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## **Bakalářská práce**

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**"Je to lepší v angličtině": Zkoumání vztahu anglofonních médií a internetu s  
jazykovými preferencemi u česko-anglických mluvčích**

**"Better In English": Exploring the Relationship Between Anglophone Media, the  
Internet and Language Preferences and Uses in Czech-English Speakers**

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## **Prohlášení**

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## **Abstract and key words**

Language is a powerful tool that not only allows humans to communicate with one another, but it also enables the ability to express oneself and connect with other human beings on a deeper and more emotional level. In the case of the bilingual, the ability to communicate and express emotion is enhanced, due to the privilege of expressing oneself in two languages. Thus, having the option and space to think in two languages, the bilingual speaker is able to use words from both depending on the ability of the word to properly capture the emotion that they want to express. Owing to the significant global rise of the use of English (due to the Internet and the majority of mainstream media being in English), many, whose mother tongue is different, have become very adept and almost bilingual speakers of the language, causing them to often use English as their preferred means of communication, as it seems to express their feelings more appropriately. Through a survey made to examine this phenomenon, this thesis will focus on Czech native speakers with an above average English proficiency ranging in ages from 18 – 25 and their use of both their mother tongue and the English language. The survey features questions about which language the participants would use in certain contexts, for example when speaking of private and emotional matters versus casual small-talk. The survey also features questions regarding the participants' Internet usage and online culture knowledge, as this thesis is an attempt to prove that the language preferences of Czech-English bilinguals are directly related to how much time they spend on the Internet and how well-versed they are in the online world, arguing that the more time they spend using English online, the more likely they are to use English terms for expressing emotions. This is a result of the fact that English (specifically English on the Internet) contains a wide variety of terms for emotional expression far larger than Czech and non-internet English. Given these points, this thesis is an endeavor to prove that due to the presence of English in media and the Internet, the majority of Czech-

English bilingual participants is inclined to use English in a majority of situations, often to the point where it pervades into native language territory.

**Key words:** English, Czech, bilingualism, emotions, digital natives, native language, Internet, media

## **Abstrakt a klíčová slova**

Jazyk je mocný nástroj, který umožňuje lidem komunikovat mezi sebou, ale také jim dává možnost k sebevyjádření a k utváření hlubších a emocionálnějších vztahů s ostatními. V případě bilingvních osob se zvyšuje schopnost komunikovat a vyjadřovat emoce, jelikož jsou schopni se vyjádřit ve dvou jazycích. Tím, že mají možnost a prostor přemýšlet ve dvou jazycích, můžou využívat slova z obou jazyků v závislosti na schopnosti daného slova přesně zachytit emoci, kterou chtějí vyjádřit. V důsledku výrazného celosvětového vzestupu užívání angličtiny (protože internet i většina mainstreamových médií jsou v angličtině) se mnoho osob, jejichž mateřským jazykem je jiný jazyk než angličtina, stalo velmi zdatnými a téměř bilingvními mluvčími angličtiny. To je často vede k preferenci angličtiny jako prostředku komunikace, protože je schopná lépe vyjádřit jejich pocity. V rámci dotazníku, který byl proveden k prozkoumání tohoto fenoménu, se tato práce zaměří na české rodilé mluvčí s nadprůměrnou znalostí angličtiny ve věkové skupině 18 - 25 let a jejich používání obou jazyků, češtiny (jejich mateřského jazyka) a angličtiny. Dotazník obsahuje otázky zaměřující se na to, který jazyk by účastníci používali ve specifických kontextech, například když mluví o soukromých a emocionálních záležitostech v porovnání s neformální konverzací. Dotazník také zahrnuje otázky týkající se používání internetu a znalosti online kultury, jelikož se tato práce snaží prokázat, že jazykové preference česko-anglických bilingvních osob přímo souvisejí s tím, kolik času tráví na internetu a jak dobře jsou seznámeni s online světem. Práce také argumentuje, že čím více času stráví na internetu používáním angličtiny, tím pravděpodobněji budou používat anglické termíny pro vyjádření emocí. Tato hypotéza je založena na skutečnosti, že angličtina (konkrétně angličtina na internetu) obsahuje daleko širší škálu termínů pro vyjádření emocí než čeština a angličtina mimo internet. Na základě těchto poznatků se tato práce snaží dokázat, že díky rozsáhlé přítomnosti angličtiny v médiích a na

internetu má většina česko-anglických bilingvních respondentů tendenci používat angličtinu ve většině situací, a to až do míry, kdy zasahuje do území mateřského jazyka.

**Klíčová slova:** angličtina, čeština, bilingvismus, emoce, digitální generace, mateřský jazyk, internet, média

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# 1. Introduction

Language plays a pivotal role in human communication, shaping identities, facilitating connections, and influencing our perception of the world. In today's interconnected and digitized society, individuals with bilingual capabilities face distinct challenges in maintaining their language preferences and attachments. This thesis aims to explore the hypothesis that the degree of immersion in anglophone and social media platforms influences the language preference of Czech native speakers with a high English language proficiency across various contexts.

The structure of this thesis begins with a comprehensive theoretical background, encompassing key concepts essential for understanding the subsequent chapters. The first chapter provides an in-depth exploration of bilingualism, language detachment in bilingual individuals, and the concept of digital natives, who are immersed in the online digital sphere. By establishing a clear understanding of these terms, a solid foundation is laid for examining the complex dynamics between language preference, digital immersion, and bilingualism. Subsequently, the thesis investigates the status of the English language as a global lingua franca and its pervasive presence on the internet. English has attained unparalleled dominance as a second language, with non-native speakers utilizing it worldwide. This chapter delves into the implications of English's ubiquity and its potential impact on the language preferences of bilingual individuals. Furthermore, it explores the role of the English language in the realm of mental health, recognizing its prevalence as the primary medium of communication for online mental health resources.

The following chapter focuses on the material and methods employed in this study. It provides a detailed explanation of the survey design, creation, and implementation, aimed at capturing the language preferences and immersion levels of Czech native speakers with advanced English proficiency. Additionally, the process of data interpretation is outlined,

including the creation of variables derived from the survey responses, which will later be instrumental in analyzing and presenting the findings.

The results chapter presents the findings obtained from the survey, utilizing graphical representations to describe and illustrate the data. These results shed light on the relationship between language preference and immersion in anglophone and social media among Czech native speakers with a high English language proficiency. By exploring these connections, the study aims to contribute to the existing body of knowledge and deepen the overall understanding of the complex interplay between language, digital immersion, and bilingualism. Finally, the discussion chapter synthesizes the most significant findings, linking them back to the theoretical background established earlier in the thesis. This chapter provides insights into the implications of immersion in anglophone and social media on language preference among Czech native speakers with a high English language proficiency. By delving into the psychological and emotional aspects of detachment from one's native language, it addresses the potential consequences of the English language's dominance on the internet's mental health and therapy resources.

In summary, this thesis is an endeavor to investigate the influence of immersion in anglophone and social media on language preference among Czech native speakers with advanced English proficiency. By combining theoretical analysis, survey data, and critical examination, this study seeks to contribute to our understanding of the complex dynamics at play and provide insights into the implications for bilingual individuals in a digital age.

## **2. Theoretical background**

The theoretical background chapter of this thesis provides a comprehensive examination of key concepts and frameworks essential for understanding the complex dynamics between language preference, digital immersion, and bilingualism. Firstly, an in-depth exploration of bilingualism elucidates the various forms and effects of bilingual language use, shedding light on the challenges faced by individuals possessing bilingual skills. Additionally, the concept of language detachment in bilinguals is investigated, aiming to uncover the psychological and emotional aspects of detachment from one's native language. Furthermore, the notion of digital natives is analyzed, emphasizing their unique experiences and skillsets as individuals immersed in the digital realm. Moreover, this chapter delves into the global status of the English language, its prevalence on the internet, and its significance in the realm of mental health. By examining these multifaceted areas of discussion, a comprehensive framework is established to analyze the influence of anglophone and social media immersion on language preference among Czech native speakers.

### **2.1. Bilingualism**

One of the reasons for examining bilingualism is that it has become increasingly common in today's globalized world, and is an integral part of this thesis and the participants of the survey. The most commonly known definition of bilingualism is the ability to “use two languages equally well” (Cambridge Dictionary, s.v., 2023) To be able to speak more than one language may seem strange or unusual in the Western world, but in other places it is not at all remarkable, and in fact may be even seen as ordinary and a part of normal life. (Wardhaugh, 2006, p. 96). As was previously mentioned, to be bilingual is known to most as to have the ability to speak two languages. However, this answer is somewhat insufficient and vague due to the fact that there are many varying levels of speaking a language and the many irregularities it encompasses. David Crystal writes,

“It does not allow for those who make irregular use of one or other language, or those who have not used the language at all for many years (...). Nor does it allow for the many people who have developed a considerable skill in comprehending a foreign language, but who do not speak it; or those who have learned to read in another language, but who cannot speak or write it. (...) And above all, this definition says nothing about the level of proficiency that has to be attained before speakers can legitimately claim to be bilingual.” (Crystal, 2005, p. 412)

Properly defining bilingualism is therefore a highly complex topic, due to its many layers. One of the most prominent issues is that of proficiency. According to Crystal, the most obvious of explanations would be to assume that a person is bilingual when they achieve “native-like fluency in each language”(Crystal, 2005, p. 412). But it is often not the case for bilinguals, as the majority does not possess the ability to master and use both languages equally. In fact, it may even be argued that they use both languages together, as a unique combination (or code) of the two (Wardhaugh, 2006, p. 1). Such is the case for Czech-English bilinguals subjected for this study – their English and Czech fluctuate and interact with one another. Bilingualism should, therefore, be approached and examined as a continuum, with bilingual people finding themselves at different points of it. (Crystal, 2005, p. 412) In like manner, Aneta Pavlenko defines bilingualism in her work *Emotions and multilingualism* as “speakers of two languages (...) who use two or more languages (...) in their everyday lives – be it simultaneously or consecutively” (Pavlenko, 2006, p. 6).

Additionally, what qualifies a number of the participants of this survey as bilingual is the apparent success in their expressing emotions in another language, which is a very demanding and complicated ability to achieve, since there is a high probability of there being only partial equivalents or maybe even no known linguistic translations for the concepts and words one has at their disposal in their native tongue (Resnik, 2018, p. 2). This is the case with the participants of the survey, who often use English to communicate in a variety of contexts. For the purposes of this thesis, it is therefore assumed that the majority of participants subjected for analysis are bilingual in that they speak two languages, but due to differing proficiencies

and varying degrees of competence in certain areas (such as reading comprehension, writing and speaking, but most importantly, having the ability to express their feelings and emotions in another language), they function within the confines of the aforementioned bilingual continuum.

## **2.2. Language detachment of bilinguals**

Language detachment refers to the phenomenon in which bilingual individuals experience emotional withdrawal and reduced affective involvement when using their second language; when bilinguals communicate in their second language, they often exhibit emotional detachment and decreased emotional expression (Marcos, 1976, p. 553). This detachment is attributed to second language words carrying fewer emotional components compared to their mother tongue, as the experiences associated with acquiring these words are often less emotionally significant. Psycholinguistic research supports the idea that second-language words are less meaningful and provocative than mother-tongue words (Marcos, 1976, p. 553). However, it is important to acknowledge that these findings may be influenced by the characteristics of specific languages involved. Despite this, the emotional detachment experienced by bilinguals in their second language can serve as a protective mechanism, according to Marcos (1976, p. 557), thus allowing access to emotionally charged experiences that may remain unavailable for the patient or participant to express in their first language.

