



UNIVERSIDAD DE SALAMANCA

FACULTAD DE FILOLOGÍA

GRADO EN ESTUDIOS INGLESES

Trabajo de Fin de Grado

The influence of English on Spanish. The
incorporation of anglicisms to Spanish
from social media vocabulary to oral
conversation

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Signature

Abstract

New technologies have given rise to a qualitative leap in many sectors of society, media having experienced a massive expansion. This substantial progress has allowed different cultures to meet each other in the digital universe, a process that is linked to the convergence of different languages in the same space. The present study aims to expand the existing knowledge about the incorporation of anglicisms to the Spanish vocabulary as a result of the ceaseless contact between these two languages on social media environment. For that purpose, firstly we will study the findings obtained by other researchers on this topic. Secondly, we will carry out a quantitative study, for which we will collect data by means of surveys that will be distributed among the Spanish population. These surveys will be composed of 20 expressions containing anglicisms that will be rated from 1 to 6 by the surveyed based on how much they use them. The data obtained will help us to establish to what extent anglicisms are part of the Spanish vocabulary both in written and oral discourse.

Keywords: anglicisms in the Spanish vocabulary, social media, anglicisms correlated with age and English level.

Resumen

Las nuevas tecnologías han supuesto un salto cualitativo en muchos sectores de la sociedad, siendo el de los medios de comunicación uno de los cuales ha experimentado un mayor crecimiento. Este gran avance ha permitido que culturas muy diferentes se pongan en contacto en el universo digital, lo cual ha ido vinculado a la convergencia de diferentes lenguas en un mismo espacio. El presente trabajo tiene como objetivo profundizar en el estudio de la incorporación de anglicismos en el vocabulario español como resultado del constante contacto entre estas dos lenguas en el ámbito de las redes sociales. Para ello, primero estudiaremos las conclusiones obtenidas por otros investigadores sobre este tema. En segundo lugar, llevaremos a cabo un estudio cuantitativo, para el cual recopilaremos datos por medio de encuestas que serán distribuidas a la población. Dichas encuestas constarán de un total de 20 expresiones con anglicismos que serán puntuadas del 1 al 6 por los encuestados en función de su uso. Con los datos obtenidos esperamos determinar hasta qué punto los anglicismos están presentes en el vocabulario español tanto en las conversaciones escritas como en las orales.

Palabras clave: anglicismos dentro del vocabulario español, redes sociales, anglicismos correlacionados con edad y nivel de inglés.

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1. Introduction

From the beginning of globalization in the 20th century, we have witnessed how the media gave rise to the creation of spaces where many different cultures got in touch. Starting with the commercialization of TV shows from the US to Spanish channels, which allowed us to get acquainted with different customs, continuing with the presence of English music in Spanish radio channels, and moving on to social networks, the influence of English traits on Spanish culture becomes evident. Barrientos et al. (2020) point out that another reason for the expansion of US culture and language was its sovereignty after World War Two (p. 1). Besides, there has been a turn in the field of education: 30 years ago, English was one more subject in the scholarly curriculum that was taught from the age of 6 years old on, while now the educative system offers bilingual educational systems, in which basic courses such as history or biology are taught in English rather than in Spanish. Mejía (2020), who studied anglicisms in the Spanish spoken in Peru focused his study on the Millennial generation, because, he explains, this generation does not perceive anglicisms as something new because they have grown up in an environment where anglicisms were already in use (p. 8). Urzúa et al. (2022) also make reference to this generation, saying that they have studied English from the age of three years on, and have grown up with social media, music, fashion, and sports that usually originated in England or the US (174).

The influence of globalization on our lives is undeniable. In 1964 Marshall McLuhan coined the term *global village* to explain that:

all these technologies compose a new, electronic nervous system that radiates out around the world, connecting people and cultures in unprecedented and more intimate ways. A jolt to this nervous system in one part of the world can now be felt instantly halfway around the planet (Douglas, 2006, p. 619).

The existence of the global village implies the existence of an international community where all the countries and cultures are in touch, a situation that has enhanced the acquisition of anglicisms by non-native English speakers. Regarding the Spanish community, this issue has been greatly studied. With the rise of the so-called *influencers*, a tendency towards the creation and distribution of online content has become very popular and an economic income for young Spanish entrepreneurs, who find on the online market a business opportunity. Being an *influencer* is one of the better-paid jobs nowadays due to its huge impact on people from different nationalities and ages, called *followers* (Barrientos et al., 2020, p. 1). This, linked to the opportunity

that social networks such as Instagram display for everyone to share online content, has brought forth the necessity of finding a way to make content accessible to a high percentage of the population. A report from Statista Q¹ displays that English is in 2022 the most spoken language globally, with more than 1.400 million speakers. Of those, approximately 379 are native speakers, while the rest have it as a second language (Fernández, 2022). As a result of this use of English as a second language, anglicisms have been used as tags on Instagram, hashtags on Twitter, and headings for the content shared on YouTube regardless of whether the content is displayed in English or not, since they are easily understandable for that high percentage of the population that speaks English, either as their mother tongue or second language, something that increases their reach from a national population to an international one.

The main concern of this study focuses not on the social network universe, but on oral communication in the Spanish community. The aim is to determine if the anglicisms that have been acquired through social media have trespassed the barrier of the online universe to everyday face-to-face conversations. It has been argued by other authors that one of the main reasons why the language used online tends to be more informal (a situation that boosts the use of anglicisms) is the digital modality that combines elements of communication practices embodied in conversation (the digital modality). This study results as a base for further research to argue that the anglicisms that have been born as a useful tool for communication in the online community have been taken from online context (either in written commentaries, post, and conversations or oral, as in YouTube content, reels, shorts, etc.) to everyday face-to-face conversation.

The methodology used for the present study can be divided into two parts: first, the study and documentation of previous research, and second, the investigation itself, which consists of a survey that will be distributed to a Spanish population sample (quantitative method). By studying previous research, we intend to clarify to what extent this phenomenon is known and taking into account in the field of linguistics; considering previous investigations as a point of departure, our investigation aims to go a step further, adding new information to what has already been analysed.

¹ Statista Q is a market research service provider.

2. Study Framework: globalization, communication and anglicisms

The progress of civilization has always been deeply linked to communication. The invention of facilities such as trains and ships allowed people to go beyond their national limits, and the telegraph, the predecessor of modern telephones, enabled communication between countries that were not physically close. As a result, different cultures got in touch, learning about each other and importing information and customs. As an example, during the month of November in different countries there is a celebration commemorating the passage from life to death. Nowadays in Spain, we have associated this festivity with symbols that did not belong to our culture, such as pumpkins (Ireland, US) and *La Catrina* (Mexico). This cultural exchange has taken place to a high extent through the entertainment business. Gigantic commercial broadcast televisions such as NBC and CBS sell their programs to other countries (*Friends* and *How I Met your Mother* have been on Spanish TV broadcast for several years) bringing closer the North American culture to Spanish homes. Douglas (2006) [nm]rnr[n rbcm fi q i OM]i hn_hn ni q [l i rb_l h[ni hmcm o_ri rb_ []n rb[n rb_ United States, being, for the moment, the world's only superpower, has meant that others need to learn more about the United States than many feel we need to learn about rb_g "j(0, (

In the last decades, we have witnessed the creation and expansion of the most innovative communication system, social media: Facebook started to operate in 2004, Twitter in 2006, Snapchat and Instagram in 2011, and many others that were not so successful. Besides, the addition of Internet connection to smartphones gave people access to the online universe from almost every part of the world deleting the dependency on computer and WiFi connections. These two phenomena have led to the creation of an international community, the global village, where information exchanges are produced in real-time at any moment, suppressing geographic and time barriers. Still, there is another barrier to surpass: finding a way to communicate with people that speak a different language.

The current predominance of English speakers (more than 1.400 million people) affects not only social media but also the fields of education and scientific research.

Referring to education, Lasagabaster affirms that:

The epitome of this linguistic hegemony can be seen in the increasing number of universities the world over that are offering English-medium instruction (EMI) among their course options. The mushrooming of EMI is inextricably linked to

ohcp_lmar_m _nd_ ni [ml[]n dhn_lh[ri h[f mo _hm& n[]]bcha m[f, and researchers, to increase mobility, to augment revenue, to climb up education ranking systems, to improve English proficiency, and, last but not least, to enable graduate students to use English effectively in the workplace of the twenty-first century. At a time in which internationalization has become a mantra in the discourse of higher education institutions, EMI represents one of the most preeminent tools in university language policy in order to achieve the aforementioned internationalization-related objectives (Doiz, Lasagabaster & Sierra, 2013a; Kirkpatrick, 2011a; van der Walt, 2013 as cited. in Lasagabaster, 2022, p. 1).

If we consider research, Lasagabaster (2022) establishes that:

Nowadays, researchers are required to publish in indexed journals that may lead to high citation scores (the higher the number of citations, the more influential a researcher becomes), and journal rankings have privileged research completed in English. Since English is the language of such journals, the language choice is far from being open and the linguistic pressure exerted by this policy can be clearly seen in the small share of publications in languages other than English (p.10).

Taking this into account, it is not surprising that it is more profitable to publish content with English headings rather than in any other language, given that, as happens with scientific research, English publications get more attention. This has led to the popularity of hashtags and headings in English, even if their content is yet displayed in another language. For example, *storytime* and *review* are typical headings for YouTube content produced by Spanish *influencers*. As an example, the well-known *Youtuber*, *influencer*, and actress Cintigar uses the word *storytime* to present a series of videos in which she talks about amusing situations she has undergone, but the content of those videos is displayed in its totality in Spanish.



Figure 1. "Storytime" used as heading on a Spanish content YouTube channel.

On Twitter, hashtags have been used for years as a way to find or continue a trend, or to talk about something that is widely known, i.e., that can be recognised by a high percentage of social media users, for which people usually write them in English.



Figure 2. "Crush" used as hashtag on a Tweet written in Spanish.

On Instagram, in order to reach more views, people use hashtags in English along with the caption in their mother tongue.



Figure 3. Series of hashtags in English in a Spanish publication on Instagram.

The same situation occurs on Facebook.



Figure 4. Publication on Facebook in Spanish in with both hashtags in Spanish and English.

Another domain where English vocabulary pervades is video gaming. The opportunity to connect with people around the world has led to the development of a specific jargon for every game, and in most cases, English is the language from which all the terminology comes (*snipear* (Fortnite) and *fedear* (League of Legends)) are two examples of words that come from English (*sniper*, *feed*) and have been adapted to Spanish as verbs with the first conjugation ending -ar.

In our globalised world, the contact between different cultures is manifest and the presence of English in online content regardless of the mother tongue of the user is evident. Language is constantly changing and adapting to its circumstances, and now it is becoming a reality. As previously mentioned, social media communication takes features from oral conversations, a process that can occur inversely, oral communication can borrow traits from social media contexts.

