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The Importance of Ethical Values in Explicit Music in English from a Parental Perspective

La Importancia de los Valores Éticos en la Música Explícita en Lengua Inglesa desde Una Perspectiva Parental

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Resumen

Dada la importante influencia del idioma inglés en la mayoría de los centros educativos en España, así como en las principales listas de éxitos de la música popular en este país, y considerando la actual crisis de valores éticos a nivel mundial, el objetivo de este estudio fue evaluar principalmente el nivel de preocupación de los padres relacionado con el lenguaje explícito en las canciones en lengua inglesa inglés y relacionar su conexión con los valores éticos propios. El instrumento utilizado para la recogida de datos fue un cuestionario con escala de Likert (con 5 opciones de respuesta) siguiendo las hipótesis de este estudio (Comportamiento y emociones de los menores; Nivel de inglés y comprensión del idioma, música explícita difundida a nivel mundial y modificación de la ética si los valores se dan en un idioma

extranjero), los cuales fueron definidos a través del modelo de ecuaciones estructurales (SEM-PLS), método recomendado para estudios en ciencias sociales. Se recogieron un total de 160 respuestas de padres/tutores que afirmaban tener un nivel medio-bajo del idioma inglés y con niños/alumnos que estaban matriculados en diferentes colegios bilingües de Extremadura (España). De hecho, los resultados revelaron una actitud relajada hacia los valores éticos comprometidos por el lenguaje explícito, en caso de que estos fueran en un idioma extranjero, lo que evidenció una clasificación personal diferente de los valores en un idioma extranjero.

Palabras clave: valores, música en inglés, lenguaje explícito, padres/tutores.

Abstract

Given the significant influence of the English language in most Spanish educational centres in Spain as well as on main top popular music charts in this country, and considering the current crisis of ethical values on a global level, the aim of this study was to primarily assess the level of parental concern related to explicit language in songs in the English language and relate its connection with own ethical values. The instrument used to collect data was a Likert-scale based questionnaire (with 5 response-options) following the hypotheses of this study (Behaviour and emotions of minors; Level of English and understanding of the language, explicit music broadcasted globally and modification of ethical values if in a foreign language), which were defined through the structural equation model (SEM-PLS), a method recommended for studies in social sciences. A total of 160 responses were collected from parents/tutors claiming they had a lower-intermediate level of the English language and with children/students who were enrolled in different bilingual schools in Extremadura (Spain). Results actually revealed a relaxed attitude towards ethical values compromised by explicit language, should these be in a foreign language, therefore evidencing a different personal ranking of values in a foreign language.

Keywords: values, music in English, explicit language, parents/tutors.

1. Introduction

Few are the studies focusing on the understanding and perception of English explicit music by L2 students and more specifically on the use of age rating systems for music being air-played in Spain. When ethical values are involved in explicit lyrics in a different language, the ranking of priority given by parents/tutors may dramatically change.

It is appropriate to state that music has always been an inseparable entertaining and multi-purpose activity in everyday situations with endless positive outcomes, and even more now with the assistance of mobile phones, which have become an essential device with the potential to have a central place (Amali et al., 2012) in the lives of young people. However, for the last

few years, an increase in the use of inappropriate language, in particular in song lyrics, (Schellenberg and Scheve, 2012; Madanikial and Bartholomew, 2014), has become a «must» to reach top charts, therefore affecting all means of communication and creating a hardous task for regulations to tackle in an interconnected world. Actually, lyrics have the potential to influence emotions (Taruffi and Koelsch, 2014) and why not, ethics. Music, as an external factor, may have the possibility to influence the acquisition or modification of values.

It has been vastly proven that the effect of music on young individuals is of paramount concern as music becomes a mirror to reflect certain behaviours by means of continuous exposure to violence of sexual stereotypes, as examined in the study of sexualisation in the Billboard Top 100 music lyrics from 1959 to 2009 (Hall et al., 2012).

The impact of explicit lyrics can surely play a relevant role on social behaviour (Greitemeyer, 2009a) as young people may easily replicate the content they listen to regardless of possible negative consequences in their social lives.

On a more positive note, musical content is, no doubt, paramount in the education of children (Fonseca-Mora, 2000; Do and Schallert, 2004) as it has the power to stimulate both our ability to reason and organise our mental structure, especially during the learning process, which will determine its development (Figueiredo and Silva, 2008). In Spain, EFL is promoted at all educational stages. The curriculum of both primary and secondary schools is determined and established by the Ministry of Education (Rica-Peromingo, 2009).