The emotional distinction between the first and second languages becomes apparent when examining how bilingual individuals discuss emotions. Late bilinguals, who acquire their second language during adolescence or adulthood (Pavlenko, 2002, p. 46), often experience an emotional shift between the two languages. The first language is characterized by personal involvement and deep emotional connections, while the second language tends to create distance and detachment or has a lesser emotional impact. Bilingual writers have commented on the “primeval emotionality” (Pavlenko, 2002, p. 47) of the first language, leading some

individuals to describe the second language as a “stepmother tongue” that provides an escape from the emotional burden and traumatic associations of their mother tongue (Pavlenko, 2002, p. 48). Code-switching, which is denoted as using a particular language or dialect in a specific situation (Wardhaugh, 2006, p. 101), as well as the use of the second language can act as a distancing mechanism which enables bilingual individuals to discuss sensitive topics that might be too emotionally disturbing in their first language. It can also serve as a means of avoiding anxiety-provoking content, particularly for those who learned their second language later in life.

Bilingualism has a profound influence on emotions and self-expression. Language is, in and of itself, intrinsically connected to emotions – both influence and reflect each other (Bamberg, 1997, p. 309). The second language provides alternative means of self-expression, shaping the motivation, investment, and resistance of L2 learners. According to Pavlenko, mainstream Anglo culture often values control and composure, which may be reflected in the language used to discuss emotions (Pavlenko, 2002, p. 58). Bilingual individuals with English as their second language may strive to emulate this control and composure when recounting difficult memories or trauma. Understanding language detachment in bilinguals is crucial for therapists and researchers working with such patients and participants, as it has implications for therapeutic communication and self-expression. Some patients may even choose their second language to express themselves while working with a therapist that speaks their mother tongue. By exploring the dynamics of language detachment, a number of insights into the complex relationship between bilingualism, emotions, and the role of languages as emotional barriers or facilitators in emotional expression may be gained.

### **2.3. Digital natives**

Along with being bilingual (and potentially detached from their first language), a majority of the participants of the survey also qualify as “digital natives”. The term “digital

native” denotes someone that “is very familiar with digital technology, computers, etc. because they have grown up with them” (Cambridge Dictionary, s.v., 2023). To be a digital native is to be immersed in modern technology, like the internet, to the degree that one is denoted a citizen or inhabitant, a local of the World Wide Web. As individuals inhabit a particular space, they naturally tend to emulate specific traits of the community and culture present in that space. This phenomenon aligns with the concept of acculturation, which refers to the ongoing process that occurs when distinct groups of individuals interact directly and continuously, ultimately resulting in subsequent modifications in the original cultural patterns of one or both groups involved (Redfield et al., 1935, pp. 229–230). In the case of the internet, which allows people from all over to connect and form new societies online, if one engages in (or has grown up in) such societies, one may start to conduct oneself as being part of those societies and the overall culture. This may be evident in behavioral changes as well as language choice. In their article titled “Digital natives: where is the evidence?” Ellen Johanna Helsper and Rebecca Eynon argue that the main reason for supporting the idea of digital natives is that people born in the last two decades (as of 2010) have grown up using modern technologies (Helsper & Eynon, 2010, p. 504). There are those, including Mark Prensky, who contend that the present-day (as of 2001) digital generation possesses unique technological proficiencies that distinguish them from preceding generations (Prensky, 2001, p. 1). Prensky even suggests that these technological advancements have caused a transformation in their cognitive processes and brain anatomy:

“Today’s students (...) have spent their entire lives surrounded by and using computers, videogames, digital music players, video cams, cell phones, and all the other toys and tools of the digital age. (...) Computer games, email, the Internet, cell phones and instant messaging are integral parts of their lives. (...) Today’s students think and process information fundamentally differently from their predecessors. It is very likely that our students’ brains have physically changed – and are different from ours – as a result of how they grew up. But whether or not this is literally true, we can say with certainty that their thinking patterns have changed. (...) Our students today are all



“native speakers” of the digital language of computers, video games and the Internet.” (Prensky, 2001, p. 1)

Although there is very little evidence of digital natives processing information differently and having contrasting brain structures (Helsper & Eynon, 2010, pp. 504–505), there are certain characteristics that distinguish a digital native from the rest. At the same time, it is important to understand that a person from another, slightly older generation can be as technically adept as a digital native, the fact that they have not grown up using technology is the differing characteristic between the two. However, this person would be classified as a digital immigrant, or someone who may know how to operate “new technologies but will still be in some way located within the past, unable to fully understand the natives” (Helsper & Eynon, 2010, p. 504). Incidentally, Prensky argues that this difference is best exemplified as a language learner and its native speaker, with the distinctions varying much like accents:

“As Digital Immigrants learn – like all immigrants, some better than others – to adapt to their environment, they always retain, to some degree, their "accent," that is, their foot in the past. The ‘digital immigrant accent’ can be seen in such things as turning to the Internet for information second rather than first, or in reading the manual for a program rather than assuming that the program itself will teach us to use it.” (Prensky, 2001, p. 2)

Language and comprehension are therefore inherently present in this debate, as communication between digital natives and other parties is essential for effective engagement and understanding. As digital natives, who have grown up immersed in a technologically advanced environment, possess distinct linguistic skills and preferences, bridging the communication gap between them and other stakeholders becomes paramount.

It is, however, important to mention that while there are certain interpretations of digital natives and immigrants, the distinction between generational and experiential aspects of „digital nativeness“ has not been properly researched due to the majority of previous studies having examined young people’s use of technology while focusing on young people and their

parents, and not young people as part of a wider population. Moreover, most of the evidence that supports the concept of the digital native comes from data from the United States of America (Helsper & Eynon, 2010, p. 505), therefore not making it unanimous for all young people in the world. Incidentally, Helsper and Eynon review existing research on digital natives and find that much of it is contradictory or inconclusive. They argue that claims about digital natives overlook the importance of socioeconomic factors in determining access to and use of digital technologies. For example, while some young people may have access to the latest devices and high-speed internet connections, others may not due to economic or geographic constraints (Helsper & Eynon, 2010, p. 505). It is therefore necessary to highlight the fact that not every young person grew up with technology and is therefore not prone to be technically skilled, and that anyone can become familiar with using the wide variety of devices at one's disposal. The concept of a digital native is very closely tied to one's background and economic status. The fact that the participants do hypothetically fit the description of a digital native hints at their overall degree of immersion in the internet as well as Anglophone and social media.

#### **2.4. English as a global language**

The global dominance of the English language is a phenomenon experienced by countries and cultures all around the world. It is prominent in foreign airports, tourist attractions and is often the only language spoken in international meetings (Northrup, 2013, p. 1). One of the key reasons behind its prominence is the historical influence of the British Empire, which propelled English to become the first global lingua franca (Crystal, 2003, p. 1). In fact, explaining the process of how English came to be so dominant is in a sense explaining the history of the world (Northrup, 2013, p. 1). Its significance as a symbol of globalization, progress, and identity is exemplified by its widespread use in popular music and cinema. This subsection explores the underlying reasons for English's status as a global language, examines its role in popular music and cinema, and considers the cultural and linguistic implications of

its widespread adoption. By delving into the multifaceted nature of English as a global language, a deeper understanding can be gained regarding its impact on communication as well as language preferences of certain speakers.

While not everyone in the world speaks English or recognizes it as an official language, it has become a symbol of communication across borders, especially through TV programs and series that reach a worldwide audience. The status of English as a global language is achieved when it is recognized and utilized in every country, which involves both countries where English is the mother tongue and those that prioritize teaching it as a foreign language (Crystal, 2003). In Europe, English leads in foreign language learning, including in countries like Czechia, where the majority of students start learning English in the third grade (Lidovky.cz, 2013). The reasons for choosing English as a favored foreign language vary, including commercial, cultural, and technological factors that ensure availability of resources and teaching materials. The appeal of English as a global language lies in its widespread familiarity. English has borrowed words from various languages over the centuries, making its vocabulary familiar to many. Additionally, English offers gender-neutral options, a reflection of its powerful influence in shaping language internationally. The emergence of English as a global language is closely tied to economic power, technological advancements, the rise of multinational organizations, and the influence of media, such as broadcasting and cinema. With approximately 1.5 billion speakers in 2022 (Statista Research Department, 2023), English is the most spoken language in the world. Its global presence can lead to linguistic complacency, as some people assume English is spoken everywhere, potentially reducing motivation to learn other languages.

Furthermore, the emergence of a global language like English can influence the structure and vocabulary of other languages, introducing loan words and new terminology and leading to produce anglicisms, which are English words or expressions adopted into another

language. They encompass linguistic elements from all levels of language and adaptation, but specifically refer to lexical borrowings from English. The motivation for borrowing English words often arises from a lack of native labels for certain social phenomena or due to the prestige associated with the English language. Anglicisms not only introduce names for new or unnamed realities, but they also replace existing names for familiar concepts, bringing along new pragmatic meanings (Ivana Bozděchová, 2017).

English provides access to knowledge, as it has historically been influential, particularly during the industrial revolution when British innovations led to the development of new terminology (Crystal, 2003, p. 80). The cultural legacy of English is evident in various domains, including the press, advertising, broadcasting, cinema, and popular music. English-language movies, music, and TV shows have a wide reach and significant impact on global audiences, shaping cultural preferences and contributing to the dominance of English in these industries. In terms of cinema, the United States is the dominant country in this area. During the 1920s, the introduction of sound in films led to the dominance of the English language in the cinematic realm, paving the way for the emergence of America's iconic feature film industry, complete with the star system and renowned movie studios (Crystal, 2003, p. 99). English still holds a very important position in film production today, as Hollywood has come to rely on small productions that are aimed at huge audiences all around the globe, such as *Star Wars*, *Lord of the Rings* and the *Marvel Cinematic Universe* (Crystal, 2003, p. 99). An instance of this is the "blockbuster," a well-known and enduring genre of popular American cinema that has captivated audiences for several decades. Blockbusters have become a synonymous sensation during the summer movie season, often associated with thrilling action, science fiction, disaster scenarios, fantasy worlds, and family-friendly animations (Acland, 2013, p. 11). This category of film has gained recognition as a significant American cultural export, with certain international settings favoring them over domestic productions (Acland, 2013, p.

