

Expressing Emotion in Croatian (L1) and English (L2)

Štefanac, Manuela

Master's thesis / Diplomski rad

2022

Degree Grantor / Ustanova koja je dodijelila akademski / stručni stupanj: **University of Rijeka, Faculty of Humanities and Social Sciences / Sveučilište u Rijeci, Filozofski fakultet**

Permanent link / Trajna poveznica: <https://um.nsk.hr/um:nbn:hr:186:360619>

Rights / Prava: [In copyright](#)/[Zaštićeno autorskim pravom.](#)

Download date / Datum preuzimanja: **2025-01-31**



Repository / Repozitorij:

[Repository of the University of Rijeka, Faculty of Humanities and Social Sciences - FHSSRI Repository](#)



UNIVERSITY OF RIJEKA
FACULTY OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF ENGLISH

Manuela Štefanac

EXPRESSING EMOTION IN CROATIAN (L1) AND ENGLISH (L2)

Submitted in partial fulfillment of the requirements for the M.A. in English Language
and Literature and German Language and Literature at the University of Rijeka

Supervisor:

Anita Memišević PhD

Rijeka, July 2022.

Abstract

The focus of this thesis is the difference between expressing emotion in the first language and the second language, i.e. in Croatian and English. The thesis is divided into two parts, the theoretical and the practical part, that is, the conducted research. The first part provides general information regarding basic emotion, emotion-laden words and emotion words, the possible influence of cultural, linguistic and contextual factors during the acquisition of languages as well as various different approaches to researching language and the different ways of expressing emotion. The second part contains information about the research conducted for the purpose of this thesis. The study includes a web-questionnaire, which is divided into six parts, containing various types of questions. The findings regarding the research question on expressing emotion in the first and second language, show that the L1 (Croatian) has proven to be more emotional and used in moments of seriousness and emotional moments, while the L2 (English) is used to create distance between the speaker and the topic.

Key words: emotion, expressing emotions, bilingual, Croatian, English

Table of Contents

1. INTRODUCTION	3
2. LITERATURE REVIEW	4
2.1. Emotion.....	4
2.1.1 Expressing emotions in different languages	4
2.1.2 Emotion and emotion-laden words	6
2.2. Emotions and bilingualism.....	8
2.2. Bilingual emotional lexicon	10
2.3. Personality shift	10
2.4 Factors contributing to various emotional interpretations of languages and words.....	13
3. PREVIOUS RESEARCH	18
4. THE STUDY ON BILINGUALISM AND EXPRESSING EMOTIONS.....	24
4.1. Methodology and participants.....	24
4.2. Hypotheses	29
4.3. Results.....	30
4.3.1. The results of the web-questionnaire	30
4.4. Discussion	53
5. CONCLUSION	63
6. APPENDIX.....	65
7. BIBLIOGRAPHY	76

1. INTRODUCTION

Emotions are a basic human trait that impacts their perception of the world around them. To put it poetically, without emotions, words lose their meaning and humans lose their humanity. Do bilinguals perceive the world in two different ways? In this thesis, I will try to explain basic emotions and various factors that influence our emotional expression as well as the difference in expressing our thoughts in our first and second language. My goal is to analyse the data gathered from the questionnaire in order to determine the different emotional perceptions of expressing emotion in Croatian (L1) and in English (L2). The first part will be comprised of the following chapters: emotion, basic emotions in different languages, emotion and emotion-laden words, words of affection, emotions and bilingualism, bilingual emotional lexicon, personality shift, factors contributing to various emotional interpretations of language and words, previous research (literary review of past research) and the results of my questionnaire-based research. The questionnaire, consisting of multiple questions containing open-ended and closed-ended questions, was distributed online through Facebook, Reddit and e-mail, as well as using the snowballing technique. I believe that this research is needed to understand bilinguals' choice of language in expressing their emotions in a conversation in order to interpret their feelings and thoughts more clearly.

The questions that this thesis aims to answer are, do bilinguals express emotion differently depending on the language of choice, which language do they prefer in different situations and what are the reasons behind their choice of language in those situations?

2. LITERATURE REVIEW

2.1. Emotion

In order to explain various variables that influence emotionality, the definition of what emotion is needs to be given. There are various definitions of emotion. According to the Merriam-Webster online dictionary, emotion is: “[...]1 a: a conscious mental reaction (such as anger or fear) subjectively experienced as a strong feeling usually directed toward a specific object and typically accompanied by physiological and behavioural changes in the body; b: a state of feeling; c: the affective aspect of consciousness: FEELING [...]” (Merriam-Webster, Emotion) According to Robert Solomon, emotion is “a complex experience of consciousness, bodily sensation, and behaviour that reflects the personal significance of a thing, an event, or a state of affairs.” (Solomon, emotion) The Cambridge Dictionary offers a simple definition among others: “a strong feeling such as love or anger, or strong feelings in general.” (Cambridge Dictionary) Emotional expression in Springer Link, Encyclopaedia of Behavioural Medicine is, for comparison, defined as “[...] how one conveys emotional experience through both verbal and nonverbal behaviour. (Gross, 1998b, 1999).” (Skinner, 2013)

Keeping the previously mentioned definitions in mind, emotion can be described as a complex experience which involves a strong feeling or multiple feelings that are a reaction directed toward something or someone. Emotions are important for connecting with other people and understanding their feelings, boundaries and experiences. That is why the inability to share them could lead to negative emotions. In bilinguals, this inability could be a language barrier, making it more difficult for them to precisely express in their second language what they are feeling. (Dewaele, 2010, p. 1) In order to better understand emotions, basic emotions will be discussed in the following section.

2.1.1 Expressing emotions in different languages

According to Dewaele, basic emotions comprise of anger, fear, surprise, sadness, joy and disgust. (Dewaele, 2010, p. 16) Any other emotion is a more complex one. Every language carries a different reaction when experiencing different basic emotions.

Expressing anger in the L1 versus the L2 is the safest route for bilingual speakers, because the L1 offers a script the speaker is used to, an array of different possible vocabulary selections in order to specifically express their emotion. Pavlenko mentions Dewaele's L1 preference in her book in 2006, in which she explained Dewaele's experience of feeling of frustrated because he was unable to express himself the way he wanted. He was angry and wanted to demand a compensation, but was not able to do so effectively in one of his foreign languages, Spanish. In order to effectively express his anger, he switched to English, a language in which he possessed the necessary vocabulary to express his anger, unlike in Spanish. (Dewaele, 2006, p.119; see also Dewaele, 2010, p.13)

The language in which people feel safer to express a certain emotion might give interlocutors a different picture of themselves depending on the language that they interact in. This is a direct link to Chapter Koven's observation of the portrayal of Linda, a French-Portuguese bilingual. He mentioned that Linda was perceived to be an angrier person in French as her basic description of her persona, whereas in Portuguese she was perceived as the opposite, calmer version due to the different expressions of emotion. (Dewaele, 2010, p.29; see also Koven, 2006, pp.84,88)

Dewaele, in the sixth chapter of his book *Emotions in Multiple Languages*, mentions an illustration from Veronica Zhengdao Ye's "La Double Vie de Veronica": reflections on my life as a Chinese migrant in Australia" from 2004, in which Ye draws a comparison between Chinese and English expressions of emotion. Ye mentions the observed ease with which love expressions are mentioned and spoken in English, versus the lack of those expressions in Chinese, as they are shown with actions, not words. (Dewaele, 2010, p. 86) This points to a possible crossover of expressing love in a foreign language, while still expressing it according to the learned ways of one's native language. Taking the above-mentioned example of a Chinese-English, or English-Chinese, bilingual, a Chinese-English bilingual might come across as a colder person to native English speakers, while an English-Chinese bilingual might come across as someone who is expressively too intimate for native Chinese speakers.

Pavlenko, a multilingual, in her book "Emotions and Multilingualism", talks about expressing emotion in Russian, Ukrainian and English in terms of combining English with the other two languages separately into a sentence. She gives the examples of telling her son: "Who is my sweet little zaichik (bunny)?"", code-switching to Ukrainian in the place where a word of affection takes place. In another example when talking to her mother, she wrote: "Mne

nuzhna (I need) privacy, can we talk later?”, which shows the frustrated or snappy part of the sentence was used in Russian, using code-switching. Pavlenko mentions that her native language, Russian, is filled with intimacy and familiarity. Taking this into account, the above-mentioned code-switching examples in expressing love and frustration would allude to her using them to express a deeper form of the expressed emotions. Another point of view for this could also be that she is using the language, that the interlocutors perceive as a more familiar language themselves, to show a more serious level of meaning behind the message. This can be taken from the two previously mentioned examples, combined with another example in which Pavlenko expresses love in English, to her English-speaking partner, but uses a combination of Russian-English when talking to her mother, and her son. (Pavlenko, 2007, pp. 22-23)

Languages can have different swear words and different levels of appropriate language, but some languages can have the same words that are considered ‘taboo’. Mentioning God in English when angrily swearing because of a minor inconvenience would cause the same reaction as mentioning God when swearing in Croatian due to the religious nature of the swearwords. Despite some similarities, Croatian and English differ in some aspects of using appropriate language. Saying “thanks, dear” to a barista when they bring you your favourite cup of coffee is endearing in some English-speaking countries, when in Croatia saying “hvala dragi/draga” to someone from outside of a private circle would be seen as too personal and boundary-crossing. This expression in Croatian is often reserved for partners or children of the speaker. Different words also carry different emotional weight for each person. This will be explained in the following sections.

2.1.2 Emotion and emotion-laden words

It is important to understand the degree of emotionality of a word and its impact on other speakers and listeners. An inadequate understanding of the degree of emotionality could lead to potential misunderstandings and a negative impact on the relationship between the speakers. (Dewaele, 2010, p. 6)

A distinction between emotion words and emotion-laden words needs to be made. Emotion words express an emotion, for example happy, sad or angry. Emotion-laden words, on the other hand, are words that evoke emotion (death, dream, wedding, butterfly) without explicitly

aiming for a certain emotion or have a strong emotional connotation (cancer). (Altarriba & Basnight-Brown, 2010, p. 310)

The emotion that will result from hearing an emotion-laden word depends on the person hearing it. The word ‘wedding’ might result in happiness in one person, but sadness in another due to previous personal experiences with that word or situation. Emotion-laden words can also have different levels of effect on a speaker. The emotional reaction for a Croatian native speaker, who has been to war, when they hear the word ‘rat’ and ‘mina’ in Croatian will cause a stronger reaction than hearing the English synonyms “war” and “mine” due to the associated emotional experience with those words in Croatian.

Emotions are differently expressed in various languages. Some countries or cultures use language to express emotion rather than using body language, whereas others show their emotions through body language. A great example of the former way of expressing feelings would be the Chinese language, in which native speakers rarely say the phrase “I love you”. You wouldn’t use this phrase with ease and especially not with an object or a person that you do not consider a part of your private, inner circle. In Chinese culture, emotions are seen as something very personal that should not be shared in public. Similar to Chinese, the Japanese language and culture are also strict regarding expressing emotion in public. On the other side of expressing emotions, I would single out American English. American native speakers tend to overuse the phrase “I love you”. It is not as shocking or personal to express love for someone who is performing something on the street or even a cat. The key to understanding another person and their emotions is to understand their culture and language, how they express their emotions. (Dewaele, 2010, p. 86)

These ways of expressing emotion in a language can influence a speaker’s expression of love. If a person is not used to expressing their love verbally in their L1, and if they are used to hearing words of affection more frequently and openly in L2, this could unintentionally become their language for love expression. This is common in those who have spent time and socialized in an L2 environment. (Pavlenko, 2007, p. 107)

In a paper written by Dewaele, the emotional weight of the phrase *I love you* in multilingual’s languages had been studied. The meaning and depth of the L1 and L2 love phrases were studied and compared, and it was found that language dominance was connected to the self-perceived emotionality of the phrase. Dewaele argues that although one may understand the words *I love you*, the phrase may only be considered of equal meaning as the

L1 phrase, when the same range of emotions is felt upon hearing the phrase in the L2. (Dewaele, 2008, pp. 1771, 1774)

As highlighted by Pavlenko, some bilinguals may have more freedom in the L2 to express their emotions if their L1 does not offer such explanations nor is it the norm in the belonging culture. This way, the preferred way to express emotion will become the L2. (Pavlenko, 2007, p. 117)

2.2. Emotions and bilingualism

Language plays a crucial role in expressing emotion, because the only way to explain our anger is through language. (Dewaele, 2010, p. 18) Some bilinguals might encounter negative reactions when using the same phrases as native speakers due to those phrases being used in a familiar and relaxed setting, among friends. When a non-native speaker uses such phrases, it could be seen as insulting to native speakers, an intrusion into another, foreign culture and the usage of native-only vocabulary and phrases. Due to the severity of some phrases, native speakers can become offended at a joke, an insult or swearword since the non-native speaker does not have a full understanding of the culture, the history and their customs, no matter how integrated in the culture the non-native speaker is. The native speakers could possibly always feel that there is a slight distinction between them and the non-native speakers. (Dewaele, 2010, p. 7)

Bilinguals will at least once in their lifetime face a difficulty involving expressing a specific emotion. A bilingual could express grief or frustration perfectly in their native language, but would not be able to explain the same emotions in a second language due to lack of synonyms, limited vocabulary or the inability to think in a second language because the intense experience of an emotion makes them unable to express their thoughts and feelings clearly and does not give them time to formulate sentences. Due to emotionality, people tend to get carried away by what they are saying. If they are expressing anger in their second language, in this case in English, there could be some changes in accent, more frequent errors, wrong vocabulary because the mind is more concentrated on getting the emotion across, rather than conveying the meaning accurately. Because bilinguals might not possess a vast vocabulary in English, they might take longer to think about their feelings and what they want to say, which could

result in shorter, calmer and thought-out responses which fit their expressive abilities. (Dewaele, 2010, p. 13)

There are also some distinctions that bilinguals make when speaking a different language. In bilinguals, for every expression of emotion, there is a choice between two languages. Which language do they use for which action? In which language do they think, curse, joke, express love or dissatisfaction?

