



Linguistic Identity Construal of Spanish Youth: ‘The Media Network Has Its Idols, But Its Principal Idol is Its Own Style Which Generates an Aura of Winning and Leaves the Rest in Darkness’¹

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Abstract

The present investigation attempts to verify why and through what via the contact with English insertions in Spanish discourse changes the speech style and construes the linguistic identity of Spanish youth, even if they hardly speak English. In order to throw light on the above-mentioned hypothesis, Allan Bell’s (1977, 1984, 1991, 1997, 2001) Audience Design Theory was combined with an Attitudinal Experiment in which 250 students participated from Madrid Complutense University and Castilla la Mancha University. The students were asked to listen to two different recordings of females reading almost the same text, the difference being that one text contained English insertions and the other did not. As the culmination the experiment participants did the specially designed Likert Test. According to the results the following conclusions were reached: (i) The majority of the Attitudinal Experiment participants, the “new generation of Digital Natives” (Prensky 2001), accept that mass media is the major factor that influence their speech style; (ii) Spanish youth use English insertions in their Spanish discourse because they perceive someone who does as being young, modern, a cosmopolitan, a Spanish-English bilingual and someone trendy; (iii) Spanish youngsters use

¹ https://www.goodreads.com/author/quotes/29919.John_Berger

English insertions without being Spanish-English bilinguals; (iv) for the Attitudinal Experiment participants neither a particular speech style nor a sweet type of voice can measure cleverness of a speaker; (v) for the Attitudinal Experiment participants a sweet type of voice together with a particular speech style does matter.

Keywords: Style, audience design, proactive identity construal

1. Introduction

Multi-faceted phenomena need to be addressed from more than one single perspective. Hence, the more disciplines are combined in research of this nature, the more complete it is. Sociolinguistics, or more precisely, both Cognitive Sociolinguistics and Third Wave Sociolinguistics allow for such a combination and that is the reason why we decided to work in precisely these research areas. Sociolinguistics centres on a wide variety of interesting cases worth being investigated since it has to do with the two most progressively variable aspects of life – language and society (Montgomery, 2008). In this research, these two aspects will be dealt with from the perspective of media influence. The disciplines that are going to be combined in this investigation are: Third Wave Sociolinguistics, Cognitive Sociolinguistics, Communications, and Psychology.

The main hypothesis of the forthcoming research is that the use of English insertions in the Spanish discourse of Spanish youth (between 16 and 26) is caused because of media influence, especially if the youngsters are non-Spanish-English bilinguals, i.e., proactive identity construal (Eckert, 2012; Geeraerts and Kristiansen, 2015) of Digital Natives (Prensky, 2001) via different means of communication. Media are sometimes influenced by the audience and sometimes influence the audience itself (Burton, 2005) and its linguistic identity (Tabouret-Keller, 1997; Coupland, 2009) being the latter our case. Media language styles are tools for creating social identities (Kristiansen 2008).

Numerous investigations have been carried out about bilingualism and bilingual behaviour (Vogt, 1354; Haugen, 1950, 1953, 1956; Diebold, 1961; Jakobson, 1961; Poplack, 1980; Valdés, 1988; Myers-Scotton, 1993, 1996; Stavans, 2000, 2003, 2008; Montes-Alcalá, 2001; Raschka and Lee 2002; Lipski, 2005, 2014; Edwards and Gardner-Chloros, 2007; Bullock and Toribio 2009), but at least in Spain, where the influence of English is quite poor, no study focuses on English insertions² in the Spanish discourse of Spanish youth who hardly speak English or whose level of English is very poor. No doubt a

² English constructions and expressions within the grey zone of borrowing–Code Switching continuum (Zenner and Geeraerts, 2015)

lot of people recognize the power and the influence of the mass media but very few investigations have been made, at least in Spain, about how mass media ideologically propagandize a particular speech style – in this case English insertions in the Spanish discourse of Spanish youth and how mass media proactively construe the linguistic identity of the audience. Therefore, in this investigation we aim to provide evidence of how mass media proactively construe the linguistic identity of Spanish youth by offering specific speech styles. Hence, a very important subject to deal with in this investigation is media influence, linguistic identity (Tabouret-Keller, 1997; Coupland, 2009) and proactive identity construal (Eckert 2012; Geeraerts, Kristiansen 2015). In this article, we use Allan Bell's Audience Design theory combined with an attitudinal experiment. Interestingly, an investigation which was conducted in Spain by Cutillas Espinosa (2003) refers to Audience Design theory and tests the validity of Alan Bell's statements in different non-English linguistic contexts. There is also a study of Spanish-English code-switching (henceforward, CS) by Draemel (2011) about how Spanish-English CS has evolved from natural, spontaneous discourse to planned speech via such media-controlled outlets as literature, radio, television shows, and films and how media portrayal of Spanish-English CS depicts the Spanish-English CS that occurs during natural, spontaneous speech, i.e., what does audience do to mass media? Kiesling (2013) or Hernández-Campoy, Cutillas-Espinosa and Schilling-Estes (2008) can also be referred to when speaking about style, identity and Audience Design. In contrast to all these investigations, what we test is how use of English insertions in the Spanish discourse - and often planned use – creates specific styles in mass media which can serve to modify the speech style and proactively construe the linguistic identity of the audience, i.e., what does mass media do to audience?