13). This type of film has exerted considerable influence and made a notable impact on audiences abroad. Its popularity transcends national boundaries, as it captivates viewers globally with its distinct storytelling style, engaging narratives, and relatable themes. Moreover, the success of these films has contributed to the worldwide dissemination of American values, norms, and perspectives, making them a prominent force in shaping international cinematic landscapes. Incidentally, English is also present at award shows not only like the American Oscars, but also in most other film festivals – for example, half of the films that won the Best Award at the Cannes Film Festival were English-language productions (Crystal, 2003, p. 99). Furthermore, the language's superior position in music can be confirmed by taking a closer look at the language of the songs in the top charts of mainstream Czech radio stations – the majority of the tracks on Evropa2<sup>1</sup> are in English (Evropa2, 2023), and the Spotify playlist dedicated to the top hits in Czechia and Slovakia also features a majority of songs in English (Spotify, n.d.). Similarly, English dominates in European competitions as well, with most entries in the Eurovision Song Contest<sup>2</sup> being in English (Crystal, 2003, p. 103). To this day, using English in this competition is commonplace. This year, 23 out of 37 songs performed at the Grand Final in Liverpool were in English, as well as the winning song from Sweden, Loreen's „Tattoo“ (John, 2023). The evident prevalence of English in popular music around the globe aligns with the broader trend of it being a global language. Its widespread use in the music industry and the success of Hollywood films has contributed to its dominance and recognition on a global scale. It is also perceived by some as a “neutral language”, as Ronald Wardhaugh writes:

“..since no cultural requirements are tied to the learning of English, you can learn it and use it without having to subscribe to another set of values [...] English is the least

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<sup>1</sup> note: Evropa2 is a Czech private commercial mainstream radio station.

<sup>2</sup> note: The Eurovision Song Contest, commonly referred to as Eurovision, is a yearly international song competition that is organized by the European Broadcasting Union (EBU). For more information, see <https://eurovision.tv/history/origins-of-eurovision>.

localized of all the languages in the world today. Spoken almost everywhere in the world to some degree, and tied to no particular social, political, economic or religious system, or to a specific racial or cultural group, English belongs to everyone or to no one, or it at least is quite often regarded as having this property.” (quoted in Houghton, n.d., p. 1)

By reaching and resonating with diverse audiences, English-language music and films have become a powerful tool for spreading the language and solidifying its status as the global lingua franca. Understanding the influence of English in popular music and cinema is crucial for comprehending its broader impact as a language of international communication.

## **2.5. English on the Internet**

English language dominance on the internet has long been a significant phenomenon, giving rise to various consequences, including hypothetical linguistic implications and the influence of Anglophone internet culture. This subsection examines the prevailing dominance of English on the internet and provides a brief account of its history, while also denoting the significance of Anglophone culture on the internet. The United States, known as the center of global mass culture, has become a focal point for success and celebrity worldwide. American culture, characterized by unabashed commercialism and marketing prowess (Kroes, 2003, p. 236), has permeated various aspects of online content creation. Moreover, the United States has been at the forefront of mass communication media, including film, television, and the Internet, which can be considered one of the most American mediums due to its roots and global impact, although its origin is a “totally English medium” (Crystal, 2006, p. 229). The internet originated as a Cold War instrument, primarily as a military communication structure to prevent the potential destruction of the US government's command and communication system. Originally known as "the Arpanet," the early, secret military version shared many features with the publicly known internet (Kroes, 2003, p. 237). English has therefore always been the predominant language on the World Wide Web, particularly during the mid-1990s

when over 80% of online content was in English. This gap between English and other languages has been widely recognized, with newspaper headlines frequently emphasizing the English language as the lingua franca of the internet (Crystal, 2006, p. 229). As of March 2020, English remains the leading language on the internet, with a significant number of English-speaking users comprising approximately 77.5% of the English-speaking population (Ritchie et al., 2023). The internet's characteristics, such as increased informalization and democratization of communication (Kroes, 2003, p. 239), have been influenced by American culture. This is evident in the shift from formal letter-writing to informal emails and the directness of online conversations (Kroes, 2003, p. 240). Social media platforms, a significant component of the internet, have also influenced these informal and immediate communication patterns (Van Dijck & Poell, 2013, p. 2). According to Kroes, the internet's world of information, blending commercial and other messages, often originates from or is cast in an American mold, underscoring the American imprint on the online sphere (2003, p. 245). The internet's dominance by the English language, along with its historical roots and American cultural influences, prompts further examination of the extent of Americanization on this global medium and the overall linguistic consequences of such influence. The impact of Anglophone culture on online conversations and the appropriation of American mass culture by audiences outside of the United States remain areas of interest for researchers studying the nationalization of American culture in a digital context (Kroes, 2003, p. 246), meaning how individuals outside of the United States work with and include those aspects of American culture found on the internet into their own lives. This thesis aims to also contribute to those aforementioned areas by studying the language preferences (and influences) of Czech-English bilingual speakers. It is therefore hypothesized that the internet, along with its significant impact of Anglophone culture, has influenced the participants of the survey in their language preferences.

## **2.6. English and the realm of mental health**

The prevalence of English as the primary language for discussing mental health is a noteworthy phenomenon with far-reaching implications. This subsection delves into the dominance of English as the language of mental health discourse in academic literature, online social media platforms, and its potential benefits for individuals facing mental health challenges who lack linguistic resources or access to therapy in their native language.

In the field of mental health research and scholarship, English has emerged as the dominant language for academic articles (Crystal, 2003, p. 13), due to its historical privilege and position of being the world's lingua franca. A significant portion of scientific literature addressing mental illness is published in English, providing a wealth of knowledge and insights for researchers, clinicians, and policymakers worldwide. The widespread availability of mental health literature in English facilitates knowledge dissemination and cross-cultural exchange, contributing to advancements in the understanding and treatment of mental health conditions.

Social media platforms have become increasingly popular spaces for individuals (namely college students and young people in general) to discuss mental health and seek support (Gere et al., 2020, p. 23). Due to English's dominant global status online, thus fostering a global community of individuals sharing their experiences, challenges, and coping strategies. The prevalence of English in online mental health discussions provides a platform for individuals who may not have local resources or support networks in their native language to access information, seek validation, and connect with others facing similar struggles. English's global reach enhances the availability of diverse perspectives and resources, offering a sense of belonging and support to individuals who may otherwise feel isolated.

For individuals facing mental health challenges but lacking suitable vocabulary or financial means to access therapy in their mother tongue, knowledge of English can offer significant benefits. For example, 7cups is a website and community offering an on-demand



emotional health service and online therapy that allows users to anonymously communicate with trained listeners from all over the world (7cups, n.d.). While claiming that their services are employed in 191 countries and in 152 languages (7cups, n.d.), the use and preference of English on the site is evident, as English is the language spoken by the internet majority and one is more likely to get connected to someone who speaks English rather than any other language. The English language and its resources therefore provide insights into evidence-based practices, coping strategies, and the latest advancements in mental health research that may not be as available in other languages.

English's dominance in mental health discourse, both in academic literature and on online social media platforms, has profound implications for individuals struggling with mental health challenges. The availability of mental health resources and the ability to connect with others worldwide through English can offer a lifeline to those who lack access to therapy or support in their mother tongue. While acknowledging the linguistic and resource disparities, it is equally important to highlight the potential linguistic repercussions these conditions may create, as it may be the case that certain speakers might choose to speak English about their experiences due to these reasons.

### **3. Material and Method**

The purpose of this thesis is to examine English language preferences in Czech native speakers aged eighteen to twenty-five years of age, and to ascertain if there is a connection between higher English language proficiency and frequent anglophone media consumption as well as Internet usage. Typically, one would anticipate that an individual's native language would be the primary choice for communication. The underlying hypothesis guiding this survey and thesis posited that there would be a large number of Czech native speakers who choose to speak English in situations where they would normally speak Czech, namely emotional situations, such as ending relationships or discussing feelings or issues relating to

mental health. One of the reasons (and the supporting argument of this thesis) behind this heightened English usage is thought to be exposure to a mainly anglophone Internet and media in the form of TV series and films.

As this thesis is focused on language usage and communication in specific speakers, the method that was chosen for collecting data was that of a survey. Created with Google Forms, the final edition of the survey had a total of fifty-one questions. The survey was made public on February 3rd, 2023. The goal was to reach at least twenty or thirty respondents. The survey was public for two days, and submissions were closed on February 4<sup>th</sup>, 2023, after the number of participants reached 90. The reason behind a higher number of participants was that the survey was shared on Facebook<sup>3</sup> and Instagram, with a number of users choosing to share it and spread it within their social circles. In the post that accompanied a link to the survey, certain requirements were included – the respondents had to be native Czech speakers with a very good knowledge of English, had to be in the age range of eighteen to twenty-five, and had to have an affinity for completing surveys. The last requirement was a somewhat humorous attempt to prepare the respondent for a longer survey. The real aim of the study was never specified in the survey, so as to not compromise the results that were collected.

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<sup>3</sup> link to Facebook post:

<https://www.facebook.com/zozefyn/posts/pfbid0a7UCKNKSDkLbA94pbThnETCC3LFPEergUbYa7GP8tdP1foCxpW2Q6ttNzejq4P4Zl>

1) How old are you?	27) Is it easier/more difficult for you to talk about emotional topics (family situations, romantic connections, personal matters like mental health) in Czech or English?
2) What is the gender you identify with?	28) If you answered that it was easier to talk about something in one of your languages, what situation was it? Please provide a brief description. For example: I talked about my breakup in English.
3) How many languages do you speak?	29) Was there a moment when you realized that English is important for you and you enjoyed speaking it, and you wanted to learn more?
4) Are you a Czech native speaker?	30) Do you use social media?
5) What is your English language proficiency?	31) Do you like social media?
6) Throughout the day, which language do you use more often?	32) Do you feel seen, valid or good online?
7) On a scale of 1 (least proficient) to 5 (fully fluent) how would you rate yourself in speaking, understanding, reading, and writing in Czech?	33) Do you feel like you belong to an Internet community online?
8) On a scale of 1 (least proficient) to 5 (fully fluent) how would you rate yourself in speaking, understanding, reading, and writing in English?	34) Which social media apps do you use?
9) How frequently do you use Czech?	35) How often do you talk about yourself / share things related to your life on social media?
10) Who do you speak Czech with?	36) What language do you mostly use when you share things about yourself (for example in memes/posts) online?
11) How frequently do you use English?	37) How often do you use social media?
12) Who do you speak English with?	38) Do you think that the Internet had an impact on your English learning?
13) Which language(s) do you use for counting/adding up a sum of something?	39) Do you watch TV shows/movies (for example on Netflix, Disney+, etc.)/videos on Youtube?
14) On a scale from 1 to 5 (1 = not likely, 5 = most likely), how likely is it for you to switch between languages (i.e. use both Czech and English) when talking to people (who also speak Czech and English)?	40) How often do you watch TV shows/movies/Youtube videos?
15) If you are feeling sad, and you are talking to a Czech friend who also knows English, which language are you more likely to use?	41) Would you say that memes/Internet culture have helped you to make connections with other people your age? (ex. iconic Vines, Tumblr posts, Tweets, TikToks)
16) If you're discussing homework with a Czech friend who also speaks English, which language are you more likely to use?	42) What language are the majority of memes/Internet culture that you come across?
17) If you're talking about a romantic situation (for example a breakup, or being rejected by a crush) with a Czech friend that also speaks English, which language are you more likely to use?	43) Do you think English-speaking media is better than Czech-speaking media, or vice versa? (videos, Tiktoks, Instagram posts, movies, TV shows)
18) If you and a Czech friend who also speaks English are trying to find a date and time to meet up (for coffee, etc.) which language are you more likely to use?	44) What language were the majority of TV shows/movies/Youtube videos that you watched in the last month?
19) What language do you mostly swear in?	45) When you use English online, what do you use it for?
20) If you chose "a bit of both" in the previous question, how much of your swearing is in Czech and how much of it is in English? Please use the scale below to demonstrate your answer.	46) When you create/share memes online, what language are they more likely to be in?
21) Do you think that sometimes one of the languages (Czech or English) does not quite capture what you wanted to say? (ex. talking about emotions, romantic situations, mental health)	47) When you come across a post on the Internet (or on social media) that is about emotions/mental health/self-help/self-care, what language is it most likely to be in?
22) When you form your sentences silently (i.e. your inner speech), what language do you typically use?	48) Do you think Czech has all the linguistic means for you to feel comfortable expressing yourself (i.e. Are you comfortable in using only Czech to express how you feel?)
23) Does the phrase "I love you" have the same emotional weight for you in Czech and English?	49) Do you think English has all the linguistic means for you to feel comfortable expressing yourself (i.e. Are you comfortable in using only English to express how you feel?)
24) Which language does "I love you" feel strongest in for you?	50) In which areas do you feel Czech is not good enough (in words, expressions)?
25) If you were to recall some bad or difficult memories, which language would you prefer to discuss them in?	51) In which areas do you feel English is not good enough (in words, expressions)?
26) Do you feel like a different person sometimes when you use your different languages?	