On the other hand, globalisation, often referred to as a "dynamic process (Sampedro, 2002) shared by society mainly aided by the information revolution is a speedy communication process", affecting, among other sectors, music. Due to global means of communications values that were considered unacceptable (Pajaziti, 2014) some generations back, are now accepted, which is a factor contributing to conflicts among generations and cultures (Amuthavalli and Sridevi, 2014). Society is experimenting the effect of world-wide communication and subsequent relaxation of social values, which is reflected in the language (Sortheix et al., 2017), sometimes in the form of profanity, despite the efforts of the family nucleus to pass on traditional values, which are now changing (Verdú, 2009).

Explicit music lyrics can be considered a relatively new topic for research where different factors such as genre or legal frameworks play an important role when it comes to air playing songs. Minors are protected from inappropriate content (Law 7/2010, of March 31, on General Audiovisual Communication) in order to safeguard their moral, psychological and physical development by different regulating bodies. Nonetheless, the system regarding radio broadcasting content is yet to be addressed, specially affecting music in a foreign language, in this particular case, English.

The main aim of this work was to assess the degree of parental awareness of the use of strong language in music in English considering the importance they give to the education of their children in English and the connection with their ethical values in order to protect the rights of minors and safeguard own ethical values. Thanks to the use of multiple tools such as random samples of

music, self-claimed statements and a short questionnaire, awareness was raised among the involved parties.

2. Literature review

2.1 Does music dictate emotions/behaviour in young people? (MYPE)

It is widely known that one of the main activities of young people is listening to music, which is broadcasted through different communication channels. The American Academy of Pediatrics (2009) revealed that youngsters would spend over 40 hours a week, on average, on this particular activity, as it may become an scenario to build their personality and find integration with other peers (Papinczak et al., 2015).

Besides, music awakes different emotions (Sloboda and Juslin, 2001). As stated by Schellenberg and Scheve (2012), popular music has become more «sad-sounding» with the passing of time and they have focused on lust, leaving the proportion of love behind (Madanikial and Bartholomew, 2014). This may affect intimate relationships as «the relationship between the body and sex is unambiguously portrayed in contemporary media (Aubrey, 2006), which is supported by the language mirroring social and psychological change» (DeWall et al., 2011).

Commencing by the intimate relationship between young people and music, it may be inferred that they are both connected and engage with each other, supporting moods and emotions (Taruffi and Koelsch, 2014). Having a close look at the amount of profanity today and in line with what experts claim, there must be an evolutionary advantage in the use of that type language (Jay and Jay, 2015). Nowadays, «Some profane words seem to be overused, which shows an attitude of relaxation towards them» (Sánchez González, 2020). Strong language expresses emotions and helps coping with stress, as it is a powerful tool generation after generation (Bergen, 2016). According to Parra (2019) profanity is losing power and is used in the name of freedom of speech, but the fact that there are parental control settings indicates the need to regulate it. Also, past research related to the social learning theory developed by Bandura (1977) evidenced that direct experience and observation of behaviour of other peers form different patterns of behaviour.

Past research has proved a decrease in values among younger generations (Casal et al., 2011), partly as a consequence of the global economic crisis, which has had an impact on all sectors of society (Méndez-García, 2012). The crisis of values, according to the opinion of some experts, is more focused on moral aspects (Sharma, 2014) rather than intellectual ones.

This first construct leads to hypothesis 1:

H1: Being aware of the music young people listen to and the impact on emotions (MYPE) positively influences awareness of modification of ethical values (MEVFL)

2.2 Level of English and understanding by L2 learners (LEUEL)

Nowadays, the exchange of any type of information in a fast-technological era on a global level and, as argued by Graddol (1997: 50), internet being «the flagship of global English», highlights the fact English (considered a lingua franca) needs to be considered as a valuable tool for any field of knowledge, including music. Mobile devices have become facilitators for musical entertainment and offer endless possibilities to store music and provide stimuli in combination with the digital world, which in turn can be applied to academic fields such as the English language classroom (Cotič et al., 2019).

According to Alcaraz Varó (2000: 14), EFL «is the first choice in primary and secondary education curriculums of nearly every country», especially in the European Union (Graddol, 1997). Learning English then becomes a tool that helps students with independence in different life scenarios and make them open to other cultures. Music can have a positive effect on pronunciation skills in the English classroom as a learning tool that assists memory activation, as reported by Fonseca-Mora (2000).

