms and in spite of a predominant general conception of pseudo-Anglicisms, pseudo-English can be interpreted in empirical terms in relation to upper-secondary-school common Italian speakers as a multifaceted phenomenon with multiple and diverse meanings, which differ both among and in the speakers, according to the aspects and features of pseudo-English and the form, conscious and unconscious, in which the speakers reason on and develop their conceptions of them, by means of their choice among various conceptions and their free expression in personal and subjective terms without external indications or suggestions.

Secondly, and in more specific terms, since the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers is predominantly consistent, favourable-positive, non-dichotomic and communicative, open to complex and novel ideas, focused on the features and properties of pseudo-Anglicisms, specific to them and focused on their peculiarity, uniqueness and autonomy, grounded on their nature and, when they could be identified, characterised by various problems and difficulties, pseudo-English seems to represent for these speakers a multifaceted phenomenon that is as follows: non-studied rather than unknown, of which they lack factual knowledge, information and notions rather than experience, knowledge of existence and opinions, about which they wish to learn, in which they are interested, which take seriously, and on which they reason consistently but with various problems and difficulties and, in detail, favourably-positively, non-dichotomically, with a mainly communicative approach open to complex and novel ideas and which considers and attributes importance to the features and properties of pseudo-Anglicisms, their specificity, peculiarity, uniqueness and autonomy and their nature. In detail, despite non-study of pseudo-English and lack of factual knowledge, information and notions on it, upper-secondary-school common Italian speakers seem to be aware of the phenomenon of pseudo-English, in that they know that pseudo-Anglicisms exist and have

experiences of and opinions on them. Moreover, they seem interested in pseudo-English, curious to learn about it and agreeable to taking it seriously and developing a conception of it that is consistently multifaceted in line with its multifacetedness. Indeed, despite various problems and difficulties, in general terms with metalinguistic reflection and in specific terms with the reflection on pseudo-Anglicisms, the conception of these lexical items of upper-secondary-school common Italian speakers is predominantly consistent, favourable-positive, non-dichotomic and communicative, relatively complex, likely different from the scientific ones of linguists or the non-scientific ones of common speakers, focused on the features and properties of pseudo-Anglicisms, specific to them and focused on their peculiarity, uniqueness and autonomy and grounded on their nature.

In sum, the qualitative exploratory study conducted in this dissertation by means of an online questionnaire suggests that, in specific terms and by virtue of a predominant general conception of pseudo-Anglicisms, pseudo-English can be interpreted in empirical terms in relation to upper-secondary-school common Italian speakers as a multifaceted phenomenon whose multifacetedness is recognised by these speakers, of which they are aware, of and on which they have experience and opinions, in which they are interested, about which they wish to learn, which take seriously, and of which they can develop a consistently multifaceted conception with a variety of clear and precise features despite non-study of pseudo-English, lack of factual knowledge, information and notions on it and various problems and difficulties in general terms with metalinguistic reflection and in specific terms with the reflection on it. These features include consistency, favour-positivity, non-dichotomy, openness to complex and novel ideas, specificity to pseudo-Anglicisms and focus on and importance given to their communicative dimension, their features and properties, their peculiarity, uniqueness and autonomy and their nature.

## CONCLUSIONS

In this dissertation, I have examined pseudo-English, the phenomenon of language contact and change, as well as the communicative resource, whereby the English language, in and in relation to different languages and for and between non-Anglophone speech communities, exists in the form of pseudo-Anglicisms and, as I have advanced in the thesis at the core of the dissertation, in the role of ‘pseudo-language’, in general, in Italian and in English as a *lingua franca*. I have examined it at two levels and with two sets of aims. Firstly, after a presentation and description of the examined topic of pseudo-English by means of an in-depth critical survey of the literature on pseudo-Anglicisms and a detailed description of their main formal features in general and in Italian and of their study, I have interpreted pseudo-English in critical-theoretical terms in itself and in relation to the literature on it with two aims: to explore the theoretical implications of the origin, nature, form and usage of pseudo-English and pseudo-Anglicism, in Italian and in general, for the central notions in Linguistics of the competence in English as a foreign language and in a foreign language in general, the usage and popularity of the English language in the Italian language, natural language and belonging to a language, and for the role of the English language in and in relation to different languages and for and between non-Anglophone speech communities, and to develop an understanding of the general, ultimate communicative value of pseudo-English for Italian speakers and non-English speakers in general.

In the elaboration of this critical-theoretical interpretation of pseudo-English, I have answered in theoretical terms the five research questions conceived to the two aims of this first part of the dissertation, the theoretical, secondary research one, and developed and discussed the thesis at its core centred on the concept-role of pseudo-language. Secondly, after its presentation and description in its rationale, nature, design, research approach, the content and format of the questionnaire, the sample involved, the administration and completion of the questionnaire and the analysis of the data, I have examined pseudo-English in empirical terms as conceived by common Italian speakers in a qualitative small-scale exploratory study conducted by means of an online questionnaire with two aims: to determine how upper-secondary-

school common Italian speakers conceive pseudo-Anglicisms and to critically refine and elaborate the critical-theoretical interpretation of pseudo-English advanced, developed and discussed in this dissertation in empirical terms in relation to upper-secondary-school common Italian speakers and their conception of pseudo-Anglicisms, in the light of the similarities and differences as well as the agreement and/or disagreement between the former and the latter, and the relation of the former to the latter. Thirdly and lastly, after discussing the results of the online questionnaire at the centre of the empirical study in their cognitive nature in terms of the consciousness and unconsciousness of the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers, their general meaning in the light of this cognitive nature, their significance to this dissertation and to the research on pseudo-English in Italian and their weaknesses, I have interpreted pseudo-English in empirical terms in relation to upper-secondary-school common Italian speakers in the light of their conception of pseudo-Anglicisms. In this third and last part of the dissertation, of combination of its theoretical and empirical dimensions and of the macro- and micro- levels of analysis of pseudo-English, I have completed the critical-theoretical interpretation of pseudo-English in itself with an empirical interpretation of pseudo-English as conceived by common Italian speakers, achieving the underlying aim of the second part of the dissertation, the empirical, primary research one.