Table 1. All 51 survey questions.

### 3.1. Survey structure

The first, primarily linguistic part of the survey was created mainly with the assistance of J. W. Dewaele's work on multilingualism, namely his book *Emotions in multiple languages* and his web-questionnaire survey titled *Bilingualism and Emotions*. The latter source was used more thoroughly, and was a heavy source of inspiration for a larger number of questions, such as numbers 7 ("On a scale of 1 (least proficient) to 5 (fully fluent) how would you rate yourself in speaking, understanding, reading, and writing in Czech?") 8 ("On a scale of 1 (least proficient) to 5 (fully fluent) how would you rate yourself in speaking, understanding, reading, and writing in English?") in the survey, along with question 13 ("Which language(s) do you use for counting/adding up a sum of something?") and 14 ("On a scale from 1 to 5 (1 = not likely, 5 = most likely), how likely is it for you to switch between languages (i.e. use both Czech and English) when talking to people (who also speak Czech and English)?"). Dewaele's questionnaire also heavily influenced questions 23 ("Does the phrase "I love you" have the same emotional weight for you in Czech and English?"), 25 ("If you were to recall some bad or difficult memories, which language would you prefer to discuss them in?"), 26 ("Do you feel like a different person sometimes when you use your different languages?") and 27 ("Is it easier/more difficult for you to talk about emotional topics (family situations, romantic connections, personal matters like mental health) in Czech or English?") (Dewaele & Pavlenko, 2001).

The second part of the survey focuses on the participants' media consumption habits. The reason behind this was to see if there is a link between a large consumption of anglophone media and a higher English proficiency. The questions ranged from asking about the participants' media consumption, namely questions 30 ("Do you use social media?"), 34 ("Which social media apps do you use?") and 40 ("How often do you watch TV shows/movies/Youtube videos?"), to their attitudes regarding it, specifically questions 31 ("Do

you like social media?”), 32 (“Do you feel seen, valid or good online?”) and 33 (“Do you feel like you belong to an Internet community online?”), as well as their preferences, to be found in question 43 (“Do you think English-speaking media is better than Czech-speaking media, or vice versa? (videos, Tiktoks, Instagram posts, movies, TV shows)”). The survey also focuses on the language that the participants encounter online and in media such as Netflix shows and Youtube videos. Assuming that the majority of participants will have stated that they engage in content on social media and other platforms such as video streaming services, they are likely to encounter a large amount of anglophone content.

### **3.2. Issues**

There were some issues during the data-collecting process. Firstly, there were a number of respondents which seemed to have trouble understanding certain questions, such as question number 20, which denoted the topic of swearing in Czech and English. This question served as a clarification of the one before it, which entreated the respondents to specify their preference of languages when swearing, specifically asking them which language they mostly used in this regard. The options available were Czech, English and, as is the case of many bilingual speakers who use their languages interchangeably and that usage fluctuates depending on their surroundings and situations (Crystal, 2005, p. 412), an option for “a bit of both”. Thus, in question 20, if the respondent chose the latter option, they had an opportunity to further clarify the degree of swearing in either language. To achieve this, the question employed a Richter scale available in Google Forms, with the left part of the scale (starting with 0) denoting Czech; English was on the other end. If the respondent therefore used Czech to swear more often, they would select an option on the left part of the scale, for example the number two, which would mean that they mostly use Czech, but also employ English to some (relatively small) extent.

A subsequent concern arose in relation to question 27 (“Is it easier/more difficult for you to talk about emotional topics (family situations, romantic connections, personal matters like mental health) in Czech or English?”), where the answers had to be modified after some participants responded with uncertainty, so the answers pertaining to that question were edited. Instead of a simple “Yes” and “No”, the two options were rewritten to “it's easier for me to talk about it in Czech” and “it's easier for me to talk about it in English”.

The next issue was with question 28, which was non-mandatory and entreated the respondents to clarify and specify their use of either English and Czech in a particular situation. The example used in the question to further enlighten the respondents was the sentence “I spoke about my breakup in English”. The reason for this question was to better ascertain whether there was a connection between English usage in emotional situations, and if there were concrete and specific instances of that happening. Some answers did not include the name of the language they used in that situation, so those with this issue could not be used and had to therefore be dismissed, for the purpose of minimizing ambiguity.

The final and somewhat controversial issue within the realm of the survey was that it avoided the inclusion of options such as “I don't know” or “I'm not sure”. On the one hand, to some respondents it might have seemed as if the survey was pressuring them to respond a certain way, presumably in favor of the survey's goal. However, the reason behind not including this option in the questions was to gain further insight and more accurate responses that could be used when working with the data. Instead of “I don't know”, a wider variety of answers were provided, and many questions included a non-mandatory text field. There the respondents could further write about their experiences or specify their answers, if they deemed it necessary.

### **3.3. Investigated concepts**

This survey was constructed to test the aforementioned hypothesis. To achieve this goal, certain concepts had to be investigated. It is important to mention, however, that some of them, like immersion in Anglophone media and immersion in social media respectively, are more complex constructs. Therefore, multiple variables were combined together to construct compound variables.

### **3.4. Variable construction**

Firstly, in order to properly assess the data results provided by the participants' answers in the survey, certain variables needed to be produced in order to properly work with the data. The first variable was "immersion in Anglophone media" – the data that was used to provide this variable was found in questions 34 ("Which social media apps do you use?"), 37 ("How often do you use social media?") and 40 ("How often do you watch TV shows/movies?"). These three questions were ordinal variables that were then converted into numeric, which is a process that can be done with ordinal variables. For instance – in question 37, or "How often do you use social media?", there were four options listed in the survey as answers. The answers were then conceptualized as levels, and each level was assigned a number on an ordinal scale; 1 was the least frequent option (as in 1 meant rarely) and 4 was the most frequent (4 meaning often). Thus, if a participant selected 0-3 hours a day as their answer (which is the smallest number of hours in the options) they would get a 1. If they selected 11+ hours a day, they would get a 4. The same was done with the other two questions. With question 34, or ("Which social media apps do you use?") the levels were attributed based on the number of applications selected. It is important to note here that some applications were listed as options to be selected, but there was a text field for participants to write in others. Therefore, if the participant chose the options "Instagram", "Facebook", "Twitter" and then wrote in "Reddit" and "BeReal", which is a simple photo-sharing app which allows its users to share only one photo a day at a

specific time (Laura Hampson, 2022), the number would be 5, which is a high number. The last question chosen for this variable was question 40, or “How often do you watch TV shows/movies?”). The levels for this question ranged from 1 to 5, with one being the option that denoted the least amount – “once a month”. Level 5 therefore meant the biggest amount of time spent consuming media, “every day”.

The numbers were then standardized using z-scores. In essence, a z-score (alternatively known as a standard score) provides an indication of the extent to which a given data point deviates from the mean. The placement of a z-score on a normal distribution curve is essential in understanding its magnitude. This numerical value ranges between negative three standard deviations, or -3 (indicating a data point that falls far to the left of the curve) to positive three standard deviations, or +3 (denoting a data point that falls far to the right of the curve). In order to utilize a z-score effectively, precise knowledge of both the mean ( $\mu$ ) and population standard deviation ( $\sigma$ ) is required (Stephanie Glen, n.d.). Z-scores allow for the comparisons of differently scaled numbers. Then, the z-scores of the three variables from the three chosen questions were averaged to obtain the final “immersion in Anglophone media” compound variable. Here, it is important to note that the numbers also range between -3 and +3 with 0 being the mean, or the average of a data set (Stephanie Glen, n.d.). The same process was then applied to the variable titled “immersion in social media”, but in this case, only two variables were combined – those from questions 34 (“How often do you use social media?”) and 37 (“How many social media apps do you use?”). These are the only variables that were compounded.

### **3.5. Graphs**

To facilitate the analysis, two types of graphical displays, namely boxplots and scatterplots, were created using the R package "ggplot2" to generate these visualizations. Statistical comparisons between pairs were conducted using a Wilcoxon signed rank test, which



was computed using the "ggpubr" R package. A p-value less than or equal to 0.05 was considered statistically significant and indicated a significant difference between the two groups being compared, while p-values larger than 0.05 indicated that there was no significant difference. For more details on the Wilcoxon signed rank test and its underlying computations, additional information can be found in J. H. McDonald's *Handbook of Biological Statistics* (J.H. McDonald, 2014). A boxplot is a graphical representation commonly employed to illustrate distributions and patterns of numerical data. This type of graph summarizes numerical data. It shows the middle half of the data (the interquartile range) in a box, with the median marked as a line inside the box. The whiskers show the range of the data, except for any outliers which are plotted separately (Berman, n.d.-a) A scatterplot, on the other hand, is a graph that has two axes, one horizontal (X-axis) and one vertical (Y-axis), where each axis represents a variable. The data set is represented by a series of dots on the scatterplot, with each dot representing one observation. The position of each dot on the scatterplot corresponds to its values on the X and Y axes (Berman, n.d.-b).

For the purposes of this analysis, boxplots were made with the two aforementioned z-scored compound variables "immersion in Anglophone media" and "immersion in social media" as dependent variables (i.e. on the y-axis) and a variety of other single variables from the survey answers dataset, namely question number 13 ("Which language(s) do you use for counting/adding up a sum of something?"), 15 ("If you are feeling sad, and you are talking to a Czech friend who also knows English, which language are you more likely to use?"), 16 ("If you're discussing homework with a Czech friend who also speaks English, which language are you more likely to use?"), 17 ("If you're talking about a romantic situation (for example a breakup, or being rejected by a crush) with a Czech friend that also speaks English, which language are you more likely to use?"), and 18 ("If you and a Czech friend who also speaks English are trying to find a date and time to meet up (for coffee, etc.) which language are you

more likely to use?”). These questions all pose as contexts in which participants answered whether they use Czech or English in these specific situations. The independent variables generally were comprised of two levels: English and Czech (on the x-axis of the boxplot).

The scatterplots were constructed using the dependent z-scored compound variables titled “immersion in Anglophone media” and “immersion in social media” along with the two numerical variables titled “how many groups of people do you speak English to?” (the data for this can be found in question 12 – “Who do you speak English with?”, where the number of options equals the number of contexts; for example, if a person selected “family”, “IRL friends”, and “friends online”, the total number would be 3. Similarly, with the variable “in how many social/linguistic contexts do you use English?” (the data that this numerical variable required was found in questions 13, 15, 16, 17, 18; these questions were already mentioned above). Then, a correlation coefficient, specifically the Pearson’s product moment correlation, was calculated for the purpose of discerning whether there was a correlation between the two immersion variables with the two independent variables.