2.3 Ethical values changing

In a world heavily influenced by technological opportunities affecting all cultural fields, ethical values are taking second place, mainly because, as stated by Schwartz (1992), values' modification may mirror both individual and mixed interests as a reflection of cultural variety due to the consequences of mutual interaction and influence between individuals and society. Exposure to bad language is associated with acceptance and use of similar language, which in turn influences both physical and verbal aggression, (Coyne, 2011) has previously been researched on revealing such correlation. Values guide our actions, emotions and behaviour and train individuals to make choices according to consequences involved in those choices. From a pedagogical point of view, a new paradigm of thought and perception of people as individuals as well as part of society needs to be considered (Gallego et al., 2017).

This second construct leads to hypothesis 2:

H2: A higher level of English and subsequent understanding of explicit music lyrics (LEUEL) positively influences the modification of ethical values in that foreign language (MEVFL)

2.4 Explicit music broadcasted on a global level (EEMB)

Society is experimenting a process of relaxation of social values (Sortheix et al., 2017) due to world-wide communication being one of the main factors. As Pajariti (2014) states, there has been a significant change in values, due to global means of communication. Some of those would have not been accepted a few generations ago, but now they are common ground and therefore they can be considered a factor that may contribute to conflicts amongst generations and cultures (Amuthavalli and Sridevi, 2014). In line with the study, Garg (2014) and Sharma (2014) believe that science and technology have also contributed to the crisis of values, backed up by globalization.

2.5 Awareness and use of regulations and age rating systems in music

In this digital era, the labelling system or censorship may be long gone and forgotten about and recently replaced by the *E* sign as a parental warning on some online music platforms, however radio broadcasting finds it hard to warn listeners of the use of strong language, especially when music in English is on air. In the case of Spanish popular radio broadcasting, music charts are heavily influenced by USA and UK music trends. These countries make use of independent regulators for audiovisual contents, namely, the Office of Communication, in the United Kingdom, which monitors TV and radio broadcast (Ofcom, 2015) and the Federal Communications Commission, in the United States of American, which makes sure all forms of broadcasting do not violate the federal law (FCC, 2018) by using inappropriate language regardless of what inappropriate language may be considered today.

One of the policies of the European Union Commission (2011) addresses the protection of minors regarding content regardless of how it is broadcasted in compliance with the EU's Audiovisual Media Services Directive, which governs the «EU-wide coordination of national legislation on all audiovisual media, both traditional TV broadcasts and on-demand services». The parental responsibility is mentioned as essential for the protection of minors. In Spain, it is current Law 7/2010, of March 31, on General Audiovisual Communication, that mainly regulates and monitors TV programmes, films and video games by a rating system, but what about music on traditional radio broadcasting during protected time slots?

The family nucleus is the main group that transfers values from generation to generation; values that are intimately connected to ethics and morals, including self-exploration, self-improvement and self-recognition, which guide patterns of activity and are intrinsic to the behaviour pattern itself (Wilson and DuFrene, 2009). In the life of a young individual, music is a constant surrounding factor that is well-known for being a way to build feelings and emotions (Saarikallio and Erkkilä, 2007; Saarikallio, 2010), and which directly or indirectly will have an impact on own ethical values. What if ethical values are portrayed in music in a different language?

First, English and ethics sessions need to be addressed, including teaching ethics in English to keep balance with ethics in Spanish. By means of music, the perfect connector to engage with young people, these periods could not only be entertaining but also set bases for ethics in the music industry affecting all languages. This could be the case of any country where English is taught as a second language. After all, a language comes with its culture and culture includes values.

Second is the need for proposing models of ethical behaviour when selecting music, therefore promoting a common language amongst individuals, music and ethics, which would lead to the building of moral consciousness amongst people.

Third is the need for developing a global age rating system for music, which would reinforce ethical values among families. Families and tutors are initially being held responsible for the education of children/students in all developmental stages and academic fields.