2.1. Borrowings and social media

Many researchers have studied the evolution of Spanish through social media, not only in Spain but also in other Spanish-speaking countries. Although this study aims to disclose the impact of English in Spain, we will take into account the investigations led by other researchers concerning the impact of English in Latin American Spanish, and those that do not make reference to a specific country, since the Internet brings together the Spanish speaking community all around the world.

Concerning Instagram, Sáez (2017), who studies Spanish on social media in general, concludes that English works as a bridge language both for tags and to communicate with other users (p. 58). She also points out that social media communication is characterised by its resemblance to oral discourse, from which it takes some features (p. 25).

Sanou (2018) focuses on the use of Spanish on Facebook and asserts that social media boost the impact of English on Spanish given that a large proportion of their content is displayed in English, something that she links to the language economy associated with it since in her research she found that 35% of the anglicisms she studied were monosyllabic (p. 189). She also found that 75% of the anglicisms studied were unnecessary, and she asserts that this use of anglicisms is due to the idea that they are

Urzúa et al. (2022), who studied the use of Spanish on Instagram, found that the majority of people they interviewed considered that they express themselves in a

the incorporation of borrowings from other languages, English being the dominant language in social media communication.

Although they studied different expressions and focused on different social media, both Montoro (2022) and de las Nieves (2022) have concluded that anglicisms are not only part of the online world but also they are beginning to be part of Spanish offline reality, some of them being included in the *DLE*. Taking their conclusions as a departure point and bearing in mind that the presence of anglicisms in Spanish through social media has already been studied, this research goes a step further, considering both online and offline vocabulary as objects of study for the present investigation.

3. Surveys

Montoro (2022) and de las Nieves (2022) identify social media communication as the context where anglicisms are spread to Spanish. Although it is evident that this is in fact one of the settings where this linguistic event takes place, other researchers have found that as a consequence of their use in social media, anglicisms are permeating the Spanish lexicon and starting to be used in face-to-face conversations. This study aims to prove that anglicisms are part of the day-to-day vocabulary of some segments of the Spanish population. For this purpose, we will make a distinction between oral and written language to find out whether anglicisms are still used only in media-based interactions or if they have been assimilated into oral language, implying that they are part of the Spanish vocabulary both online and offline rather than a specific use of online communication.

For the study, we have created 5 groups based on their age: 18-25 years old, 26-37 years old, 38-49 years old, 50-65 years old, and 66 years old onwards. Besides, in the questionnaires, data about their English level and usage of social media will be collected to observe if there is a correlation between these three factors and the use of expressions containing anglicisms.

Regarding English level, the survey contains 9 options:

- Not having studied English
- Having studied English but not speaking it.
- Having studied English and being able to speak it.
- A1
- A2
- B1
- B2

-C1

-C2

Respecting social media, there are only two options, being or not being user.

The method chosen for this investigation is quantitative: we will use questionnaires where different expressions that include anglicisms will be punctuated by the surveyed as follows⁴:

-1: I do not recognize the expression.

-2: I recognize the expression, but I do neither understand its meaning nor use it.

-3: I recognize the expression and understand its meaning, but I do not use it.

-4: I recognize the expression and I use it only in written discourse.

-5: I recognize the expression and I use it only in oral discourse.

-6: I recognize the expression and use it both in written and oral discourse.

4. Results

4. 1. Age, English level and social media

The present investigation takes into account three factors: age, English level, and being or not a social media user. Since the purpose of the study is to know if people use anglicisms both on and offline, we expect to see a correlation between these factors.

18-25 years old: all the people in this group have studied English. Only 9,6% of the surveyed answered that they do not speak English. 13% consider that they are able to speak English, but they do not have a level certificate. The lowest level is A2 (0,9%), followed by B1 (6,1%), and the highest C2 (8.7%), while the higher percentages correspond to B2 (30,4%) and C1 (31,3%). This group has a high English level in general, the higher levels (C2, C1, and B2) reaching 70.4% and the lower ones getting 20%. Overall, 90,4% of the sample speak English. Regarding social media, 96,5% are users, almost the totality of the surveyed.

26-37 years old: the data reveals that the English level is lower and more diverse. All the people in the group have studied English. The percentage of people that do not speak English is higher (14.9%) and the percentage of people who have studied it at school/high school and are able to use it is also higher (17%). There are no answers for A1 option, A2 gets a low percentage, 4,2%, while the higher percentages in this group correspond to lower levels than the previous, B1 achieves 21,3% and B2, 29,8%. C1 also reaches lower values, 12,8% and there are no percentages for C2 level. English

⁴ These expressions are written in Spanish in the questionnaire, as the surveyed were Spanish natives.

level in this group is lower, C1 and B2 achieving 42,6%. B1, A2, and people who do not have a certificate but are able to speak English also get almost the same percentage, 42,5%. The group has a lower English level in general but still 85,1% of the surveyed are able to speak it. With reference to the use of social media, the percentage is a little lower, 91,5% are users.

Age 38-49 years old: in this group, we find 2 ties: 4 answers punctuate 5,9%, and are complete opposites: on the one hand, not having studied English and A2, on the other hand, C1 and C2; both B2 and having studied it at school/ high school and being able to speak it reach 17,6% each, two answers that are also far from each other. B1 gets 11,8% and the highest percentage corresponds to having studied it at school/high school but not speaking it with a 29,4%. Overall, the percentage of people who do not speak English increases in this group, reaching 35,3%. Linked to this, there is a general decrease in English level, C2, C1, and B2 getting 29,4% altogether, and B1, A2, and having studied English and being able to speak it achieving 35,3%. These three percentages are very similar, which reveals that this group is very heterogeneous and that people born between 1974 and 1985 have followed different paths in their education, depending maybe on their needs to contact other countries or their fields of study. Regarding social media, the percentage is lower, 82,4% are users.

50-65: in this group, all the answers show values. The percentages corresponding to a high English level are low (B2, 11,1%; C1 2,7%; C2 5,6%); The lower proficiency in English has a big percentage on having studied it at school/high school and being able to speak it achieving, 22,2%, while A1 scores 5,6% and A2, 2,7%. Having studied it at school/high school but not speaking it punctuates 27,8% and not having studied English gets 16,7%. High proficiency gets low values, 19,4% on the sum of C2, C1, and B2. 36,1% of the surveyed can speak English even if they do not have a high level (B1, A2, and having studied it at school/high school and being able to speak it). The percentage of people who do not speak English is higher in this group, getting 44,5%, still, the majority of the group speaks English (55,5%). In relation to social media, there is still a majority of users 69,4%, but the percentage of non-users is relatively high, 30,6%.

66 years old onwards: the majority of the group has not studied English (70%). The other 30% is divided equally between having studied it at school/high school but not speaking it, having studied it at school/high school and being able to speak it, and B2, getting 10% each. These data reveal that education before 1957 was very different

and English was not considered as important as it is nowadays. Anyways, there are still people in this segment of the population that speak English (20%) or have studied it (10%). Regarding social media, 90% of the population are not users, only 10% being users.

4.2. Use of expressions including anglicisms

Code colour for the graphs:

- Answer 6: light blue.
- Answer 5: pink.
- Answer 4: yellow.
- Answer 3: green.
- Answer 2: dark blue.
- Answer 1: red.

After interpreting the surveys, we have noticed that hardly one answer reaches more than 50% by itself. For that reason, we have decided to focus on the answers that achieve higher percentages in each expression; i.e., if the answers of one expression score 40%, 20%, 20%, 10%, 5%, 5% we will only consider the highest one in the first step, and then look at the second and third most scored answers. This leads us to focus chiefly on answers 6, 3, and 1, given that answers 5, 4, and 2 rarely get scores beyond 25%, a percentage that seldom is the highest one.

Furthermore, we have organised the 6 answers into two main groups:

- Non-users of expressions with anglicisms: answers 1 to 3.
- Users of expressions with anglicisms: answers 4 to 6.

We will study these groups to determine if there is a majority of users or if on the contrary, the use of these expressions is not remarkable among the Spanish population. Therefore, this research can be divided into two steps: the first one, to study the most scored answers in each expression, and the second one, to add answers 4 to 6 to see the level of usage of anglicisms in general.

18-25 years old

The results disclose that all the expressions are used by more than 50% of the surveyed both in oral and written discourse "[hm]_1 0 on- 4 n_j[ai _h cash ". . & & i ml[cai oh haul "- / & &[h b[]_1 scroll "- & (B[]_1 scroll cmb_ i hfs expression in which answer 6 is not the most chosen one: answer 3 reaches 34,8%, followed by 30,4% on answer 6.

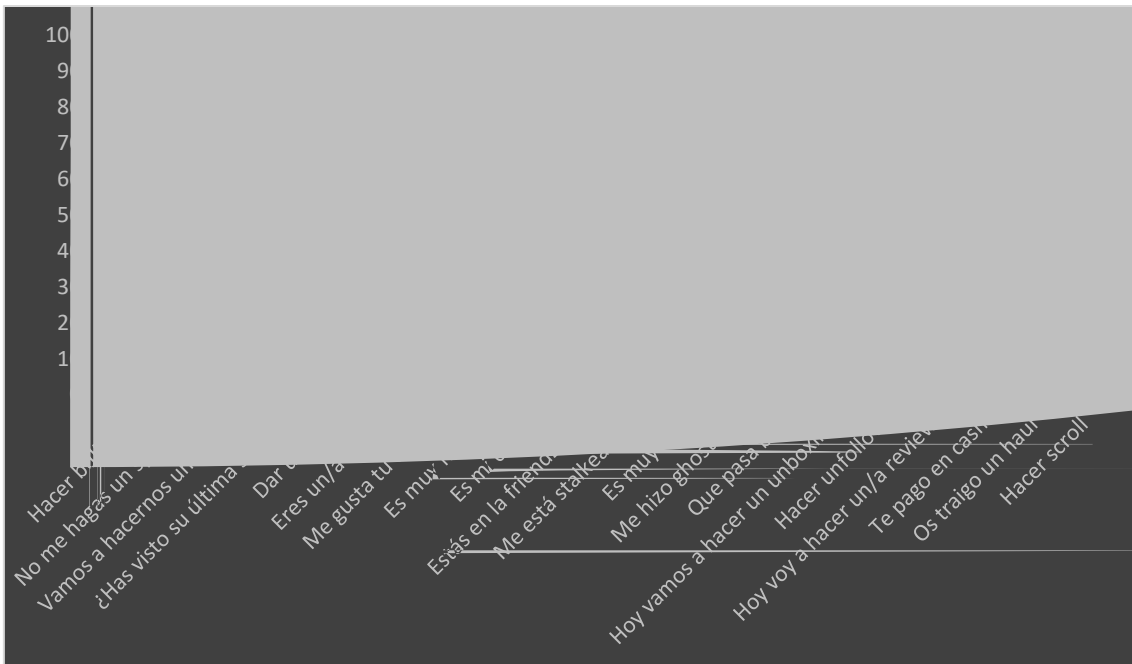


Figure 5. 18-25 years old. Expressions with the highest percentage on answer 6; expressions with the highest percentage on answer 3.