### **3.6. Emotional vs. non-emotional contexts of language use**

For the purpose of ascertaining whether there is a different language preference in emotional and non-emotional contexts, two more compound variables were included. The first was “emotional contexts” and the second was “non-emotional contexts” of language use. To get numerical values from the data, the languages Czech and English were assigned specific numbers – 0 for Czech and 1 for English. If a participant selected English in a specific context, they would receive a 1. Then the overall score was counted to get an overall result. The averages were then calculated across the emotional contexts, which included the variables “in which language do you express sadness” (question 15), “in which language do you talk about romantic issues” (question 17), and “in which language do you discuss difficult memories” (question 25). For the non-emotional contexts, the data from the following questions were

combined: “Which language(s) do you use for counting/adding up a sum of something?” (question 13), “If you're discussing homework with a Czech friend who also speaks English, which language are you more likely to use?” (question 16), and “If you and a Czech friend who also speaks English are trying to find a date and time to meet up (for coffee, etc.) which language are you more likely to use?” (question 18). The score that resulted from combining these variables indicated whether a participant had a preference for Czech in the specific contexts (in which case, the numeric value was closer to 0) or whether they preferred English in those same contexts (the numeric value was then closer to 1). Next, these compound variables were entered into boxplots together with the dependent variables “immersion in Anglophone media” and “immersion in social media” in order to see if the degree of immersion influenced the use of English in emotional and non-emotional contexts.

#### **4. Results**

The following chapter presents and analyzes the results obtained from the survey. The data collected from the survey is first presented and discussed through relevant graphs that pertain to both emotional and non-emotional contexts in relation to Anglophone culture and social media immersion. The graphs will be analyzed with the goal of identifying any trends or patterns that may be present in the data. Furthermore, it should be noted that the application of the Wilcoxon test was restricted to instances where noticeable dissimilarities were observed between the two boxplots depicted in the graph. Afterward, a broader discussion of the survey results will be conducted, drawing conclusions and offering insights based on the analysis. In addition, a more in-depth analysis of the participants' written answers will be carried out in order to gain a deeper understanding of their perceptions and experiences. The purpose of this more detailed analysis is to provide a more nuanced view of the data and to reveal any additional insights that may not be apparent from the initial analysis of the graphs alone.

Overall, the chapter aims to provide a comprehensive overview of the survey results and to offer insights that can be used to inform future research in the field.

#### **4.1. Non-emotional contexts**

This subsection aims to provide a detailed analysis of the survey results related to immersion and non-emotional contexts, particularly regarding the participants' language preferences. It is worth noting that the graphs presented below incorporate data from the immersion variables, namely "immersion in Anglophone media" and "immersion in social media." Thus, when interpreting the results, it is crucial to keep in mind that these variables are included in the analysis. The non-emotional contexts that will be described in this section entail data from questions 13 ("Which language(s) do you use for counting/adding up a sum of something?"), 16 ("If you're discussing homework with a Czech friend who also speaks English, which language are you more likely to use?"), and 18 ("If you and a Czech friend who also speaks English are trying to find a date and time to meet up (for coffee, etc.) which language are you more likely to use?").

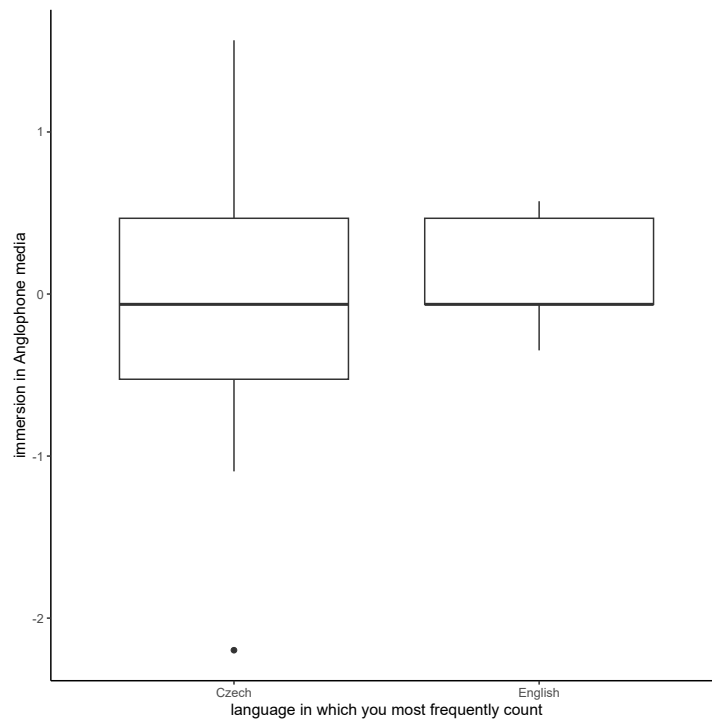


Figure 1. “Immersion in Anglophone media and language in which you most frequently count”

In this graph (Figure 1 above), the level of immersion in Anglophone media is shown on the y-axis and the language in which the participants most frequently counted is on the x-axis. In terms of the Czech option, there is more variation in the participants’ answers, whereas the ones who chose English seem to be a more homogenous group. Likewise in Figure 2 (see below), the graph presents results from the question pertaining to language preference and homework. There seems to be no marked difference between the languages, with the Wilcoxon test results scoring at a  $p=0.51$ , meaning that there is no statistically significant difference between the two related or paired samples being compared. In other words, the difference observed between the two samples is not large enough to conclude that it is not due to chance, and that the null-hypothesis (which is that immersion in Anglophone and social media has no influence on language preference) cannot be rejected.

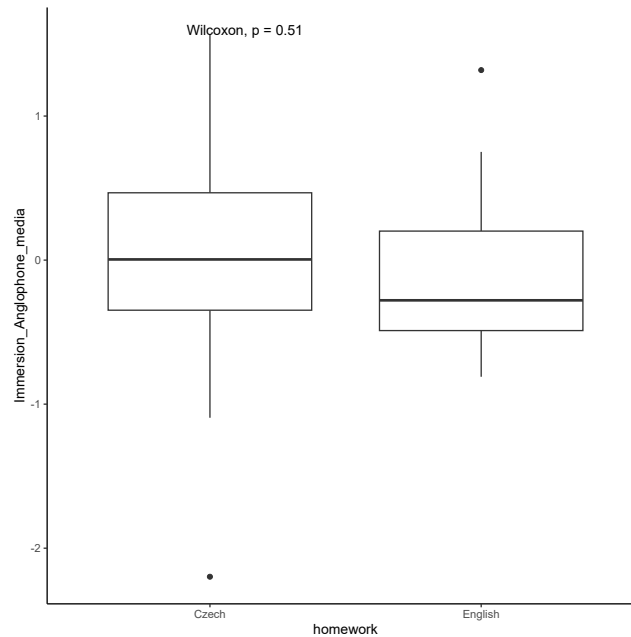


Figure 2. “Immersion in Anglophone media and language in which you discuss homework”

Although the previous graphs may have not shown any significant results or trends, Figure 3 (see below), which presents data from combining the “immersion in Anglophone media” variable with question 18, does the opposite. As seen in this graph, the Wilcoxon test resulted in a p-value of 0.073, which means that there is some evidence of a difference between the two related or paired samples being compared, but the difference is not statistically significant at the conventional alpha level of 0.05. However, given the fact that the number of participants is relatively low, it is important to note this slightly significant trend, not only due to the statistical evidence, but also due to the fact that these results differ from the original hypothesis of the participants being more likely to choose Czech in a non-emotional context. This issue will be analyzed in further detail in the Discussion section below.

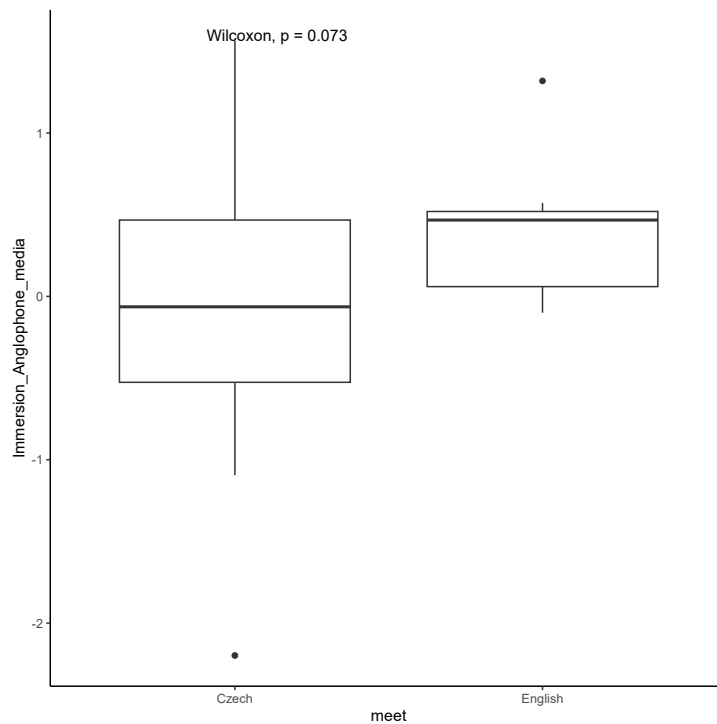


Figure 3. "Immersion in Anglophone media and language used to arrange a meeting with a friend"

## 4.2. Emotional contexts

In this subsection, graphs that included data from questions regarding emotional contexts and the immersion variables will be discussed. The original hypothesis was that participants who are more immersed in Anglophone media and social media are likely to choose English in various contexts, particularly emotional ones. The analysis of the relevant graphs in this section aims to describe the graphs that contain the results stemming from the data from certain particular questions, namely questions 15 ("If you are feeling sad, and you are talking to a Czech friend who also knows English, which language are you more likely to use?"), 17 ("If you're talking about a romantic situation (for example a breakup, or being rejected by a crush) with a Czech friend that also speaks English, which language are you more likely to use?"), and 25 ("If you were to recall some bad or difficult memories, which language would you prefer to discuss them in?") and the aforementioned "immersion" variables. The aim of this subsection is to provide enough evidence and context to be able to explore the relationship between participants' immersion in both Anglophone and social media and their

language preferences in emotional contexts, and to evaluate the extent to which the data supports the original hypothesis.

Figure 4 (see below) presents results combining information from the “immersion in Anglophone media” variable and question 15, which asked the participants to examine their language preferences when expressing feelings of sadness.