2. Language Style as Audience Design and Identity Construal

The audience design framework proposed by Bell (1984) originated in an attempt to account for language style differences. Audience design has parallels to SAT (Speech Accommodation Theory) but the difference is that SAT arose from social psychology, and audience design arose from sociolinguistics. It observes style shifting and other linguistic processes in a wide range of situations. Audience design proposes that the audience is the primary factor in influencing speakers to shift their style. Two most important features of audience design are: (i) differentiation of roles within the audience and (ii) the accommodative strategies of communicators that are sometimes “responsive” and sometimes “initiative” (Bell, 1984). The genesis of the audience design framework (Bell, 1984) dates back more than twenty years ago, when its founder, Allan Bell, was working on his doctoral research on the language of radio news in Auckland, New Zealand (Bell, 1977). The

investigation was about describing and explaining the reasons of a particular style-shift in radio stations (a national radio, YA, having higher status, and a local community station, ZB, having lower status), originated in the same suite of studios, with the same individual newsreaders. The investigation demonstrated that the newsreaders shifted in each linguistic environment between the two stations twenty per cent on average. The same newsreaders that were heard in different radio stations showed a consistent ability to make considerable style shifts to suit the audience. Why did they shift styles? After all there was just one individual speaker with two divergent styles. The institution was the same in both cases. The topic mix of the news was similar. The studio setting was identical but the target audience was different. The results of the investigation demonstrated that of all the possible factors that might influence shifts in news language style, only the audience correlated with those style shifts. As Allan Bell acknowledges himself, he benefited greatly from speech accommodation theory (Giles and Powesland, 1975) and most of all he benefited from the notion of style from a social psychological perspective. He called his approach “audience design”, as derived from Sacks, Schegloff, and Jefferson’s “recipient design” (1974). Looking back at Bell’s study, a broadcaster’s individual style in mass communication is subordinated to a shared station style whose character can only be explained in terms of its target audience. In particular, we know that mass communicators are under considerable pressure to win the approval of their audience in order to maintain their audience size or market share. The audience design framework was developed to account for the above-mentioned patterns both in face-to-face and mass communication.

3. The Present Case Study

3.1 Objectives

What we are trying to test in this investigation is that the use of English insertions in the Spanish discourse of Spanish youth (between 16 and 26) is caused because of media influence, especially if the youngsters are non-Spanish-English bilinguals; i.e. proactive identity construal (Eckert, 2012; Geeraerts and Kristiansen, 2015) of Digital Natives (Prensky, 2001) via means of communications. Media are sometimes influenced by the audience and sometimes influence the audience itself (Burton, 2005) and its linguistic identity (Tabouret-Keller 1997; Coupland, 2009) being the latter our case. This study also explores the attitudes of young Spaniards regarding the use of English constructions in Spanish discourse. More precisely, it explores how participants perceive speakers with or without English insertions in their oral discourse and answers the research questions concerning linguistic identity construal. An attitudinal experiment with five-point Likert scales was designed for this study to examine the degree to which Spanish young people

perceive a Spanish speaker with English insertions on the dimensions of young, modern, pleasant, clever, internet user, cosmopolitan, Spanish-English bilingual, trendy, and cool. Moreover, participants were asked if the speaker in each speech fragment has a similar speech style as theirs and their friends' and if they use English insertions in their Spanish discourse. Participants were also asked to select two factors that have influenced their use of English insertions; if they do not use English insertions, they were asked to select two factors that might foster this phenomenon. Response forms with Likert-type questions were administered to students at two different universities (Madrid Complutense University and Castilla La Mancha University in Talavera De La Reina) to make comparisons and discern the opinions of Spanish youth regarding the use of English in Spanish discourse. Moreover, the attitudinal experiment also aimed to identify factors that directly or indirectly influence linguistic identity construal.

3.2 Hypothesis and research questions

Contact with English insertions in the Spanish discourse via Spanish mass media changes the speech style (Bell 2001) and proactively construes the linguistic identity of Spanish youth even if they are non-Spanish-English bilinguals.

The research questions of the present study were:

1. Do Spanish young people think that mass media foster the use of English insertions in their Spanish discourse?
2. Do Spanish youth use English insertions in their Spanish discourse because they perceive someone who does as being modern, an internet user, a cosmopolitan, a Spanish-English bilingual and someone trendy?
3. To what extent do Spanish youth use English insertions without being Spanish-English bilinguals?
4. Is voice important for Spanish youth when perceiving someone as being young, modern, pleasant, trendy, cool, a Spanish-English bilingual or a cosmopolitan?

3.3 Methodology: Sampling and selection of centres

The group of people, the layered (speech) community (Eckert 2012), under investigation in this study is Spanish youth. Thus, the survey was administered at two different universities, Madrid Complutense University and Castilla La Mancha University in Talavera De La Reina, in two different autonomous communities of the Spanish territory. 250 students participated in both universities and after carefully cleaning up the samples, 100 participants were selected from each centre. The rest of the surveys were discarded as they did not match the profile (the target age was between 15 and 26 and nationality

should be Spanish) or because a number of question gaps were left blank. The UCM students were 1st-year English³ and Spanish philology students aged between 17 and 25. The UCLM students were 1st and 3rd year social science students aged between 18 and 26. From the 100 selected students at the UCM, 27 were men and 73 were women, whereas at the UCLM 15 were men and 85 were women. At the UCM, 95% of the students declared speaking English by answering the question: ‘are you a Spanish-English bilingual?’, whereas only 50% of the students out of 100 recognized speaking English by answering the same question at the UCLM.