Bilinguals can also experience code-switching during conversation. This feature is a common one among bilinguals and it occurs usually due to not remembering a word in the native language, or they choose to express an emotion or a type of information using their second language, such as using swear or taboo words in their L2 to be less embarrassed. This could also happen due to the speaker reporting a message that someone else said, using the L2 as a coded language to speak in private, or just to refer to a different topic (gossip, intimacy, or foreign news). (Dewaele, 2010, pp. 191-192)

Bilinguals who use their second language on a daily basis will use code-switching, when necessary, in order to get the largest and most precise vocabulary available to express themselves better. Not only do bilinguals experience code-switching and have preferred languages for certain expressions, but they also create different experiences using different languages. Experiences in a language can change a person's behaviour in that language. A bilingual speaker can experience scolding from a parent when using words that are considered "taboo", which in turn can lead to them not swearing in that language or even expressing anger, if anger and 'taboo' words are linked together. In turn, the bilingual speaker might turn to another language to express anger and/or use "taboo" words. (Pavlenko, 2007, pp. 97, 130)

2.2. Bilingual emotional lexicon

According to suggestions made by Altaribba, Bauer, Anooshian and Hertel (as cited in Pavlenko, 2007, pp.107-108) at least three different types of bilingual emotional lexicons exist. These lexicons are approximations. They are the L1-influenced emotion lexicon, L2-influenced emotional lexicon and the transcultural emotion lexicon. The L1-influenced emotion lexicon refers to the transfer of the L1 emotion-based words and concepts into L2. This usually occurs with speakers of low proficiency. The second one, L2-influenced emotional lexicon is when L2 emotion-based words and concepts influence the L1. This word order can usually be seen in situations where a person lives and works in an environment where the L2 is used. The last one, transcultural emotion lexicon, is when representations of emotion words can be easily modified between languages and correspond to the monolingual speakers. This is more typical of transcultural bilinguals who frequently switch from one language to another. (Pavlenko, 2007, pp. 107-108) Being a bilingual, the possibilities of expressing ourselves become greater due to having multiple expressions in both languages available. A Croatian-English bilingual speaker might choose “shrvan sam” instead of “I’m devastated” to demonstrate how deep and serious their emotion is. In English, for example, “I’m sad.” can be used to express a light feeling of sadness, while in Croatian, in my experience, “tužan sam” is used at the level of serious sadness. It is not commonly used when the emotion is not serious. Feelings are perceived as a natural and most authentic part of a human being. The feelings used to explain our emotional state, the emotion expressed, shapes that feeling, influences the participants in the conversation and helps to interpret the experience of the speaker’s emotion.

2.3. Personality shift

In the book “Emotions in Multiple Languages”, Dewaele quoted a citation which I found to be quite interesting: “To speak a second language authentically is to take on a new identity. As with empathy, it is to step into a new and perhaps unfamiliar pair of shoes”. (Dewaele, 2010, pp. 9-10) A personality shift can occur in any part of a person’s normal behaviour. One can shake hands or just wave when meeting someone in English, but in Croatian they might shake hands and kiss twice, once on each cheek. A personality shift can also help or allow the speaker to distance themselves from a sensitive or embarrassing topic. (Dewaele, 2010, p. 192) A person can become more outgoing and confident when speaking a foreign language, while

being shy in their native language. Body language and mannerisms can be different and more apparent when speaking a second language. Not only that, but a speaker can unconsciously change the pitch of their voice. I, for example, have a deeper voice in English than when I speak Croatian. My voice becomes high-pitched when I speak German. I am really outgoing and outspoken in English but shy and more polite in German.

In *Hand in the Fire*, a novel about a Serbian man who became an immigrant in Ireland, by Hugo Hamilton, the author shows a type of personality shift when it comes to expressing oneself in a second language. The protagonist Vid uses simple and short answers such as ‘why’ and ‘of course’, which could portray him as a reserved person who keeps his opinions to himself but in an inner monologue, we see how elaborate and wordy he can actually be just by the author ‘translating’ his thoughts from Serbian into the English equivalent. (Hamilton, 2010, p. 9) Dewaele uses a similar example from Eva Hoffman’s autobiography “Lost in translation: A life in a new language” from 1989, pages 118-119, (as cited in Dewaele, 2010, p.10) where the author states that she does not try to tell jokes due to her insufficient knowledge of slang or vocabulary. She also mentioned the frustration and rage she feels due to feeling like she is being put into a clumsy astronaut suit and the inability to show her true personality to her English-speaking friends. (Dewaele, 2010, p. 10)

Personality shifts can help participants feel less anxious when using their second language due to the emotional distance, which could possibly help participants to become more confident and calmer in their first language. (Dewaele, 2010, p. 192)

Pavlenko used a Bilingualism and Emotion Questionnaire, designed by her and Dewaele (Dewaele & Pavlenko, 2001-2003), to see whether multilinguals feel like a different person when speaking different languages. The results showed that 65 percent of participants felt different when speaking another language. (Pavlenko, 2006, p. 10) Wilson later used the Bilingualism and Emotion questionnaire to note the changes in speaking a different language. It was noted that the most common ones are change in body language, mannerisms, voice, and confidence. (Dewaele, 2010, p. 24)

This personality shift can also be observed from another person’s perspective. They can see the speaker speaking in both their native language and a foreign language and compare their behaviour when speaking in their L1 and L2. Using my boyfriend as an example, he jokes around more in English as well as swears more frequently in English when playing games. He is more extroverted when talking to people in English, but becomes more reserved and

introverted in Croatian. His vocabulary is more relaxed in English, but in Croatian he frequently uses a more sophisticated vocabulary even during casual conversation. My sister on the other hand, becomes a reserved person in English, using short sentences and mentioning only the necessary details of a story. She only uses English as Code-Switching when using inappropriate vocabulary at home or explaining a situation which she does not want other family members to know about. She uses English only in these situations, so for me there is no real personality shift in this case, as opposed to my boyfriend, who stops being so reserved and quiet when speaking English.

For a personality shift to happen and be noticeable, a person needs to be able to use the language outside of the bare minimum necessary to convey information.

A French-English bilingual writer named Julian Green, whose first language is French and whose second language is English, wanted to write the part of his memoir dealing with his childhood in English. He noticed that everything but the subject took a different format. He mentioned he became a different person with new trains of thought and new associations. His English persona differed greatly from his French persona, so much so that he thought it would be hard to believe that the same person was behind the two pieces of work. (as quoted in Pavlenko, 2006, p. 4)

If the second language has taken a more prominent role in one's life, negative emotions could be a side-effect of using the second language and experiencing a personality shift. According to Pavlenko, some of the negative emotions could be: "[...] guilt over linguistic and ethnic disloyalties, insecurity over the legitimacy of a newly learned language, anxiety about the lack of wholesome oneness, angst over the inability to bring together one's incommensurable worlds, and sadness and confusion caused by seeing oneself as divided, a self-in-between, a self in need of translation." (Pavlenko, 2006, p. 5) It is a fear that many bilinguals have in common. Not knowing who they are or where they belong can create negative feelings and result in overthinking about themselves as a person and the feeling of not being a part of a group. One of the fears of bilinguals, is becoming inbetweeners, not completely belonging to either of two groups. This problem could potentially become more prominent in Croatia, seeing as more and more younger generations use English among their groups of friends and are more interested in the American lifestyle, trends, apps and others. This could potentially lead to an identity crisis because they are used to the American humour,

they follow and celebrate American traditions and know less about Croatian customs and culture.

2.4 Factors contributing to various emotional interpretations of languages and words

There are different variables that can have an effect on the emotional connection to a second language. Dewaele mentions the following ones: Linguistic and cultural differences, distinct language contexts, different levels of language emotionality, different levels of language proficiency. (Dewaele, 2010, p. 24) He also states that languages which are used on a regular basis will have a more frequent activation due to the amount of context the language is being used in. (Dewaele, 2010, p. 58) The more a language is used outside of a necessary environment, like a classroom, the higher the chances that the language will be used to convey emotion, due to the experiences that are tied to the language. Another variable is the social network, in other words who we use the second language with. Dewaele used a questionnaire to investigate the type of interlocutor, in which the possible interlocutors were colleagues, friends, family and strangers. He came to the conclusion that languages learned later in life are most likely to be used with strangers or interlocutors of the outer circle, due to the second language being used in those situations, whereas language learned earlier in life is likely to be used with friends and family that belong to the inner circle. (Dewaele, 2010, p. 61)

Emotions can influence our ability to process various situations and encounters. They could affect one's perception of a language, as well as the motivation for said language. In other words, emotion, or rather the influence of emotion, can be one of the most important factors when it comes to learning a new language, one's perception of that language and its vocabulary. (Tyng Chai et al., 2017) Our own experiences that happened while learning or speaking a new language immediately become part of the experiences that will later be connected to that language. (Dewaele, 2010, p. 69) The classroom atmosphere and teaching, the positive or negative experiences with friends or strangers when speaking a second language in another country, or even the reason the language is used (frequent complaining or making jokes, expressing love), are all different emotional experiences that will serve as a type of memory connected to the language usage of a second language which will also impact one's language of choice in a certain situation, the emotional expressions that will be used and the internal reaction of emotion that will be felt when using or hearing that language.

The classroom atmosphere and teaching are sometimes the first encounter with a foreign language, which means that the first impression matters even when learning a new language.

It can set the tone for the rest of the students' schooling and increase or decrease their motivation to learn the language and use it outside of the classroom. Dewaele points out why differences in motivation occur in students. That is the experience combined with a resulting lack of motivation. How can a student become motivated and develop passion for a language if the source for that language is a teacher, who we have no positive memories of? (Dewaele, 2010, p. 8)

Another factor is correspondence between culture or memory and language. If there is an individualistic culture there will be an individualistic narrating, but if there is a collectivist culture, the memories and narrating will reflect the collectivist culture. (Dewaele, 2010, p. 144)

A number of factors can mediate language emotionality in bilingual speakers. Those are age and context of acquisition, personal trauma, stress and violence, language dominance and word types. Pavlenko's book highlights three groups of factors which influence language choice and use in emotional expression. Those are: individual, contextual and linguistic. The first group of factors is the individual one, which is made of an individual's own linguistic track and multicompetence. This is divided into language dominance and attrition, levels of proficiency in the languages in question, age and context of their acquisition and their perceived emotionality. This group of factors includes language dominance, which is an important part in choosing a language for expressing something. The dominant language can be the first or the second language, depending on one's individual situation and exposure to the language. Dominance is more important in expressing anger than in any other emotion because of the strength of the emotion, the extremity of the situation and the importance of correctly and precisely explaining one's thoughts and feelings while being involved in an argument. (Pavlenko, 2007, pp. 146-147)

Language proficiency can influence the choice as well. Speakers with higher proficiency will have a larger vocabulary available to describe their emotions or they will have the option to choose which language offers a more suitable vocabulary for each situation. Low proficiency can be accompanied by a limited vocabulary used only for simple conversations and thus creates a bigger barrier between the person's emotions and self and the language. The incorrect expressions and lack of words could prevent the speaker from clearly expressing the emotion they are feeling, resulting in first language preference. Not only can speakers with a lower level of proficiency have a hard time with expressing their own feelings, but they can also struggle with decoding and understanding other people's feelings. (Pavlenko, 2007, pp. 146-147)

Context of acquisition is all about how and where the language was learned. Was it in a classroom where no genuine conversation happened? Was it at the park with tourists? Or was it in a mixed environment? The more naturalistic the context of acquisition is, the greater the chance of expressing emotion in that language. Language learners who only came in contact with the language in an instructed setting, for example a classroom, are less likely to use the language outside the classroom. The last factor in this group is perceived emotionality. Regarding this factor, speakers may choose between the language that they perceive as more emotional or more distant to express what they are feeling. They might opt for emotionality, being vulnerable and pour their heart out, or they might use the distant option to be clear and precise in explaining their emotion and the reason for it. (Pavlenko, 2007, pp. 146-147)

