



FACULTY OF ARTS  
Charles University

Department of English and ELT Methodology

# A Review of a Final Thesis

submitted to the Department of English and ELT Methodology,  
Faculty of Arts, Charles University

## Name and titles of the reviewer:

Reviewed as:  a supervisor  an opponent

Author of the thesis: Josefina Arellanesová

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

Year of submission: 2023

Submitted as:  a bachelor's thesis  a master's thesis

## Level of expertise:

excellent  very good  average  below average  inadequate

## Factual errors:

almost none  appropriate to the scope of the thesis  frequent less serious  serious

## Chosen methodology:

original and appropriate  appropriate  barely adequate  inadequate

## Results:

original  original and derivative  non-trivial compilation  cited from sources  copied

## Scope of the thesis:

too large  appropriate to the topic  adequate  inadequate

## Bibliography (number and selection of titles):

above average (scope or rigor)  average  below average  inadequate

## Typographical and formal level:

excellent  very good  average  below average  inadequate

## Language:

excellent  very good  average  below average  inadequate

## Typos:

almost none  appropriate to the scope of the thesis  numerous



**Brief description of the thesis** (by the supervisor, ca. 100-200 words):

The thesis investigated the well-documented link between the global spread of English via different media (such as the internet) and the increasing use of English by people in non-anglophone countries. The study was focussed on the use of English in young people in the Czech Republic and in emotional conversational contexts. A survey study was conducted that asked respondents about their internet habits, their consumption of anglophone media, and their use of English in everyday life. Results showed that young Czechs are prone to incorporate English in a variety of linguistic contexts, including emotional as well as non-emotional instances of conversation. The thesis is well written and uses adequate methodology.

**Review, comments and notes** (ca. 100-200 words)

**Strong points of the thesis:**

The thesis focusses on a relatively wide range of interconnected issues in relation to English use in digital natives (e.g., digital immersion, bilingualism, social media, mental health).

The data analysis was sound and interesting graphs are presented.

The discussion of the findings was very good, and Ms Arellanes' interpretation of her results showed her thorough understanding of the investigated topic and her participants.

**Weak points of the thesis:**

While the wide variety of issues discussed in the theoretical background is a benefit (and was important to the hypothesis investigated), it also presents some pitfalls. Each of the issues was presented in a relatively short chapter, and the red thread going through the theoretical background section was missing. As a reader I would like each chapter to be logically linked to the previous one, so that the whole section becomes a coherent entity that leads me directly to the methods section and the research questions.

**Questions to answer during the Defence and suggested points of discussion:**

1. What was the influence of gender on your results? Specifically, was there a gender-related difference in the use of English to discuss difficult memories?
2. In what ways do your participants differ from the bilinguals investigated by Dewaele and how could that have impacted the results?

**Other comments:**

The section on emotional detachment in a second/ foreign language can be seen as the core of the theoretical background and it could have gone into more detail on what previous studies have investigated and shown. Examples and details of previous studies' results should have been summarized and presented.

While the data analysis section is a strong point of the thesis, it would have been appreciated if Ms Arellanes had worked more independently on it.



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In general, of the 51 survey questions only a handful were used in the final analysis. This is, of course, not unusual for a survey study but it seems to me that the ratio of used-questions vs. unused-questions was unusually lopsided here. A survey study is a complex undertaking that requires a lot of preparatory work, where each variable and variable combination should be planned carefully in advance. A few more variables should have been described/ calculated (potentially compounded variables, which are the most informative ones) and investigated to provide a more thorough picture of the use of English in the investigated cohort. For instance, it would have been interesting to see the influence of gender.

Some of the results are not adequately described, for instance on p. 33 it is stated that

*"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"*

But a correlation of  $r=0.1$  (or  $0.2$ ) does not support this assessment. "A negligible tendency", as it is later called, does not indicate much of a relationship between two variables. In general, the statistical write-up lacks in clarity and is confusing at times.

**Proposed grade:**

excellent  very good  good  fail

Place, date and signature of the reviewer:

Prague, 23.05.2023

A handwritten signature in blue ink, appearing to be "L. J. J.", is written below the text.