3.4 Procedure

The study was conducted in two different groups of over 100 students each at different universities, UCM and UCLM. The time and place were previously organised by the person in charge of each centre. The total duration of the test was 10 minutes. The students were asked to listen to two different recordings of females reading almost the same text (composed by us), the difference being that one text contained English insertions and the other did not. Importantly, in this process we used the Match-Guise Technique (Lambert et al., 1960; Lambert, 1967). Hence, UCM group listened to a girl voice named Lara without English insertions and to a girl named Desiree with English insertions, whereas UCLM group listened to Desiree without and Lara with English insertions. Then students answered each question on a 5-point scale. In parts A and B, they had to mark only one answer for each question, whereas in part C they had to provide several answers to the questions that were formulated (the specially designed Likert Test can be consulted on the following pages); for questions 6 and 7 they had to choose two answers among five on a multiple-choice test.

³ 1st-year students of English Philology still constitute an uncontaminated sample, but their knowledge of English might also be important for the investigation.

Chart 1: Likert Test diagram

Group I (UCM)=100 students listened to:	Group II (UCLM)=100 students listened to:
<p style="text-align: center;">A:</p> <p style="text-align: center;">Speaker N°1 (L: Lara)</p> <p style="text-align: center;">Without English Insertions</p>	<p style="text-align: center;">A:</p> <p style="text-align: center;">Speaker N°2 (D: Desiree)</p> <p style="text-align: center;">Without English Insertions</p>
<p style="text-align: center;">B:</p> <p style="text-align: center;">Speaker N°2 (D: Desiree)</p> <p style="text-align: center;">With English Insertions</p>	<p style="text-align: center;">B:</p> <p style="text-align: center;">Speaker N°1 (L: Lara)</p> <p style="text-align: center;">With English Insertions</p>

Scripts for Speakers without English insertions

“Me gusta escuchar la radio, especialmente cuando ponen la música tan dulce. Creo que las canciones latinas son bastante rítmicas y bailables pero la música hecha en España tampoco está mal, sobre todo cuando la escuchas desde la primera fila. Algún día me gustaría mirar tras los bastidores de un concierto para ver a los cantantes antes de salir al escenario. Otra cosa que, por cierto, también me llama la atención, son los premios Oscar, por supuesto. Me encanta la gala en sí, los actores, la alfombra roja y sobre todo la moda. Allí sí que no vas a poder ver las cosas ni de bajo coste ni del estilo de la calle.”

Scripts for Speakers with English insertions:

“Me gusta escuchar la RADIO, especialmente cuando ponen la música SO SWEET. Creo que las LATIN SONGS son bastante rítmicas y bailables pero la música MADE IN SPAIN tampoco está mal, sobre todo cuando la escuchas desde la FRONT ROW. Algún día me gustaría mirar en el BACKSTAGE de un concierto para ver los cantantes antes de salir al escenario. Otra cosa que, por cierto, también me llama la atención, son los premios Oscar, OF COURSE. I LOVE la gala en sí, los actores, la RED CARPET y sobre todo la

FASHION. Allí sí que no vas a poder ver las cosas ni de LOW COST ni del STREET STYLE.’’

Likert Test

A: Escucha la grabación y para cada pregunta marca la casilla que mejor describe tu postura.

(1) ¿La persona de la grabación (A) es JOVEN?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Totalmente de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo en desacuerdo	En desacuerdo	Totalmente

(2) ¿La persona de la grabación (A) es MODERNA?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Totalmente de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo en desacuerdo	En desacuerdo	Totalmente

(3) ¿La persona de la grabación (A) es SIMPÁTICA?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Totalmente de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo en desacuerdo	En desacuerdo	Totalmente

(4) ¿La persona de la grabación (A) es INTELIGENTE?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Totalmente de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo en desacuerdo	En desacuerdo	Totalmente

(5) ¿La persona de la grabación (A) es CIBERNAUTA?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Totalmente de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo en desacuerdo	En desacuerdo	Totalmente

(6) ¿La persona de la grabación (A) es COSMOPOLITA?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Totalmente de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo en desacuerdo	En desacuerdo	Totalmente

(7) ¿La persona de la grabación (A) HABLA INGLÉS?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Totalmente de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo en desacuerdo	En desacuerdo	Totalmente

(8) ¿La persona de la grabación (A) SIGUE TENDENCIAS NUEVAS DE LA VIDA?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Totalmente de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo en desacuerdo	En desacuerdo	Totalmente

(9) ¿El estilo de hablar de la persona en la grabación (A) MOLA?

Totalmente de acuerdo De acuerdo Ni de acuerdo ni en desacuerdo en desacuerdo En desacuerdo Totalmente

(10) ¿La persona de la grabación (A) TIENE TU ESTILO DE HABLAR?

Totalmente de acuerdo De acuerdo Ni de acuerdo ni en desacuerdo en desacuerdo En desacuerdo Totalmente

(11) ¿La persona de la grabación (A) TIENE EL ESTILO DE HABLAR DE TUS AMIGOS?

Totalmente de acuerdo De acuerdo Ni de acuerdo ni en desacuerdo en desacuerdo En desacuerdo Totalmente

B: Escucha la grabación y para cada pregunta marca la casilla que mejor describe tu postura.