The limitations of this dissertation concern the online questionnaire at the centre of the study of the empirical, primary research part of the dissertation, on the one hand, in the content and format of the questionnaire and the sample involved and, on the other hand, in the responses to the questionnaire and the results of their analysis. As for the content of the questionnaire, the aspects of the critical-theoretical interpretation of pseudo-English that are investigated in the questionnaire in relation to upper-secondary-school common Italian speakers are so in a way that can be deemed as disproportionate, with a number of items for each aspect that is significantly different from that of the other aspects and with one item for the important aspect of the belonging to pseudo-English in absolute terms and to real languages in relative terms of pseudo-Anglicisms, connected with the most important aspect of the essence of pseudo-English. This first limitation of the empirical study,



involving the content of the questionnaire, is a consequence of the respondents, their ability to reason on the aspects of the critical-theoretical interpretation, and the relevance of these aspects to them as common speakers that have not studied pseudo-English or Linguistics in general. As regards its content and format, the questionnaire comprises solely one open-ended item on pseudo-English and, thus, has investigated the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers at its unconscious level independently of other conceptions including the critical-theoretical interpretation of pseudo-English of this dissertation only once, in the specific aspect of pseudo-English and its interpretation of the preference of certain pseudo-Anglicisms over the equivalent authentic Anglicisms and its reasons. This second limitation of the empirical study, the underinvestigation of the unconscious dimension of the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers, is a consequence of the inexperience of the author of this dissertation with the analysis of open responses to questionnaires, the respondents' ability to reason on pseudo-English in personal, subjective and free terms without external indications or suggestions, in the light of their non-study of pseudo-English and Linguistics in general, and the intention to reduce the invalid responses that open-ended items can entail, which indeed constitute one of the two limitations of the empirical study in the responses to the questionnaire and the results of their analysis. As to the sample, the purposive and convenience sample who has participated in the empirical study, 53 Italian-speaking upper-secondary-school students aged between 16 and 20, 36 females and 17 males, who attend the *Marie Curie* technical college in Bussolengo, Verona, Northern Italy, could have been more representative of upper-secondary-school common Italian speakers if it had been a probability sample, larger and more varied, including more students and students who attend the two other types of upper secondary school in Italy in addition to the technical college, the vocational college and the 'lyceum', also in central and southern Italy. This third limitation of the empirical study, the improvable representativeness of the sample involved in it, is the consequence of a compromise between theoretical considerations regarding the investigated topic of the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers and the availability and accessibility *via* e-mail of the subjects, in response to the well-

known, usual difficulty for university students of finding adequate samples for their research projects. Finally, as for the responses to the questionnaire, two limitations must be noted. Firstly, the generalisability to upper-secondary-school common Italian speakers of the conception of pseudo-Anglicisms in relation to the reasons for their greater popularity and success in comparison with the equivalent authentic Anglicisms in personal, subjective and free terms without external indications or suggestions of the sample of these speakers established in the empirical study is slightly reduced in comparison with all the other investigated specific conceptions of pseudo-Anglicisms, the information and knowledge that has been obtained on this conception is lesser and less representative than that of any other investigated specific conception of pseudo-Anglicisms, the unconscious dimension of the conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers, independently of other conceptions including the critical-theoretical interpretation of pseudo-English as determined in the empirical study of this dissertation in relation to the sample is not only underinvestigated but also slightly underrepresented, with a slightly reduced generalisability to the population of upper-secondary-school common Italian speakers, and the information and knowledge that has been obtained on the unconscious dimension of their conception of pseudo-Anglicisms is lesser and less representative than that of the conscious dimension. This fourth limitation of the empirical study is the consequence of five invalid responses to the open-ended item of the questionnaire, in the form of non-response in one case and dots in four cases, whose cause is unknown. Secondly, the information and knowledge that has been obtained on three difficulties encountered by the respondents in expressing their reasons for the greater popularity and success of certain pseudo-Anglicisms than the equivalent authentic Anglicism in response to the open-ended twenty-third item of the questionnaire and on their role in the unconscious dimension of the general conception of pseudo-Anglicisms of upper-secondary-school common Italian speakers and in their specific conception of pseudo-Anglicisms in relation to the reasons for their greater popularity and success in comparison with the equivalent authentic Anglicisms is limited. This fifth limitation of the empirical study is the consequence of the non-identifiable nature of these difficulties.

Notwithstanding these limitations, I argue that the present dissertation can be considered as significant. On the one hand, it can be considered as significant in scientific terms, for the following reasons, mentioned and/or discussed in the Introduction and Chapters One, Two and Three. In general terms, this work has focused on pseudo-Anglicisms, a topic which has been traditionally marginally studied and overlooked in favour of real Anglicisms in the linguistic research on the lexical influence of English on the other languages, inadequately treated in general monolingual and bilingual dictionaries and ignored in the teaching of English as a foreign language. By virtue of the important and influential role of dictionaries of reference point for common speakers regarding their own languages and foreign languages, the communicative problem that pseudo-English can constitute when used in English with native speakers of English and the communicative problem or resource that it can constitute when used in English as a *lingua franca* with non-native speakers of English, the increasing pervasiveness of pseudo-Anglicisms in the European languages, especially Italian, the linguistic-communicative, social and cultural relevance of pseudo-English, the role of international *lingua franca* and most influential and powerful language worldwide of English and the fact that pseudo-Anglicisms are the largest category of pseudo-loans, the contribution that this work has given in general terms to research on pseudo-Anglicisms and the extension of our understanding of these lexical items is significant.