The second group is the contextual one. The contextual group consists of the following factors: interlocutor's linguistic competence, individual and interactional goals, perceived emotionality of the interlocutor's languages, and perceived language prestige and authority. Interlocutor's linguistic competence plays an important role in the speaker's choice of language. The speaker may choose a language as well as the words which the interlocutor will understand better. Individual and interactional goals refer to the reason behind the choice of language. A speaker might want to vent and yell in their native language, no matter the competence of the interlocutor, or the speaker might switch to their first language to make the interlocutor unable to understand them completely. (Pavlenko, 2007, pp. 146-147)

Perceived emotionality of the interlocutor's language and perceived language prestige and authority sort of go hand in hand. The emotionality of the interlocutor's language could become a goal for the speaker if they want to manipulate the interlocutor by either being harsh or extra candid and personal toward the interlocutor. Perceived language prestige and authority can either be the first or the second language depending on the reason behind the choice. A speaker's second language, which is the interlocutor's first language, can become the language chosen because of perceived authority, when the reason behind it is to hurt the interlocutor's feelings. By using their first or more emotional language, the speaker knows that it will impact them more than using the interlocutor's second language. (Pavlenko, 2007, pp. 146-147)

The last group, the linguistic group, consists of cross-linguistic differences. In this group, the speaker switches to a language which offers them the richest linguistic resources for expressing themselves in the desired way. This can be swearwords, baby talk, words of affection, or nicknames. (Pavlenko, 2007, pp. 146-147)

Regarding emotionality and responsiveness in bilinguals, it is frequently reported that bilingual speakers experience greater emotional intensity when swearing in their first language. (Catherine L. Harris, 2006, p. 259)

Some second language words empower the speaker, they provide freedom from pain and negative memories, which lessens the feeling of anxiety and gives them the possibility of talking about certain topics which they could not speak about in their first language. According to Pavlenko (2007), emotionality of a language is best studied, in this case, with bilingual speakers by comparing their reactions and verbal behaviours in different languages. Because words and phrases carry unique personal meanings and connotations for every person, meaning that the memories of a person are emotionally connected with the association regarding the memory or experience. Because of this reason some words can be associated with negative memories or fears (such as war or spider) or they could also be associated with positive memories (such as wedding or flower). Regarding a language being perceived as the language of self-control, which I will explain later in the section on previous research, due to negative connotation, for example punishment or scolding, with words such as “fuck” and “shit”, these words could be associated with previous experiences of some kind of punishment. When a speaker, who has negative memories regarding ‘taboo’ words, hears these words, it could lead to flashbacks regarding the negative memories or even subtle and small verbal or nonverbal reactions. When words cause a reaction, be it flashbacks, verbal or nonverbal reactions, it contributes to the perception of language embodiment, because the words of a language mean something to the speaker, where disembodied words are just notions, they carry no emotional weight. To demonstrate this further, my first and native language is Croatian, my second language is English. When I hear “mama”, “tata”, “baka” and “sestra”, it refers to my family, it means “mom”, “dad”, “grandma” and “sister”. But the English translation is just a notion, it simply means mom, dad, grandma, sister. There is nothing else to it, whereas the Croatian words evoke immediate mental images of my family. (Pavlenko, 2007, pp. 155-156)

Culture is a big factor in the way a person will express themselves in their first and/or second language. A Japanese-English speaker may be more reserved when it comes to expressing their own emotions and will not use the expressions “I love you/I love this” or “I hate you/I hate this”. They might only further explain their emotion. If they are not fond of the food they tried for the first time in America, they might phrase it as “It has an interesting flavour, but I do not think it’s for me.” The answer or explanation depends on their proficiency, of course. In America, it is usual to express, in a jokingly matter, that you love something or

someone, or hate something or someone. The “I love you” is alright even in some situations when it is directed toward a stranger. In Croatia, you can say both versions to people that are in your inner circle, so close friends, partners and family. Due to the openness of both cultures in expressing emotions, Croatian-English bilinguals would find it easier to use expressions in English the same way native English speakers would. Meanwhile, Japanese-English bilinguals could find it harder to express their emotion and get used to the culture of the US due to the difference in culture. This would go both ways, as English-Japanese (US) bilinguals might have a harder time adjusting to the Japanese culture, where emotions are not expressed in a light matter or in public. If two cultures have a similar language and expressiveness, bilinguals belonging to those cultures will feel more included when surrounded by natives of the other culture or language and will less likely feel like outsiders.

3. PREVIOUS RESEARCH

In this chapter I will give an overview of the research on the topic of bilingualism, languages and emotion.

Dewaele used a self-reported two-question-questionnaire for the choice of language used for expressing anger to analyse swearing in different languages. One of the two questions was what language do the participants usually swear in. The participants mostly choose their L1 when expressing anger. Some of the reasons given were: “[...] I feel the effect is strongest even though the object of the anger does not know at all the languages [...]”, one participant named Leah uses her L1, English, when she really needs to get mad or give advice. She uses her L1 as her counselling language. On the other hand, one participant named Barbara reported using her L2 (English) to swear and to argue. Using English feels fake to her and arguing feels ‘sterile’ to her, not releasing her of her pent-up anger. (Dewaele, 2010, pp. 108-111) In the 8th Chapter, it is mentioned that LX, or in this sense the L2, is usually seen as the less emotional language, which we can also see above in Barbara’s response that she uses her L2 to express anger, but it feels fake and does not express her emotions well. (Dewaele, 2010, p. 142)

The connection between a person, their experiences and their language during those experiences forms a relationship which is deeply emotional and intimate. Edith Buxbaum, a Viennese-born psychoanalyst, was one of many who took interest in this type of connection. (Helfgott, 2002) As mentioned by Pavlenko (2007), one of Buxbaum’s (Buxbaum, 1949, p. 287) papers was about two patients called Anna and Bertha who were native Germans that came to the United States later in their adolescent life. They used their second language, English, as a defence mechanism because their first language, German, has keywords that lead to repressed fantasies and memories. For Anna, a certain German word would bring traumas from her childhood to the surface, and in turn she would switch to English in order to repress the memories of the trauma. Edith Buxbaum, whose patients Anna and Bertha were, suggested that persistent use of English, or the second language, is done to repress their past identity and the memories this identity holds. (Pavlenko, 2007, pp. 29-30)

Buxbaum (1949), Greenson (1950), and Krapf (1955), according to citations from Pavlenko (2007), were all interested in the topic, where bilingual speakers may switch to their second language or choose their second language for the analysis in order to repress or avoid the memories connected to their first language. Speaking in their first language alone or about a

problematic event may trigger anxiety or other repressed emotions. In order to avoid that, some speakers may opt for their second language to distance themselves from those memories. Concerning Buxbaum's and Greenson's studies regarding bilinguals and multilinguals in psychoanalysis and therapy, Buxbaum's study from 1949 found that the first language enabled easier recall of traumatic childhood memories, while Greenson's study from 1950 found the use of the first language to be useful in allowing the therapist to break through the emotional defences of their patients. (Pavlenko, 2007, pp. 158-159)

As mentioned by Pavlenko (2007), Ervin (1954) studied emotional attachments or experiences through research, in which affective repertoires in bilinguals, whose first language was Japanese and their second language was English were examined. The participants had to come up with a story by looking at pictures. The results showed the stories in Japanese were filled with far more emotion and depth. Some of the emotions were crying with pain and weeping over lost love. However, when the same pictures were given to the participants to give a story in English, the stories were more distant and lacked emotion. Some examples of the stories are a man being robbed by a hypnotist and a woman coming home drunk. Only the Japanese stories contained emotions, which shows that the emotional experiences and attachments are stronger in the native or first language of the participants. (Pavlenko, 2007, p. 36)

A study done by Panayiotou in 2010, examined different responses to stories in English and Greek. Ten participants took part in the study. The participants were put in two groups, five English-Greek and five Greek-English bilinguals. The five Greek-English participants were supposed to respond to a story that involved one American and one Greek person. The stories were the same, the only difference was the name of the place (United States/Cyprus) and the protagonist's name (Andy/Andreas). The participants first read the story in English. A month later, they read the same story but in Greek. After each reading, they needed to describe their emotions regarding the protagonist's behaviour. The results showed that the participants expressed greater concern for the Greek protagonist and indifference for the American protagonist. (Panayiotou, 2010)

A commonly known bilingual or multilingual occurrence is the second language detachment effect. Due to the lack of emotional experiences and language experiences in a second language, the experiences in a second language may not be as emotionally ingrained as those of a first or native language. This deep-rooted connection between emotionality and

language depends on the experiences of an individual using a certain language. The context of acquisition through socialization of the second or first language plays a role in the speaker's choice of the second or first language to express a certain emotion. If a grandmother praises a child in their first language, that language might have emotional affective association for the child later in life. The more restricted the input of the second language, the less the speaker is exposed to the language, which means the speaker is less likely to use the second language while expressing their thoughts and emotions. The higher the exposure and the input, the higher the confidence of the speaker, which could result in a more frequent use of expressions in the second language. The experience is unique for every speaker. Usually, a speaker will spend most of their time talking in their native language and thus connect most emotional experiences with their native language. This language will become the language of emotion. In this case, the second language will become the detached language, free from emotion connected to the experiences they faced in their native language. If a person had some restrictions in their native language, such as using swearwords, their native language can become the language of self-control due to them needing to actively try and censor their way of speaking, avoid anger and a possibility for swearing. This in turn would open up the possibility for the second language to become the language of expression and emotionality, but it would make the language a detached one as well, due to the speaker feeling like they no longer need to censor themselves. (Miller, 2018) Speakers who consider their native language more emotional may consider their second language to be a more precise one when it comes to controlling themselves while expressing their feelings. (Pavlenko, 2007, p. 141)

A study done by Piller in 2002 (as quoted in Pavlenko, 2007, p. 139) consisted of English-German couples. They were asked about their perception of German and English. On one hand, many of the couples expressed the opinion that English is better for arguing, whereas German is not due to English being easier to use and having more swearwords. On the other hand, they found German more fitting for intimacy and positive emotions, such as praise. According to them, English was less fitting for that type of expressiveness.

Dewaele, in a paper researching emotional force of swearwords and taboo words from multilinguals' perspective, analysed responses from participants regarding language choice in emotional expressions. The results that the native or first language of an individual is considered a primary choice for expressing emotions, especially negative ones. He also noted that the participants' perception of words and the weight they carry can be wrongly assessed, naming this to be the reason why some non-native speakers avoid using swearwords and taboo

words, due to the consequences that might ensue if a word is used in the wrong context. (Dewaele, 2004)

Using a word considered ‘taboo’ with native speakers can be offensive. An example of such a situation is one I experienced with workers that were at my house. The group of workers consisted of middle aged native Croatian speakers and a worker from the US who was in his mid-twenties. His first language is English and his second is Croatian. While the US worker spent his time hanging out with his Croatian co-workers, he learned some Croatian phrases such as ‘ne seri’, ‘ne zajebavaj’ (*don’t bullshit me, don’t fuck with me*). These phrases are common among close friends if they are part of a person’s vocabulary although they are considered more vulgar. People in Croatia usually opt for a lighter version of the mentioned phrases, such as “ne zezaj”, “ma lažeš”. When they were working on our house, we engaged in conversation with him and when I said something in a joking manner, he responded with ‘ne seri, daj ne zajebavaj’, which did not fit our conversation nor our relationship level. I was taken by surprise, not expecting such a vulgar answer from someone I’ve seen for the first time. The perception of emotional strength of the Croatian phrases was not correctly understood by the nonnative speaker, thus creating an internal shocked reaction from the native speaker.