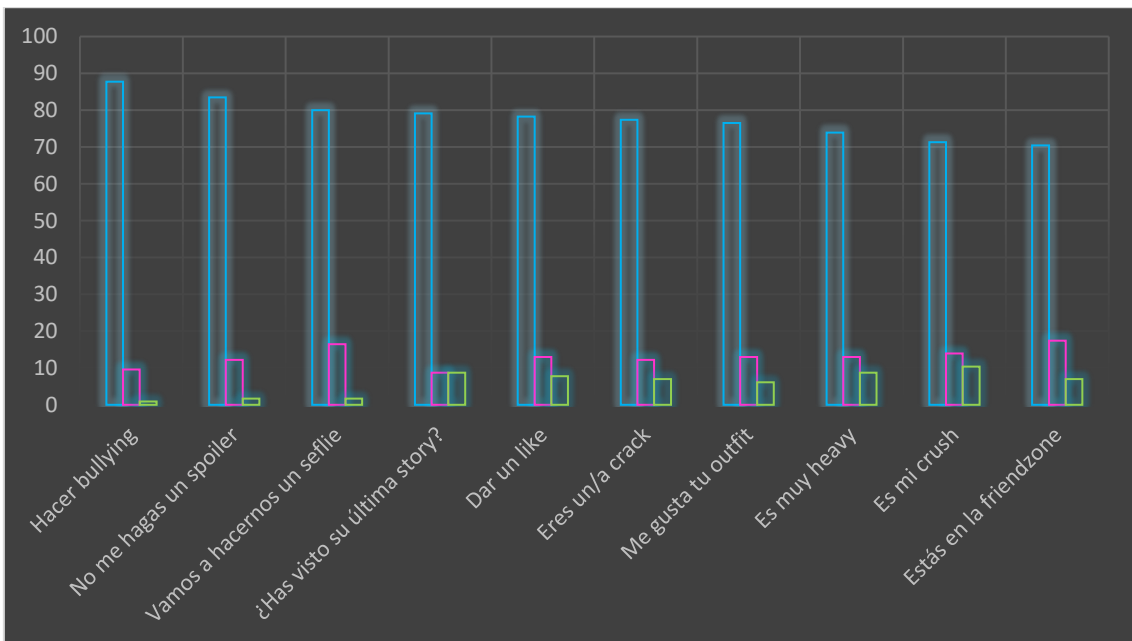


Figure 6. 18-25 years old. Expressions with the highest percentage on answer 6, 2nd and 3rd most scored answers (1).

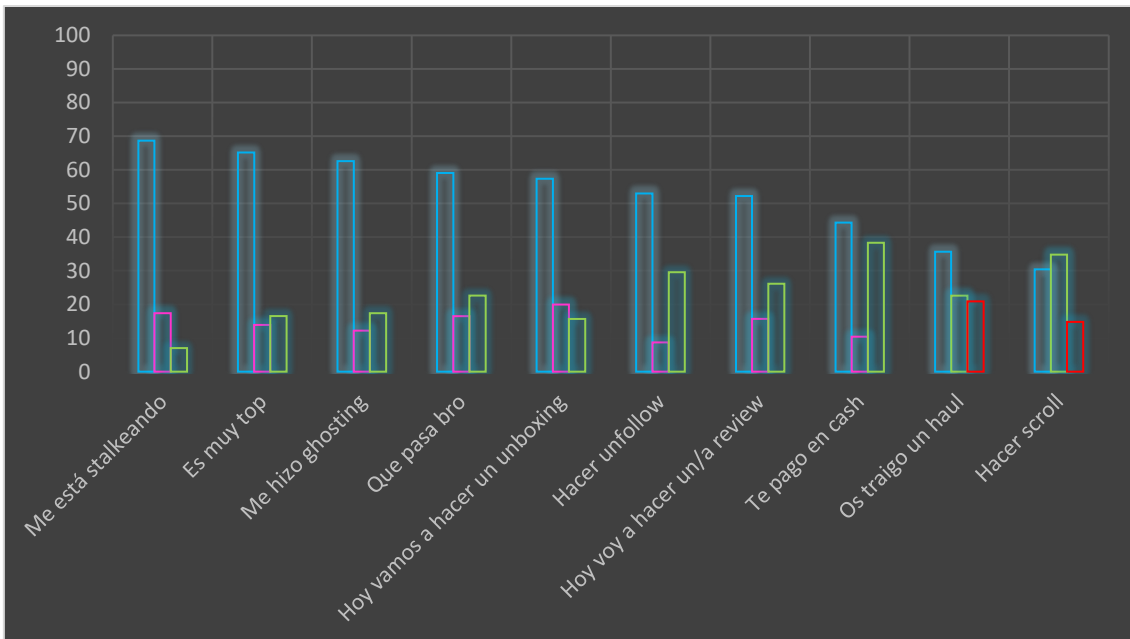


Figure 7. 18-25 years old. Expressions with the highest percentage on answer 6, 2nd and 3rd most scored answers (2).

As the graphs above display, in most of the cases answer 5 is the second most scored answer, followed by answer 3. This tendency reverses as answer 6 obtains lower percentages, answer 5 being in second position in 7 expressions, and in the 2 less popular answers being replaced by answer 1.

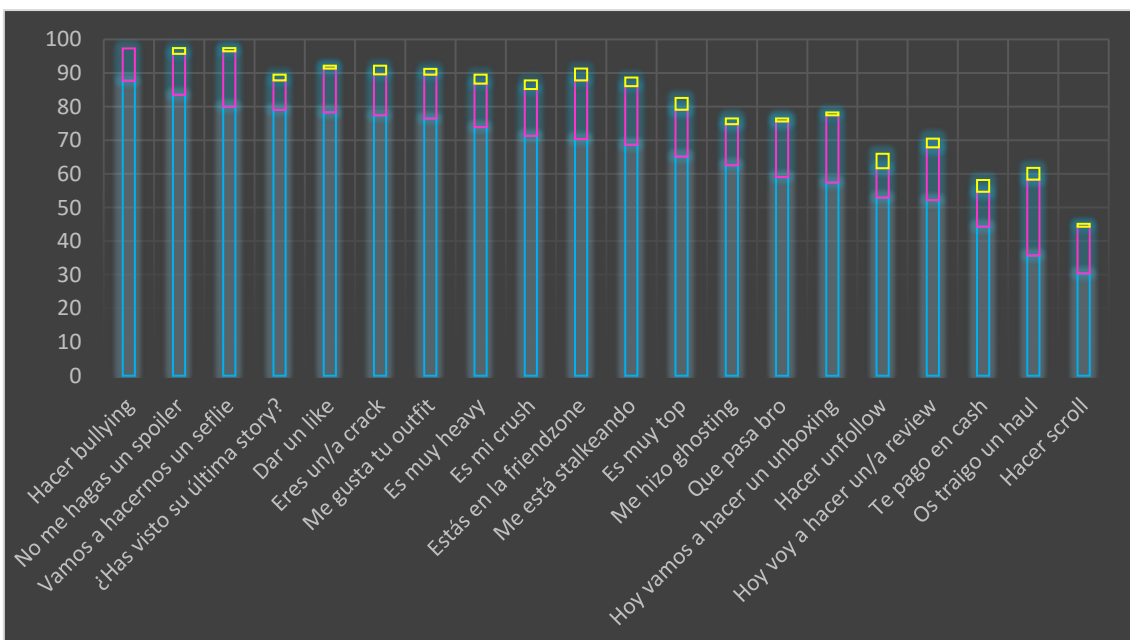


Figure 8. 18-25 years old. Answers 6 to 4.

The results in the graph above show that a high percentage of this group uses these expressions, either both in oral and written discourse or only in oral or only written discourse. The only expression that does not reach 50% on the sum of answers 4

ni 0 cm b[]_1 scroll (Regarding orality, we can see that the percentages reached by answer 5 are in all the expressions higher by far than the ones achieved by answer 4.

26-37 years old

In this group, the values reached on answer 6 are lower.

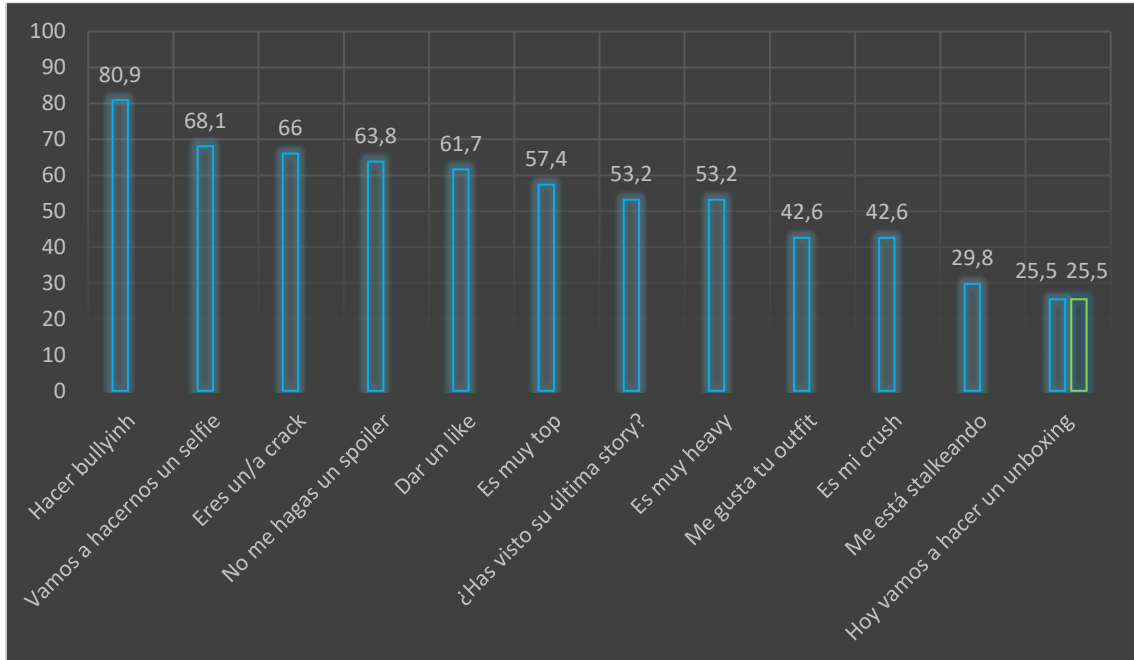


Figure 9. 26-37 years old. Expressions with the highest percentage on answer 6.