Taking into account all of the above, this third construct leads to hypotheses 3, 4 and 5:

H3: The level of English and subsequent understanding of explicit music lyrics (LEUEL) positively influences music being globally broadcasted (EEMB)

H4: The level of English and subsequent understanding of explicit music lyrics (LEUEL) positively influences music young people listen to and the impact on emotions (MYPE)

H5: Explicit English music being globally broadcasted (EEMB) positively influences the modification of ethical values in that foreign language (MEVFL)

Table 1. Profane songs found on mobile phones of parents/tutors

Year	Song title	Artist
2014	Do what u want	Lady Gaga
2015	I hate you, I love you	Olivia O'brian
2016	Slow Down	Chase Atlantic
2016	B.E.D.	Jacquees
2016	Pillow Talk	Zayn
2016	Starboy	The weeknd
2017	All mine	Plaza
2017	Wild Thoughts	Rihanna
2017	Unforgettable	French Montana
2017	Issues	Julia Michaels
2018	Friends	Marshmello
2018	Rockstar	Post Malone
2018	Arms around you	XXXTentacion
2018	Be alright	Dean Lewis
2019	Break up with your girlfriend	Ariana Grande

1. Method

Encouraged by the research question: Do parents/tutors modify their ranking of ethical values if in a different language?

The first stage of this study focused on searching for related literature on music and impact on young people, also the role of globalisation on music and how L2 students can perceive explicit lyrics in other languages, in this case, English. Besides, a general quest for broadcasting legal frameworks in Spain, in the United Kingdom and the USA, as main influencers on global music charts, was carried out in order to provide the appropriate scenario to find out regulations backing up the rights of minors regarding music. Besides, a group of random parents/tutors were contacted, after a brief explanation of the study, to participate in the process.

3.1 Population

In order to contextualise and meet the aim of this work and provide the possibility to predict and better understand a phenomenon (Creswell, 1994), mainly the quantitative research method was held by means of a 12-item questionnaire.

A total of 98 females and 62 males (n=160 parents/tutors), with ages ranging from 38-55, with children in the bilingual section (English/Spanish) of three different local secondary schools offered to take part in the survey, which was conducted in order to assess their concerns and opinions about profanity and ethics in English music. The subjects claimed they had a lower intermediate level of the English language.

First, a brief introduction about explicit English music in the Spanish music charts was sent to different educational WhatsApp groups the researcher belonged to, as recently, mobile phones have conquered human lives (Kumiko and Downes, 2003). After, the subjects were asked to send the title and artist of an easy-listening song they liked and which they had stored on their mobile phones. As a result, 15 songs were found containing profanity.

Then, the Likert-scale (from 1 «Strongly disagree» to 5 «Strongly agree»). was introduced in the questionnaire, previously prepared, based on literature related to the research question and evidence collected from subjects. First, the questionnaire was validated through face-to-face interviews with random subjects and some of the items were modified in order to guarantee better understanding and therefore more accurate responses.

The average completion time was no longer than 2 minutes. The process was carried out throughout the month of October 2019 by using instant messaging application whatsapp, therefore there was no need for finance. A computer and a mobile phone were the instruments used for the process of data collection and analysis thereof. This cost-effective achievable research methodology was intended to provide clear conclusive answers to the parties involved.

3.2 Model

The design of the constructs aimed at defining the items for the questionnaire; previous literature concepts by different authors was taken into account.

Three exogenous variables are shown in the model: Music, young people and emotions; (MYPE) Level of English and understanding by L2 learners (LEUEL); Explicit music broadcasted assisted by globalisation (EEMB), which converge into the endogenous variable Modification of values due to mixed interest (MEVFL) (See table 2).

Table 2. Constructs and indicators used

Constructs	Indicators
MYPE: Music, young people and emotions	MLC1: Music has changed over the last few years (Schellenberg and Scheve, 2012; (Madanikial and Bartholomew, 2014) MYPE2: Exposure and social standards (Coyne, 2011) MYPE3: Music as an influencer for behaviour (Hall et al., 2012)
LEUEL: Level of English and understanding by L2 learners	LEUEL1: English as a foreign language in primary and secondary schools in Spain (Alcaraz Varó, 2000: 14) LEUEL2: English to communicate globally Graddol (1997: 50) LEUEL3: Music stored on phones place (Amali et al., 2012)
EEMB: Explicit music broadcasted assisted by globalisation	EEMB1: Globalisation, an influential share for society (Graddol, 1997; Sampedro, 2002) EEMB2: Rating systems Protection of minors in Spain (Law 7/2010, of March 31, on General Audiovisual Communication) EEMB3: Education as key to select
MEVFL: Modification of values due to mixed interest	MEVFL1,3: Profanity in the language as a change in values (Sortheix et al., 2017) MEVFL2: Values' modification may reflect mixed interests in society (Schwartz, 1992)

Considering the information in this section, five hypotheses can be drawn, whose direction is detailed in the model (see Table 3).