(1) ¿La persona de la grabación (B) es JOVEN?

Totalmente de acuerdo De acuerdo Ni de acuerdo ni en desacuerdo en desacuerdo En desacuerdo Totalmente

(2) ¿La persona de la grabación (B) es MODERNA?

Totalmente de acuerdo De acuerdo Ni de acuerdo ni en desacuerdo en desacuerdo En desacuerdo Totalmente

(3) ¿La persona de la grabación (B) es SIMPÁTICA?

Totalmente de acuerdo De acuerdo Ni de acuerdo ni en desacuerdo en desacuerdo En desacuerdo Totalmente

(4) ¿La persona de la grabación (B) es INTELIGENTE?

Totalmente de acuerdo De acuerdo Ni de acuerdo ni en desacuerdo en desacuerdo En desacuerdo Totalmente

(5) ¿La persona de la grabación (B) es CIBERNAUTA?

Totalmente de acuerdo De acuerdo Ni de acuerdo ni en desacuerdo en desacuerdo En desacuerdo Totalmente

(6) ¿La persona de la grabación (B) es COSMOPOLITA?

Totalmente de acuerdo De acuerdo Ni de acuerdo ni en desacuerdo En desacuerdo Totalmente en desacuerdo

(7) ¿La persona de la grabación (B) HABLA INGLÉS?

Totalmente de acuerdo De acuerdo Ni de acuerdo ni en desacuerdo En desacuerdo Totalmente en desacuerdo

(8) ¿La persona de la grabación (B) SIGUE TENDENCIAS NUEVAS DE LA VIDA?

Totalmente de acuerdo De acuerdo Ni de acuerdo ni en desacuerdo En desacuerdo Totalmente en desacuerdo

(9) ¿El estilo de hablar de la persona en la grabación (B) MOLA?

Totalmente de acuerdo De acuerdo Ni de acuerdo ni en desacuerdo En desacuerdo Totalmente en desacuerdo

(10) ¿La persona de la grabación (B) TIENE TU ESTILO DE HABLAR?

Totalmente de acuerdo De acuerdo Ni de acuerdo ni en desacuerdo En desacuerdo Totalmente en desacuerdo

(11) ¿La persona de la grabación (B) TIENE ESTILO DE HABLAR DE TUS AMIGOS?

Totalmente de acuerdo De acuerdo Ni de acuerdo ni en desacuerdo En desacuerdo Totalmente en desacuerdo

C: Responde a unas preguntas más:

(1) ¿Eres **chico** o **chica**? (Subraya).

(2) ¿Eres **español/a**? ____

(3) ¿Cuántos **años** tienes? ____

(4) ¿Hablas **Inglés**? ____

(5) ¿Cuándo hablas en español a veces introduces palabras/frases inglesas en tu discurso más o menos igual que la persona de la grabación (B)? ____

¡Sí en el apartado (5) has respondido “SÍ”, responde a la pregunta N.º (6); y si en el apartado (5) has respondido “NO”, ¡responde a la pregunta N.º (7) marcando las dos casillas que mejor describen tu situación!

SI / (6) ¿Por qué introduces palabras/frases inglesas cuando hablas español?

Porque **mi nivel de inglés es bueno** y cuando hablo español algunas palabras/frases consciente o inconscientemente me salen y me suenan mejor en inglés que en español.

Porque **es el estilo de los medios de comunicación:** tele, radio, música, revistas, periódicos,internet, etc.

Porque **lo hacen mis amigos.**

Porque **mola más.**

Porque...

NO / (7) ¿En tu situación actual, ¿cuál de los siguientes hechos crees que podría provocar a que tengas un estilo de hablar más o menos parecido a la persona de la grabación (B)?

Mi buen nivel de inglés.

Los medios de comunicación: tele, radio, música, revistas, periódicos, internet, etc. **Porque** veo programas de la tele, escucho programas de radio y canciones, etc. en las que **tienen el estilo de hablar más o menos parecido a la persona de la grabación (B).**

El estilo de hablar de mis amigos.

Ese estilo de hablar mola más.

...

¡GRACIAS POR PARTICIPAR!

3.5 Data collection

1. The forms were distributed and the students looked through them (2 minutes),
2. The students listened to recording [A] (40 seconds) and
3. Filled in part [A] of the test (2 minutes),
4. The students listened to recording [B] (40 seconds) and
5. Filled in part [B] of the test (2 minutes),
6. Finally, the students answered some questions in the third part [C] of the test and returned the forms (2 minutes).

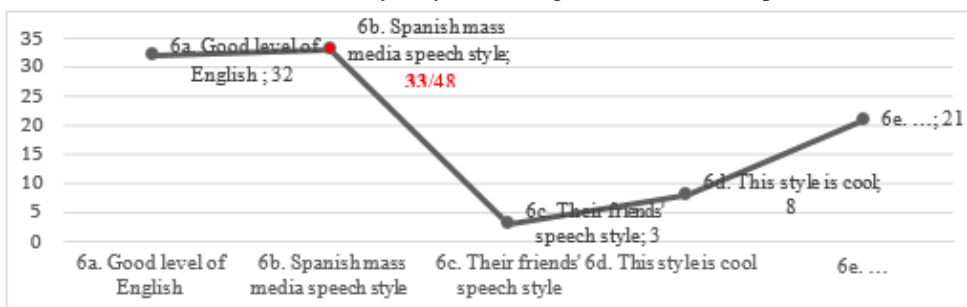
At each of the two universities the response forms were distributed and the participants were provided with a set of instructions. After familiarizing themselves with the content of the response forms for two minutes, they listened to a female recording for about 40 seconds without English insertions and then filled in part A of the survey in two minutes. After that they listened to another female recording for about 40 seconds, this time with English insertions, and then filled in part B of the survey in two minutes. Next, the participants answered the questions for the case study in part C (two minutes) and returned the survey to the test organizer. The process was anonymous and took between 10 and 15 minutes all in all.