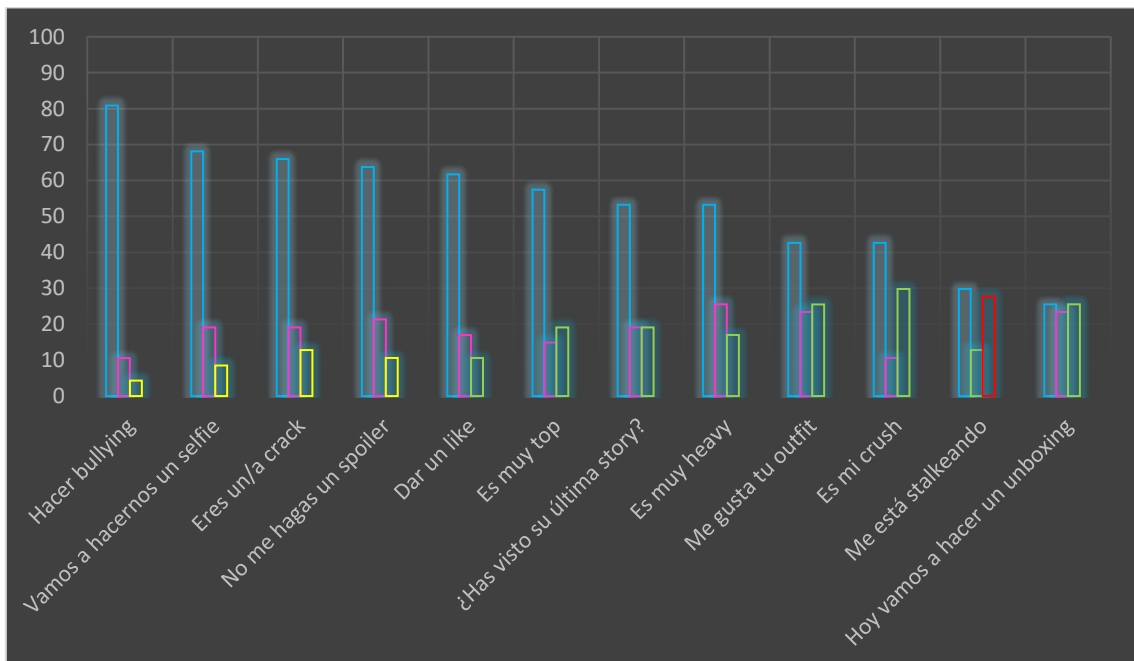


Figure 10. 26-37 years old. Expressions with the highest percentage on answer 6, 2nd and 3rd most scored answers

The graph above reveals that the second position for the expressions with the highest percentage on answer 6 is divided between answer 4 and answer 3, proving that

the use of expressions with anglicisms is lower in this group than in the first one.

Besides, there is more diversity regarding the most chosen answer, answer 6 being 1st in 12 expressions (1 tie), answer 3 in 7 expressions (1 tie), and answer 1 in 2 expressions.

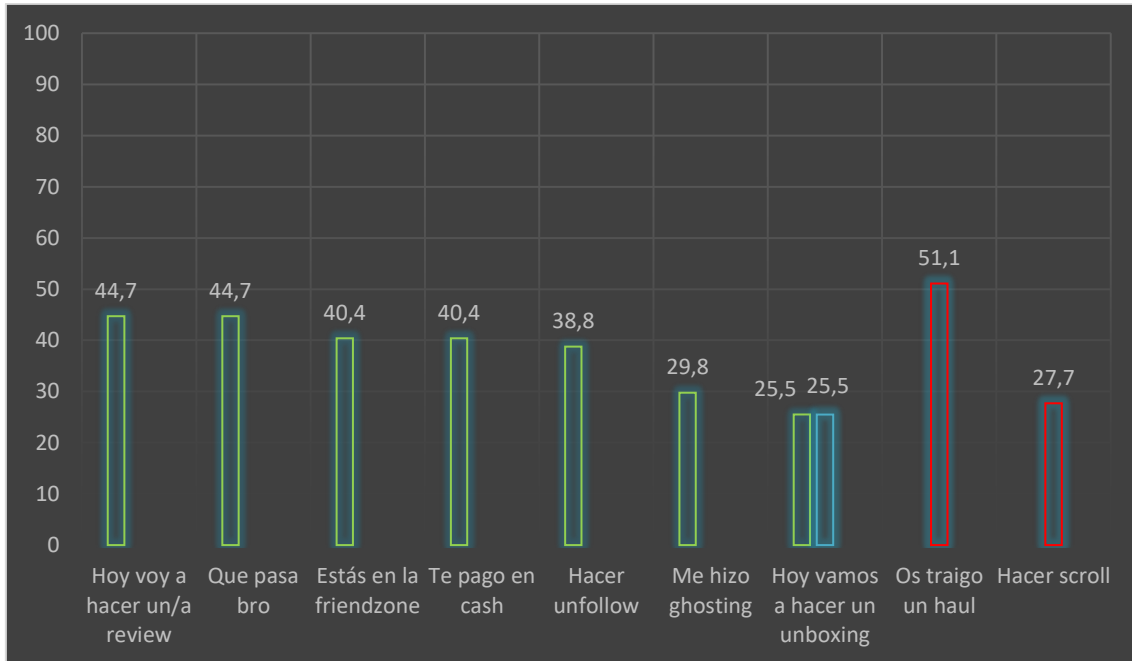


Figure 11. 26-37 years old. Expressions with the highest percentage on answers 3; expressions with the highest percentage on answer 1.

The data presented in the graph below reveals that although there is a high percentage of people that know the expressions but do not use them, there is still another high percentage of people that do use them. The two expressions that rate higher on answer 1 also present answer 3 in second position, these expressions not being very accepted.

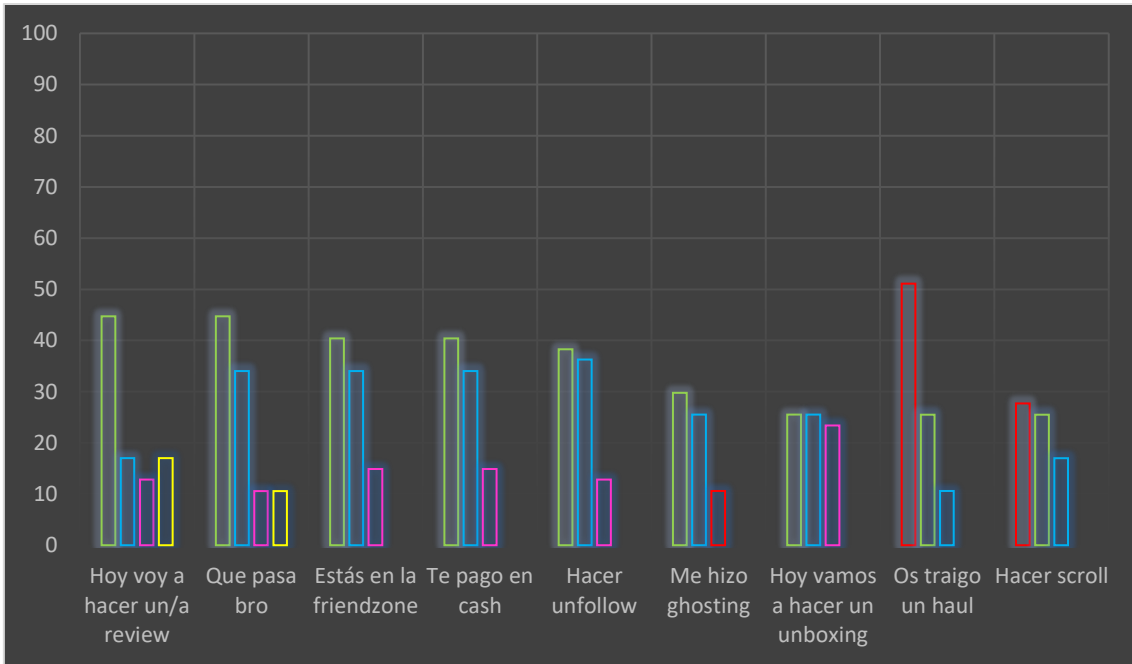


Figure 12. 26-37 years old. Expressions with the highest percentage on answer 3, 2nd and 3rd most scored answer.

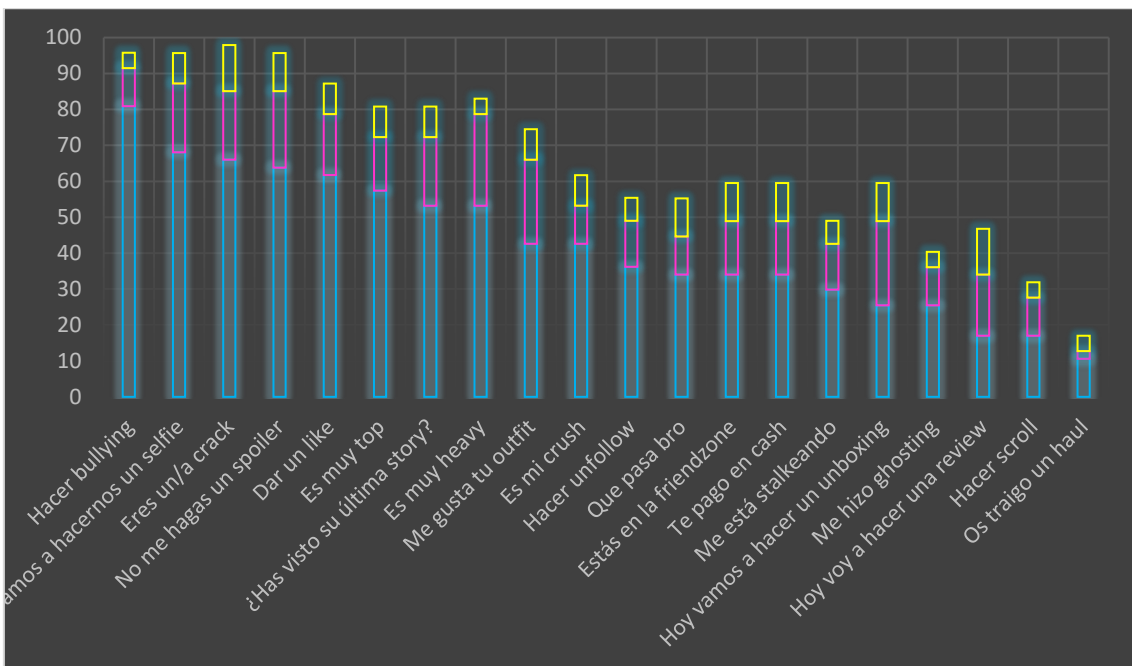


Figure 13. 26-37 years old. Answers 6 to 4.

The information presented in the graph above displays that:

- All the expressions that have answer 6 as the most scored one also reach more than 50% on the sum i [hrq_1m ni 0 on g __m stalkeando .
- All the expressions that have answer 3 as the most scored one also reach more than 50% on the sum i [hrq_1m ni 0 on bis pis [b[]_1 oh)[review [h g _bct i ghosting (_njcn hi n l []] bcha rb[n / &rb_ j_l] hr[a_ i j_i jf_ rb[n om rb_

expressions still reaches a high percentage, achieving more than 40% each.