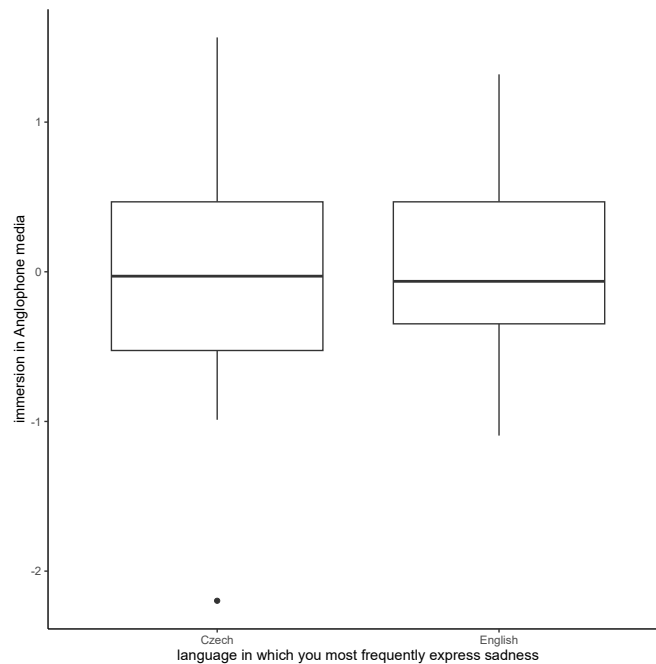


Figure 4. “Immersion in Anglophone media and language in which one most frequently expresses sadness”

The graph shows that there is little to no difference between the two groups of participants being compared, as the scopes of their answers are relatively similar. Additionally, the median values in both boxplots are very close to 0, indicating that there is no significant difference between the groups' responses. These findings suggest that the variable being measured does not have a substantial impact on the participants' responses to expressing sadness. However, it is important to note that these results are limited to the specific variable and question being analyzed, and may not generalize to other variables or questions in the survey.

Similarly, in Figure 5 (below), which pertains to the variable of “immersion in Anglophone media” and the data from question 17, the graph that resulted from combining these specific types of information also did not provide results that would confirm the



hypothesis. The graph shows that the distribution of responses between the two groups is similar, with no significant differences observed in the central tendency or range of responses.

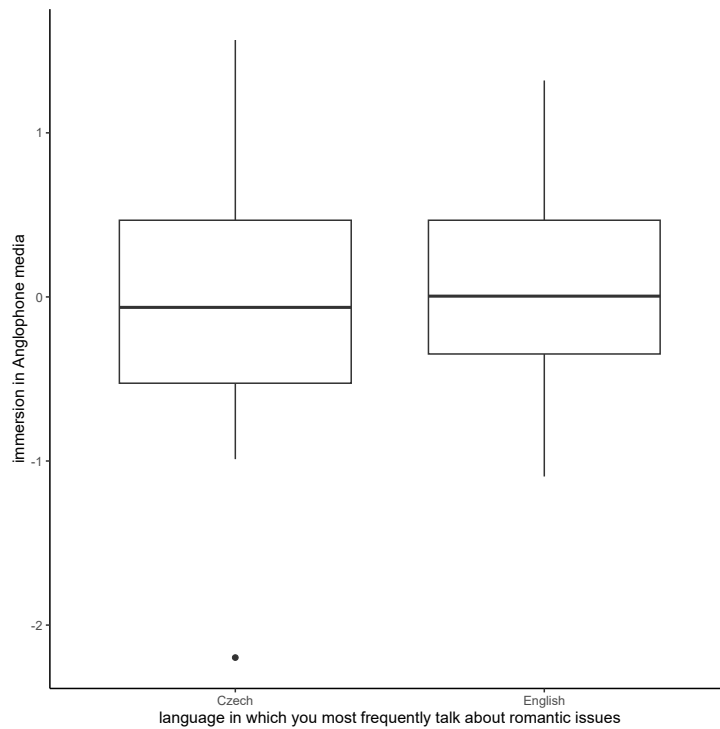


Figure 5. "Immersion in Anglophone media and language in which you most frequently discuss romantic issues"

As shown in Figure 6 below, in contrast to the previous graphs presented, the results of combining the "immersion" variable with responses to question 25 suggest a potential trend towards a significant difference in language preferences between the two groups of participants. Specifically, the Wilcoxon test yielded a p-value of 0.083, indicating that there is a statistical tendency to support the hypothesis that participants who are more immersed in Anglophone media and, by extension social media, are more likely to choose English when discussing difficult memories. The median response for the "immersed" group is notably higher than that of the "non-immersed" group, and the boxplots also show a wider distribution of responses for the "immersed" group. Further research and a greater number of participants could prove and support this hypothesis.

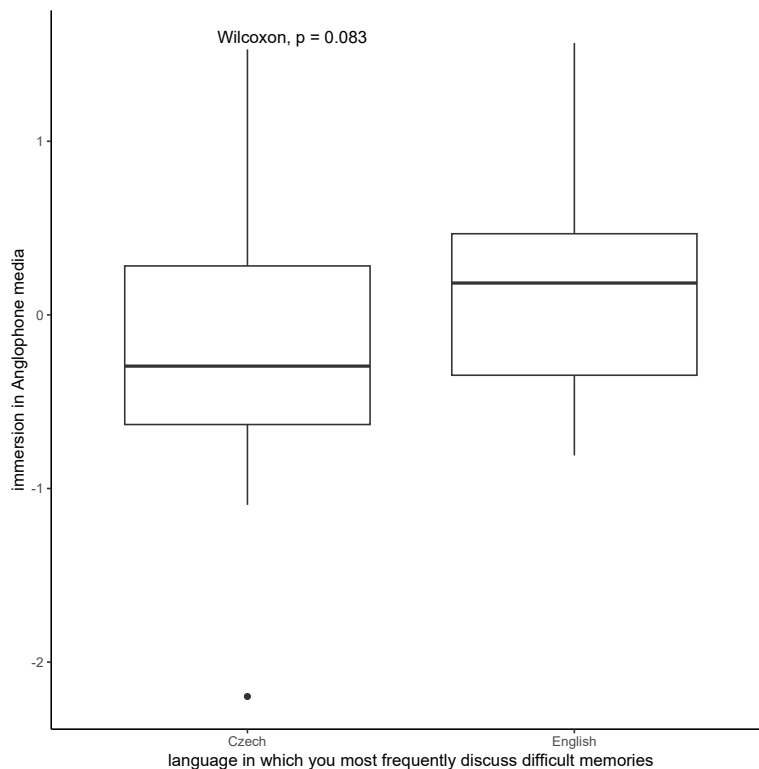


Figure 6. “Immersion in Angl. media and language in which you most frequently discuss difficult memories”

### 4.3. Social media, contexts, people

This subsection deals with the variable “immersion in social media” in relation to certain questions that dealt with language preferences in specific contexts and with specific groups of people. As can be seen in the graphs below, there is a slight trend in groups of people whom the participants speak English with and the number of contexts in relation to social media. This evidence supports the fact that the more immersed one is in social media (and media that is in English), the more one is likely to use English when speaking to various people of various relations and a variety of contexts. The Pearson correlation coefficient in Figure 8 is  $r = 0.1$ , which could indicate that there is a negligible tendency for one variable to increase as the other variable increases. It is important to note that the overall number of participant data is not very high,

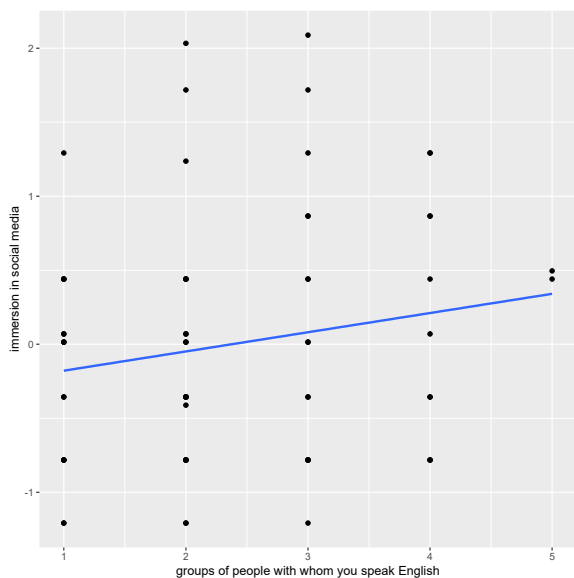


Figure 8. "Groups of people with whom you speak English"

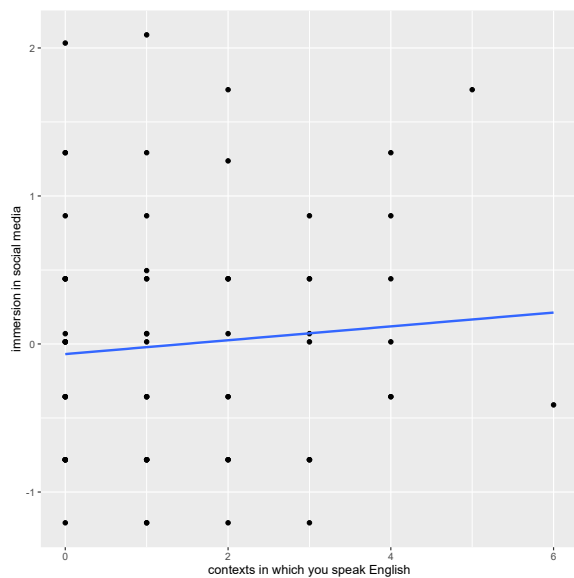


Figure 7. "Contexts in which you speak English."

therefore the relevance may be more important in this situation. As for Figure 7, however, there is a slightly higher Pearson correlation efficient in this case, as  $r = 0.2$ . What this means is that there is a slightly stronger positive correlation between the two variables being studied than if the coefficient was  $r = 0.1$ . A correlation of 0.2 indicates that there is a weakly positive relationship between the two variables, meaning that as one variable increases, the other variable tends to increase as well, but the relationship is not very strong. It is still important to consider the context of the study and the specific variables being measured, as well as the overall number of participants, in order to fully understand the significance of the correlation, which in this case can be seen as slightly more important and influential.

## 5. Discussion

As shown in these graphs, it is evident that there is no overwhelming proof of preference of English in non-emotional and the majority of the emotional contexts in relation to social media and Anglophone media immersion. It is important to mention that the survey and thesis dealt with participants speaking solely in their second language in certain contexts, and did not focus on speakers using only some specific words or phrases from their second language, while the majority of the content would be in their first language. While that is true, it is important to mention that there is no overall preference and predominance of Czech, which

in the case of a native speaker, should hypothetically be the case. There are, however, two specific contexts in which a majority of participants chose English in relation to social media and Anglophone media immersion, denoting that immersion influences language choice, as seen in Figure 3 and Figure 6. In terms of the former, there is a number of potential reasons behind this result. The first would be to assume that the participants misunderstood the question and were misled by its wording, or perhaps they were thinking in a wider and more general context of figuring out a place and time to meet with others. This outcome was somewhat surprising since the initial hypothesis suggested that the native language would be more commonly used in non-emotional contexts, including discussing the specifics of meeting others. The reasoning behind this specific hypothesis was that the language that the participants see and use online would more likely not be their mother tongue, as English holds a dominant position on the internet. They would interact with English in the emotional realm (due to a majority of content being in English) and use Czech for situations they would encounter in real life. However, that was not the case in this regard. There are several possible reasons why Czech native speakers with above-average English proficiency, who are immersed in social and Anglophone media, prefer to use English when finding a place and time to meet with friends. One reason could be the influence of the globalized world and the increasing importance of English as the lingua franca of international communication. Another reason could be the perception that English is a more neutral and objective language for making plans, especially when discussing matters that may be sensitive or controversial. Additionally, the preference for English in this context could be related to the participants' social circles and the language norms within those circles, as some participants noted that they primarily socialize with non-Czech speakers. In this sense, the degree of immersion, not only in social media and Anglophone media, but also in English as a whole (as it can be encountered in a variety of spaces) can hypothetically influence language choice in this situation.