3.6 Results

After processing the data, the following characteristics surfaced: the UCM students were aged between 17 and 25, 27 were male and the remaining 73 females. 95 students out of 100 claimed to speak English. At the UCLM, students were aged between 18 and 26, 15 were male and 85 were female. Only 50 students out of 100 confirmed to speak English.

Among 100 students at UCM, 48 declared using English insertions in their Spanish discourse and among 100 students at UCLM, only 22 confirmed using English insertions in their Spanish discourse. Among 48 students at UCM who declared using English insertions in their Spanish discourse, the majority, 33 students (68,75%), thought it was because using English insertions in Spanish discourse is a mass media speech style (6b).

Chart 2: UCM Results for: Why do you use English insertions in Spanish discourse?

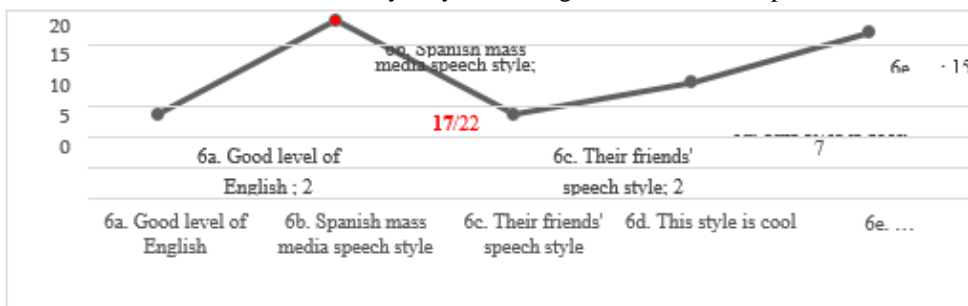


Since they had to mark two optional answers in this section (C6), it is interesting to mention that of those 33 students, 18 combined the option Spanish mass media speech style (Bell, 2001) (6b) with a good level of English (6a); 2 combined it with their friends' speech style (Bell, 2001) (6c); 3 with the fact that it is cool (6d) and 9 combined it with the open answer (6e) giving the specific version of the answer only 5 of them.

Among the 22 students at UCLM who confirmed using English insertions in their Spanish discourse, the majority, 17 students (77,27%),

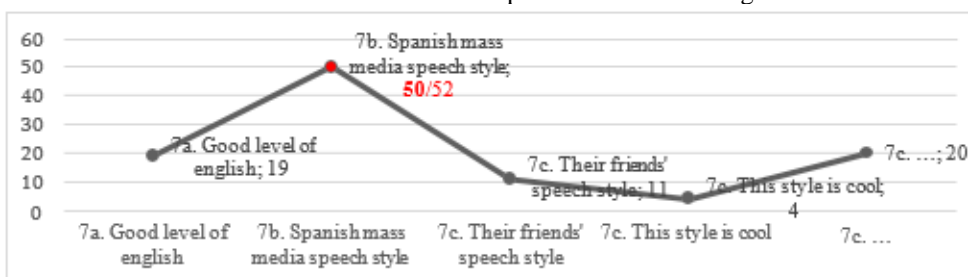
thought it was because English insertions in Spanish discourse is a mass media speech style (6b).

Chart 3: UCLM Results for: Why do you use English insertions in Spanish discourse?



Since they had to mark two optional answers in this section (C6), it is interesting to mention that out of those 17 students, nobody combined the option Spanish mass media speech style (Bell, 2001) (6b) with a good level of English (6a); only 1 student combined it with their friends' (Cheshire et al. 2008) speech style (6c); 5 with the fact that it is cool (6d) and 11 combined it with the open answer (6e) giving the specific version of the answer only 2 of them. Among the 52 students at UCM who manifested not using English insertions in their Spanish discourse, the majority, 50 students (96,15%), thought it could be induced by the fact that using English insertions in Spanish discourse is a mass media speech style (Bell, 2001) (7b).

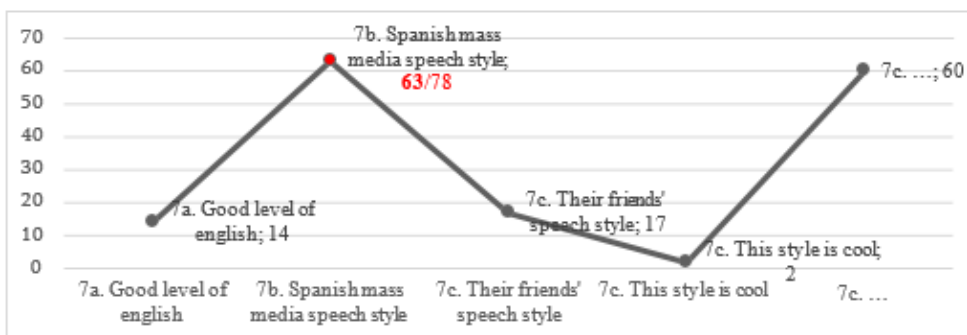
Chart 4: UCM Results for: What could provoke the use of English insertions?