Another example would be Hugo Hamilton’s novel *Hand in the Fire*, which follows a young Serbian immigrant named Vid and his life in Ireland. The contrast between Vid’s inner monologue and actual conversations with native Irish speakers is a noticeable one. Vid’s inner monologue consists of his Serbian thoughts translated into English. During this period, we see Vid’s language being rather outspoken, complex, detailed and full of emotion regarding his fears of being misunderstood. His responses in conversation are, on the other hand, quite short and simple. He mostly says ‘yes’, ‘no’, ‘of course’ or asks the question ‘why?’ so as not to accidentally say something offensive or wrong. (Štefanac, 2019, pp. 18-19)

Rintell, in her book “The Dynamic Interlanguage, in the chapter “That Reminds Me of a Story” from 1989, as well as in 1990, gathered personal narratives from six native speakers and eight second language speakers of English, as was described by Pavlenko in her book “Emotions and Multilingualism”. Rintell wanted to see how second language speakers express their emotions in the second language, that is, in English. The participants were given index cards, each naming one emotion, and needed to talk about the time in their lives when they experienced that emotion. The findings showed that native speakers went into more detail about the experience. They used figurative language (personification) and mentioned their own

feelings during that experience. The second language speakers were using direct expressions of emotion, such as “I feel sad” and used simple sentences such as “That’s made me anger a little bit”. (Pavlenko, 2007, pp. 143-144)

Pavlenko’s research regarding the experiences of immigrants who learned their second language later in life revealed some interesting responses in the self-perceptions part of the web-questionnaire. The participants were asked if there is a difference between their verbal and non-verbal repertoires and cultural perspectives when speaking in their first and second language. Some of the answers were the following:

“Definitely! Speaking another language causes me to assume certain cultural perspectives that also entail certain behaviours. Language and culture are a package and true command of a second language requires extensive cultural knowledge and practice. [...]” (Pavlenko, 2006, pp. 11-12)

“Yes because the use of a certain language demands that you act according to the behavioral norms of the corresponding culture. [...]” (Pavlenko, 2006, pp. 11-12)

“Yes. I feel like I have a different personality in French. I learned most of my French on exchange and I feel like I was “brought up” in French differently than I was “brought up” in English. I notice that when I try to use English with my French-speaking friends in Quebec often the nature of the communication totally changes because I just don’t speak the same way in English. [...]” (Pavlenko, 2006, pp. 11-12)

As seen from the answers given by the participants, they themselves notice a personality shift which is the result of different encounters using the language as well as the culture having an impact on their behaviour, be it verbal or non-verbal, when using a language. Pavlenko also mentions the Sapir-Whorf hypothesis, which is that the language we speak influences the way we think. (Pavlenko, 2006, p. 13) Whorf, in his words, explained how every language takes into account the speaker’s point of view when understanding the environment, as well as the different views of the world and the universe which shift from speaker to speaker, and language to language. (Whorf, 1957, p. 247) Among selected writings of Benjamin Lee Whorf, from the book “Language, Thought, and Reality”, some examples for the theory have been mentioned. To a man who has no understanding of certain words such as solar system, gravitation, the heart as an organ, or even the sky, the words have a different meaning and they think of them differently. The heart could be a place of love, the sky could be the world’s lightbulb. Another example for the Sapir-Whorf hypothesis would be the different words for certain things. In English, there is only one word for snow. When hearing or talking about snow, an English person will have one image of snow in their mind, since there are no other words in English that would differentiate types of snow. An Inuit person has three or more ways to categorize

snow, meaning that their language gives an opportunity to accurately describe their thoughts on which type of snow they are thinking of. (Whorf, 1957, pp. 210, 251-252) Considering that aspects of the language can influence how we speak, what we can or cannot say, I would agree with this hypothesis in the context of using a second language and experiencing a personality shift.

Another study regarding bilingual immigrants, Polish-Danish bilinguals to be specific, was conducted by Larsen *et al* in 2002, (as cited in Pavlenko, 2006, p. 17). This study was about finding the link between autobiographical memories and language. It was found that the immigrants' first language activates memories of events before immigration, while their second language activates memories after immigration. This suggests that memories are connected to language, rather than being strictly two separate things.

4. THE STUDY ON BILINGUALISM AND EXPRESSING EMOTIONS

4.1. Methodology and participants

4.1.1. Methodology

For this research both quantitative and qualitative data was collected, that is, the percentages of participants' different choices, as well as their answers and expressed opinions. Additionally, primary data was collected for this research. The study was conducted online using a web-questionnaire. The web-questionnaire was designed using Google Forms and was active for three weeks. The web-questionnaire was in Croatian and was designed to take approximately 15 minutes to complete.

The questionnaire was divided into 6 parts. The question types included single select multiple choice questions, Matrix questions, Likert scales open-ended short and essay-type questions. The first part dealt with background information about the participants. This entailed questions regarding their age, gender, education level, language level, and number of years of learning English.

The second part of the questionnaire had five single-select multiple-choice questions, one Likert scale, and three Matrix questions. The Likert scale asked the participants to assess the frequency of second language usage in everyday communication. The possible answers were always, very often, relatively often, sometimes, almost never, and never. The first Matrix questions were regarding the frequency of second language usage regarding different social circles (partner, friends, family, work colleagues). The second Matrix questions asked the participants to choose between English and Croatian phrases which have a stronger meaning to them (You are stupid – Glup si, Shit! – Sranje!, My love – Ljubavi moja, I want to break up with you – Želim prekinuti s tobom). The last Matrix questions asked the participants to choose between English and Croatian in various situations: expressing emotions more clearly (anger, love, sadness, happiness), easier complimenting, easier swearing, easier joking and easier talking about problems. The single-select multiple-choice question asked the participants to self-assess their personality type (more extroverted, introverted, or the same personality) when speaking English in comparison to Croatian, frequency of making jokes in English, changes in voice pitch when speaking English in comparison to Croatian. They also needed to choose whether meeting new people was easier when speaking Croatian or English, or if it made no

difference to them, as well as assess their own level confidence when speaking English in comparison to Croatian.

The third part consisted of five phrases both in English and Croatian (I love you – Volim te, I hate you – Mrzim te, I am sad – Tužan/na sam, I miss you – Nedostaješ mi, I lied to you – Lagao/la sam ti). The participants were asked to choose which phrases in which language were easier for them to express to someone close to them. After each phrase, they had to explain why the chosen phrase was easier to express in the chosen language.

The fourth part consists of four Likert scale questions inquiring about how frequently the participants use the English language in certain situations (talking about personal feelings, expressing love, swearing, talking about private problems). For each situation, the participants had to curiously explain when they would use English and when Croatian.

The fifth part of the web-questionnaire consisted of five open-ended questions. The first question was regarding receiving love expressions from a partner and the preferred language for it. The participants were asked to explain their choice of language. The second question was self-evaluation of their emotions regarding using Croatian when expressing love while receiving a response of the same expression in English. The third question was a self-evaluation regarding complaints or criticism and in which language they perceive it to be harsher to receive a complaint. The last two questions in this part asked the participants to name some swear words or phrases that they use in English and in Croatian.

The sixth, and last, part of this web-questionnaire asked the participants to read a fictitious situation regarding coming home to a messy apartment due to the person of their choice (brother, sister, partner) not doing any chores. The participants had to choose which language (English or Croatian) they would use to explain to the person of choice what was bothering them. This was followed by a question asking for an explanation behind their choice of language in the previous question.

4.1.2. Participants

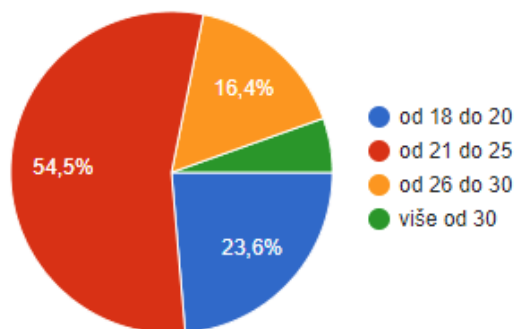
The participants for this study were recruited by using 3 different methods. The first method was the Snowball Sampling method, that is, the link for the web-questionnaire was sent to four students fitting the criteria of the research, who forwarded it to their colleagues.

The second method was directly sending the link to individuals who fit the criteria of bilinguals. The third, and last method, was posting the link on Reddit, on a subreddit called r/croatia. In total there were 70 participants. Out of all 70 participants, 15 participants or 21.4 percent of participants were excluded from the research due to only giving answers such as “/”, “.” “-” where answers needed to be written in order to complete the web-questionnaire. The other 55 participants or 78.6 percent, are the participants that completed the web-questionnaire correctly and their answers will be considered as part of the research in the results later on.

Some relevant data for the participants gathered from the first part of the web-questionnaire regarding the background information will be presented below.

4.1.2.1. Age

As shown in the graph below (Graph 1), the majority, or 54,5 percent of the participants fall into the age range 21-25. The second largest age group of 23,6 percent is the age range 18-20. The ages 26-30 take up 16,4 percent of the participants and the age range above 30 takes up only 5.5 percent.



Graph 1: Koliko imate godina? [How old are you?]

4.1.2.2. Sex

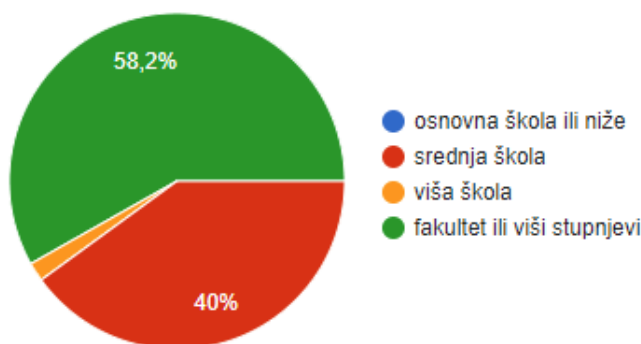
The majority, 74,5 percent of the participants were female, followed by 21,8 percent of male and the rest 3,7 percent of participants did not want to disclose their sex, as can be seen in the graph below (Graph 2).



Graph 2: Spol [Sex]

4.1.2.3. Level of education

There were four options to choose from regarding the level of education: Elementary school or lower, Highschool, Higher Education School, and University or higher levels of education. There were no participants with elementary school level of education. The highest percentage of participants, 58,2 percent or 32 participants, have a university level or higher level of education, while 22, or 40 percent of, participants have a Highschool level of education. Only one participant has a Higher Education School level of education. (Graph 3)

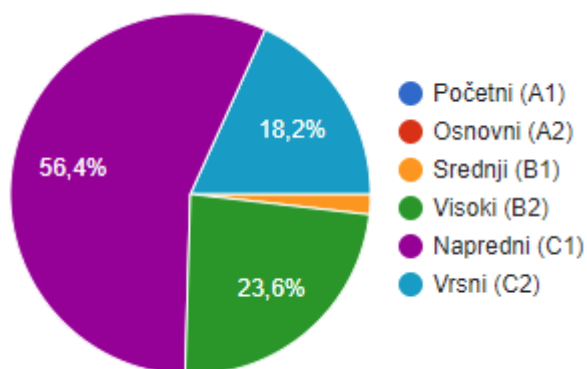


Graph 3: Koji je Vaš najveći stupanj obrazovanja? [What is your highest level of education?]

4.1.2.4. English language levels

The English language levels available to choose from were the standard CEFR ones: Beginner (A1), Elementary English (A2), Intermediate English (B1), Upper-Intermediate English (B2), Advanced English (C1) and Proficiency English (C2). By looking at the graph below (Graph 4), it is noticeable that the levels Beginner (A1) and Elementary English (A2)

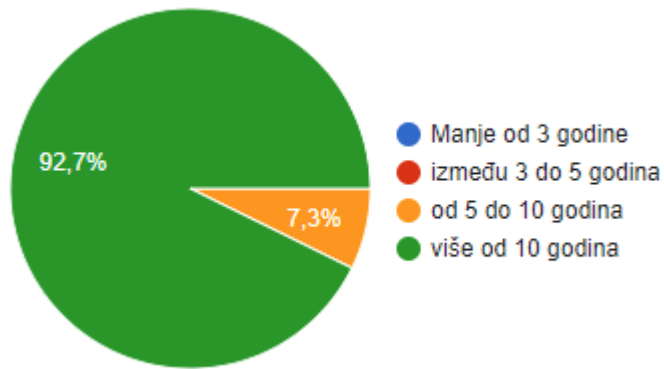
were not chosen by any of the participants. The vast majority (56,4 percent) of the participants chose Advanced English (C1) as their perceived language level, while 23,6 percent chose Upper-Intermediate English (B2). Only 18,2 percent of participants chose the highest level, Proficiency English (C2) as their language level. One participant (1,8 percent) chose the level Intermediate English (B1). In this study, the proficiency levels will be categorized as following: B1 – lower proficiency level, B2 – middle proficiency level, C1 and C2 – higher proficiency levels.



Graph 4: Odaberite stupanj znanja engleskog jezika [Choose your English language level]

4.1.2.5. Years of learning English

The last question for the background information part of the web-questionnaire was to choose the range for the years spent learning the English language. As can be seen in the graph below (Graph 5) from 4 choices (less than three years, from three to five years, five to ten years, and more than ten years), 92,7 percent or 51 participant chose more than ten years of learning English and 4 participants or 7,3 percent chose five to ten years as their years of learning English.



Graph 5: Koliko godina učite engleski jezik? [For how many years have you been learning the English language?]