-The two expressions that rate higher on answer 1 display low percentages on answers 6 to 4, not reaching more than 32%.

-Answer 4 gets higher percentages in this group, still, it does not surpass the ones reached by answer 5 in most of the cases.

38-49 years old

In this group, answers 6 and 3 are still the most common.

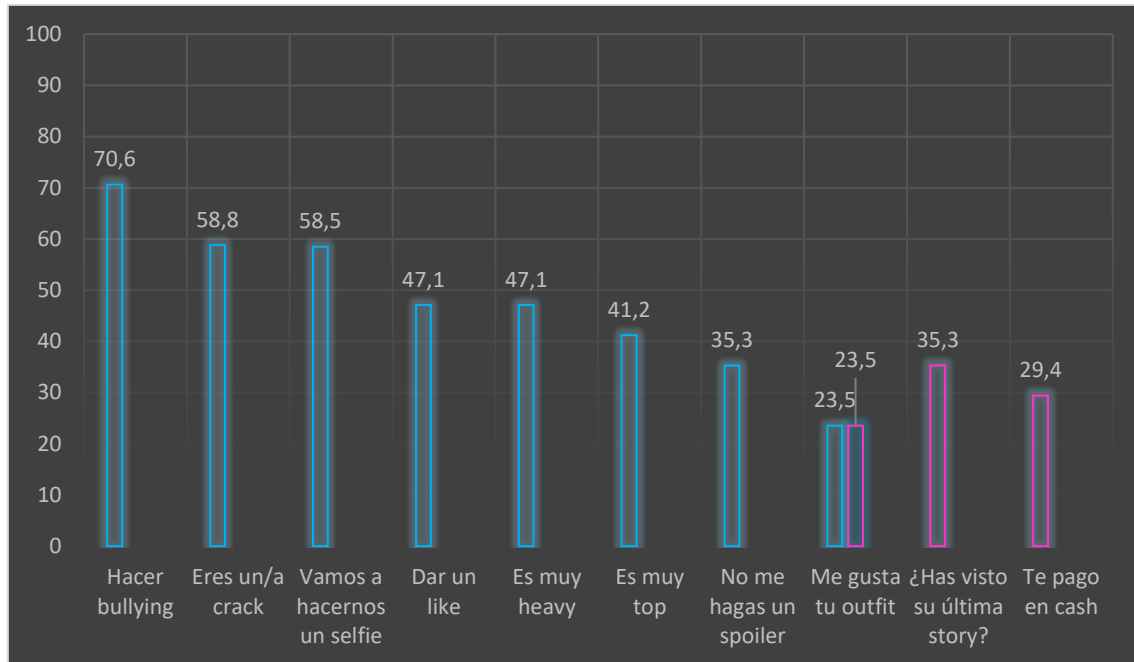


Figure 14. 38-49 years old. Expressions with the highest percentage on answer 6; expressions with the highest percentage on answer 5.

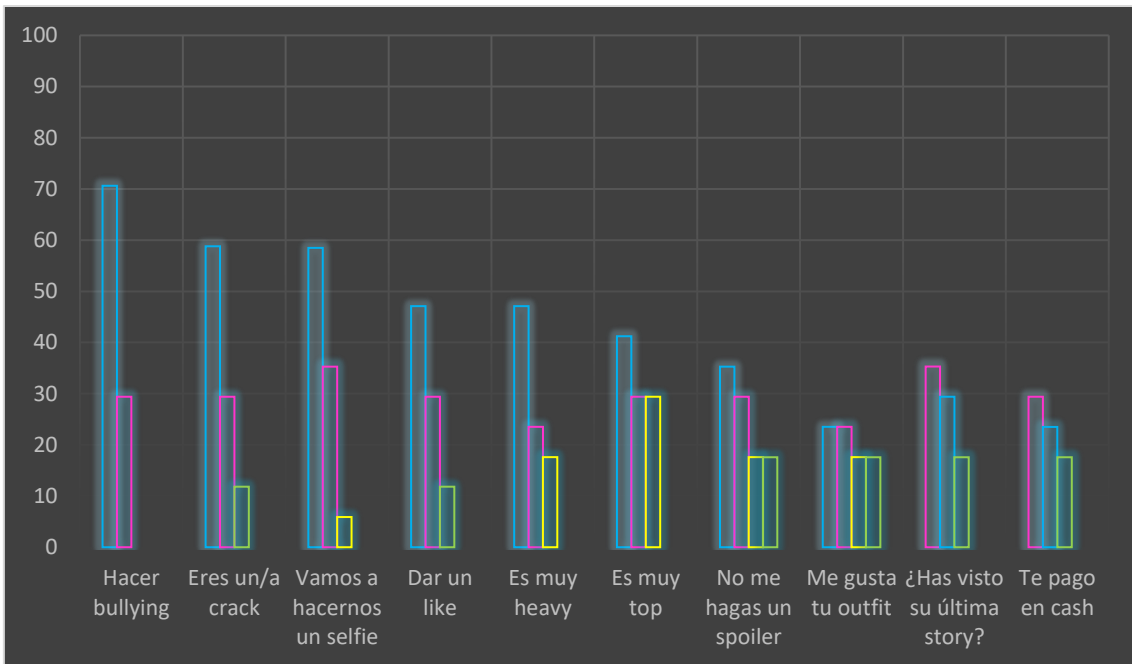


Figure 15. 38-49 years old. Expressions with the highest percentage on answer 6; expressions with the highest percentage on answer 5, 2nd and 3rd most scored answers.

The graph above discloses that all the expressions that have the highest percentage on answer 6, have in second position [hmq_1 / (_m_n&b[]_1 bullying reaches 100% solely on the sum of answers 6 and 5. In third position is usually answer 4 or answer 3, coming to a tie in two of the expressions. The expressions that present answer 5 as the most scored one display answer 6 in second position.

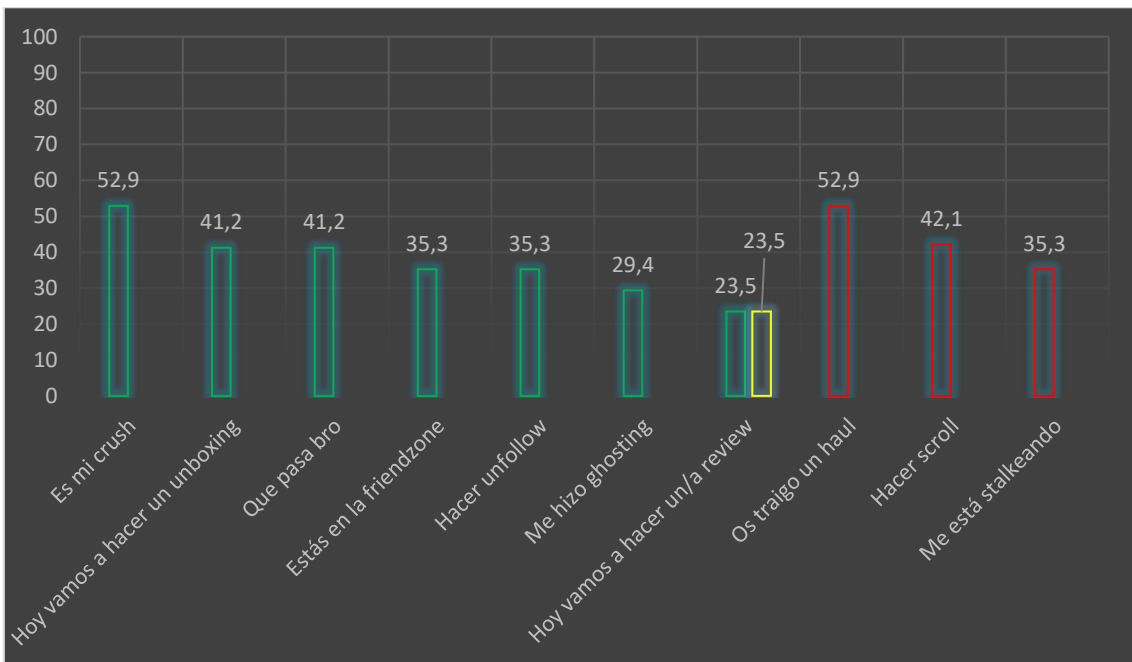


Figure 16. 38-49 years old. Expressions with the highest percentage on answer 3.

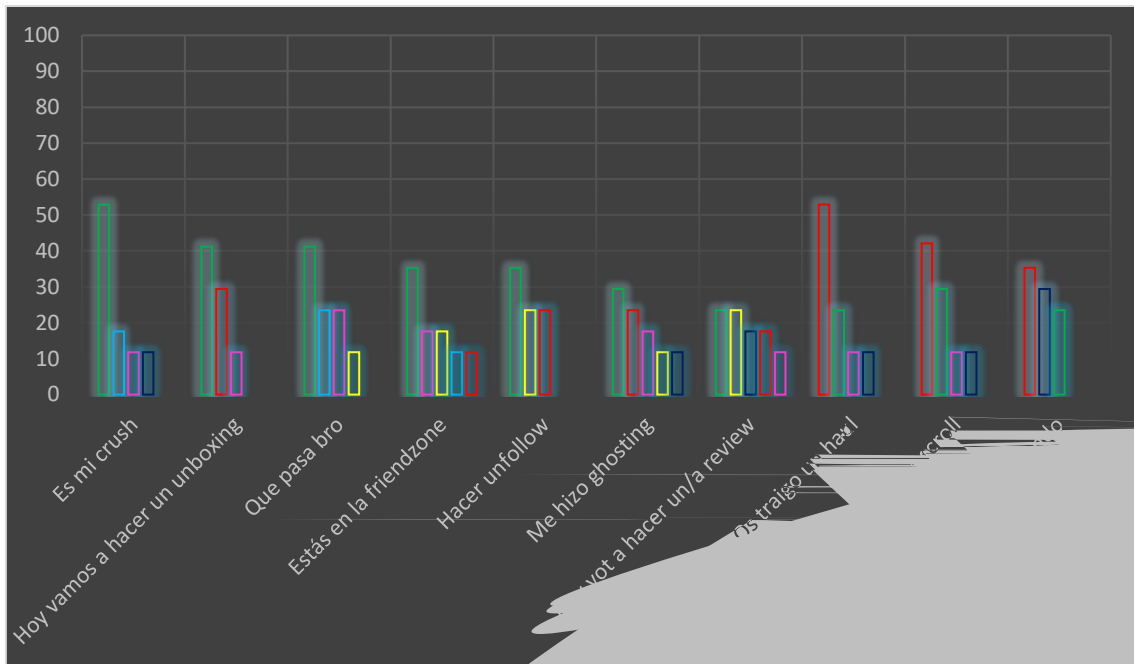


Figure 17. 38-49 years old. Expressions with the highest

The expressions that got the highest percentage on answer 3 are more diverse on the second and third most chosen answers. We find ties between completely opposite [hm̩_1n̩]b [m_m̩_g c crush & [pcha [r_ m_ h [hm̩_1m/ [h , & h _m m_h f [friendzone & which presents a tie between answers 6 and 1. Besides, there is a higher presence of answer 2, which had not reached significant percentages in any other group.