Since they had to mark two optional answers in this section (C7), it is significant to note that of those 50 students, 18 combined the option Spanish mass media (Bell, 2001) speech style (7b) with a good level of English (7a); 11 combined it with their friends' speech style (7c); 3 with the fact that it is cool (7d) and 17 combined it with the open answer (7e) giving the specific version of the answer only 8 of them.

Among 78 students at UCLM who declared not using English insertions in their Spanish discourse, the majority, 63 students (80,76%), believed that using English insertions in Spanish discourse may well be due to the fact that it is a mass media speech style (7b).

Chart 5: UCLM Results for: What could provoke the use of English insertions?

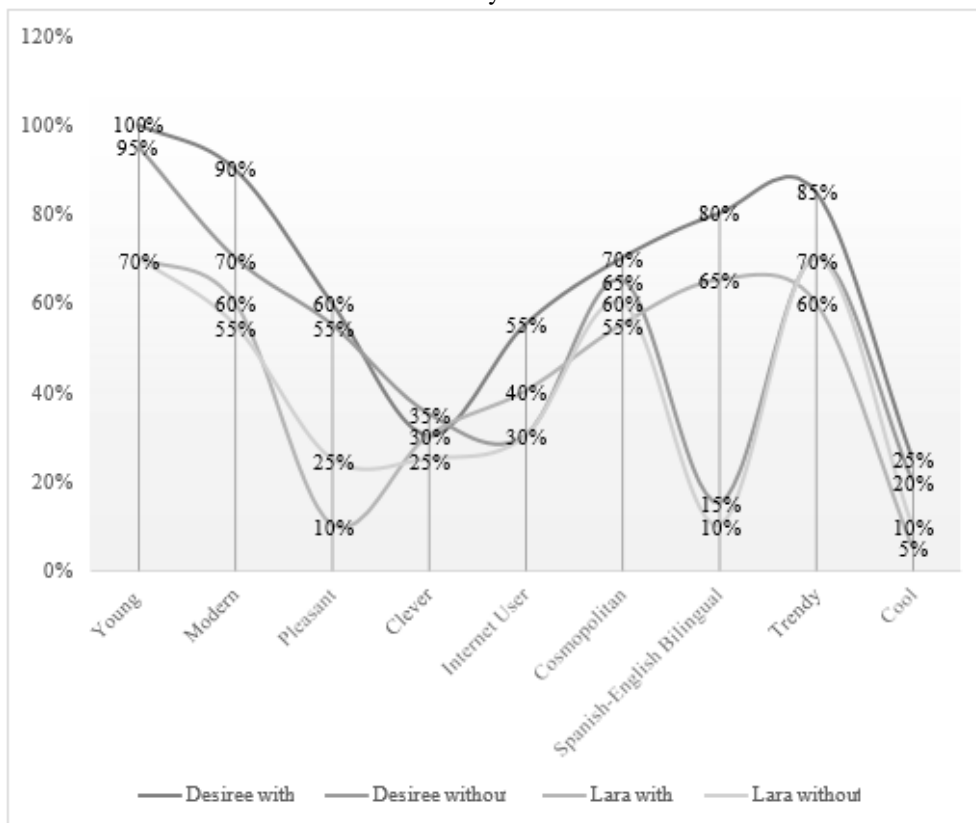


Respondents had to mark two optional answers in this section (C7). Here we highlight the fact that of those 63 students, 5 combined the option Spanish mass media speech style (Bell, 2001) (7b) with a good level of English (7a) and 10 combined it with their friends' speech style (7c). Nobody combined it with it is cool (7d) and 48 combined it with the open answer (7e). Only one of the respondents gave the specific answer.

Importantly, among the 5 UCM students who declared not speaking English, 2 claimed to use English insertions in their Spanish discourse; and among the 50 UCLM students who declared not speaking English, 11 claimed to use English insertions in their Spanish discourse. Now let us explore what the Spanish youth think about the female speaker with or without English insertions according to the experiment results. In order to visualize the obtained results, we use lineal graphs. Likert Test numerical results were translated into percentage and processed in the following lineal graphs. In the graph we only reflect percentage of positive, totally agree and agree, answers since they are the most important ones for us. The dimensions illustrated in the bar charts are being YOUNG, MODERN, PLEASANT, CLEVER, INTERNET USER, COSMOPOLITAN, SPANISH-ENGLISH BILINGUAL, TRENDY, COOL.

A T-Test (with two-tailed hypothesis and significance level: 0.05) yielded that the following statistical results for UCM (A) Lara without English insertions, UCLM (A) Desiree without English insertions, UCLM (B) Lara with English insertions and UCM (B) Desiree with English insertions were statistically significant even at 0.00001 significance level.