4.2. Hypotheses

The hypotheses for this study are the following:

1. Participants prefer using their first language (Croatian) when communicating frustration or anger.
2. Participants will use their second language (English) to emotionally distance themselves from the topic they are talking about.
3. Participants use English as an easier way to talk about their problems.
4. Participants are more emotional when talking in Croatian.
5. Participants with a higher education use English more frequently in everyday communication than participants with lower education.
6. Participants swear more easily in English than in Croatian.
7. Participants feel a personality shift when speaking in their second language (English).
8. Participants find hearing complaints in their second language (English) easier.
9. Participants with a lower level of proficiency feel as if they are more introverted, have a harder time meeting people, and have lower confidence when speaking English.
10. Participants with a higher level of proficiency, with more years of learning English will be more confident and extroverted, as well as be able to express their emotions more clearly in English.
11. Participants prefer hearing and receiving love expressions in their first language (Croatian).
12. Phrases in Croatian (L1) will have a stronger meaning than phrases in English (L2).

4.3. Results

For a clear depiction of results, the results will be divided into two parts, the results of the web-questionnaire will be in this section, while the hypotheses findings will be shown in the section “Discussion”. The results of the web-questionnaire will be divided into six parts, following the design of the web-questionnaire.

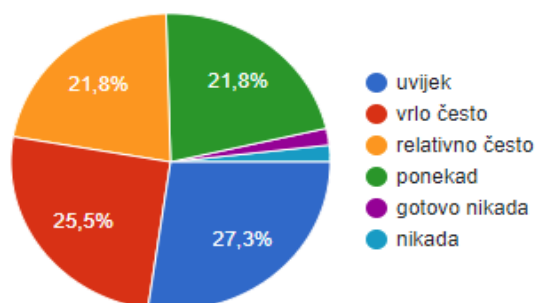
4.3.1. The results of the web-questionnaire

4.3.1.1. Part one

A detailed description of results for part one of the web-questionnaire regarding background information of the participants was given above in the section “Methodology” under “Participants”.

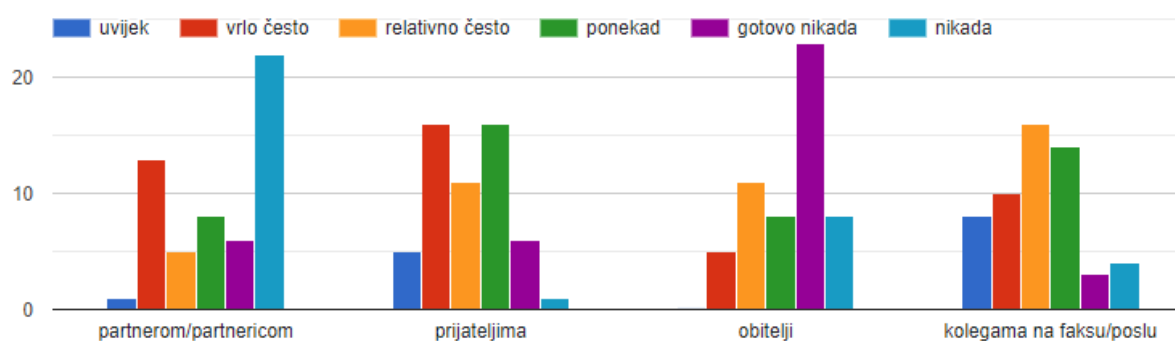
4.3.1.2. Part two

The first question in the second part of the web-questionnaire dealt with the use of English in daily conversation. For this question, a Likert scale was used, but instead of 5 points, there were 6 points. The possible answers were always, very often, relatively often, sometimes, almost never and never. Each option was chosen by at least one participant, see graph below (Graph 6). The option “always” has the highest score with 27,3 percent or 15 participants. The option “very often” was chosen has 25,5 percent or 14 participants. The third and fourth options “relatively often” and “sometimes” have the equal percentage number of 21,8 percent or 12 participants for each option. The last two options, “almost never” and “never” have one participant or 1,8 percent each.



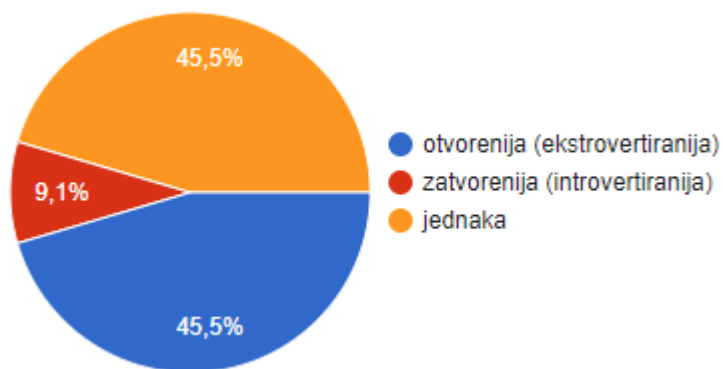
Graph 6: Koristim engleski jezik u svakodnevnom razgovoru [I use English in daily conversation]

The second question was designed as Matrix questions regarding the frequency of second language usage with different social circles (partner, friends, family, work or college colleagues). The given options to choose from were always, very often, relatively often, sometimes, almost never and never. For “partner”, the two most frequently chosen answers were “very often” or “never”. For “friends” the two most frequent options were “very often” and “sometimes”. “Family” had “almost never” as the most frequently chosen answer, and “work and college colleagues” has “relatively often” and “sometimes” as the most frequent answers. “Family” was the only social circle for which none of the subjects chose the option “always”. (see Graph 7)



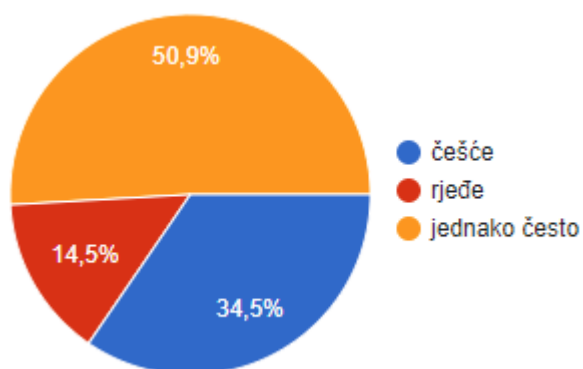
Graph 7: Koliko često koristite engleski u razgovoru s/sa: [How often do you use English when talking to your: partner / friends / family / work or college colleagues]

The next five statements were all self-assessment single select multiple choice question-type statements. The first statement was regarding the participants’ personality types when speaking English in comparison to their usual personality (Graph 8). The options to choose from were “a more extroverted”, “a more introverted” or “the same”. The option “a more extroverted” was chosen by a total of 45,5 percent or 25 participants. The option “the same” was chosen by the same percentage and number of participants as the option “a more extroverted”, which is 45,5 percent or 25 participants. The option “a more introverted” was chosen by 9,1 percent or five participants.



Graph 8: Kada pričam na engleskom jeziku _____ sam osoba [When speaking English I am _____ person]

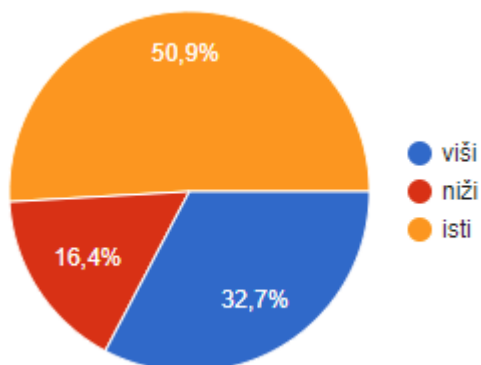
The second statement asked the participants to self-assess the frequency of joking around in English in comparison to Croatian (Graph 9). The options to choose from were “more”, “less” and “equally”. The first option “more” was chosen by 34,5 percent or 19 participants. The second option “less” was the most chosen one, having a total of 50,9 percent or 28 participants. Only eight participants or 14,5 percent find that they joke around the same amount in both English and Croatian.



Graph 9: Kada pričam na engleskom jeziku _____ se šalim [When speaking English, I joke around _____]

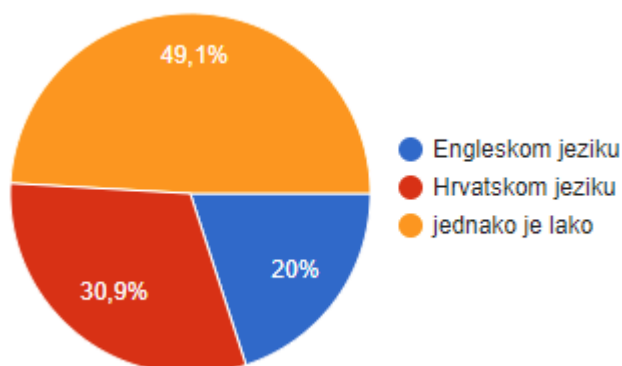
The third self-assessing statement had the participants compare their voice when speaking English in comparison to Croatian. The options were “higher”, “lower” and “the same”. As can be seen in Graph 10, roughly half of the participants, 50,9 percent or 28

participants, do not recognize any change in their voice pitch. A higher voice pitch in English has been recognized by 32,7 percent or 18 participants. The number of participants who recognize a lower pitch in their voice when speaking English amounts to 16,4 percent or nine participants in total.



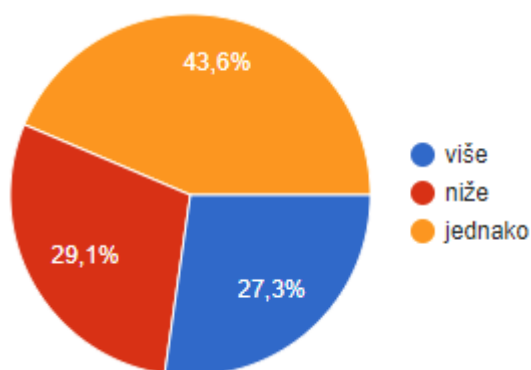
Graph 10: U usporedbi s hrvatskim jezikom, kada pričam engleski, glas mi je: [When compared to Croatian, my voice when speaking English is:]

The fourth statement was assessing in which language it appears to be easier meeting new people. The given options were “easier in English”, “easier in Croatian” and “equally easy”. Approximately half of the participants, 49,1 percent or 27 participants, have stated that meeting new people is equally easy in both languages. Meeting new people is easier in Croatian for 30,9 percent or 17 participants, while meeting new people is easier in English for only 11 participants (see Graph 11).



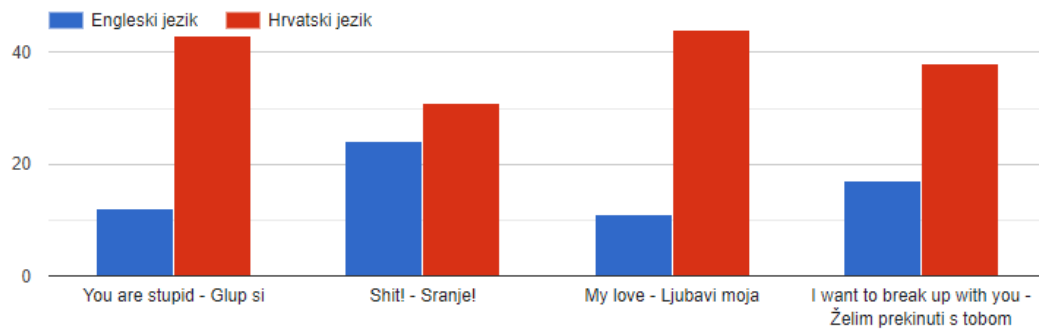
Graph 11: Upoznavanje novih osoba mi je lakše na: [Meeting new people is _____]

The last statement was a self-assessment of the participants' self-confidence when speaking English in comparison to Croatian. The given options to choose from were “higher”, “lower” “the same”. The highest chosen answer was “the same” with 43,6 percent or 24 participants, as can be seen from Graph 12 below. The number of participants who notices a drop in self-confidence when speaking English is 16 or 29,1 percent. The rest of the participants, 27,3 percent or 15 participants, perceive their self-confidence to be higher when speaking English, as opposed to speaking in Croatian.



