

# EL USO DE ANGLICISMOS COMO VOCABULARIO TÉCNICO EN LA CARRERA DE INGENIERÍA COMERCIAL DE LA UNIVERSIDAD SAN FRANCISCO XAVIER DE CHUQUISACA

## THE USE OF ANGLICISMS AS TECHNICAL VOCABULARY IN THE COMMERCIAL ENGINEERING DEPARTMENT AT THE SAN FRANCISCO XAVIER UNIVERSITY OF CHUQUISACA

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### RESUMEN

En la era de la globalización, la influencia del inglés en diversos campos del conocimiento es evidente, especialmente en la educación superior. Este estudio analiza el uso de anglicismos como vocabulario técnico en la Carrera de Ingeniería Comercial de la Universidad San Francisco Xavier de Chuquisaca, examinando sus razones e impacto educativo. Se identificaron anglicismos en 32 de las 37 materias analizadas, con una mayor prevalencia en cursos superiores y áreas de marketing, administración y finanzas. Los anglicismos se clasificaron como necesarios, superfluos y por moda, siendo los superfluos y los necesarios los más comunes. Aunque el uso de anglicismos puede mejorar la competitividad internacional de los estudiantes y alinear la educación con tendencias globales, también puede dificultar la comprensión para aquellos con bajo dominio del inglés. Es crucial desarrollar estrategias pedagógicas que equilibren el uso de anglicismos con un soporte adecuado en el idioma nativo para asegurar una educación inclusiva y de calidad.

### PALABRAS CLAVE

Globalización, Anglicismos, Vocabulario técnico, Ingeniería Comercial, Educación superior.

### ABSTRACT

In the era of globalization, the influence of English in various fields of knowledge is evident, especially in higher education. This study analyzes the use of Anglicisms as technical vocabulary in the Commercial Engineering department at Universidad San Francisco Xavier de Chuquisaca, examining the reasons and educational impact. Anglicisms were identified in 32 of the 37 analyzed subjects, with a higher prevalence in upper-level courses and areas such as marketing, administration, and finance. Anglicisms were classified as necessary, superfluous, and adopted out of fashion, with superfluous and necessary terms being the most common. Although the use of Anglicisms can enhance students' international competitiveness and align education with global trends, it can also hinder comprehension for those with a low profi

ciency in English. It is crucial to develop pedagogical strategies that balance the use of Anglicisms with adequate support in the native language to ensure inclusive and high-quality education. Commercial Engineering, Higher education.

## KEY WORDS

Globalization, Anglicisms, Technical vocabulary, Commercial Engineering, Higher education.

## INTRODUCTION

In the era of globalization and constant cultural exchange, the influence of the English language in various fields of knowledge is undeniable. This phenomenon is particularly evident in the academic and professional sphere, where anglicisms have become part of the technical vocabulary. In the Commercial Engineering Department at the San Francisco Xavier de Chuquisaca University, the use of English terms has become a common practice among students and teachers. Anglicisms, especially in areas such as administration, marketing, and finance, not only facilitate communication with a global audience, but also reflect the dynamism and evolution of these fields. According to Pérez Púa (2023), the use of English terminology allows for alignment with international trends and facilitates access to global educational and professional resources. However, its incorporation is not without criticism and challenges. Some authors, such as Morales Muñoz (2021), argue that the excessive use of anglicisms can make understanding difficult for those who do not speak English, creating a language barrier that can affect learning and inclusion. This research aims to analyze the use of anglicisms as technical vocabulary in the Commercial Engineering Department at the San Francisco Xavier de Chuquisaca University. It seeks to understand the reasons behind this practice, its impact on the educational process and the perceptions of the different actors involved. To achieve this objective, the following steps were taken:

a) Collect study material for subjects from the first to fourth year of the Commercial Engineering Department: This task will provide a complete overview of the educational resources and texts used in the training of students.

b) Identify the Anglicisms used in the subjects: A de-

tailed review of the collected materials will be carried out to detect and catalog the English terms used in the academic content.

c) Determine the use of Anglicisms according to their linguistic need: It will be evaluated whether the Anglicisms are used for a real need for technical expression or if they respond to external reasons, such as the tendency to follow linguistic fashions or the pressure to align with international standards.

The adoption of anglicisms in the academic field can be due to various motivations. According to Morales Muñoz (2021), the linguistic need arises when there are no precise equivalents in the native language, especially in technical and scientific fields. This precision facilitates communication and understanding of advanced concepts. On the other hand, Zamora & Sanchez (2023) point out that the pressure to align with international standards and the perception of modernity and prestige also drive the use of anglicisms. In addition, Figueroa & Cunyarache (2019) highlight that the use of English terms can respond to linguistic fashion trends, conferring a status of sophistication. According to Zamora & Sanchez (2023), the adoption of technical terms in English can improve the competitiveness of graduates in the international labor market, but it also requires pedagogical strategies that ensure the understanding and mastery of these terms by all students. On the other hand, studies such as those by Figueroa & Cunyarache (2019) highlight the importance of balancing the use of anglicisms with adequate support in the native language to avoid possible educational disadvantages. In this context, the research presented here is of crucial relevance, as it aims not only to identify and classify anglicisms, but also to understand the motivations and consequences of their use. The results of this study will provide a solid basis for developing educational strategies that promote a balanced and conscious use of anglicisms, thus favoring inclusive and quality education.