In terms of the latter graph, Figure 6 also presented a trend – in relation to immersion in social and Anglophone media, a majority of participants preferred English when discussing difficult memories, thus providing proof of the hypothesis that immersion influences the language people choose in this situation. While the term “difficult memories” may be a large concept and an abstract one at that, given the number of participant entries denoting a traumatic event that marked or changed them somehow, this thesis will focus on those participants’ accounts that deal with traumatic experiences and any areas related to it, like for example therapy and speaking about one’s mental health. The preference for English when discussing difficult memories is supported by participant responses in question 28. One participant (number 24 in Table 2) wrote, "I talked about some traumatic childhood events in English," while another (participant number 64) wrote: "I talk about trauma only in English." Similarly, participant number 38 wrote, "It’s easier to talk about my trauma in English." Participants also expressed a preference for English when discussing their emotional well-being. For example, participant number 9 wrote, "I exclusively talk about my mental health in English," while participant number 14 said, in like manner, "I talked about my mental health in English." Lastly, participant number 1 provided a broader range of contexts in which English is preferable, stating, "Therapy, mental health, relationships, racism and discrimination - the language available to discuss this is largely anglocentric and stems from US research and activism - it’s very hard to speak to Czech therapists for me."

Based on the Pearson's correlation coefficients, it can be concluded that there is a weakly positive correlation between social media immersion and English preference in terms of the number of contexts and people one speaks English to. It is indicative of the fact that as social media immersion increases, there is a slight tendency to speak English in more contexts. Similarly, the results have also indicated that as this aforementioned variable of immersion increases, there is a tendency to speak English with a slightly larger number of people. These

findings highlight the potential influence of social media on English proficiency, although it should be noted that the correlations are relatively weak and other factors may also play a role.

The data collected through this study therefore suggests that while there is no significant preference for English over Czech in general, there is a specific context in which participants overwhelmingly chose English – when discussing difficult memories. This preference is further supported by participant responses in question 28, which showed that immersion in social media and Anglophone media influences language choice, as a number of participants found it easier to discuss traumatic events and mental health in English. The reasons behind this preference are varied, with some participants citing the lack of suitable terminology in Czech, while others mentioned the influence of anglocentric research and activism. The inclination of native Czech speakers to employ English in diverse contexts can be attributed to a range of factors, namely that English is a global language, as well as the language of the internet and is also the language people use the most to communicate online. With this in mind, it is important to highlight the preference of some native Czech speakers to not choose their native language in certain contexts, as that was the most remarkable finding from the data. This could be influenced by various psychological factors and perceived disadvantages. One possible reason is that Czech may not be as commonly used when it comes to discussing emotions and personal experiences. This can be supported by participants in question 28 who stated that it was hard to speak to Czech therapists in their mother tongue about their experiences, as well as those that disclosed that speaking of their emotions and trauma was easier in their second language. English, on the other hand, might be perceived as more suitable for expressing and exploring emotions – as it is the second language of the majority of participants, it therefore provides a sense of distance and detachment that can make discussing difficult memories or sensitive topics more manageable. Speaking in Czech about

such experiences might feel "too real" and emotionally intense, leading individuals to opt for English as a means of creating a psychological protective barrier.

English may have also been preferred by the participants due to its perceived "neutrality" and the fact that it is commonly spoken as a second language by most individuals involved. These factors could have contributed to the participants' inclination towards choosing English over Czech. English is also the language of social media and the internet, and by being immersed in the language as well as the culture online, the participants were influenced by it in their language choices.

Furthermore, there might be a perception that Czech lacks the appropriate vocabulary or linguistic tools to fully articulate complex emotional states or experiences. This argument can be supported by participant number 1's written submission in question 28, stating that the availability of language to discuss these matters predominantly revolves around an anglocentric perspective and is derived from research and activism in the United States, posing challenges in engaging with Czech therapists. English, with its extensive emotional vocabulary and self-help resources available in the language, as it has been at the forefront of many inventions and innovations, thus leading to an expanse in terminology (Crystal, 2003, p. 80), may be seen as more equipped to delve into and express nuanced feelings. This perceived advantage of English in the realm of emotional expression could contribute to the preference for using English over Czech in contexts related to personal introspection, therapy, and self-reflection. It is worth noting that this phenomenon is not unique to the Czech language but can be observed across various languages, as the use of the internet around the world increases, along with the use of English. Language plays a significant role in shaping one's perceptions and experiences, and individuals may gravitate towards a language that provides a sense of distance, emotional safety, or greater linguistic resources when discussing sensitive or emotionally charged topics.

In summary, the preference of some native Czech speakers to prioritize English in certain contexts may be influenced by the perception that English is better suited for discussing emotions and personal experiences. English provides a sense of distance and detachment, enabling individuals to navigate difficult memories or sensitive topics more comfortably. This preference can be further explained by considering the participants' bilingualism, as their first language's "primeval emotionality" may prompt them to choose English as a means of emotional detachment. Moreover, the participants in the study qualify as digital natives, having been immersed in an online environment that heavily utilizes English due to social media and Anglophone online platforms. This digital exposure has a slight tendency to influence their language choices, particularly when discussing challenging memories. Additionally, the prevalence of English as the dominant language for academic psychological terms and its prominent position in academia may contribute to the inclination to use English for personal introspection and when discussing one's emotions or mental health.

The global nature of English is also an important factor in these language preferences. English serves as a shared medium for communication and understanding across cultures and nations. Its widespread use as a lingua franca in various fields, including academia and online communities, establishes it as a language of convenience and accessibility. The extensive availability of self-help resources and online mental health platforms in English, such as 7cups, further reinforces its influence in facilitating emotional expression and support.

Overall, this study investigated the complex interplay between immersion in social and Anglophone media and language preferences, while also exploring other possible related areas, such as bilingualism, language detachment, and the impact of English as a global language. By exploring these dynamics further, a deeper understanding can be gained of how language choices are shaped in specific contexts and of the role of English in facilitating personal introspection and emotional expression in a globalized world.



participant id	28) If you answered that it was easier to talk about something in one of your languages, what situation was it? Please provide a brief description. For example: I talked about my breakup in English.
1	Therapy, mental health, relationships, racism and discrimination - the language available to discuss this is largely anglocentric and stems from US research and activism - it's very hard to speak to Czech therapists for me
3	Talk about my childhood pain that I'm trying to process
5	v češtině se dobře pomlouvá v ajine může mít člověk odstup protože jsem se to nenaučila od lidí iřl ale z médií takže tam není tak emocionální pouto čeština je moc reálná, ale snažím se vše směřovat na ni protože mi přijde "inteligentnější" což není nejlepší výběr slova, ale angličtina mi přijde tak jednoduchá ne-li handicapovaná, že ta jednoduchost jí dělá přístupnou pro složitější lidské pocity
9	I exclusively talk about my mental health in English
10	I talked about my mental health in english with my psychiatrist because I can express myself better and I get less emotional.
11	I talk about my mental health in English (although I try to implement Czech as well).
12	Yes when talking about stuff that still hurt me (e.g. traumatic experience)
13	
14	I described my panic attacks and feelings better in English.
15	I think about personal matters in English, so if I talk about them in Czech I sometimes need to translate in my head.
16	This is quite difficult to say. With some of my friends I would never discuss things not just emotions but even HW etc) in English simply because they don't use English as much as I do (even though they understand it and can speak it). I do have friends with which I would discuss my emotions (e.g. during a break up or bad mental state etc) in English quite naturally and it would even sometimes be easier to express my self that way, yes.
17	I used it to describe my feelings I couldn't quite put into words in Czech
18	I talked about my mental health in English
20	I try to avoid using anglicisms
22	I talk about my coping mechanisms in English
24	I talked about some traumatic childhood events in English
26	I mostly Czech mixed with some English words
27	Breakups
30	I talked about my past in English
31	I talked about my sexual assault in english
32	It's easier for me to express emotions in English.
34	Break-up, death in the family, mental health situation
35	Mostly emotional situations in general, feels like I know more suitable vocabulary.
36	Talking about sexuality and romantic situations
37	When I talk about my erasmus where I talked mostly english
38	It's easier to talk about my trauma in english. Whenever i talk about these things in czech (with my therapist) it often times makes me feel uncomfortable.
39	I talked about my mental health in English.
40	I feel like English, not being my first language, provides a certain distance from the difficult topics? On the other hand, I consume almost strictly English media, so I just have more precise vocabulary for certain topics (like mental health) in EN than CZ.
41	mental health and romance, not really family situations
42	I talked about my breakup in Czech.
43	Usually speaking in english with my Id friends, it's easier to discuss everything over the phone rather than in person. Namely breakup, uni stuff, family troubles.
45	i talked about my new job in czech
46	The individual is immersed in english without necessarily having to truly identify himself, as it is present in the discourse of contemporary questions of the day. This leads to thorough alienation from one's language on many levels.
51	Topics surrounding mental health seem to be better equipped linguistically in English - most of my knowledge of that comes from social media and Czech (perhaps even the medical and social system of Czech republic) seems to be lacking in that.
52	A traumatic hospital stay
55	O klucích, problémech atd
58	Therapy is in czech
60	I talk about my emotions/trauma in English
62	I talked about family drama in czech
63	I talked about school stress in Czech
64	I talk about trauma only in English
65	I discussed my gender and sexuality in English.
67	All of my traumas happened using Czech
68	I talk about my struggles with school or family in Czech. But I talk about fun events in English.
69	I found it easier to talk about my anxiety in English
70	When my friend passed away last year because of cancer
72	I mostly talk about these topics with my Czech friends/family

Table 2. Participant responses to question 28.

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## 7. Resumé

Jazyk hraje důležitou roli v lidské komunikaci, formování identity, usnadňuje navazování vztahů a ovlivňuje naše vnímání světa. V dnešní propojené a digitalizované společnosti se jedinci s dvojjazyčnými schopnostmi potýkají s jedinečnými výzvami při udržování svých jazykových preferencí a vazeb. Tato práce si klade za cíl prozkoumat hypotézu, že míra ponoření se do anglickojazyčných a sociálních médií ovlivňuje jazykové preference českých rodilých mluvčích s vysokou úrovní anglického jazyka v různých kontextech.

Struktura této práce začíná teoretickým základem, který zahrnuje klíčové koncepty nezbytné pro porozumění následujícím kapitolám. První kapitola podrobně zkoumá bilingvismus, emocionální odcizení jazyka u bilingvních jedinců a koncept digitálních rodilých mluvčích či domorodců (v angličtině digital natives), kteří jsou ponořeni do internetových digitálních prostorů. První část teoretického základu se zabývá složitostí definice bilingvismu (neboli dvojjazyčnosti) a jejím vztahem k tématu práce a účastníkům dotazníku. Zatímco běžná definice bilingvismu je schopnost používat oba jazyky stejně dobře, tato definice je v rámci této práce považována za nedostatečnou kvůli tomu, že bilingvní mluvčí se mohou pohybovat na rozdílných jazykových úrovních; také své jazyky nemusí pravidelně používat. Není totiž obvyklé, že je bilingvní mluvčí schopen ovládat oba jazyky na úplně stejné úrovni. Stává se spíše to, že bilingvní lidé místo toho využívají jedinečné zkombinované formy obou jazyků, které spolu neustále interagují. Bilingvismus by měl proto být chápán jako kontinuum, na kterém se jednotlivci mohou nacházet. Účastníci dotazníku splňují kritéria pro označení za bilingvní na základě své schopnosti vyjadřovat emoce v jiném jazyce, i když se mohou objevit obtíže při hledání lingvistických ekvivalentů.