Nevertheless, considerably greater and more significant is the contribution of this dissertation to research on pseudo-Anglicisms and the extension of our understanding of these lexical items in specific terms in the light of, on the one hand, the nearly exclusive presence of studies on pseudo-Anglicisms instead of pseudo-English in general, from a formal, lexicological, lexicographic, descriptive and classificatory perspective instead of a theoretical one of broad scope leading to deep interpretations, which overlooks their essence, their deep, substantial difference from real Anglicisms, in both abstract, theoretical and concrete, communicative terms, their deepest communicative value as pseudo-Anglicisms and not merely as Anglicisms and their possible implications for other linguistic realities and our knowledge of human natural languages, as well as the persistence of an inaccurate negative, 'introvert' attitude towards them in Italy and, on the other hand, the

absence of studies on pseudo-Anglicisms in Italian in relation to Italian speakers, which involve them directly as informants. In this respect, this dissertation has indeed filled precisely these gaps, greatly and significantly extending and deepening our understanding of pseudo-English. In detail: it has examined pseudo-English and not only and simply pseudo-Anglicisms, firstly, from a theoretical perspective of broad scope aimed at a critical-theoretical interpretation of pseudo-English; it has focused on the essence of pseudo-English, its deep, substantial difference from real English, in both abstract, theoretical and concrete, communicative terms, and its general, ultimate communicative value as such for Italian speakers and non-English speakers in general; it has explored the new insights pseudo-English provides into the central notions of Linguistics of the competence in English as a foreign language and in a foreign language in general, the usage and popularity of the English language in the Italian language, natural language and belonging to a language and into the role of the English language in and in relation to different languages and for and between non-Anglophone speech communities; it has challenged the persistent inaccurate negative, 'introvert' attitude towards pseudo-Anglicisms in Italy; it is the first study that has examined pseudo-English in Italian in relation to common Italian speakers directly involving them as informants, in the light of their ideas, opinions, attitudes and experiences regarding this phenomenon of language contact and change as well as communicative resource; it has demonstrated that speakers can be an appropriate and reasonably effective source to understand and interpret pseudo-English in its meanings for the speakers themselves, by directly providing valuable information on their conception of pseudo-English.

On the other hand, notwithstanding its limitations, I argue that the present dissertation can be considered as significant in psychological, communicative, social and cultural terms, outside of scientific research for common Italian speakers, for the following reasons. The completely free, strategic, conscious and responsible possibility and choice of using or not using pseudo-English and using it in a given way, as well as the possibility of reasoned, rational, informed and non-ideological discussions on pseudo-English require scientific knowledge and understanding of pseudo-English. Indeed, ignoring pseudo-English, ignoring it in the hope that it disappears or loses importance, ignoring it in the teaching and learning of English as

a foreign language, conceiving it intrinsically as a problem, disapproving of it, holding and perpetuating misconceptions, prejudices and stereotypes on it, without scientifically founded knowledge and understanding of pseudo-English, not only prevents speakers from using, conceiving, reacting to and discussing about pseudo-English as it objectively is or can be, but also deprives them of the tools which allow them the possibility and choice of using or not using pseudo-English and using it in a given way in a fashion that is completely free, and not forced and uncontrollable, strategic and not unintentional, automatic, merely conventional or conformist, conscious and not unconscious, and responsible and not irresponsible. In more concrete and specific terms, the lack of scientific knowledge and understanding of pseudo-English prevents speakers from using pseudo-English not as a bizarre linguistic object or problem, but as a peculiar communicative resource in a free, creative, strategic, effective and appropriate manner, and, most importantly, in the light of this dissertation, as a communicative resource that is different from English and Italian, a communicative resource that neither English nor Italian can be and in ways in which they cannot be, and which can connect English and Italian in new, peculiar ways instead of exacerbating their contrast or even conflict, by virtue of its essence of pseudo-language. In this respect, it can be argued that when pseudo-English is a problem, it is so because it is made a problem, precisely due to its being ignored, not studied in the teaching and learning of English as a foreign language, conceived intrinsically as a problem, disapproved of, the object of misconceptions, prejudices and stereotypes, because it is used in a fashion that is unfree, forced, uncontrollable, unintentional, automatic, merely conventional or conformist, unconscious and irresponsible, as a bizarre linguistic object instead of a communicative resource. In the light of this, the present dissertation can be considered as significant in psychological, communicative, social and cultural terms, outside of scientific research for common Italian speakers because it has developed the scientific knowledge and understanding of pseudo-English that can allow speakers the completely free, strategic, conscious and responsible possibility and choice of using or not using pseudo-English and using it in a given way, the possibility of reasoned, rational, informed and non-ideological discussions on pseudo-English as it objectively is or can be, and a use of pseudo-English as a

peculiar communicative resource in a free, creative, strategic, effective, and appropriate manner, a communicative resource that is different from English and Italian and that neither of them can be and in ways in which they cannot be, and which can connect English and Italian in new, peculiar ways instead.