None of these expressions rea] b g i l_ r b [h / i h [hm̩_1m̩ n̩ . on ko_j [r f [bro & ergo these expressions are not being used by the majority of the group.

Regarding the expressions that present the highest percentage on answer 1, we [f̩m̩ d̩ r_ m_ m_ h i j j i m̩ [hm̩_1n̩ & hm̩_1m/ [h , b [pcha [r_ i h i m̩ [cai oh haul [h b []_1 scroll & h hi l_f_p [hn j_1]_ h [a_ m i l [hm̩_1s . n̩ 0 i h g _ m stalkeando (

there are still some expressions that reach the highest percentage on answer 6.

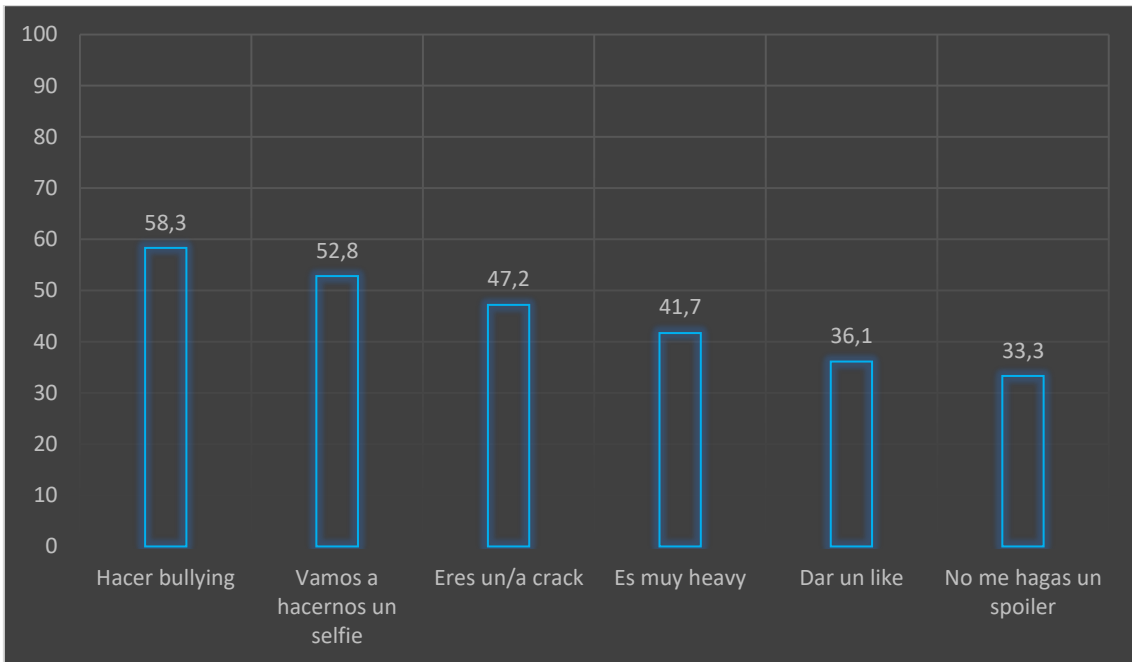


Figure 19. 50-65 years old. Expressions with the highest percentage on answer 6.

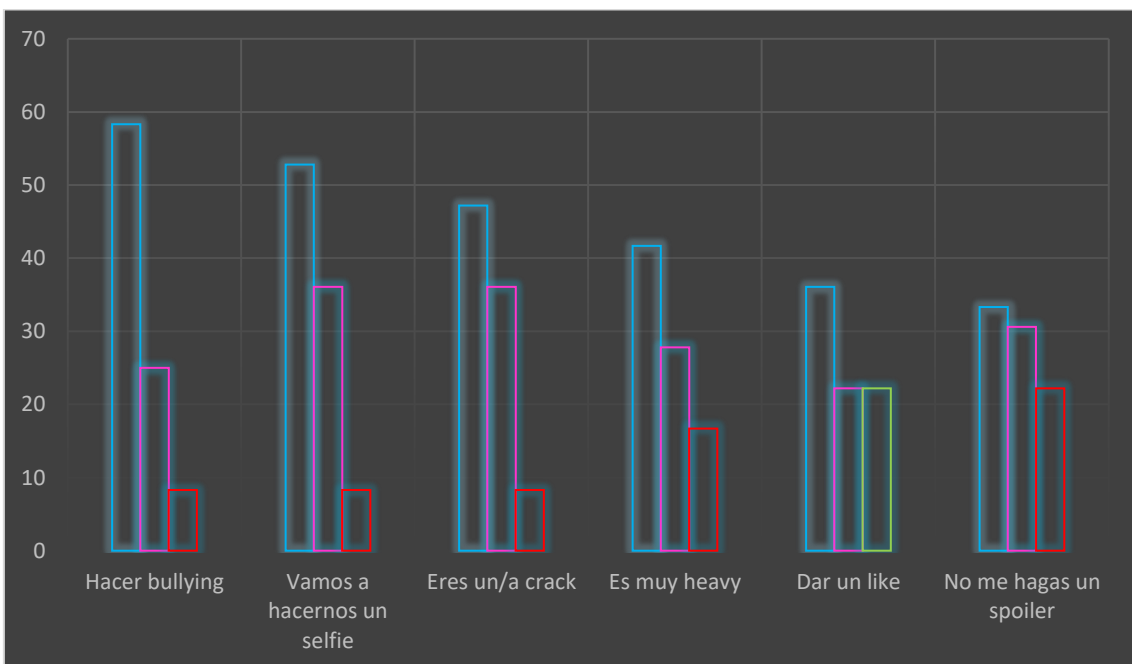


Figure 20. 50-65 years old. Expressions with the highest percentage on answer 6, 2nd and 3rd most scored answers.

The graph above discloses that all of the expressions that present the highest percentage on answer 6 have in second position answer 5, and in 5 of the 6 expressions the third most chosen answer is the opposite, answer 1.

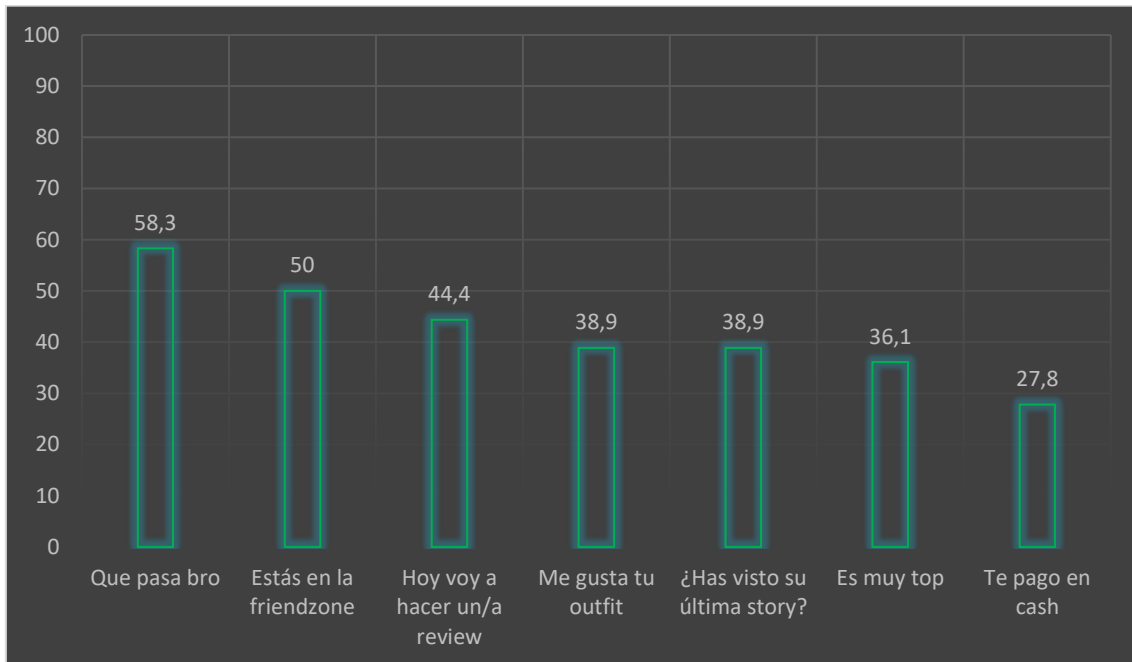


Figure 21. 50-65 years old. Expressions with the highest percentage on answer 3.

The graph below displays that, as happens with the expressions that have the highest percentage on answer 3 in group 38 to 47 years old, the second and third most scored answers in this group are complete opposites, given that the second most scored answer is usually 1 and the third is 6.

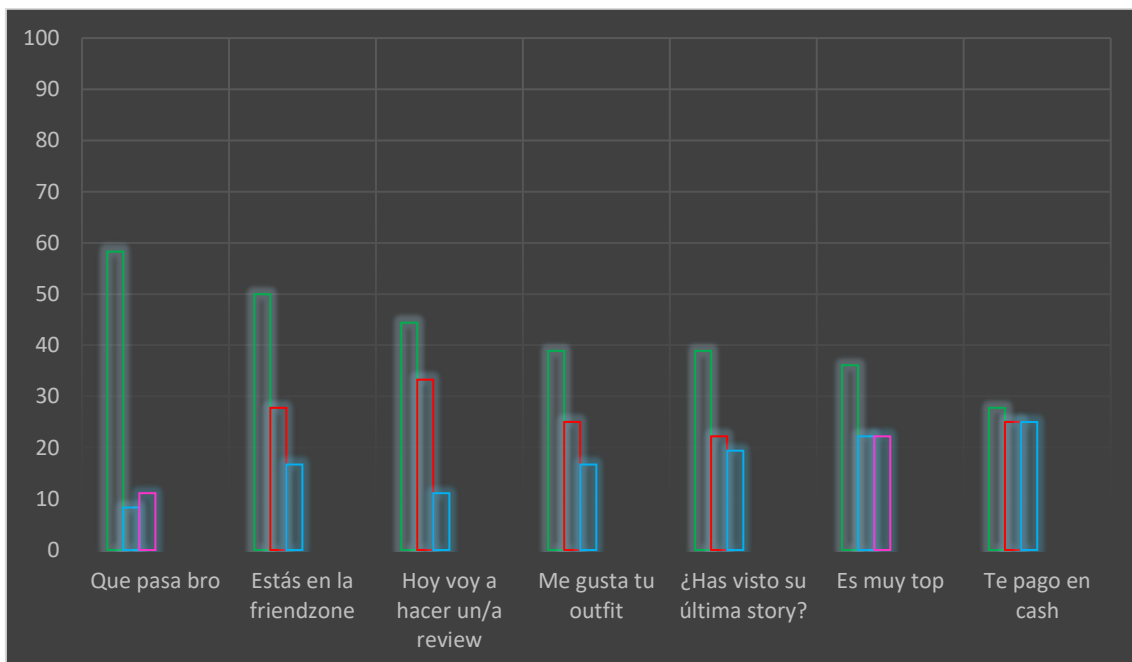


Figure 22. 50-65 years old. Expressions with the highest percentage on answer 3, 2nd and 3rd most scored answers.