H1: Being aware of the music young people listen to and the impact on emotions (MYPE) positively influences awareness of modification of ethical values (MEVFL)

H2: A higher level of English and subsequent understanding of explicit music lyrics (LEUEL) positively influences the modification of ethical values in that foreign language (MEVFL)

H3: The level of English and subsequent understanding of explicit music lyrics (LEUEL) positively influences music being globally broadcasted (EEMB)

H4: The level of English and subsequent understanding of explicit music lyrics (LEUEL) positively influences music young people listen to and the impact on emotions (MYPE)

H5: Explicit English music being globally broadcasted (EEMB) positively influences the modification of ethical values in that foreign language (MEVFL)

Table 3. Constructs and items used

Constructs	Items
MYPE	I am aware of the type of music my children/students listen to I believe continuous exposure to explicit music can change social standards
LEUEL	I believe explicit music can negatively affect ethical values The level of English in my family is enough to understand explicit lyrics in songs I believe English is important to communicate widely I have English music stored in my mobile phone as my favourite
EEMB	I am aware of explicit English song on Spanish radio stations and other means of communication I am aware of age rating systems and use them to protect minors I believe awareness and education is key to select the right type of music
MEVFL	Profanity in English songs makes me feel uncomfortable The language barrier can reduce the importance I give to ethical values Profanity in Spanish songs makes me feel uncomfortable

The arrows in Figure 1 represent the path coefficients and reveal how relevant the effect of one latent variable is on the other, offering the possibility to rank statistical relevance (Wong, 2013).

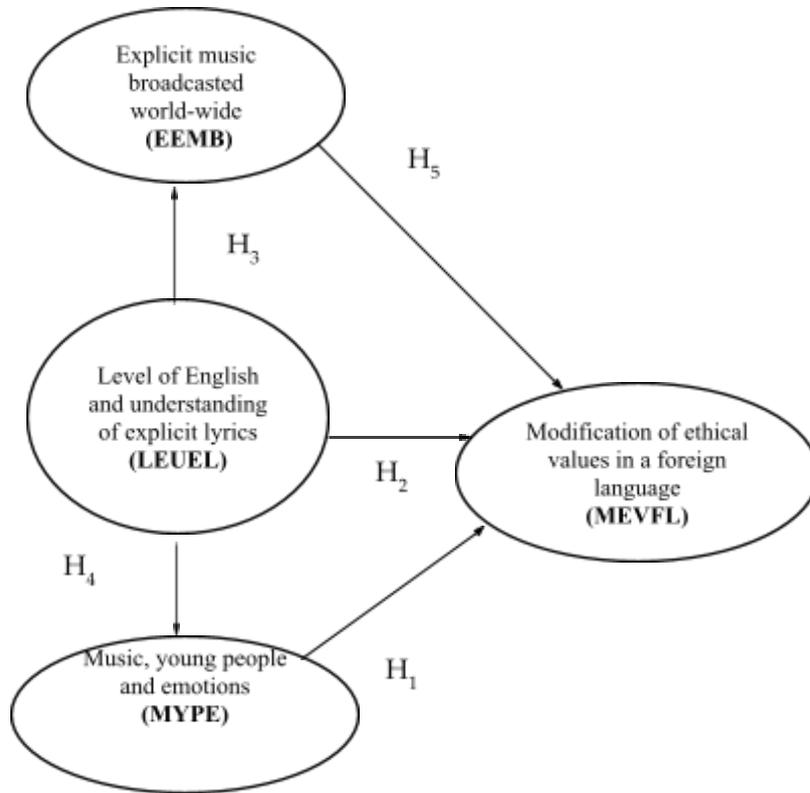


Figure 1. Model designed

2. Results

4.1 Data analysis and measurement model

In order to process the data, the method represented by the SmartPLS programme (Ringle et al., 2015) has been employed by using the PLS multivariate technique, based on structural equation modelling as to observe and study the relationships between variables, these being either unobservable or latent, such as the ones in the abovementioned hypotheses (Hair et al., 2013). This method is commonly advised and used in order to carry out in-depth analysis in the social science field (Fornell and Bookstein, 1982), especially due to the fact that it is a highly reliable method that could easily be replicated in other scenarios (Wong, 2013).