## THEORETICAL FRAMEWORK

### 1. Anglicisms

An Anglicism is a linguistic loanword from the English language that is incorporated into another language. They can be classified according to their necessity, superfluity or fashion. According to the Real Academia Española (RAE), Anglicisms may be necessary when there is no equivalent in the target

language, superfluous when there is a suitable native word, and fashionable when they are adopted due to prestige or cultural influence. The incorporation of Anglicisms into a language may be a reflection of the cultural and technological influence of English-speaking countries (Morales Muñoz, 2021). In higher education, especially in departments related to administration, marketing and finance, the use of anglicisms has become a common practice. This is due, in part, to the lack of precise equivalents in the native language and the need to adopt a common language in the global context (Morales Muñoz, 2021). Figueroa and Cunyarache (2019) classify anglicisms into three categories: necessary, superfluous and those adopted by fashion or cultural influence.

#### 1.1. Necessary loanword

Necessary loanwords are those terms for which there are no precise equivalents in the native language, especially in technical and scientific fields. These terms facilitate communication and understanding of advanced concepts, which is crucial in the academic field (Morales Muñoz, 2021).

#### 1.2. Superfluous loanword

Superfluous loanwords are English terms that have adequate equivalents in the native language, but are used out of preference or convenience. These types of anglicisms can make understanding difficult for those who do not speak English, creating a language barrier (Figueroa & Cunyarache, 2019).

1.3. Loanwords adopted out of fashion or cultural influence  
Finally, loanwords adopted out of fashion or cultural influence respond to linguistic trends that confer a status of sophistication and modernity. Zamora and Sánchez (2023) argue that the perception of modernity and prestige also drives the use of anglicisms, especially in academic and professional contexts.

## METHODOLOGY

This research employs a mixed approach, combining qualitative and quantitative methods to obtain a comprehensive view of the use of anglicisms as technical vocabulary in the Commercial Engineering Department at the San Francisco Xavier de Chuquisaca University. This approach allows for the analysis of both subjective and contextual aspects as well as objective and measurable data related to the incorporation of English terms in the academic environment. The documentary review method is used to allow for an exhaustive and systematic exploration of the educational materials used in the degree, providing a solid database on the prevalence and type of anglicisms.

## RESULTS

Of the 37 subjects taken in the Commercial Engineering Department, 5 were not taken into account: Business English I and Business English II as they are subjects in English and the subjects of Seminar I, Seminar II and Work Practice as they are practical subjects. A review of the study materials was carried out, including books, guide texts, slides and notes for the remaining 32 subjects, identifying the following:

### 1. Qualitative analysis.

#### 1.1 Subjects where anglicisms were found in technical vocabulary

Table 1: Classification of subjects by course where anglicisms were found

Course	Subject	Course	Subject
1	GENERAL ADMINISTRATION	3	OPERATIONS MANAGEMENT
1	MARKETING I	3	STRATEGIC MARKETING
2	MARKETING II	3	INTEGRATED MARKETING COMMUNICATIONS
2	CONSUMER BEHAVIOR	3	MARKETING III
2	MARKET RESEARCH	3	FINANCIAL ENGINEERING
		4	SOCIAL MARKETING AND CSR
		4	MARKETING AUDIT
		4	INTERNATIONAL TRADE
		4	BUSINESS PLAN

Source: Own elaboration

The number of subjects in higher grades (third and fourth year) is greater than in lower grades, indicating a consistent adoption of English terms throughout the major.

Marketing-related subjects frequently use Anglicisms, however, the use of English terms is also common in subjects related to commerce, business strategy and finance. This reflects the influence of English in the field of business and marketing, highlighting the importance of understanding and using English terms to be aligned with international standards and global practices.

## 1. 2 Classification of the Anglicisms that were found

### 1. 2.1 Necessary loanwords

Benchmarking, Downsizing, Branding, Equity, Co-branding, FTA (Free Trade Agreement), Merchandising, Franchising, Outsourcing, Hardware, Benchmarking, Hipertext Markup Language (HTML), Dropshipping, Impairment, Copywriting, In-house, Crowdsourcing, Input, ISO (International Organization for Standardization), Integrated Marketing Communications (IMC), Just-in-Time (JIT), Lovemark, Joint Venture, Merchadasing, Know How, Networking, KPI (Key Performance Indicators), Offshoring, LOV (List of Values), Start-up, M-commerce, Top of mind, MPS (Marketing Performance Score), Up-selling, Off site, BOM (Bill of Materials), Piczo insiders, Blockchain, Postest, Blog, Pretest, Boomerang, Pull strategy, Brainwriting, Push strategy, Bundling, SEM (Search Engine Optimization), Buyer Persona, SWOT, Buzz Marketing, Sampling, C2C, Software, CRM (Customer Relationship Management), Stakeholder, Cetscale, Stock, Cluster, Storytelling, Co-sourcing, TQM (Total quality management),

Commodities, Tags, Consumer Insight, Touchpoint, Crowdfunding, VALS, Crownsourcing, Networks, Customer Journal Map, Zapping.