Chart 6: Results of Likert Test A and B sections for both female speakers in both speech styles



3.7 Discussion

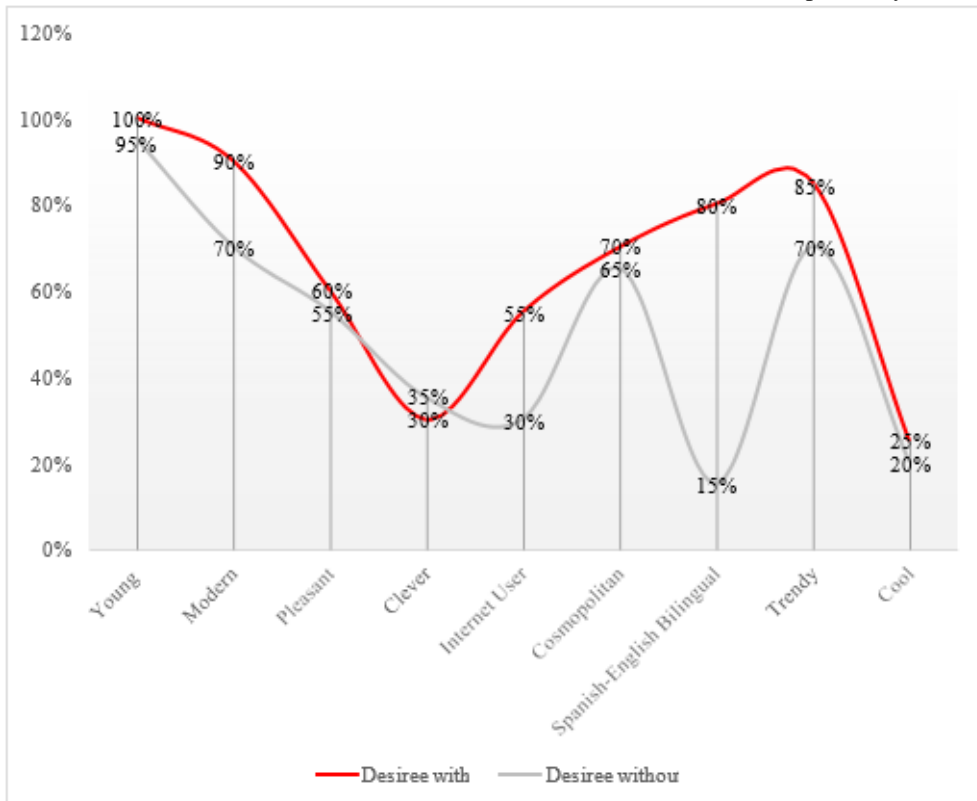
In order to study English insertions in Spanish discourse among Spanish Youth, two Spanish university centres were selected, UCM in Madrid and UCLM in Castilla-La Mancha. By doing so, the possibility of discarding some surveys in terms of age limit practically disappeared, since the target age for the investigation was between 15 and 26. As for the Spanish nationality criteria, there was a possibility of excluding some surveys because of a large number of non-Spanish students at UCM and UCLM, but a question about nationality was included in part C in order to exclude all non-Spanish students. Although the age condition problem was practically minimal because of the centres, a question about age was also included in part C.

First, regarding the attitudes about two different types of voices (Lara and Desiree), with two different speech styles (Spanish discourse with and without English insertions), students at UCM and UCLM were asked questions about the speaker (young, modern, pleasant, clever, internet user, cosmopolitan, Spanish-English bilingual, trendy, cool, your speech style, your friends' speech style). Generally, if the voice does not matter the results should

be different in case of different speech styles and should coincide in case of the same speech style. The following illustrates the contrast that is going to be discussed. It should also be mentioned that the technique used here is a matched-guise technique (Lambert et al., 1960).

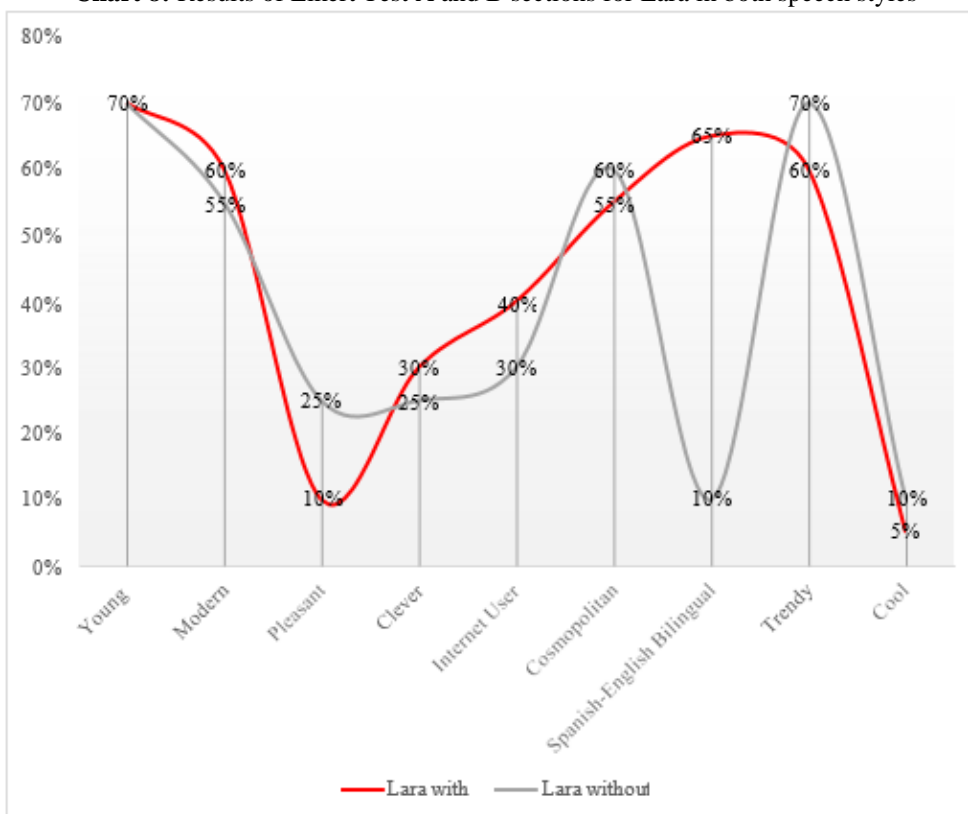
As it can be observed from the following chart, the female speaker (Desiree) with English insertions is above the one without English insertions in almost all the dimensions except for the one about cleverness. Here we could conclude that this particular speech style is not perceived as cleverness indicator for the listener.