To being with the data process, as recommended by Carmines and Zeller (1979), individual reliability should be cross-examined at the start of any data processing in order to ensure due indicators. In this instance, loads (λ) should be above 0.7 (See Table 4), therefore the individual reliability of the model is suitable and accepted. The indicators imply that all constructs analysed were in fact reliable; besides they account for over 50% of the variance of their own items (Hair et al., 2013) in the sense that all of them actually exceed the minimum values of compound reliability and convergent validity (Table 5).

Table 4. Outer loadings

	EEMB	LE UE L	MEVF L	MYP E
EEMB1	0.758			
EEMB2	0.861			
EEMB3	0.771			
LEUEL1		0.8 36		
LEUEL2		0.8 54		
LEUEL3		0.8 60		
MEVFL1			0.895	
MEVFL2			0.843	
MEVFL3			0.854	
MYPE1				0.91 4
MYPE2				0.90 2
MYPE3				0.90 2

Table 5 reports the construct reliability, which is measured by means of the Cronbach's Alfa, whose measure criteria is around 0.70, rho A2, Composite Reliability (CR) with also a measure criterion of 0.70, and the convergent

validity of the latent variables, which is assessed by the Average Variance Extracted (AVE), which means that a group of items represents a construct. Here the latent variables should be higher than 0.50 in order to explain half of the variance of its indicators (Henseler et al., 2009). This requirement is fulfilled by all values in this study.

Table 5. Construct reliability and convergent validity

	Cronbach's alpha ¹	rho_A ²	Composite reliability (CR)	Average variance extracted (AVE)
EEMB	0.712	0.713	0.840	0.637
LEUEL	0.809	0.815	0.886	0.722
MEVFL	0.831	0.836	0.898	0.747
MYPE	0.893	0.921	0.932	0.820

Table 6 shows how the discriminant validity was verified using the Fornell–Larcker criterion (Fornell and Bookstein, 1982), by examining whether the square root of the average extracted value (AVE) for every item stayed above the correlation of the other variables. Values fulfilled this requirement.

Table 6. Fornell-Larcker test³

	EEMB	LEUEL	MEVFL	MYPE
EEMB	0.798			
LEUEL	0.571	0.850		
MEVFL	0.612	0.660	0.864	
MYPE	0.438	0.528	0.572	0.906

The last stage regarding the validation of the measurement scale was to address and analyse the discriminant validity to obtain a better approach of the scale. Discriminant validity refers to the way each of the variables is different from the other variables in the model. In the Heterotrait-monotrait (HTMT), measures are not related, which enables to accurately analyse the discriminant validity criteria. In order to accurately distinguish between two factors, the HTMT should stay below one, that is, its value should be below 0.90 for the correlation among constructs to be significant. Table 7 reports that the HTMT ratio is less than 0.90 (Henseler, 2017).

Table 7. Heterotrait-Monotrait Ratio (HTMT)

	EEMB	LEUEL	MEVFL	MYPE
EEMB				

LEUEL	0.748		
MEVF	0.791	0.794	
L			
MYPE	0.533	0.599	0.644

4.2 Data analysis and inner model

According to Chin (1998), the coefficient of determination (R^2) can be weak, moderate or strong (0.19, 0.33, and 0.67, respectively), depending on the resulting variables. It is the most relevant value in order to measure the explanatory capacity of the dependent variable (R^2 ; Hair et al., 2014) and the prediction of the model. The result obtained for the principal dependent variable, Modification of Ethical Values if in a Foreign Language (MEVFL) was $R^2 = 0.563$ proving that the model introduced provides a robust predictive capacity.

Table 8 reports the values showing the variance explained (R^2). These results explain the interconnection and relevance of all constructs.

According to the Stone–Geisser (Q^2) test (Geisser, 1974; Stone, 1974), values can fall into three groups: 0.02 for small, 0.15 for medium and 0.35 for high predictive relevance. In this study, the constructs have predictive relevance as Q^2 values are 0.02 or higher. It is stated that there is relevance prediction if $Q^2 > 0$, and in this case, the dependent variable (MEVFL) has significant predictive weight. Table 8 shows that all the constructs accomplish this requirement.