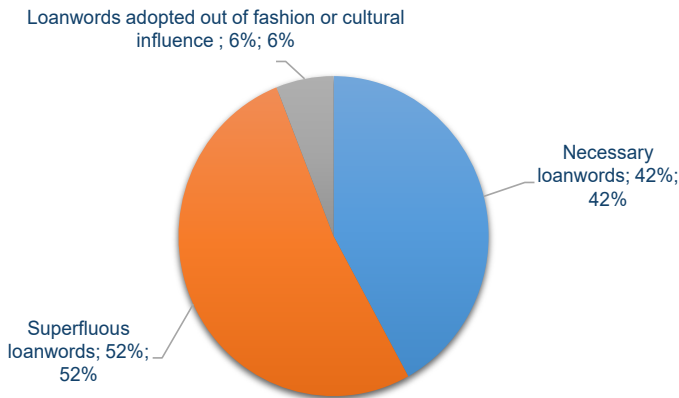
### 1. 2. 2 Superfluous loanwords

Marketing, Long-term debt, Retail, Long-term lease liability, Road Map, Made In, Brainstorming, Mailing, Brand voice, Management, Cross-selling, Mentoring, Early adopters, Not in excess of market, Product placement, Operating costs and expenses, Road Map, Operating income, Company-operated, Other long-term liabilities, Sold out, Other operating (income), expenses, Supply Chain Management (SCM), Overbooking, Me too products, Preferred stock, Accounts and notes receivable, Prepaid expenses, comprehensive income, Price Skimming, Additional paid-in capital, Product Life Cycle (PLC), Amortization, Product Placement, Assets, Prospect, Assets of business held for sale, Public Relations, At coast, Revenue, Big Data, Ratio Quick, Business Intelligence, Retail, Common stock, Retained earnings, Common stock in treasury, franchised, Consolidated Balance Sheet, Royalties, Current assets, Self Service Technologies, Data Mining, Selling, Deferred income taxes, Shareholders' equity (deficit), Depreciation, Social Media Marketing, Downward product line stretching, Survey, EOQ (economic order quantity), Target, Economies of Scale, Terminal markets, Empowerment, Third-Party Logistics (3PL), Environmental Scanning, current assets, Focus Group, current liabilities, Fundraising, liabilities and shareholders'





Figure 3: Classification of Anglicisms according to linguistic borrowing



Most of the identified anglicisms (52%) are superfluous loanwords, meaning that there is an equivalent for these words in Spanish, but they are used either out of preference or convenience in the English language. 42% are necessary loanwords, meaning that these words do not exist in the Spanish language and are strictly used in the English language, and only 6% are words used out of fashion, which have an equivalent in Spanish, but by using them, sophistication and modernity are added. Although most of the anglicisms found are superfluous loans, it is important to highlight that almost half (42%) are necessary loans, which means that there is a considerable amount of anglicisms that do not exist in the Spanish language and that can make the acquisition of this vocabulary difficult at a phonetic and lexical semantic level, especially for students who do not know the English language. Superfluous terms, being preferred or convenient terms, are more used in English than in Spanish, which can generate a lack of inclusion for students who cannot handle them. This gives a total of 94% of Anglicisms whose acquisition as technical vocabulary becomes relevant for Commercial Engineering students.

## CONCLUSIONS

The adoption of anglicisms in higher education reflects the cultural and technological influence of English-speaking countries. Globalization has facilitated the spread of English as a lingua franca in numerous fields, including administration, marketing, and finance. This trend is clearly observed in the Commercial Engineering Department at the San Francisco Xavier de Chuquisaca University, where anglicisms have become an integral part

of the technical vocabulary used by students and teachers. The study identified anglicisms in 32 of the 37 subjects analyzed, with a higher prevalence in higher courses and in specific areas such as marketing, administration, and finance. The most frequent terms included “Marketing,” “Benchmarking,” “Management,” “Branding,” and “Stock.” While these terms may be necessary to express advanced concepts and align with international standards, their indiscriminate use can create language barriers and affect understanding and learning. The classification of anglicisms showed that 52% of the terms were superfluous, used for convenience or preference despite having equivalents in Spanish. 42% were classified as necessary, as they do not have a precise equivalent in Spanish, and only the remaining 6% were used out of fashion, granting a status of modernity and sophistication. Students who are not fluent in English may feel excluded or have difficulty fully understanding academic material, which can lead to uneven academic performance and less inclusion in the classroom. It is essential to generate pedagogical strategies that allow all students to understand and master these terms, thus guaranteeing a comprehensive and competitive education at a global level. Thus, the subjects of Business English I and Business English II play a crucial role in contextualizing the use of these anglicisms for the correct acquisition of vocabulary through strategies such as the creation of bilingual glossaries or workshops on phonetics and vocabulary acquisition.

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