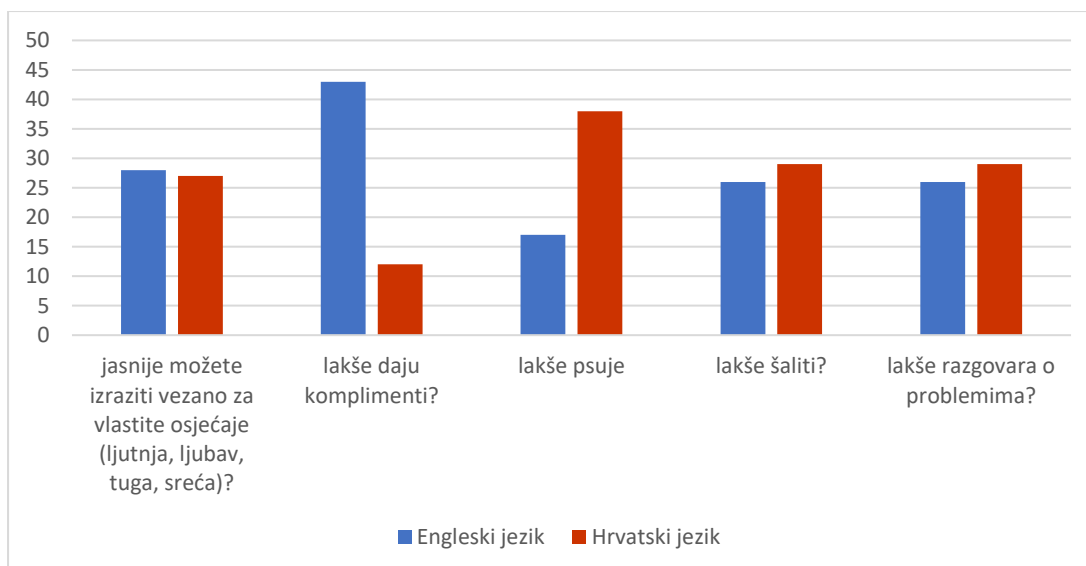
Graph 12: Kada pričam engleski jezik, samopouzdanje mi je _____ nego/kao i kada pričam hrvatski jezik [When speaking English, my self-confidence is _____ than when/as when I am speaking Croatian]

The last two questions were designed as Matrix questions. The first one asked the participants to choose between English and Croatian phrases based on which ones they perceive to have a stronger meaning, see Graph 13. The phrases were “You are stupid – Glup si”, “Shit! – Sranje!”, “My love- Ljubavi moja”, “I want to break up with you – Želim prekinuti s tobom”. For all the phrases, the majority chose Croatian as the phrase with a stronger meaning. For the first phrase combination “You are stupid – Glup si”, 12 participants chose the English phrase as the stronger one, while 43 participants chose the Croatian phrase. For the second option “Shit! - Sranje!”, 24 participants chose English, while the other 31 chose Croatian. For the third option “My love – Ljubavi moja”, only 11 participants chose English, the other 41 participants chose the Croatian phrase to carry a stronger meaning. The last phrase-combination regarding breaking up with someone, had 17 participants choose the English phrase and 38 participants choose the Croatian phrase.



Graph 13: Prema Vašem mišljenju, na kojem jeziku navedeni izrazi imaju jače značenje? [In your opinion, in which language have the following phrases a stronger meaning?]

The last Matrix questions consisted of five questions that asked the participants to choose between English and Croatian in various situations. The first question asked the participants to choose in which language they can express their emotions (anger, love, sadness, happiness) more clearly. The answers were divided close to 50 percent with 28 participants choosing English, while the other 27 participants chose Croatian. For the second question, “In which language: is it easier to give compliments?”, 43 participants chose English, while only 12 participants chose Croatian. The third question asked the participants to choose the language that is easier to swear in. The majority, 38 participants, chose Croatian, while 17 participants find English to be the easier language to swear in. The fourth question, “In which language: is it easier to joke in?”, had almost the same number of participants for each answer, with Croatian having a total number of 29 participants and English 26 participants. The last question asked the participants in which language it is easier to talk about problems. This answer got the same number of participants for each answer identical to the last question, 29 participants opted for Croatian and 26 participants opted for English. See Graph 14 below for reference.

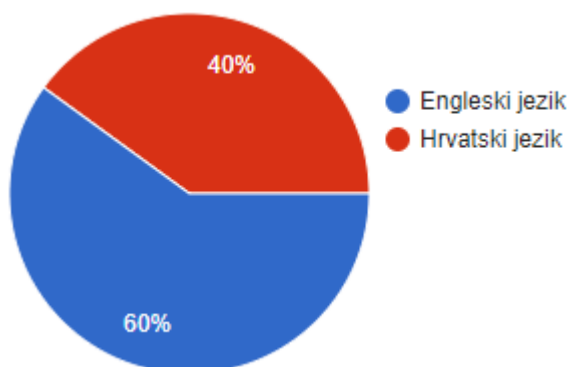


Graph 14: Na kojem se jeziku: [In which language:]

4.3.1.3. Part three

The third part of the web-questionnaire asked the participants to choose between five English and Croatian phrases based on the which phrase would be easier to say to someone close to them. After they had chosen their answer, they needed to explain why the chosen phrase was easier to say in the language they chose.

For the first phrase combination “I love you - Volim te”, 33 participants, or 60 percent, chose the English phrase and 22 participants or 40 percent chose the Croatian equivalent, as can be seen in Graph 15.



Graph 15: I love you – Volim te

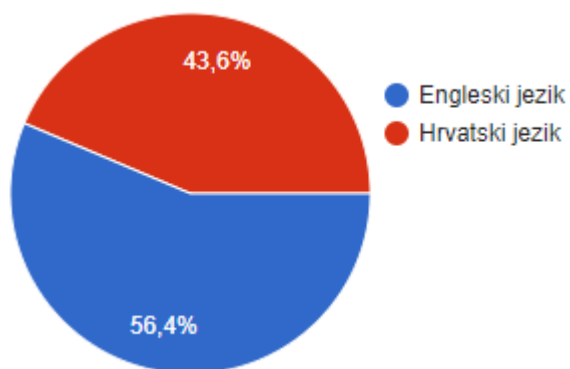
The 33 participants' answers on why they chose the English phrase can be grouped into a few categories. All answers fit into one of the following answers:

- It sounds more natural
- It does not carry the same weight; it is less intimate and shows less emotion. Additionally, some participants added to this that as a consequence of this opinion towards the English phrase, it is easier to say I love you to everyone as opposed to Croatian, which is reserved only for people close to them.
- It sounds better, sweeter and more sincere in English
- The English phrase is more frequently heard/read/seen in movies, books, online. It is seen as a usual, non-serious phrase.
- Emotional distance. There is a certain distance between me and the language. It feels as if the words do not come from my own mouth.

The 22 participants' answers on why they chose the Croatian phrase can fit into one of the following answers:

- Croatian is my native language
- It is more natural and sincere
- It is more meaningful and has a stronger meaning
- I use it in everyday communication. I am used to this phrase.

For the second phrase combination "I hate you – Mrzim te", 56,4 percent or 31 participants chose the English phrase and 43,6 percent or 24 participants chose the Croatian phrase, as can be seen in Graph 16 below.



Graph 16: I hate you – Mrzim te

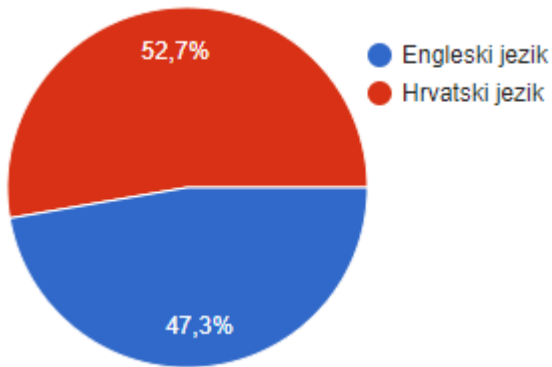
The participants' reasons behind their choice for the phrase "I hate you" belong to the following groups of answers:

- It is not as serious as Croatian, does not carry the same weight in meaning, lesser emotional worth.
- Does not sound real, or as serious and harsh as the Croatian phrase.
- There is a certain distance between the phrase and the meaning. It is less personal.
- I hear it more often so it loses the intensity in meaning.

The Croatian phrase had seven different answer patterns:

- Sounds more powerful
- Carries more weight in meaning
- It is more natural
- Native language
- I do not know.
- It is used when joking, so it is not seen as serious as the English phrase.
- More frequently hearing and using this phrase in Croatian.
- One participant whose choice was the Croatian phrase did not elaborate on their choice, but instead wrote "I do not know" as their answer. One participant who chose this phrase further explained that the phrases are the same to them.

The third phrase combination “I am sad – Tužan/na sam” had 47,3 percent or 26 participants choose the English version, while 29 participants or 52,7 percent of them chose Croatian (see Graph 17).



Graph 17: I am sad – Tužan /na sam

The reasons for choosing the English phrase were the following:

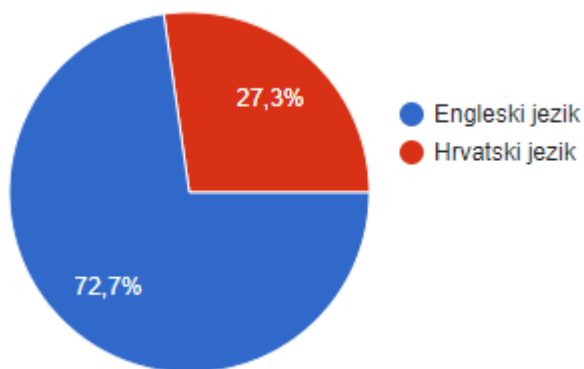
- It sounds better
- It sounds less serious in English
- It is less direct, less emotional, less personal and more distant
- It is more natural
- It sounds sadder
- It has a deeper meaning
- I do not know
- One participant chose the English phrase and wrote down the answer “I do not know” and did not further explain the reasoning behind their choice. One participant chose the English phrase but elaborated that both phrases mean the same to them.

The reasons for choosing the Croatian phrase “Tužan/na sam” were:

- I use Croatian to express my feelings
- Croatian is my native language
- It feels more natural
- It sounds more powerful
- It sounds better and more honest

- More confident when speaking in Croatian
- I do not know
- Force of habit
- One participant chose the Croatian phrase but explained that the given choices were the same to them. Another participant chose the Croatian phrase but could not explain why, they did not know why their choice was the Croatian phrase.

The fourth phrases “I miss you – Nedostaješ mi” had only 15 participants or 27,3 percent choose Croatian, while the other 40 participants or 72,7 percent, chose English as the easier phrase, as can be seen in Graph 18 below.



Graph 18: I miss you – Nedostaješ mi

The reasons behind choosing the English phrase are the following:

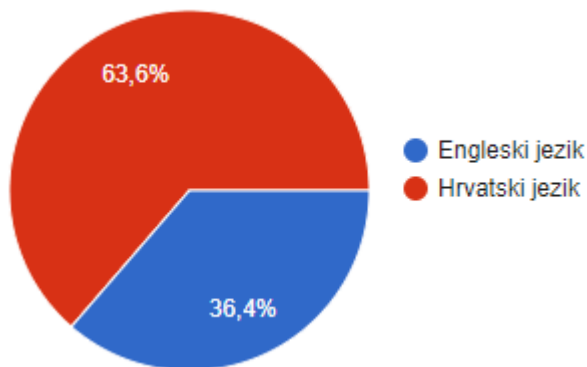
- It sounds better, poetic
- I hear it more often in English (The influence of television and music)
- It feels less personal and more distant
- It is more natural
- It is not as serious as in Croatian
- It sounds more emotional
- It does not sound so harsh

- Three participants chose the English phrase, but elaborated that this choice was due to not being able to have a third option “equally as easy”, because they perceived both phrases to be equally easy to say to someone.

The reasons behind choosing the Croatian phrase:

- Native language
- It sounds more intimate and carries a deeper meaning
- It sounds better
- It feels more natural
- One participant wrote the answer “I do not know” as their explanation on why they chose the Croatian phrase.

The last phrases “I lied to you – Lagao/la sam ti” had 63,6 percent of, or a total of 35, participants choose Croatian, while 36,4 percent of participants, or a total of 20 of participants, chose English as the easier phrase (see Graph 19).



Graph 19: I lied to you – Lagao/la sam ti

The participants who chose the English phrase “I lied to you” gave the following reasons for choosing this phrase:

- It is easier to say this phrase in English because it does not sound as serious.
- It sounds less harsh

- It feels more natural
- It sounds better in English
- Three participants chose English but they feel both phrases to be equally easy to say. One participant chose English although they could not explain why they chose English.

The participants who chose the Croatian phrase “Lagao/la sam ti” gave the following reasons for choosing this phrase:

- It sounds more direct and serious
- It carries a deeper meaning than the English phrase.
- It sounds more sincere
- It is my native language
- It sounds more natural
- I am more confident explaining the situation in Croatian.
- Four participants wrote the answer “I do not know” when asked to explain their reasoning behind their choice for the Croatian phrase. Two other participants chose the Croatian phrase, yet expressed that this was due to there not being a third option “equally as easy”, which is how they perceived both phrases to be.

4.3.1.4. Part four

In the fourth part of the web-questionnaire the participants had four Likert scale questions on the frequency of English language usage when talking about personal feelings, expressing love, swearing and talking about private problems. The possible answers were always, very often, relatively often, sometimes, almost never, and never. After choosing an answer they needed to explain when they would use English in comparison to Croatian.

The results show that when it comes to using English when talking about their feelings, 16 participants or 29,1 percent use English ‘sometimes’, 15 participants or 27,3 percent chose the answer ‘relatively often’, 13 participants or 23,6 percent use English very often, seven participants or 12,7 percent almost never use English in this situation, three participants or 5,5 percent never use English when talking about their feelings and only one participant or 1,8 percent always uses English when talking about their feelings (see Graph 20 below).

