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Luján-García, C. 2013. *The English Language and Anglo-American Culture. Its Impact on Spanish Language and Society*. Newcastle upon Tyne: Cambridge Scholars. 103 pp. ISBN: 978-1-4438-4210-5.

It is an undeniable fact that English has become the world's lingua franca in the globalised world of the 21st Century. Whether owing to the powerful status of English at a global scale or the influence of the mass media and the Internet, the fact remains that English is at present in daily use among people who were not brought up speaking English as their native language. Most of them live in countries requiring English for tourism, trade or scientific advance. Spain is, of course, subject to the influence of English and Anglo-American culture. Such influence is reflected at the linguistic level in the vast number of words and expressions that Spanish has borrowed from English in significant areas of everyday life, including mass advertising (Durán Martínez 2005; Luján-García 2011), fashion and beauty (Balteiro 2012) and sports (Rodríguez González 2012).

The English Language and Anglo-American Culture. Its impact on Spanish Language and Society, as the title suggests, looks at the tremendous influence of English and Anglo-American culture on Spanish language and society. Following the thriving research field of *English as a Lingua Franca* (ELF), as developed, among others, by Mauranen and Ranta (2010) and Seidlhofer (2011), in this book Luján-García explores the growing phenomenon of English as a global language in Spain. She demonstrates the English language is no longer a property of a minority of English native speakers, as she puts it, but rather a useful tool used by speakers of different origins that allows international and intercultural communication. In order to explore the crucial role English and Anglo-American culture play in Spain, the author provides an up-dated study of its impact on different fields and areas of Spaniards' daily lives through a compilation of studies which are firmly anchored in analyses of authentic language in real contexts.

This volume is organized into six chapters, preceded by a preface, an introduction, which sketches out the book's topic and structure, an acknowledgements section and a list of illustrations and tables. For the sake of the reader's understanding, the book closes

with an appendix which lists Spanish translations or equivalents of the English borrowings that have appeared in the chapters. The bibliography section and an index of subjects round out this book. Though each chapter presented in the volume is self-contained and may be read independently, they make up a coherent whole that provides good evidence for the outstanding presence of English and Anglo-American culture in Spanish society and language nowadays.

The first three chapters are corpus-driven analyses of the pervasive impact of English in the daily life of Spanish people. The volume opens with an innovative study that examines the presence of Christmas greetings written in English in shop windows in Las Palmas de Gran Canaria. The study reveals that English is pervasively used as a means to attract potential customers, who are more likely to be persuaded to buy through English words and messages. Luján-García argues that the presence of English in displays in shop windows shows, on the one hand, a desire for creativity on the part of advertisers, who resort to English to show how cool and trendy they are; and, on the other hand, a desire for fashion on the part of customers, who tend to associate English with the latest trends in clothing, shoes and accessories. According to the author, this pervasive presence of English in shop windows constitutes a proof of the emergence of a certain sense of identity towards English and Anglo-American culture among Spaniards.

Chapters 2 and 3 examine the influence of English on the area of media discourse of the film industry in Spain, namely on film titles and on the Spanish edition of the magazine *Cahiers du Cinema*. In Chapter 2 (“Anglo-American Film Titles and their Translation into Spanish”) Luján-García demonstrates that there is a marked tendency in Spain to keep titles of Anglo-American films in English as a strategy to attract possible viewers. For this study the author gathers data from the cinema listings of two newspapers, *El Mundo* and *Canarias 7*. To be precise, she uses a representative sample of 276 films premiered in Gran Canaria in 2008, out of which 175 are of Anglo-American origin. Significantly enough, almost 30 per cent of these titles remain in English and 10 per cent add Spanish subtitles to the original English title. This high percentage seems to confirm the tendency to keep the title in English for the films premiered in Spain. The author concludes by saying that the absence of translation in the titles of almost 40 per cent of the American and British films under analysis can be interpreted as one of the effects of the increasing and, in the author’s own word, “invasive” influence of Anglo-American culture on the field of cinema.

In Chapter 3 (“Anglicisms in Spanish Film Magazine *Cahiers du Cinema*”) the author analyses the lexical anglicisms excerpted from a sample of 12 issues of the Spanish edition of the cinema magazine *Cahiers du Cinema* over one year period (from July 2007 to July 2008). The quantitative and qualitative analysis carried out provides evidence of the tendency to use lexical borrowings in the area of cinema printed press in the form of the so-called pure anglicisms (*casting*), calques (*happy ending*) and translation couplets (*fiction-ficción*). English is not used at random in the pages of *Cahiers du Cinema*. Though the vast majority of the borrowings detected in the sample have equivalent words in Spanish, the presence of English loanwords is a consequence

of the hegemonic power of the United States in the film industry, which leads to a more or less overt connection between English and prestige, fashion or even snobbery, as Luján-García claims. In this sense, the lexical anglicisms detected in the corpus can be said to fulfil an *expressive* function (cf. Rodríguez González 1996: 111) insofar as English loanwords, especially the less common ones mostly because of their foreign appearance, are stylistically marked and likely to develop an expressive meaning that conveys a particular attitude on the part of cinema critics, namely affectation, snobbery or intellectual superiority. The author also notes that stylistic markings of borrowings lead to specialized meanings, giving rise to a distribution of usages between the native and the foreign term. For example, *película de suspense* is more common in standard Spanish, whereas its English equivalent *thriller* tends to appear in more technical registers typical of specialised fields like cinema criticism.