In conclusion, in the light of this dissertation, the following directions for future research on pseudo-English in Italian and in general can be suggested: on the example by Furiassi (2010), other dictionaries of pseudo-Anglicisms should be compiled for other languages; general monolingual and bilingual dictionaries should improve their treatment of pseudo-Anglicisms; the *Dictionary of False Anglicisms in Italian* by Furiassi (2010) needs to be updated; following the *Dizionario degli anglicismi nell'italiano postunitario* by Rando (1987) the only one published to date, a dictionary of Anglicisms, authentic and false, in contemporary Italian is needed; in addition to those explored in this dissertation, other possible implications of pseudo-English for other linguistic realities and our knowledge of human natural languages should be explored; further studies on pseudo-English from theoretical perspectives of broad scope leading to deep interpretations should be undertaken; further investigation into the conception of pseudo-Anglicisms of Italian speakers is needed, with large probability samples and a focus on the unconscious dimension of this dimension and its relation to the conscious dimension; a study on the relationship between the conception of pseudo-Anglicisms of Italian speakers and their usage of these lexical items, how the former determines and influences the latter, could significantly extend our understanding of the conception itself and the meanings for Italian speakers of these lexical items; future research on pseudo-English should directly involve speakers as informants.

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## APPENDIX A

### **The Online Questionnaire as it Appeared to the Respondents during Completion, Reported in the Form of Screenshots of each Item.**

### Questionario sui falsi anglicismi

Ciao. Sono Sebastiano e questo questionario costituisce la parte empirica della tesi di laurea che sto scrivendo. L'argomento sono i falsi anglicismi, chiamati anche pseudo-anglicismi. Si tratta di parole o locuzioni create ed usate in una lingua diversa dall'inglese che nonostante l'apparenza del tutto inglese non appartengono a questa lingua. In inglese, o non esistono, ad esempio *green pass*, o esistono con un significato diverso, ad esempio *tilt* usato in italiano con il significato di "situazione in cui un'apparecchiatura [o un sistema] subisce un guasto e smette di funzionare" o "situazione in cui una persona perde lucidità" (Furiassi, 2010: 207).

Le domande che ti rivolgo mi servono da un lato a raccogliere informazioni su come i parlanti italiani giovani percepiscono, concepiscono ed usano i falsi anglicismi e dall'altro a confrontare la mia interpretazione teorica da linguista dei falsi anglicismi con la realtà, per valutare quanto sia diversa dalla percezione, dalla concezione e dall'uso di questi vocaboli dei parlanti comuni. Ti ringrazio molto per il tempo e l'attenzione che dedicherai a questo questionario. Le tue risposte mi saranno molto utili e mi permetteranno di capire meglio cosa sono i falsi anglicismi per coloro che li usano e li sentono o leggono.

Le domande sono a risposta multipla e prevedono la scelta di una sola risposta. Delle due domande aperte, una prevede una risposta di riflessione personale e l'altra prevede la scrittura di un falso anglicismo. Buon lavoro e grazie ancora!

sebastianomuddolon@gmail.com [Cambia account](#) 

 Non condiviso

**\* Indica una domanda obbligatoria**

Quanti anni hai? \*

- 16
- 17
- 18
- 19
- 20

In quale genere ti identifichi? \*

- Maschio
- Femmina
- Altro
- Preferisco non specificare

Che tipo di scuola frequenti? \*

- Istituto tecnico per il turismo
- Istituto tecnico amministrazione finanza e marketing - relazioni internazionali per il marketing

Anzitutto, una domanda rompi-ghiaccio di orientamento. Hai mai sentito \* parlare di falsi anglicismi/pseudo-anglicismi, parole che sembrano inglesi ma che in realtà non lo sono?

- Mai
- Una volta
- Più di una volta

Quanto reputi strani, sorprendenti, divertenti, pretenziosi o ridicoli i falsi \*  
anglicismi?

- Molto, perché penso che non abbia senso che esistano o perché non sapevo che esistessero.
- Un po', perché penso che abbia senso che esistano ma non sapevo che esistessero.
- Per niente, perché penso che abbia senso che esistano, perché ne conosco qualcuno e perché con la propria lingua o le lingue straniere si può essere molto liberi e creativi.

Secondo te, i falsi anglicismi *no global* con il significato di *antiglobale*, \*  
*antiglobalista*, "(riferito a) chi fa parte di movimenti contrari al processo di globalizzazione culturale, economica e politica" (Furiassi, 2010: 182), *camera car* con il significato di "videocamera montata su di un'auto o una moto in movimento per riprese di particolare effetto realizzate durante gare sportive" (Furiassi, 2010: 152), *bisex* con il significato di *bisessuale* o *unisex* e *toast* con il significato di *tramezzino*, *panino*, *sandwich*, potrebbero esistere in inglese, nel senso che sarebbero conformi alla grammatica di questa lingua?

- Sì, perché sono grammaticalmente corretti.
- No, perché sono grammaticalmente scorretti.
- Non so.

I falsi anglicismi denotano una grande libertà, creatività ed originalità nel manipolare l'inglese. Secondo te, queste libertà, creatività ed originalità nella manipolazione della lingua inglese: \*

- Si basano su una conoscenza più o meno approfondita dell'inglese.
- Si basano su una conoscenza limitata dell'inglese.
- Né la prima opzione né la seconda: non si basano su una conoscenza più o meno approfondita o limitata dell'inglese.

Secondo te, serve conoscere l'inglese per creare falsi anglicismi belli, di successo, efficaci, che piacciono e sono usati spesso? \*

- Sì
- No

Alla luce delle due domande precedenti, i falsi anglicismi denotano ignoranza dell'inglese secondo te? \*

- Sì: se si conoscesse bene l'inglese, si userebbero gli anglicismi autentici, ovvero i prestiti, e non quelli falsi.
- No: denotano ignoranza dell'italiano. Se si conoscesse bene l'italiano, non si userebbero gli anglicismi, falsi o autentici.
- No: sono conati ed usati indipendentemente dalla propria conoscenza dell'inglese.
- Dipende dalla lingua in cui si usano: finché sono usati in italiano tra parlanti italofoeni non denotano ignoranza dell'inglese, ma se sono usati in inglese con parlanti anglofoeni o comunque non italofoeni allora sì.