Table 8. Coefficient determination (R^2) and Stone–Geisser test (Q^2)

	R^2	Q^2
EEMB	0.326	0.200
MEVF	0.563	0.410
L		
MYPE	0.279	0.215

Table 9 reports that the p-value is applied to the null hypothesis for each latent variable. In this particular case, that hypothesis equals no causal relationship between Music, young people and emotions (MYPE), Level of English and understanding of explicit lyrics (LEUEL), Explicit music broadcasted world-wide (EEMB) and modification of ethical values in a foreign language (MEVFL). This hypothesis has no relationship with the other hypotheses. A low p-value (< 0.05) translates into rejection of the null hypothesis, therefore it shows that all hypotheses were connected. In the study p-values are < 0.05 . Regarding confidence intervals and t-values, these provide the assessment of significance of the path coefficient, after analysing each interval, where 0 is not an option. The significance and weight of the latent variables and their relations is measured by the path coefficient, which should be higher than 0.2.

Table 9. Coefficient path and statistical significance

		Original sample (O)	Average of sample (M)	2.5%	97.5%	T Statistics	P Values
EEMB MEVFL	->	0.298	0.301	0.214	0.386	6.496	0.000***
LEUEL EEMB	->	0.571	0.572	0.501	0.646	15.060	0.000***
LEUEL MEVFL	->	0.356	0.358	0.278	0.438	8.478	0.000***
LEUEL MYPE	->	0.528	0.529	0.437	0.604	12.576	0.000***
MYPE MEVFL	->	0.253	0.247	0.149	0.338	5.075	0.000***

* $p < 0.05$ ($t(0.05; 499) = 1.64791345$); ** $p < 0.01$ ($t(0.01; 499) = 2.333843952$); *** $p < 0.001$ ($t(0.001; 499) = 3.106644601$).

After making sure that constructs and indicators were interrelated and suitable, the structural model of variables and hypotheses according to PLS Path modelling below was duly assessed (Robina-Ramírez and Cotano-Olivera, 2020) with the purpose to predict the suitability thereof (Hair et al., 2014). The external variables (MYPE; LEUEL; EEMB) therefore converge into the internal variable (MEVFL).

3. Discussion

This research intended to assess the level of importance given to explicit lyrics in English music and correlation with own ethical values from a parental point of view as well as the awareness of legal aids used to protect minors. The paper combines variables in most communities with L2 students.

First, all the outer loadings were valid ($\lambda > 0.7$), which reports relevance of the items. The constructs showed strong capacity ($R^2 = 0.56$). Values close to 0 do indicate light association, and in this case, relations taking place have a low predictive potential. Values close to 1, on the contrary, will have strong association.

Figure 2 shows the path modelling where all hypotheses are validated, taking into account 2.5% and 97.5% confidence intervals, which show strong relationships in variance regarding the abovementioned constructs. Hypotheses, H3 ($t = 15.06$) and H4 ($t = 12.58$) are the strongest. The level of English and understanding of explicit lyrics (LEUEL) strongly affects music being globally broadcasted (EEMB) and young people listening to and the impact on emotions (MYPE), therefore having a great impact on the exogenous variable (MEVFL).