Dále je v teoretické části popisováno jazykové odcizení, což se vztahuje k jevu, který se projevuje u bilingvních jedinců, kteří zažívají ve svém druhém jazyce méně emocí a mají

také snížený emoční projev, když ho užívají. Toto odcizení vychází z vnímání, že slova ve druhém jazyce jsou méně emočně nabitá ve srovnání s mateřským jazykem. Toto emoční odcizení může ale také sloužit jako ochranný mechanismus, který umožňuje přístup k emocionálně nabitému prožitku, který může být obtížné vyjádřit v mateřském jazyce. Pozdní bilingvní mluvčí často procházejí emocionálním posunem mezi svými jazyky, přičemž první jazyk je charakterizován hlubokými emocionálními vazbami, zatímco druhý jazyk umožňuje se emocím spíše vyvarovat. Bilingvní jedinci mohou tedy druhý jazyk využívat k tomu, aby diskutovali o citlivých tématech a vyhnuli se obsahu, který by jim vyvolával úzkost. Bilingvismus hluboce ovlivňuje emoce a sebevyjádření, neboť jazyk a emoce jsou propojeny. Dvojjazyční jedinci, pro něž je angličtina druhým jazykem se mohou snažit napodobovat kontrolu a klid při diskusi o emocích ve svém druhém jazyce, jelikož co se kulturních hodnot týče, angličtina se zdá být jazykem vyrovnanosti a kontroly. Porozumět odcizení od mateřského jazyka je klíčové pro terapeuty a výzkumníky, neboť ovlivňuje nejen komunikaci mezi pacientem a terapeutem, ale i sebevyjádření pacienta. Průzkum této dynamiky poskytuje poznatky o složitém vztahu mezi bilingvismem, emocemi a rolí jazyků jako emocionálních bariér nebo facilitátorů.

Dále v teoretické části práce popisuje koncept „digital natives“ (digitální domorodci) a jejich vztahu k technologii a jazyku. Digitální domorodci vyrůstají ponořeni do technologií a jsou s ní dobře obeznámeni. Jsou známi svou jedinečnou technologickou zručností a dle některých jsou jejich mozkové struktury odlišné od ostatních. Naopak digitální imigranti jsou lidé, kteří se v technologiích sice mohou dobře orientovat, ale nevyrostli s nimi. Je důležité překonat komunikační bariéru mezi digitálními domorodci a ostatními skupinami, protože se jejich jazykové dovednosti a preference liší. Je třeba si uvědomit, že rozdělení mezi digitálními domorodci a imigranty není univerzálně použitelné a závisí na různých faktorech, jako je sociální postavení. Koncept digitálního domorodce úzce souvisí s tím, že vyrostli s přístupem

k technologii. Tento koncept byl v práci uveden, protože vysvětluje stupeň ponoření účastníků do anglofonních a sociálních médií, kteří tudíž spadají pod tuto definici a je možné, že jejich trávení času na sociálních sítích a na internetu, kde jsou obklopeni anglofonní kulturou a anglickým jazykem, ovlivňuje jejich jazykové preference.

Následně práce zkoumá postavení anglického jazyka jako jazyka světového a jeho rozšířenou přítomnost na internetu. Angličtina se stala dominantním druhým jazykem, který je používán mnoha nerodilými mluvčími po celém světě. Dosáhla světové dominance díky historickým faktorům, včetně vlivu Britského impéria. Její status jako světový jazyk je posílen její přítomností v populární hudbě, kinematografii a mezinárodních jednáních. Rozšířené přijetí angličtiny vychází například z toho, že je na světě používána téměř všude, ale také má různé prostředky, které se v jiných jazycích často nevyskytují, jako například možnosti genderově neutrálních variant a dostupnosti různých zdrojů, což je důsledkem již zmíněného dominantního kulturního vývoje. Kvůli tomu může nastat situace, kdy se většina lidí bude chtít učit jen anglicky, což by snížilo motivaci k učení jiných jazyků. Vliv angličtiny sahá i do ostatních jazyků, přinášející nové výrazy a anglicismy. Kulturní odkaz angličtiny je zřejmý v různých oblastech, zejména v kinematografii a hudbě, kde hraje významnou roli Hollywood. Filmy a hudba v angličtině mají široký dosah, jelikož formují kulturní preference a šíří americké či anglofonní hodnoty. Angličtina dominuje v evropských hitparádách a v evropských soutěžích, jako je Eurovision. Porozumění vlivu angličtiny v populární hudbě a kinematografii je klíčové pro pochopení jejího širšího vlivu jakožto mezinárodního jazyka. Zároveň tato část zkoumá roli angličtiny v oblasti duševního zdraví, vzhledem k anglické prevalenci jakožto hlavního prostředku komunikace pro online zdroje ohledně duševního zdraví. Převaha angličtiny při diskusi o duševním zdraví má významné důsledky. Angličtina je hlavním jazykem v akademické literatuře a na online platformách, což umožňuje přístup k poznání a podpoře pro jedince čelící duševním problémům. Zároveň ale tvoří bariéru pro ty,



kteříanglicky neumí, nebo nejsou tak zdatní. Sociální média také vytvářejí globální komunitu pro sdílení zkušeností a copingových mechanismů. Anglické zdroje přinášejí výhody těm, kteří nemají dostatečnou slovní zásobu nebo přístup k terapii ve svém mateřském jazyce. Převaha angličtiny tedy nabízí možnost poznání a propojení, ale vyvolává také jazykové obavy.

Další kapitola se zaměřuje na způsob sbírání dat pro tento výzkum. Poskytuje podrobné vysvětlení návrhu, vytvoření a provedení průzkumu, který si klade za cíl zachytit jazykové preference a míru ponoření („immersion“) do anglofonních a sociálních médií u českých rodilých mluvčích s vysokou úrovní anglického jazyka. V této části je popsán proces interpretace dat, včetně vytvoření proměnných získaných z odpovědí na průzkum, které následně sloužily k analýze a prezentaci výsledků. Pro sběr dat pro tuto práci byla zvolena metoda dotazníku vytvořeného pomocí Google Forms, jehož cílem bylo získat názory rodilých mluvčích češtiny ve věku 18-25 let s vysokou úrovní angličtiny na lingvistické aspekty a mediální návyky. Dotazník byl rozdělen do dvou částí. První část byla spíše lingvistická, jelikož byla zaměřena na sebeohodnocení účastníků ve znalosti češtiny a angličtiny, jazykové preference při vyjádření emocí a diskotování o emocích v obou jazycích.

Druhá část dotazníku zkoumala návyky a postoje účastníků vůči médiím. Dotazovala se na užívání sociálních médií, preferované aplikace, frekvenci sledování televizních pořadů/filmů/YouTube videí, postoje k sociálním médiím a vnímání anglických médií ve srovnání s českými. K analýze nasbíraných dat byly využity složené proměnné pro zkoumání ponoření do anglicky mluvících médií a sociálních médií. Data týkající se spotřeby médií byla převedena na numerické proměnné a standardizována pomocí z-skóre. Pro vizuální reprezentaci dat byly použity boxploty a scatterploty v programu R s balíčkem „ggplot2“. Statistické srovnání bylo provedeno pomocí Wilcoxonova testu.

Kapitola výsledků představuje zjištění získaná z průzkumu pomocí grafů, které popisují a ilustrují finální data. Tyto výsledky osvětlují vztah mezi jazykovými preferencemi a

ponořením do anglickojazyčných a sociálních médií u českých rodilých mluvčích s vysokou úrovní anglického jazyka. Data byla rozdělena do emocionálních a neemocionálních kontextů a byla analyzována pomocí grafů a statistických testů, například Wilcoxonova testu. Výsledky naznačují, že v neemocionálních kontextech nejsou významné rozdíly v jazykových preferencích, ale pozoruje se mírný trend směrem k používání angličtiny při diskuzi o obtížných vzpomínkách. Ponoření do sociálních médií ukazuje slabou pozitivní korelaci s používáním angličtiny ve více (spíše emocionálních) kontextech.

V závěrečné kapitole jsou prezentována a probírána nejdůležitější zjištění, která jsou propojena zpět s teoretickým základem, který byl v práci již zmíněn. Práce analyzovala výsledky již zmíněného průzkumu. Bylo zjištěno, že obecně neexistuje významná preference angličtiny v neemocionálních a většině emocionálních kontextů. Nicméně byly identifikovány konkrétní situace, kdy účastníci jednoznačně volili angličtinu, například při diskuzi o obtížných vzpomínkách a duševním zdraví. Imerze či ponoření ve společenských médiích vykazovala slabou pozitivní korelaci s používáním angličtiny. Faktory, které možná ovlivňovaly volbu jazyka zahrnovaly globalizované vlivy, angličtinu jako neutrální jazyk, nedostatek vhodného českého slovníku a vnímané výhody angličtiny pro emocionální projev. Studie poukázala na složitost preferencí jazyka a vliv imerze ve společenských a anglofonních médiích.

Tato bakalářská práce se zabývá vlivem ponoření do anglickojazyčných a sociálních médií na jazykové preference českých rodilých mluvčích s vysokou úrovní anglického jazyka. Hlavním cílem práce je porozumět tomu, jak prostředí anglického jazyka a užívání sociálních sítí a internetu ovlivňuje volbu jazyka a jazykové preference těchto mluvčích v různých situacích a kontextech. Pro dosažení tohoto cíle byla použita kombinace teoretické analýzy a sběru průzkumných dat. Teoretická analýza se zaměřuje na studium relevantní literatury a výzkumů týkajících se vztahu mezi ponořením do anglického jazyka a jazykovými preferencemi. Sběr průzkumných dat byl proveden prostřednictvím dotazníku, který byl

distribuován mezi českými rodilými mluvčími ve věku 18-25 let s vysokou úrovní anglického jazyka.

Výsledky této práce poskytují poznatky o vztahu mezi ponořením do anglickojazyčného prostředí a preferencemi českých rodilých mluvčích. Zjištění naznačují, že ponoření do anglickojazyčných médií a sociálních sítí může mít vliv na volbu jazyka, zejména v emocionálně náročných situacích a při diskuzi o obtížných vzpomínkách a duševním zdraví.

Práce také identifikuje různé faktory, které ovlivňují volbu jazyka v těchto situacích, včetně vlivu angličtiny jakožto globálního jazyka a jazyka internetu a sociálních sítí, a také nedostatku vhodných českých termínů a vnímaných výhod angličtiny pro emocionální vyjádření. Závěry práce zdůrazňují složitost jazykových preferencí a vliv ponoření do sociálních a anglofonních médií.

Celkově lze říci, že tato bakalářská práce přináší nové poznatky o jazykových preferencích českých rodilých mluvčích s vysokou úrovní anglického jazyka a o vlivu ponoření do anglickojazyčného prostředí na tyto preference. Tyto poznatky mohou přispět k lepšímu porozumění jazykovým dynamikám v dnešní globalizované společnosti a mít praktické důsledky pro vzdělávání a komunikaci v mezinárodním prostředí.