Secondo te, la maggior parte delle persone che usano i falsi anglicismi: \*

- Sanno che sono falsi anglicismi.
- Non sanno che sono falsi anglicismi e credono che siano autentici prestiti dall'inglese.
- Non sanno se sono falsi anglicismi o autentici prestiti dall'inglese.

Sull'impatto dei falsi anglicismi sull'italiano ci sono opinioni diverse. \*  
Secondo te, queste parole o locuzioni che impatto hanno sul lessico dell'italiano?

- Un impatto positivo: si aggiungono ai vocaboli italiani e arricchiscono il lessico di questa lingua.
- Un impatto negativo: rimpiazzano alcuni vocaboli italiani e impoveriscono il lessico di questa lingua.

Secondo te, nell'insegnamento dell'inglese come lingua straniera si dovrebbero studiare i falsi anglicismi, per sapere che esistono, in molte lingue ma non in inglese, che possono portare ad incomprensioni se usati con parlanti inglesi e non italiani, per conoscerne gli aspetti positivi e negativi e in generale perché meritano attenzione? \*

- Sì, sarebbe utile e fruttuoso.
- No, sarebbe inutile e controproducente.



Secondo te, l'uso dei falsi anglicismi dovrebbe essere: \*

- Scoraggiato in favore dell'italiano e dei veri anglicismi.
- Incoraggiato.
- Né scoraggiato né incoraggiato, ma studiato e discusso nei suoi pregi e difetti.

Sull'uso dei falsi anglicismi, tanto i linguisti quanto le persone comuni hanno opinioni diverse, spesso opposte. Secondo te, i falsi anglicismi sono: \*

- Necessari, se non esistono equivalenti, ovvero vocaboli con lo stesso significato, né in italiano né in inglese.
- Superflui, se esistono equivalenti in italiano o in inglese. Si usano per ignoranza, gioco, moda, prestigio, perché attirano l'attenzione o semplicemente perché fa figo e lo fanno tutti.
- Né necessari né superflui, perché indipendentemente che esistano o no equivalenti in italiano o in inglese, hanno un valore speciale tutto loro. In breve, sono utili, e per gli scopi più vari.

Alla luce della domanda precedente, secondo te i falsi anglicismi sono conati e usati per ragioni: \*

- Di forma, puramente stilistiche o estetiche.
- Di sostanza, puramente pratiche/strumentali o linguistiche.
- Di forma e sostanza, sia stilistiche o estetiche che pratiche/strumentali o linguistiche. Nel complesso, per ragioni comunicative.

Più nello specifico, i falsi anglicismi sono creati ed usati secondo te: \*

- Per gioco, scherzo, posa, tanto per giocare con l'inglese o esibire una presunta conoscenza di questa lingua.
- Per moda, prestigio, esterofilia, perché suona bene, fa figo e lo fanno tutti.
- Per strategia e convenienza, quando fanno comodo per l'obiettivo comunicativo del proprio messaggio.
- Per necessità, in assenza di equivalenti in italiano o in inglese.

In rapporto all'inglese e all'italiano, i falsi anglicismi sono usati secondo te: \*

- Perché non si conosce bene l'inglese e quindi non si conoscono espressioni autenticamente inglesi che siano equivalenti, corrette ed appropriate. È una scelta inconsapevole o forzata.
- Perché si ha un lessico ridotto dell'italiano e quindi non si conoscono espressioni italiane che siano equivalenti, corrette ed appropriate. È una scelta inconsapevole o forzata.
- Per i motivi espressi in entrambe le risposte precedenti.
- Perché, indipendentemente che si conoscano o no espressioni italiane ed autenticamente inglesi che siano equivalenti, corrette ed appropriate, i falsi anglicismi sono a volte più adatti, chiari, attraenti o efficaci per il proprio messaggio. È una scelta libera, consapevole e a seconda dei casi scherzosa, giocosa, pratica, strumentale, strategica, estetica, creativa.

Secondo te, i falsi anglicismi hanno successo e sono popolari per motivi principalmente: \*

- Extra-linguistici, ovvero sociali, storici, psicologici e politici.
- Comunicativi, ovvero per il contributo positivo della lingua inglese liberamente manipolata all'efficacia comunicativa.
- Linguistici, ovvero per alcune vantaggiose o attraenti caratteristiche formali della lingua inglese, per esempio il suo suono, la sua concisione e la sua semplicità.

Secondo te, la forza, il valore e il successo dei falsi anglicismi dipendono: \*

- Soprattutto dalla cultura anglo-americana che li ha ispirati.
- Soprattutto dalla lingua inglese che li ha ispirati.
- In egual misura dalla cultura anglo-americana e dalla lingua inglese che li hanno ispirati.

Ti è mai capitato di imbatterti in una parola inglese che ti sembrava non inglese o non abbastanza inglese, nel senso di diversa da tutte le altre parole inglesi e molto simile ad una parola italiana o di un'altra lingua? \*

- Sì
- No

Se hai risposto sì e ti ricordi la parola, ti chiedo di riportarla qui di seguito:

La tua risposta \_\_\_\_\_

Alla luce della domanda precedente, secondo te un falso anglicismo \*  
può essere preferito ad un vero anglicismo perché quest'ultimo suona  
'troppo inglese' e risulta meno facile da capire ed usare? Ad esempio,  
*testimonial* invece di *endorser*, *camping* invece di *camping ground/site*,  
*no global* invece di *anti-globalist/anti-globalisation protester*, *pressing*  
invece di *pressing game/tactics*, *recordman* invece di *record-holder* e  
*telefilm* invece di *TV series*.