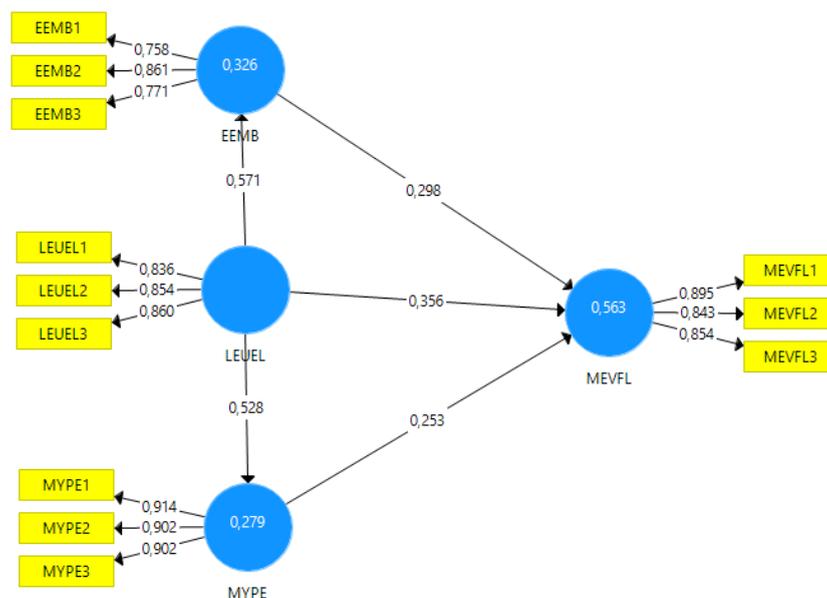


Figure 2. Path modeling results

Relaxation of social standards and values (Sortheix et al., 2017) is a fact that is reflected in song lyrics today. Results showed that parents/tutors seem concerned about negative impact on their children's behaviour, however music broadcasted in English would not get enough attention for concern regarding ethical values as the understanding thereof was underestimated despite the importance they gave to the English language. Radio broadcast constantly repeats songs with the purpose to gain popularity and hook listeners, hence the importance of selecting suitable music material.

After the results, it can be assumed that parents/tutors professed relaxation towards this topic, maybe not considering it could actually influence perception of roles (Bussey and Bandura, 1999) in minors. If music lyrics glamorise sex, drugs, violence, insults, then young listeners might do as well, as they perceive that type of behaviour as standard (Martino et al., 2006). Although parents/tutors were held responsible for monitoring the content their children/students viewed (Law 7/2010, of March 31, on General Audiovisual Communication), they acted from a relaxed point of view and even though initially they had claimed they believed explicit content would affect behaviour and emotions in young people (Papinczak et al., 2015), they did not seem aware of age rating systems. It shows how basic variables can have relevant impact at a global level and withdraw general conclusions, such as the fact that profanity is commonplace nowadays (Bergen, 2016; Parra, 2019), however parents/tutors do not make proper use of complaint channels at their disposal.

Although different laws protect minors against inappropriate or harmful content by means of an age rating system and protected time slots (with acoustic and visual warnings), it is audiovisuals such as TV, films and video games they primarily focus on, making parents/tutors become guardians of the content consumed by their children/students as the absence of an independent regulatory body, in most autonomous communities in Spain, makes it necessary in order to guarantee the protection of the rights of minors.

This proves that social values and standards are rapidly changing and the family nucleus (Wilson and DuFrene, 2009), although one of the main ones in the growing up process of a child, is not enough to make them endure, especially if these are in a foreign language.

4. Conclusions

The results show the importance of understanding the connection among different variables, which are part of our daily lives as a social community, in order to find a common tool to improve parental awareness.

First, the command of English in Spain enjoys admiration from the educational community, especially from parents/tutors, however when explicit music in English compromises social standards or ethical values, the ranking of priority changes if those values are in a foreign language.

Second, not realising profanity and the fact that ethical values may be compromised in the name of music seems acceptable from a parental point of view. The language barrier is to be blamed for not using age rating systems to protect minors.

Third, the level of awareness in a foreign language directly impact on the relaxation towards ethical values.

As the main aim was to measure the level of awareness of parents/tutors towards profanity in English music and repercussion on ethical values, one of the main contributions of this work lies in the statistical confirmation of the variables stated through a model that interconnects them resulting in quality results concerning the modification of ethical values in a different language.

Based on the results of this research, a series of theoretical as well as practical implications can be drawn. As methodological utility, this research has become a new instrument to back up previous work conducted and future research to carry out with similar variables. It becomes an assisting tool for social studies where different factors are continuously affecting different communities.

The practical implications of this study are merely informative, mainly awareness among the parties involved, which would also be of interest for any other field of knowledge, for instance it could help both in the English and ethics subjects at school, considering each language reflects culture and values. As for linguistics implications, profanity has lost power over the last decades, which shows relaxation of standards and ethical values and more importantly the ranking of values much differs when music is played in a foreign language.

A limiting condition to consider was the sample size as it only focused on a number of parents/tutors from several educational centres in Extremadura (Spain) and relatives, however it could set the base for similar scenarios.

As a recommendation, further research on how explicit songs in English may affect L2 learners in their ethical values and social standards is advised as it could broaden the literature of how foreign languages are perceived. This scope of research would bring answers to try to tackle issues such as the crisis of values in today's society and/or protection of minors in the field of music.

Endnotes

1 Should exceed 0.70 for individual reliability (Nunnally, 1994).

2 Should exceed 0.70 for individual reliability (Dijkstra and Henseler, 2015).

3 Values should exceed 0.50 to assess the degree of shared variance between CR and AVE (Fornell and Larcker, 1981; Henseler et al., 2015).

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