The one and only participant who chose ‘always’ as their answer, gave the following answer as an explanation: “Kada pričam sama sa sobom lakše mi je ozreći sve na engleskom jer tako sagledam emocoje bez osuđivanja, dok kad pričam nekom drugom o tome koristim i hrvatski i engleski”. [When talking to myself it is easier to say it all in English because it helps me perceive all of the emotions without judgement. When talking to somebody about the same issue, I use both Croatian and English.]

The participants who chose ‘very often’ as their answer gave the following explanations, which were grouped into five groups:

- It depends on my mood and the situation, that is, how to better explain the emotion.
- Croatian with family as well as with friends and people who do not understand or are not used to speaking English.
- I use English when talking about negative emotions.
- When I am mad, I use Croatian, when I am sad I use English
- I use English when I want to create distance from what I am saying.

The participants who chose ‘relatively often’ fall into one out of five answer-groups. One participant explained they use Croatian when speaking and English when having an inner monologue. In other words, they express themselves in Croatian, yet they think in English. Another participant explained they express their emotions better in English, but they use English in writing and Croatian when speaking. Two participants explained that the choice between English or Croatian depends on their mood, feelings and the situation. Four participants expressed that it depends on the people participating in the conversation. If it is with people who either speak English or are foreigners, they choose English, but when talking to other friends or colleagues, they choose Croatian. The last seven participants explained that they use English when they want to express emotion without it carrying a lot of seriousness or depth, i.e., when they want to create distance. On the other hand, they would use Croatian when they wish to sound more serious and be more intimate.

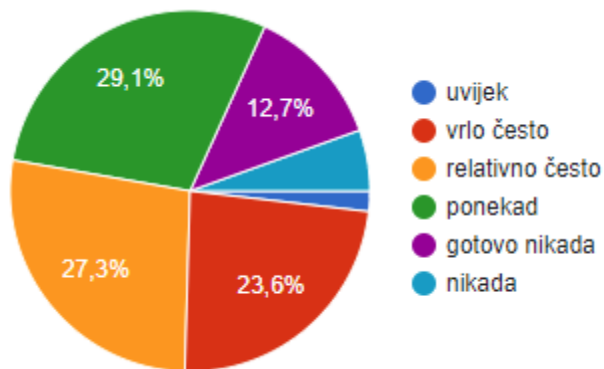
The option ‘sometimes’, had a variety of explanations. The explanations were:

- The participants use English only for some words and phrases, the rest is in Croatian.
- It depends on the situation, the interlocutors and their understanding of the Croatian language.
- Some participants use English to sound less serious. They use Croatian when they want to be taken seriously.

- When speaking English, participants feel distanced from their emotional state.
- One participant uses English with friends or when messaging, but they use Croatian with close friends.
- One participant uses English when they are happy and Croatian when they are sad.
- One participant was not able to evaluate when they would use the two languages in this situation.
- Two participants use English when they are either talking or writing to or for themselves, and Croatian when talking to another person.

There were only two groups of answers for the option ‘almost never’. One participant explained they use English as a non-serious, bypassing comment regarding their feelings, while using Croatian in serious conversations. The other participants explained that they use mostly Croatian, although they tend to use some English phrases or words, or they would only speak English when talking to foreigners.

The explanations given for the option ‘never’ were either that the participants do not need to use English, always use Croatian or that they use Croatian because the majority of the people they talk to speak Croatian.



Graph 20: Koliko često koristite engleski jezik kada pričate o vlastitim osjećajima? [How often do you use English when talking about your feelings?]

The second question was about the frequency of using love expressions in English (see Graph 21). The answer ‘always’ was picked by three participants or 5,5 percent. The answer ‘very often’ was chosen by 15 participants or 27,3 percent. ‘Relatively often’ was chosen by 11 participants or 20 percent of participants. The number and percentage of participants who

chose the answer 'sometimes' was 13 or 23,6 percent. The answer 'almost never' was picked by eight participants or 14,5 percent. The last option, 'never' was chosen by 5 participants or 9,1 percent of the total number of participants.

The option 'always' had two groups of answers. Two out of three participants expressed that they always use English in this case and never Croatian. The third participant uses English when they want to sound sweet and use it on a daily basis, but they use Croatian when they want to accentuate the message. The option 'very often' had answers that fit in 4 groups of answers. The first one being "depends on the situation, the mood and the interlocutor". The second group was "saying words of affection towards friends in English". The participants who fit into the third group of answers answered something along the lines of: "Almost always English, almost never Croatian". The last group for this option was "Using English in a light-hearted way, but choosing Croatian in a serious situation." The third option 'relatively often' had the following explanations:

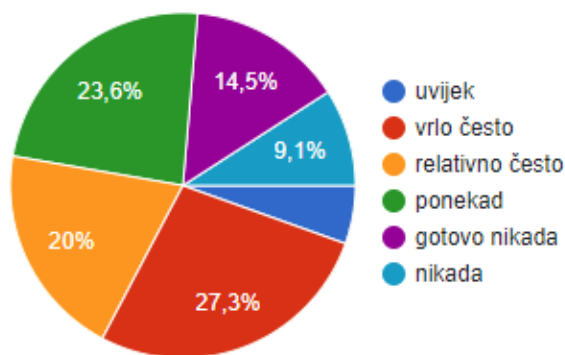
- English with friends, Croatian with family
- English with only international friends and Croatian with Croatian friends.
- Depends on the day; When I do not feel like talking in Croatian
- If I have to use love expressions, then I do it solely in English.
- I use English to express love, and I use Croatian to express hate.
- I use English when I want to quickly say it, but Croatian when I want to elaborate.
- I use expressions like "that's so cute" and "aww" in English when talking to friends, but the expression "I love you" in Croatian.

The fourth option for the second question, 'sometimes', had five groups of answers. Two participants stated that they use English with friends and Croatian with family. Three participants stated they use English or English phrases in a distant and non-serious way, but use Croatian when talking about a serious topic or situation. Two participants expressed that it depends on the situation at hand. One participant expressed that it depends on the interlocutor and whether they are of Croatian nationality or foreigners. One other participant stated that they frequently use English in written form.

The option 'almost never' was chosen by eight participants and had six groups of answers. One participant explained they use Croatian when using love expressions. Another participant explained that they use English casually or in a game, while they use Croatian in every other situation. Two participants expressed they use English only with foreigners, and

Croatian with natives. One participant uses English when they are writing for themselves, and English when they are saying the expressions to someone else. The last participant that chose the option ‘almost never’ expressed that they almost never use love expressions in general, but when they do, they do so usually in English.

The last option, ‘never’, has three groups of answers. Three participants expressed that they always use Croatian in this situation. Another participant expressed that they only express love to their girlfriend, which would indicate they do it in Croatian. And the last participant did not understand this question.



Graph 21: Koliko često koristite izjave ljubavi na engleskom jeziku? [How often do you use love expressions in English?]

The third question was about the frequency of using English when swearing. Three participants answered ‘never’, ten participants answered ‘almost never’, 15 participants chose the answer ‘sometimes’, 11 participants chose the answer ‘relatively often’, nine participants picked ‘very often’ as their answer and seven participants chose the answer ‘always’. (See Graph 22)

The option ‘always’ had only two groups of answers. One participant uses curse words such as “fuck” and “shit” when it is about smaller issues, when it is a bigger issue, the Croatian language offers an array of creative curse words. The other six participants either rarely or never curse in Croatian and feel that English curse words are not as bad or as vulgar. The option ‘very often’ offers four different explanations. The first one being “depends on the situation”, the second one is “I curse in English because it does not sound good in Croatian”. One participant offered an explanation that some phrases in English are used as curse words, although the participant curses more often in Croatian. Last four participants explained that

they use English curse words when it is not as big of a deal, but if it is something that made them very angry, they would curse in Croatian. ‘Relatively often’ has five different answer groups. They are the following:

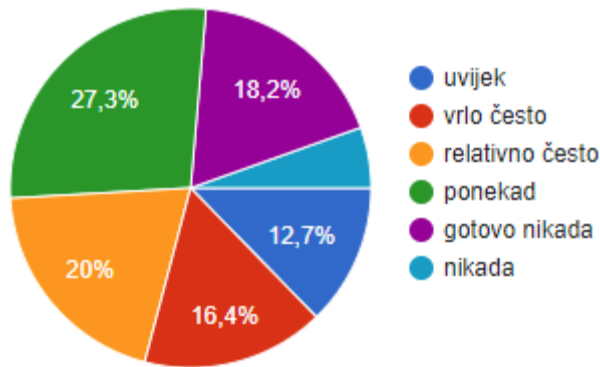
- There is no rule
- English for minor problems but Croatian for bigger problems
- Curse words in English sound less awful, Croatian ones are stronger
- English ones with friends outside of Croatia, Croatian ones with friends and colleagues
- I use English constantly, but I use English phrases that are frequently used in the Croatian language, such as “shit” and “fuck”

The option ‘sometimes’ has an astonishing seven groups of answers. Five participants expressed that they use swearwords that are taken from the English language and are considered normalized curse words in Croatian, such as “shit” “fuck”. Two participants wrote that it depends on the situation. Another participant wrote that they curse in English when they feel angry. Two participants wrote that the Croatian language offers more curse words than English, so they use Croatian ones when the English ones feel too weak in comparison. One participant wrote that due to encountering English swearwords on the internet, they tend to swear in English on a daily basis. The last four participants expressed that they use English when they are not as angry, but they tend to use Croatian when they are seriously aggravated.

‘Almost never’ has five different categories of answers from ten participants. They are:

- I use English ones only when communicating with someone who does not speak Croatian
- Croatian offers better swearwords
- I use Croatian ones when I am really angry, and English ones when it is not as serious
- I use English swearwords when quoting something but I mostly use Croatian ones
- I use the English swearword “fuck” because it does not sound as harsh as “jebiga”

The last option ‘never’ was chosen by three participants who gave three different explanations. Those were: I do not swear; I do not use English ones because I prefer Italian; No language matches the Croatian swearwords. They are creative and profound.



Graph 22: Koliko često koristite engleski jezik kada psujete? (How often do you use English when swearing?)

The fourth, and last, question was about using English when talking about private problems (see Graph 23 below). Two participants or 3,6 percent answered ‘always’, seven participants or 12,7 percent answered ‘very often’. The answer ‘relatively often’ was chosen by eight participants or 14,5 percent. ‘Sometimes’ was an answer chosen by 23,6 percent of participants, which counts 13 participants. The answer ‘almost never’ was the most frequently chosen answer by a total of 15 participants or 27,3 percent. Ten participants or 18,2 percent chose the answer ‘never’ for using English when talking about personal problems.

For the option ‘always’ the explanations were that it is either easier in English, or that they always speak English. For the next option ‘very often’, the seven participants create a group of four possible explanations. The first one being that they only talk about their problems in English if the other person does not understand Croatian. One participant answered that they use Croatian when talking to their parents and English with everybody else. Another participant explained they use Croatian in face-to-face conversations but English in writing. The third option ‘relatively often’ has eight participants, whose answers fit into three groups. The groups of answers are the following:

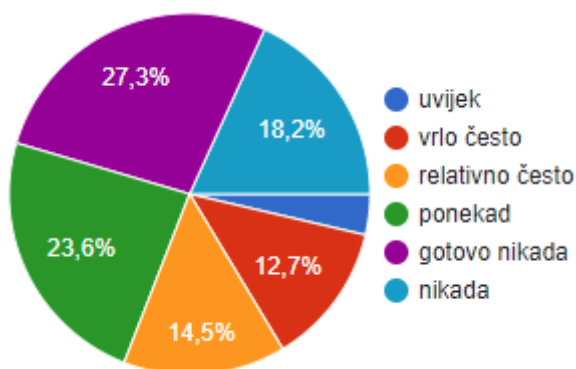
- I use English only when it is difficult to explain the situation in Croatian, to create some distance
- I use Croatian for more serious problems
- When communicating with international friends

The participants who use English only sometimes when talking about private problems have expressed their thoughts, which fit into seven groups of answers, the first one being that English is used for removing the feeling of uncomfortableness, due to the perceived distance between themselves and what is being said. Some participants expressed using Croatian for an

easier understanding of the problem. Another participant explained they use English when they cannot remember the Croatian words they are looking for. One participant could not understand why they sometimes use English. Another participant wrote that it depends on the interlocutor. Two participants wrote that they would use English when writing or while having an inner monologue, while Croatian would be used when talking to someone about the issues. The last four participants who chose this option expressed that they mostly use Croatian, but they tend to use some English phrases that would better explain their feelings or situation.

‘Almost never’ has five different groups of explanations. The answer with seven participants is “I mostly use Croatian; I do not use English as much”. Four participants use English in this situation only when talking to foreigners. One participant wrote that they mostly use Croatian with a few English phrases. Another participant explained that it is sometimes easier to express their opinions in English than Croatian. The last group of answers was that in this case mostly Croatian is used because it is a serious topic.