Chapter 4 (“English in the Spanish Educational System: A Case Study”) looks at the influence of English and Anglo-American culture from a completely different perspective. It presents a case study about the impact of English on the Spanish educational system. Luján-García concentrates on a sample of 10 to 20 year-old students from different regions of Spain and different backgrounds (the respondents belong to tourist, rural and industrial areas). These students are administered a survey that aims at analysing three issues: contact with English, language attitudes and participants’ self assessment of their own levels of competence in English. The results obtained from the participants’ responses reveal that young Spanish students feel that they are exposed to English through music and the Internet; they are aware of the importance of English to communicate in daily life; and they think that they master certain elementary reading, writing and listening skills while their speaking competence is poor. The author concludes this sound study by making a claim that has important pedagogical implications: “Learning a second language should always be an added value to a person, but not a source of frustration for those who persist on trying to unsuccessfully imitate native models” (p. 71). She thus encourages non-native teachers of English to abandon the habit of imitating native models. This seems to confirm Cook’s position on the subject: “The ability to imitate native speakers is no longer relevant; what counts is the ability to use the second language purposefully for their own reasons” (2011: 5).

In the light of the evidence obtained in the preceding studies, Chapter 5 (“English in Interpersonal Communication and a Sense of Identity”) addresses two basic questions: the role of English as a communication tool in multicultural and multilingual contexts and the emergence of a sense of identity with English among non-native speakers of the language. Luján-García strongly believes that the traditional view of English as a foreign language should be abandoned in favour of a more flexible approach that considers English as part of a global culture, free from the imposition of native models to imitate and strict rules to follow. She takes a clear position by stating that English is a global language, “nobody’s property”, and should be considered as such, as a *lingua franca* for worldwide communication rather than as a foreign language. As for the issue of people’s sense of identity with English, the author maintains that the role of English as a *lingua*

franca in today's globalised world should by no means lead to a threat to national languages, identities and cultures.

The final chapter ("Activities and Reflections") offers a set of questions on the different topics dealt with throughout the book. In doing so, the author makes it easier for the reader to reflect on the contents of the volume. The questions and activities presented are intended to invite critical reflection upon the issues and areas addressed and stimulate the reader's curiosity. In this sense, this chapter may prove to be useful for classroom activities, though, obviously enough, the volume under review is not a learner-centred book.

One of the book's best values lies in its comprehensive and integrating nature. Luján-García goes beyond a purely linguistic analysis of the complex phenomenon of culture and language contact. She successfully combines cultural, social and linguistic aspects to approach the influence of English and Anglo-American culture on Spanish life.

Another strength of the volume is that the first three chapters are based on current empirical research. The author analyses data excerpted from a corpus of real language use in natural contexts. In spite of the fact that Luján-García relies on small data samples, which does not allow her to reach valid conclusions in quantitative terms, as she acknowledges, I think that the analysis of the data carried out offers significant results regarding the influence of English and Anglo-American culture on Spain and Spanish language nowadays. In this respect, she follows Rodríguez González (2003: 574), who maintains that the use of corpus data is a useful tool for analysing objectively the function of anglicisms in contemporary Spanish.

Though my opinion on this book is very positive, perhaps the only objection I would make against it is that the persuasive nature of anglicisms has not been dealt with in depth. I missed a more thorough analysis of the deliberate use of English words to attract the attention of the audience in the fields of advertising (Chapter 2) and cinema industry (Chapter 3). Though the author is aware that some loanwords fulfil a persuasive function in the corpus consulted, the analysis of the intentional use of English as a rhetorical device is nowhere to be found, in spite of the fact that to resort to English loanwords constitutes an effective persuasive strategy, as Durán Martínez (2005) demonstrated in tobacco and alcohol advertising campaigns published in the Spanish press. I think that Luján-García's book would have certainly benefited from a deeper insight into the rhetorical nature of the anglicisms used in shop windows and film titles to attract potential customers and viewers respectively.

In summary, this book makes a useful contribution to current research in the field of applied linguistics. The volume is well-structured and clearly written. The author uses up-to-date literature and includes recent data. The analyses carried out are correct and the results give satisfactory answers to the research questions proposed in the chapters. Luján-García's work is also valuable for her critical comments and strong claims about the role of English and English language teaching in the present era of globalisation. This text should be of interest to researchers working in this discipline, students of applied linguistic courses and teachers of English at all educational levels as well as to

anyone interested in the impact of English and Anglo-American culture on Spanish language and society.

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