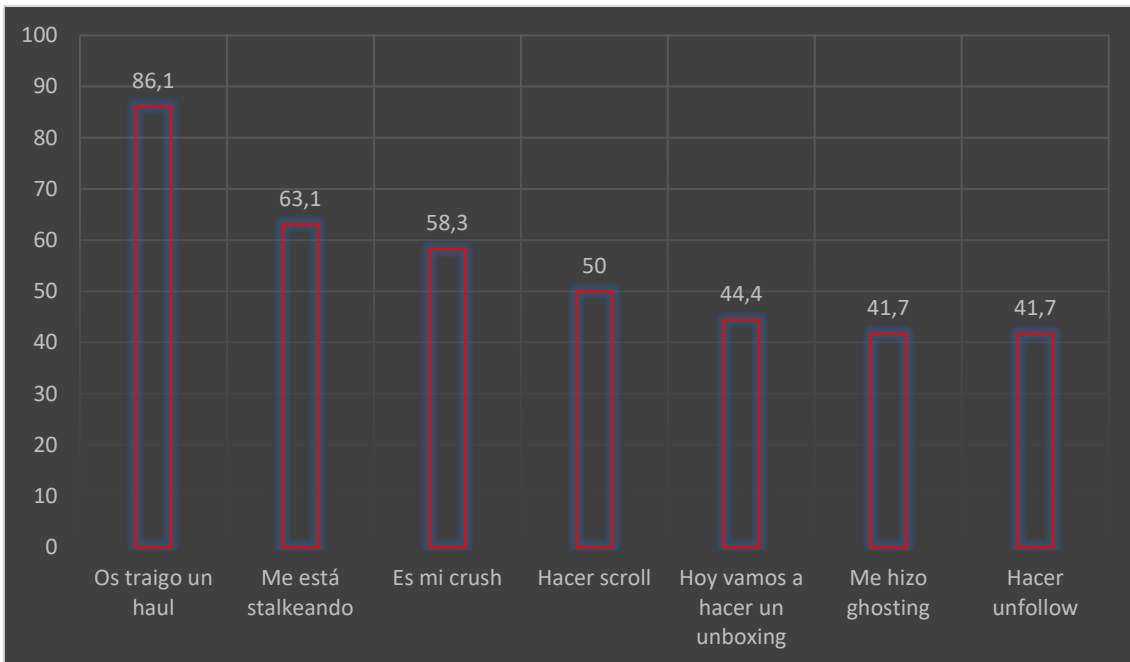


Figure 23. 50-65 years old. Expressions with the highest percentage on answer 1.

All the expressions with the highest percentage on answer 1 present answer 3 in second position, and answer 6 in third position on *g__m stalkeando* (Q_dh r_mh rbd ji mci h _rj _h [hrj_l m0 [h dh i md[cai oh haul [h g_bct i ghosting & [h [r_ _rj _h [hrj_l m0 [h / dh bis p[g i m[b[]_l oh unboxing (The values are so high in answers 1 and 3 that none of these expressions reach a minimum of 50% between answers 4 to 6.

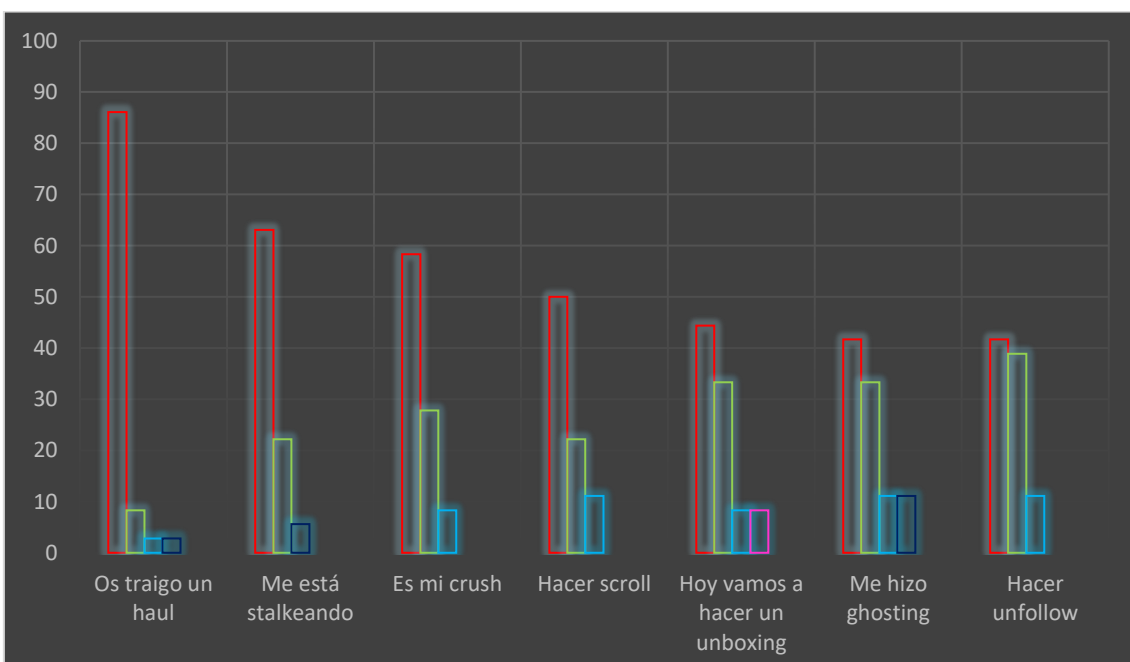


Figure 24. 50-65 years old. Expressions with the highest percentage on answer 1, 2nd and 3rd most scored answers.

The graph below reveals that in this group only 6 expressions are used by the group [di] [as] [i] [rb_] [mlp_s_] ["] [n_] [ai_] [h] [cash] [l_] [b_m_r_] [rfs] / (Nbcm] [f_] [m] [fi] [q] use of anglicisms in this group. Besides, answer 4 is absent in 6 of the expressions, and in the other 14, its presence is not relevant, getting percentages that are lower than the ones achieved in the two previous groups.

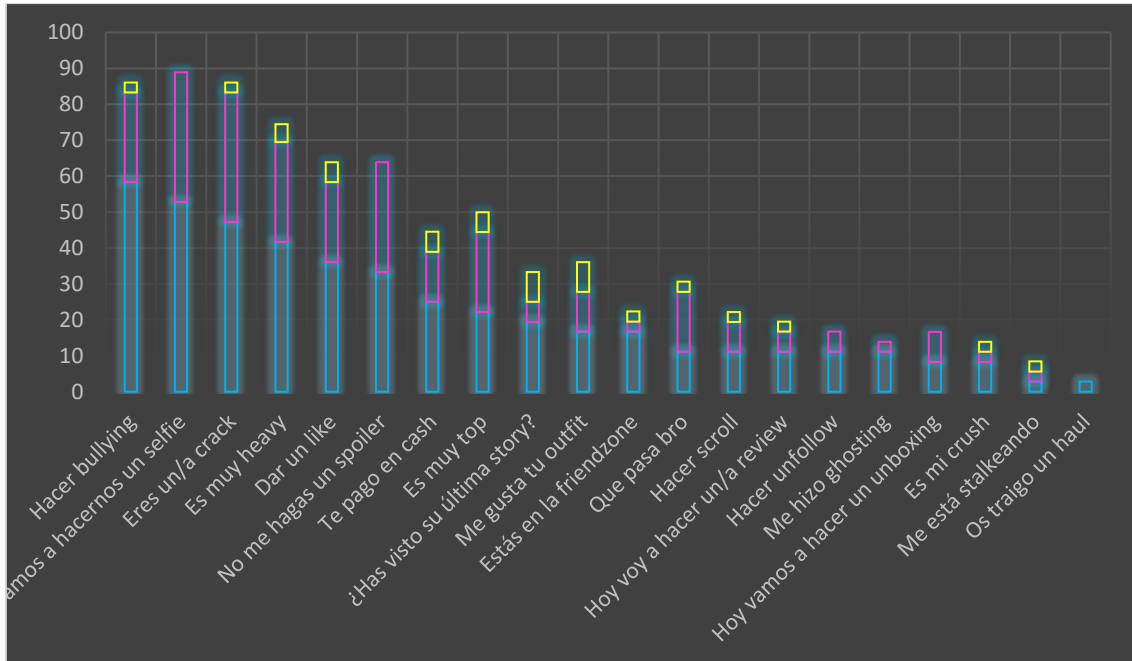


Figure 25. 50-65 years old. Answers 6 to 4.

66 years old onwards

In this group, most of the expressions reach the highest percentage on answer 1 (15 expressions), followed by answer 3 (2 expressions), 2 ties, and answer 2 (1 expression). There are no significant percentages for answer 6.

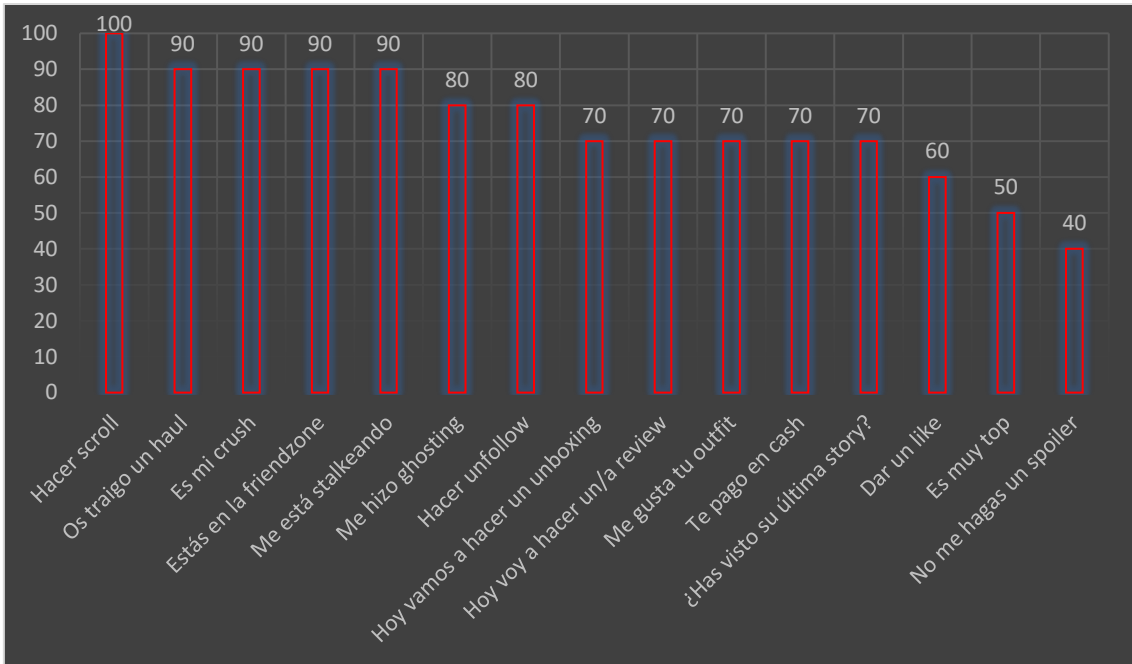


Figure 26. 66 years old onwards. Expressions with the highest percentage on answer 1.