- Sì
- No

Questa domanda è aperta. Ti chiedo di rispondere liberamente con \*  
considerazioni personali. Secondo te, perché certi falsi anglicismi sono  
più popolari e di successo degli equivalenti veri anglicismi? Pensa ad  
almeno due motivi. Puoi usare dei falsi anglicismi che conosci come  
esempi per la tua risposta.

La tua risposta

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In relazione ai falsi anglicismi, qual è secondo te il ruolo dell'inglese \*  
nelle altre lingue?

- È la lingua del prestigio, del cosmopolitismo, della figaggine, della moda,  
della modernità, del successo, della ricchezza, della tecnologia.
- È la lingua dell'efficacia o utilità comunicativa e della libertà espressiva.
- È uno strumento da usare e manipolare liberamente per esprimere nel  
modo più efficace, attraente e libero il proprio messaggio.
- È la lingua delle novità, dell'innovazione linguistica e della creatività, del  
gioco e della libertà espressivi.

Generalmente, i falsi anglicismi in italiano non sono graficamente marcati e da questo punto di vista non si distinguono da una qualsiasi parola italiana. A volte, invece, sono graficamente marcati con virgolette, parentesi uncinata o il corsivo per motivi stilistici, linguistici o comunicativi. Anche ortograficamente, i falsi anglicismi mostrano una significativa variabilità. Molti di quelli composti da più parole, infatti, possono essere uniti (*happyend*), separati da spazi (*happy end*) o separati da trattini (*happy-end*). Secondo te, questa variabilità grafica e ortografica: \*

- È indice della versatilità e libertà dei falsi anglicismi.
- È indice di scarsa conoscenza della lingua inglese.
- È casuale ed arbitraria.

In linea con la regola convenzionale dell'italiano per cui le parole straniere, e pseudo-straniere, sono invariabili, la forma plurale della maggior parte dei falsi anglicismi coincide con quella singolare. A volte, invece, la forma plurale è realizzata e, secondo la grammatica inglese, la desinenza *-s* è aggiunta o, raramente, *-man* diventa *-men*. Secondo te, la realizzazione del plurale nei falsi anglicismi: \*

- È un'esibizione di conoscenza dell'inglese.
- È strategica e funzionale: fa sembrare il falso anglicismo autentico, più inglese o più tecnico.
- È conseguenza della convinzione che i falsi anglicismi siano veri anglicismi.

A volte, lo stesso anglicismo può essere autentico o falso, a seconda della sua origine e del suo significato. Ad esempio, *ticket* è un vero anglicismo se è tratto dall'inglese ed usato con il suo significato originale di *biglietto*, mentre è un falso anglicismo se creato autonomamente in italiano ed usato con il significato di "quota da versare alla pubblica amministrazione per usufruire di visite mediche, servizi assistenziali, medicinali e analisi cliniche" (Furiassi, 2010: 206). Analogamente, *mister* è un vero anglicismo se è tratto dall'inglese ed usato nel significato originale di appellativo maschile corrispondente a *signor(e)*, mentre è un falso anglicismo se creato autonomamente in italiano ed usato con il significato di *allenatore di una squadra di calcio*. Come interpreti questa possibilità di alcuni anglicismi di essere falsi o autentici? \*

- È ulteriore segno che i falsi anglicismi sono il risultato di una scarsa conoscenza dell'inglese: nonostante un certo anglicismo sia un prestito autentico, lo si usa anche come falso anglicismo.
- È segno della versatilità, utilità e libertà dei falsi anglicismi.
- È casuale ed arbitraria.

I falsi anglicismi hanno un rapporto complesso sia con l'inglese che con l'italiano. Alcuni hanno degli equivalenti in inglese e in italiano. Alcuni li hanno solo in una lingua e altri ancora non ne hanno in nessuna delle due. Inoltre, l'equivalente in italiano di certi falsi anglicismi è un anglicismo autentico regolarmente usato in questa lingua. Secondo te, questo è segno: \*

- Della peculiarità, unicità, originalità, utilità e versatilità dei falsi anglicismi.
- Di una certa confusione nelle persone tra l'italiano e l'inglese.
- Della stranezza e inutilità dei falsi anglicismi.

Quando per te una parola è italiana, intendendo con parola una certa unità linguistica dotata di un certo significato e non solo l'unità linguistica? \*

Quando ha origine italiana ed è usata in italiano, nel senso che è stata coniata ed usata per la prima volta in quella lingua.

Quando è usata in italiano, a prescindere dalla sua lingua d'origine, che può essere anche straniera.

Quando ha origine, uso e forma italiani, ovvero quando sia la parola che le sue componenti, cioè le parole di cui è composta, la sua radice e quello che le sta attorno (prefissi, suffissi, desinenze, etc.), hanno origine italiana e sono usate in italiano, nel senso che sono state coniate ed usate per la prima volta in quella lingua.

In virtù della domanda precedente, ti propongo l'ultima domanda del questionario, complessa ma molto significativa per capire la natura del fenomeno oggetto dello studio che sto conducendo. È anche la domanda più importante, perciò te la introduco con questa spiegazione. I falsi anglicismi hanno una natura doppia: da un lato, hanno un aspetto del tutto inglese, nel senso che sono formati da parole e morfemi che appartengono alla lingua inglese, molti potrebbero esistere in questa lingua e infatti a volte in inglese emergono autonomamente delle parole uguali alle controparti false delle altre lingue, che quindi cessano di essere false, alcuni falsi anglicismi sono diffusi tra molte lingue in tutto il mondo e in rari casi hanno così successo che vengono introdotti in inglese, cessando anche in questo caso di essere falsi; dall'altro lato, i falsi anglicismi sono coniati in una lingua diversa dall'inglese e autonomamente da essa, in questa lingua o non sono usati o non sono usati con lo stesso significato ed alcuni esistono solo in una lingua. Alla luce di questo, i falsi anglicismi a quale lingua appartengono secondo te? \*

- Alla lingua in cui sono stati coniati ed usati per la prima volta.
- Alla lingua o alle lingue in cui sono usati.
- All'inglese come lingua franca internazionale, ovvero alla varietà di inglese usata tra parlanti di madrelingua non inglese.
- Né all'inglese come lingua franca internazionale né alla lingua in cui sono stati coniati ed usati per la prima volta né alla lingua o alle lingue in cui sono usati. Appartengono ad una specie di lingua a sé che si può chiamare pseudo-inglese o non appartengono a nessuna lingua.