Chart 7: Results of Likert Test A and B sections for Desiree in both speech styles



The situation is quite different in case of another female speaker (Lara) with English insertions.

Chart 8: Results of Likert Test A and B sections for Lara in both speech styles

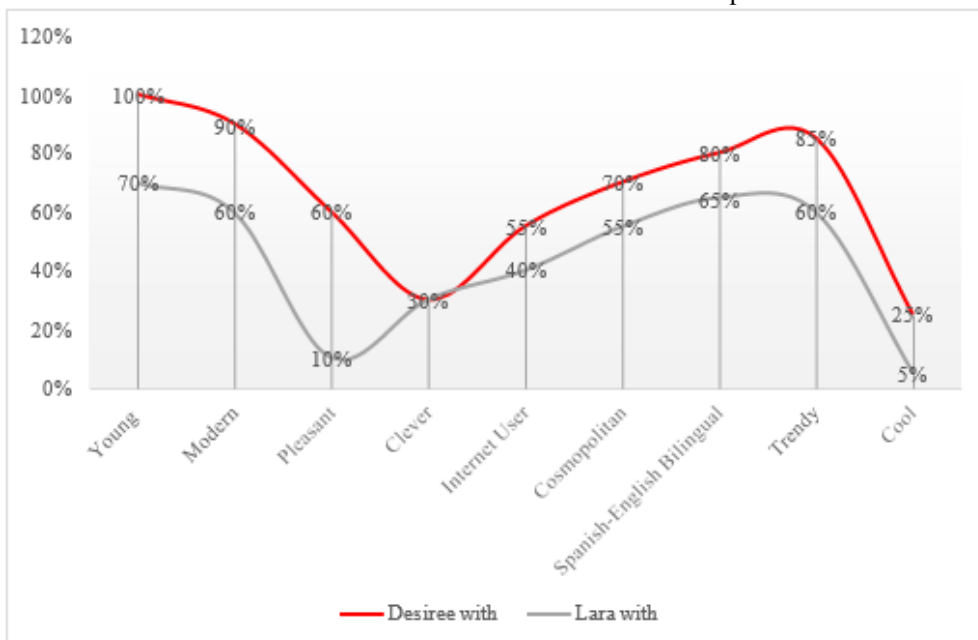


Alongside cleverness, she is not even perceived as pleasant, cosmopolitan or Spanish- English bilingual compared to herself without English insertions. Let us compare the two female speakers, both with English insertions but different voice types, i.e. Desiree with English insertions and Lara with English insertions.

As you can see below, the results are not exactly the same as predicted suggesting voice does matter. However, it is important to mention that the two female voices in the recordings are completely different. Desiree’s voice is very sweet⁴ compared to Lara’s. Desiree with English insertions is above Lara with English insertions nearly in all dimensions except for the one about cleverness. Here we can conclude that neither a particular speech style nor (a sweet) type of voice can measure cleverness of a speaker, but a sweet type of voice does matter when perceiving someone as young, modern, pleasant, internet user, cosmopolitan, Spanish-English bilingual, trendy or cool.

⁴ authors personal choice to record female speakers of different voice types

Chart 9: Results of Likert Test A and B sections for both female speakers with insertions



Conclusion

According to the results of the Attitudinal Experiment several tentative conclusions were reached. The findings indicate that young Spaniards think that mass media foster (71%)⁵ or could foster (88%)⁶ the use of English insertions in their Spanish discourse. Spanish youth seem to use English insertions in their Spanish discourse because they perceive those who do as being young (85,5%)⁷, modern (75,5%)⁸, a cosmopolitan (63%)⁹, a Spanish-English bilingual (73%)¹⁰, and someone trendy (70,5%)¹¹. Spanish youth use English insertions without being Spanish-English bilinguals. For the attitudinal experiment participants neither a particular speech style nor a sweet type of vice can measure cleverness of a speaker, and a sweet type of voice together with a particular speech style does matter when perceiving someone as young, modern, pleasant, internet user, cosmopolitan, Spanish-English bilingual, trendy or cool.

⁵ 50 out of 70 Spanish youth with English Insertions (=71%)

⁶ 113 out of 130 Spanish youth without English Insertions (=86,5%)

⁷ 171 positive answers out of 200 (=85,5%)

⁸ 151 positive answers out of 200 (=75,5%)

⁹ 126 positive answers out of 200 (=63%)

¹⁰ 146 positive answers out of 200 (=73%)

¹¹ 141 positive answers out of 200 (=70,5%)

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