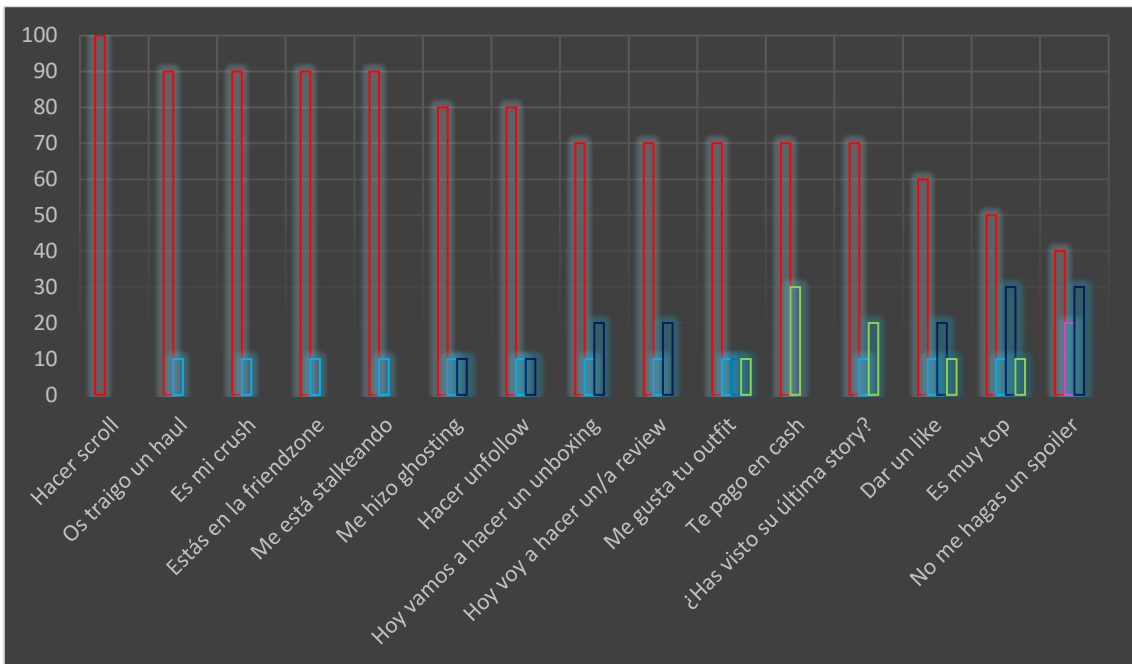


Figure 27. 66 years old onwards. Expressions with the highest percentage on answer 1, 2nd and 3rd most scored answers.

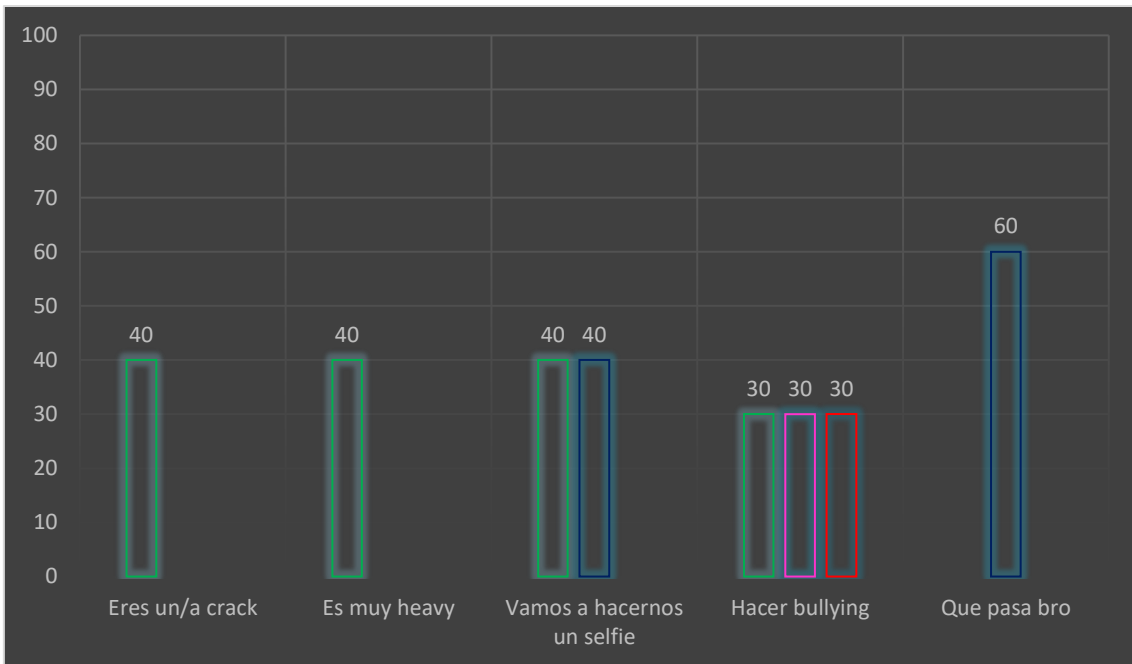


Figure 28. 66 years old onwards. Expressions with the highest percentage on answer 3; expressions with the highest percentage on answer 2.

The expressions that are used by this group go between 10% and 30%, and only present values on answers 6 and 5, displaying that people belonging to this group rarely use expressions containing anglicisms. Even if the results demonstrate that people older than 66 seldom use expressions that include anglicisms, they also reveal that 18 of the 20 expressions analysed in this studio are used by at least 10% of the group, not being completely unknown by them.

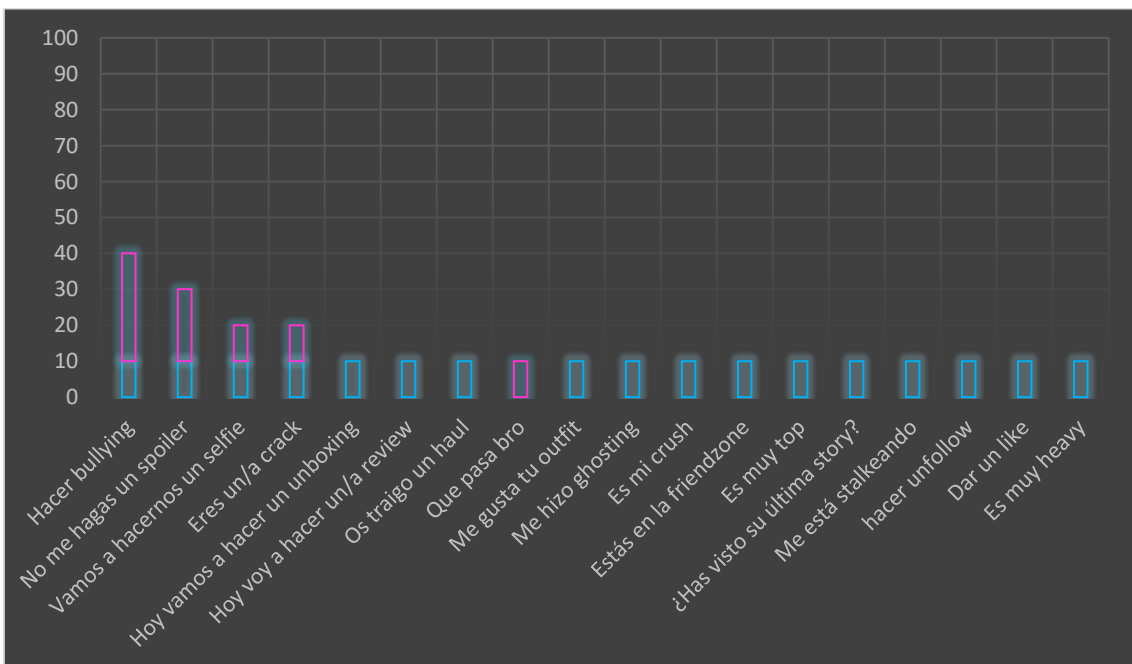


Figure 29. 66 years old onwards. Answers 6 to 4.

5. Conclusions

The results of this study show that there is a direct relation between age, English level and use of social media, given that the younger the group studied is, the higher the percentages in these two factors are. Furthermore, these features are highly linked to the use of anglicisms, since the only group that has a majority of non-social media users (66 years old onwards) and also a majority of people who have not studied English, is also the only one in which there are no expressions with a majority on answers 4 to 6. The rest of the groups have percentages higher than 50% in 95%, 75%, 55%, and 30% of the expressions (going from the younger to the elder group).

Overall, the results show that the expressions presented in the surveys are more used in both oral and written discourse than only oral or only written, confirming the hypothesis and main topic of the present study, that anglicisms are used both online and offline.

Answer 4 does not achieve significant percentages in any group. Nevertheless, the high occurrence of answer 6 proves that it is usual that people who use anglicisms in oral discourse also use them in written discourse. Besides, other studies that focus on the use of anglicisms in written discourse, such as de f[mHc_p_m", , &G i hri li m", , &M_t m', 1 &h Mhi o m', 2]i h dg that anglicisms are an important part of written discourse in social media.

Regarding orality, results reveal an evident dominance of oral discourse over written discourse. Although answer 5 seldom reaches very high values, in several cases it is the second most chosen answer, after answer 6. This becomes evident in groups aged 26-37 years, 38-49 years, and 50-65 years, since answer 6 is too high in group aged 18-25 years, and people belonging to group aged 66 years onwards rarely use the expressions. In these three groups, as answer 6 reaches lower percentages, answer 5 gets higher ones, achieving values that are not too far from each other.

In conclusion, the use of anglicisms permeates both oral and written discourse, having a deeper influence on the former. The study reveals that the youngest group is the most prone to acquire anglicisms, and that the older the people are, the less likely they are to incorporate expressions with anglicisms in their speech. Nevertheless, the results also prove that anglicisms are being used by all of the groups, to a greater or lesser extent, corroborating our hypothesis that anglicisms are part of everyday face-to-face communication at the present time.

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