## APPENDIX B

### **The Open Responses to the Twenty-Third Item of the Online Questionnaire in the Order in which the Completed Questionnaires to which they Belong were Sent *via* E-Mail to the Author of the Dissertation.**

<p>Secondo me, ci sono almeno due motivi per cui certi falsi anglicismi sono più popolari e di successo degli equivalenti veri anglicismi.</p> <p>In primo luogo, penso che molte persone utilizzino i falsi anglicismi perché hanno un suono più familiare e facile da pronunciare rispetto agli anglicismi autentici. Ad esempio, la parola "footing" (usata in italiano per indicare la corsa) ha un suono più familiare e facile da pronunciare rispetto alla parola inglese "running". Inoltre, il termine "footing" potrebbe essere percepito come più elegante o raffinato rispetto all'inglese "running", anche se non è una parola corretta in inglese.</p> <p>In secondo luogo, penso che alcune persone utilizzino i falsi anglicismi perché vogliono apparire più sofisticati o alla moda. Ad esempio, molti italiani utilizzano la parola "shopping" (usata in italiano per indicare lo shopping) invece di "spesa" o "acquisti", perché suona più moderno e trendy. Tuttavia, "shopping" non è una parola corretta in italiano e quindi potrebbe essere considerato un falso anglicismo.</p> <p>In generale, penso che l'uso di falsi anglicismi sia spesso influenzato dalle tendenze culturali e dalle preferenze personali. Tuttavia, è importante ricordare che l'uso di parole errate o inventate può creare confusione e malintesi, quindi è sempre meglio utilizzare le parole corrette nella lingua appropriata.</p>
<p>Perché sono comodi e più facili da esprimere, inoltre possono essere usati per riempire le lacune comunicative della lingua .</p>
<p>Il primo è quello della familiarità perché i falsi anglicismi possono sembrare più familiari e quindi più facili da comprendere.</p> <p>Il secondo è quello del suono perché i falsi anglicismi possono avere un suono più gradevole o più facile da pronunciare rispetto all'equivalente inglese</p>
<p>perché vengono capiti più facilmente e si conosce il loro significato anche se non viene associata a esse una parola specifica italiana</p>
<p>Perché hanno una forma che assomiglia molto la linguaggio che molti giovani</p>

usano, sono facili da ricordare e si sposano bene con la lingua italiana
Per esempio molti falsi anglicismi sono più conosciuti e quindi più usati, perché talvolta sono più semplice da usare, mi viene in mente "unisex" nei negozi di vestiti per distinguere i vestiti, quindi per convenienza o anche per la semplice ignoranza delle persona, che per la maggior parte non è loro colpa non conoscere i veri dai falsi anglicismi.
1) Perché la parola è più corta e semplice da pronunciare es. Phon al posto di hairdryer 2) bho
Perché potrebbero essere di più facile intuizione per chiunque e perché vengono usati da persone importanti nel nostro Paese
penso che alcuni falsi anglicismi siano più conosciuti perché la società e di conseguenza la lingua si evolvono e si cercano sempre parole nuove per esprimersi.
perché alcuni sono più internazionali, che si usano di più rispetto ad altri
Perché di facile comprensione rispetto ai veri anglicismi
Perché sono più facili da comprendere dalle persone che in Italia non sanno l'inglese e perché proprio per questo motivo, molte di quelle persone, non sono veramente a conoscenza del vero anglicismo da usare.
Prima di tutto perché i falsi antiglicismi sono facili da capire e secondo per via della mancanza di conoscenza della lingua inglese le persone, per non sembrare "stupide" nell'usare un antiglicismo vero (il cui non sanno bene il significato) preferiscono usare quello falso
Perché alcuni sono più influenti e alla moda, quindi soprattutto i giovani li utilizzano senza però saperne il reale significato o provenienza. Per esempio autogrill, social network, basket.
Perché possono essere utilizzati in contesti quotidiani e perché attirano di più come termini da utilizzare
Penso che sia per una questione di praticità, soprattutto in settori di tipo tecnico (economico, finanziario, informatico, etc.). Parole come feedback, input, community o ticket, sono oramai parte integrante di

un linguaggio tecnico e difficilmente puoi trovare un "sostituto".
Il primo motivo che mi viene in mente è che per le persone con meno conoscenza dell'inglese è più facile ed intuitivo usare falsi anglicismi rispetto a veri anglicismi: esempio anche riportato precedentemente è testimonial (anche io con certificazione C1 in inglese non avrei mai detto endorser, figurarsi persone con meno conoscenza della lingua inglese). Il secondo potrebbe essere la loro facilità. Spesso i falsi anglicismi non sono parole troppo complicate e molto più semplici dei veri termini e perciò anche più facili da ricordare e capire: una persona anche con una conoscenza d'inglese elevata se parla con una persona con poca conoscenza d'inglese fa prima ad usare termini più semplici di comprendonio (appunto i falsi anglicismi) rispetto a parole più complicate.
I falsi anglicismi secondo me sono più preferiti nell'uso comune perché più semplici e perché si capisce subito a ciò a cui si riferiscono anche da parte di coloro che l'inglese non l'hanno mai studiato.
“Mister” per riferirsi all'allenatore, nonostante sia una parola anglofona, gli inglese non capirebbero dato che loro usano “coach”
Secondo me sono più popolari perché più comprensibili nella lingua italiana
Secondo me sono più popolari perché più comprensibili nella lingua italiana
secondo me sono usati gli anglicismi sia perché in italiano non hanno la stessa enfasi di quando si dice in inglese ma anche per sembrare più intelligenti davanti a persone che, non essendo interessati alla lingua o agli ambiti dove vengono spesso usati gli anglicismi, non conoscono il significato delle parole
Secondo me nell'esempio di “telefilm” usato al posto di “tv series” si tende ad italianizzare il termine per renderlo più semplice da utilizzare nel linguaggio di tutti i giorni; e così anche con molti altri termini.
Perché suonano meglio o magari assomigliano a parole molto conosciute
Sono più popolari perché secondo certe persone della società odierna, pensano di considerarsi più acculturati e “alla moda”, non rendendosi conto dell'impoverimento della lingua italiana.
sono più diretti in alcune occasioni e possono essere capiti un po' da tutti, quindi sono di aiuto a esprimere concetti che detti in italiano potrebbero risultare

ridondanti.
.
Perché arrivano di più alle persone e sono più diretti
perché sono più semplici e immediati
Perché indicano tematiche parecchio utilizzate e di cui non si conosce la vera traduzione in inglese
.
Perché possono semplificare il significato della vera parola e quindi aiutano di più le persone.
sono più usati e convenienti, e si usano con più frequenza determinate tematiche
quelli più popolari sono utilizzati dai giovani perché spesso riassumono più significati in una parola e perché se lo dicono tutti ti viene spontaneo dirlo
perché ad esempio su un giornale crea più attenzione e curiosità leggere un titolo contenente un falso anglicismo, stimola il lettore.
perché sono parole più semplici da ricordare e perché vengono riconosciute anche dalle altre persone.
Perché chi li utilizza non conosce l'inglese e spaccia le sue "abilità" della lingua per vera. Perché c'è molta disinformazione.
Secondo me i falsi anglicismi sono ormai popolari poiché la nostra generazione, essendo più "globalizzata" da punto di vista linguistico tende ad adottare o mischiare parole inglesi con quelle italiane per farle suonare più internazionali. Si sa che nel mondo dei social le parole inglesi hanno molto più effetto attrattivo perché indicano qualcosa di nuovo e fresco. Purtroppo però non sempre le parole inglesi utilizzate esistono realmente, si usa spesso nel parlato perché rende la conversazione diversa o perché non si è totalmente a conoscenza del lessico italiano equivalente.
Si usano più falsi anglicismi magari perché sono parole più nuove che si diffondono (ad esempio nelle piattaforme social) e da lì la gente inizia a farne un uso scorretto.

<p>Perché a volte il cervello umano trova più utile inventare che soffermarsi a ragionare</p>
<p>Perché vengono usati dai giovani e attraverso i social si diffondono, ad esempio il termine "spoiler" per indicare quando una persona ti racconta il finale di un film che non avevi ancora finito.</p> <p>Un'altro motivo è che non essendo veri anglicismi sono più facili da ricordare e pronunciare perché rimandano alla lingua italiana come la parola "ciunga" che in inglese sarebbe chewing gum.</p>
<p>Secondo me alcuni falsi anglicismi sono diventati più popolari perché siamo stati quasi obbligati ad usarli ad esempio green pass, infatti bisognava conoscere il significato di questa parola (che pensavo fosse inglese) e saperla utilizzare, inoltre veniva nominato in TV, scritto sui giornali,...</p> <p>Poi ci sono falsi anglicismi che sono più popolari dei loro equivalenti veri anglicismi forse per comodità, e per il fatto che quelli falsi magari vengono utilizzati da tutti e non serve necessariamente sapere l'inglese per poterli utilizzare.</p>
<p>Penso che se s8ano scorretti in inglese non dovrebbero essere utilizzati</p>
<p>Perché sono più facili e ormai siamo abituati ad usare i termini sbagliati</p>
<p>per moda o per sentito dire in giro</p>
<p>Perché credo che principalmente siano più pratici, per esempio nella comunicazione in un'azienda dove magari certi concetti espressi con parole inglesi (come green e smart) siano più di impatto e semplici da utilizzare o anche perché aiutano l'espressione di concetti magari sviluppati in lingua inglese che sono complicati da tradurre.</p>
<p>.</p>
<p>.</p>
<p>A parer mio sono più popolari perché utilizzati maggiormente, per esempio autogoal o mister vengono usati anche dagli opinionisti o dai commentatori in televisione e, per questo, si sono diffusi nel linguaggio comune nonostante esistano delle alternative italiane o inglesi. Se i falsi anglicismi vengono utilizzati</p>

<p>frequentemente dagli esperti in materia vengono percepiti come veri anglicismi, molti non si pongono nemmeno la domanda se quella parola sia effettivamente inglese visto che sembra anglofona, tutto questo probabilmente è ampliato se succede in tv, radio o sui giornali, in generale sui mezzi di comunicazione.</p>
<p>Vengono usati i falsi anglicismi perché è più facile associare una parola inglese che suona bene rispetto ad una italiana e poi perché per sembrare di avere una padronanza anche della lingua inglese. Anche se nella realtà si usano termini scorretti.</p>
<p>Credo perché gli italiani spesso non conoscono bene la lingua inglese e per questo utilizzare parole simili alla lingua italiana semplifica la comprensione (vedi per esempio testimonial invece di endorser). L'italiano medio fatica quindi a ricordare una parola al di fuori della sfera di suono e forma tipica della propria lingua.</p>
<p>alcuni esempi sono: Autostop e mister</p>