The last option ‘never’ has three possible answers from nine participants. Six participants expressed that they always use Croatian in this case. Two participants wrote that they have no need to use another language besides Croatian when they talk about private problems. One participant wrote that they only use English when the other person cannot understand Croatian.



Graph 23: Koliko često koristite engleski jezik kada pričate o privatnim problemima? [How often do you use English when talking about private problems?]

4.3.1.5. Part five

The fifth part of the web-questionnaire consisted of five open-ended questions. The first question dealt with receiving love expressions from a partner and the preferred language for it.

The participants were asked to explain their choice of language. The second question was self-evaluation of their emotions regarding using Croatian when expressing love while receiving a response of the same expression in English. The third question was a self-evaluation regarding complaints or criticism and in which language they perceive it to be harsher to receive a complaint. The last two questions in this part asked the participants to name some swear words or phrases that they use in English and in Croatian.

The first question “Je li Vam draže kada Vam partner izjavi ljubav na engleskom ili hrvatskom jeziku? Zašto? (Ukoliko nemate partnera ili partnericu, zamislite da ste u toj situaciji.) [Do you prefer hearing your partner profess love in English or Croatian? Why? (If you do not have a partner, imagine the situation.)]” had a total of 44 participants choose Croatian, four participants choose English and seven participants expressed that the choice of language does not matter. Out of the 44 participants, nine participants did not give an explanation as to why they prefer Croatian in this situation. Four participants wrote that the language choice does not matter to them, but elaborated that they in fact prefer Croatian because it has either a stronger meaning and the language being their mother tongue. The explanations given by the other 40 participants who chose Croatian can be grouped into five categories:

- It sounds more sincere
- Croatian, because you are used to hearing it in English
- It sounds more natural
- I prefer hearing it in Croatian because it is my mother tongue and it sounds better this way
- It has a deeper and stronger meaning in Croatian, unlike in English.

Out of the four participants, whose language of choice was English, one participant did not elaborate on why English was their language of choice. One participant explained that it sounds better in English, another loves the English language more than Croatian, and the last participant prefers English because it sounds weird in Croatian. Out of the seven participants who do now have a preferred language in this case, only two participants gave an explanation. One participant wrote that the only thing that matters is the message and that nothing is lost in translation. The other participant wrote that they see this as a message behind the words and that some languages fit better in different situations.

The second question “Kada biste rekli partner/partnerici “volim te”, a on/ona uzvratila sa “love you too”, kako biste se osjećali? (Ukoliko nemate partnera/partnericu, zamislite da ste u

toj situaciji.) [If you told your partner „volim te“, and they responded with „love you too“, how would you feel? (If you do now have a partner, imagine the situation.)]. The answers were divided into “negative emotion” and “no change/happy emotion” answers. The number of participants who fall into the “negative emotion” category is 26, while the other 29 participants fall under the “no change/happy emotion”. The participants in the “negative emotion” group gave reasons why they would not feel the same as if they heard the response in Croatian. The participants responded that they would feel: bad, stupid, weird, unloved, like they do not mean it, comical, insulted, not sincere, disappointed. The other 29 participants in the “no change/happy emotion” group expressed that they either would not mind hearing the English phrase, find both phrases to be of equal meaning, or they would be happy to just hear love being expressed to them in any language.

The third question “Je li Vam teže slušati primjedbe na engleskom ili hrvatskom jeziku? Zašto?” [Do you find it harder to listen to complaints in English or Croatian? Why?] had a total of 20 participants choose Croatian, six participants choose English, and 29 participants finding them equally hard, depending on the situation. The participants who chose Croatian gave the following reasons:

- It sounds more serious, crueller.
- The words carry a deeper, stronger meaning
- Words in Croatian affect me more
- It sounds more personal
- English sounds friendlier
- Croatian entails stronger expressions to express negative emotions

The participants who chose English listed the following reasons:

- The English language has more words that add to the effect
- English, because I connect it to my work and I have a harder time explaining myself in this situation
- It is harder in English because I have to actively listen to fully understand
- Because it means that it is coming from a professor, and that is important to me
- I do not take the complaints personally in English

The 29 participants who felt no distinction between complaints in both languages cited that a complaint is a complaint, which is difficult to listen to in both languages.

For the fourth question “Kojе psovke koristite na engleskom jeziku?” [Which English swearwords do you use?] the swearwords shit and fuck, and all their variations, were mentioned by all participants but four. One participant answered that they do not use English swearwords, another wrote that they do not swear, the second to last participant wrote that they use “all” of them but did not specify, and the last participant out of the mentioned four did not write any swearwords nor an explanation. Three participants wrote more than six different swearwords that include adjectives, degrading words, and some colourful word combinations. Three participants censored their swearwords.

For the fifth, and last, question “Kojе psovke koristite na hrvatskom jeziku?” [Which Croatian swearwords do you use?] the participants had to write the swearwords they use. Just like with the English swearwords, the frequently mentioned ones were “sranje” and “jebote”. The number of swearwords per participant ranged from one swearword to 37 swearwords. Four participants censored their swearwords. Six participants explained that they do not use any swearwords. One participant did not elaborate whether they use swearwords or not. Ten participants did not name any swearwords, instead they wrote that they use “all of them”.

4.3.1.6. Part six

The sixth, and last, part of this web-questionnaire asked the participants to read a fictitious situation regarding coming home to a messy apartment due to the person of their choice (brother, sister, partner) not doing any chores. The participants had to choose which language (English or Croatian) they would use to explain to the person of choice what is bothering them. Their answers can be seen on the Graph 25 below. This was followed by a question asking for an explanation behind their choice of language in the previous question. Only one participant chose English as their language of choice, stating the reason “jer razgovaramo često na tom jeziku da nas drugi ne razumiju” [Because we frequently converse in that language so that others cannot understand what we are saying]. The other 54 participants chose Croatian as their language of choice in this situation. The following direct quotes from the answers of the web-questionnaire are the reasons that the participants have named:

“Na tom jeziku komuniciramo.” [That is the language we communicate in.]

“Jer je to moj materinji jezik” [Because it is my mother tongue]

„Prirodno mi je” [It feels natural]

„Bolje i preciznije ću predočiti svoje nezadovoljstvo na hrvatskom jeziku. ” [I am able to express my dissatisfaction better and more precisely in Croatian]

„Mislim da će me ozbiljnije doživjeti” [I think they will take me more seriously.]

„Jer me slušaju na hrvatskom, a kamoli da me dožive na engleskom” [Because they do not listen to me in Croatian, let alone in English]

“Jer smo u Hrvatskoj” [Because we are in Croatia]



Graph 25: Na kojem jeziku ćete bratu/sestri/partneru objasniti što Vam smeta? (In which language will you explain to your brother/sister/partner what bothers you?)

4.4. Discussion

The discussion part of this research consists of 12 hypotheses (H) and the findings, which either support the hypotheses or not, as well as an additional discussion of the second part of the web-questionnaire, namely question seven.

H1: Participants prefer using their first language (Croatian) when communicating frustration or anger.

In line with the hypothesis, when the participants were given the choice between L1 and L2 to explain their feeling of frustration or anger, 98,04 percent of participants preferred the L1. The explanations given by the participants answer the research question in an indirect way. In the explanations, the participants stated that using their L1 allows them to be more precise and appear more serious than in the L2. The limitation of this part of the study is only one presented situation. There could have been more, ranging in seriousness to test different reactions from participants. For further research I would suggest inquiring about the different

social circles, the frequency of experiencing such emotions in each circle, and the frequency of using Croatian and English in those circles in such situations.

H2: Participants will use their second language (English) to emotionally distance themselves from the topic they are talking about.

The comparing labels or groups were “English” and “Croatian”. The categories “I love you – Volim te” had 33 participants choose English, 22 choose Croatian. “I hate you – Mrzim te” had 31 participants choose English, 24 chose Croatian. “I am sad – Tužan/na sam” had 26 participants in the group English and 29 participants in the group Croatian. The fourth category “I miss you – Nedostaješ mi” had 40 participants choose English and 15 participants choose Croatian. The last category of the t-test “I lied to you – Lagao/la sam ti”, had 20 participants in the English group and 35 in the Croatian group. Although the p-value of the chosen answers combined is 0.3236 and the difference is not considered to be statistically significant, the total 150 chosen answers from those who chose English, revealed that using the English phrases allows them to distance themselves, as well as see the language as being less intimate and carrying less emotion when used. The mentioning of the feeling of distance can be seen in the reasons behind choosing any out of the five given English expressions. The other 125 answers for the Croatian phrases gave contradictory explanations for their choice of phrases. The task was to choose which phrase would be easier to say to someone. In this task “easy” meant “emotionally easy”, while the participants understood it as “linguistically easier”, as became apparent from their explanations of their choice of phrase. The explanatory answers stated that Croatian phrases had more profound meaning, carried more weight, sounded more powerful and more honest, which would mean that is emotionally more difficult to say to someone. A few answers for the Croatian phrase only mentioned it being easy due to Croatian being their mother tongue. In line with the hypothesis, it is likely that participants will use their second language to emotionally distance themselves from the topic they are talking about if they perceive the native language to be too emotional to be considered an option. The study done by Alexandra S. Dylman and Anna Bjärtå aligns with the hypothesis, as the findings show that the use of a second language may reduce the experience of negative emotions, such as distress. (Dylman & Bjärtå, 2019, p. 1288) The limitation of this part of the study is also a suggestion for further research on this topic, and that is seeking detailed answers to “when?” and “why?”. It would be an interesting perspective in bilingual emotional research to recruit Croatian-

English bilinguals who always or very often talk about emotional topics in English, and study at which topic, depending on the topic's emotional weight, they draw the line and switch to Croatian.

H3: Participants use English as an easier way to talk about their problems.

When given the choice between English or Croatian as an easier way to talk about private problems, 52 percent or 29 participants preferred Croatian, while the other 48 percent preferred English. Although the numbers are almost perfectly equally divided, the majority still preferred Croatian. In another question, the participants had to choose the frequency of using English when talking about their problems. The number of participants that fell into the categories of 'almost never' 'never' was 25, which is 45,45 percent of participants. The other 54,54 percent gave reasons for using English such as to create some distance, using it for less serious problems, or removing the feeling of uncomfortableness. According to the data that was presented under this hypothesis, roughly half of the participants perceive English to be an easier alternative for talking about their problems due to the first language being more serious, more intimate and more emotional, which is in line with the hypothesis. These findings also give insight into a part of the answer to the research question, regarding the language of choice when expressing an emotion. It shows that the choice will be made based on the severity of the situation, and how emotional or serious the speaker would like to appear. Both the study by Alexandra S. Dylman & Anna Bjärtå (2019), and Buxbaum's paper from 1949 mentioned in Pavlenko (2007) show the second language to be an escape from emotionality and distress, enabling an easier possibility to talk about their problems or past. This hypothesis was not fully supported by the participants' choice of language but the explanations behind the answers support the hypothesis. Although the results do not fully support this hypothesis, the hypothesis does align with previous research done on this topic. The limitation to this part of the study was not concentrating on creating a situation, both in Croatian and English, and asking the participants to write how they would react and what they would say. It would be even better to compare two situations, one in written form, and the other in spoken form. I suggest using this part of the study and conducting a detailed study researching how people would talk about their problems, using real life problems in their life as a dialogue, and noting change in voice, change in language, using words from one or the other language, and the amount of details given.

H4: Participants are more emotional when talking in Croatian.

The web-questionnaire showed the participants to perceive Croatian (L1) phrases as more emotional, having a deeper meaning, and being more sincere than the English equivalents. These groups of answers were repeated numerous times where an explanation for the choice of language was asked, with these groups of answers almost always belonging to the explanation for the choice behind the Croatian language, or to contrast the emotionality in Croatian versus the emotional distance in the English language. This is in line with the results that were seen in Panayiotou's study from 2010, regarding the recollection of one's emotions that were experienced during the reading of the same story in Greek and American English, which showed a significant number of code-switches to Greek when describing deeper emotional states, resulting in a more emotional recollection of the story in the native language. The participants of this study also noted the English language not having appropriate words that could describe their emotions. (Panayiotou, 2010, pp. 132-133) Taking all of this into account, the hypothesis is in line with the results, confirming that the participants who partook in this web-questionnaire appear more emotional when talking in Croatian, suggesting the outcome of higher emotional expression in the native language as compared to the second language.

H5: Participants with a higher education use English more frequently in everyday communication than participants with lower education.

The two comparing labels or groups of the T-test were "Higher education" and "Lower education". In the group "Higher education", 9 participants chose the answer "always" and 8 participants chose the answer "very often". In the group "Lower education", there was a total of 6 participants choosing both "always" and the option "very often". The results of the t-test find that the p-value equals 0,0377, which shows a statistically significant difference between higher and lower educated participants who always or very frequently use English in everyday communication. The numeral difference between higher and lower educated participants is 5 or a difference of 17,24 percent. Taking into account the percentage and the p-value, it is safe to state that the results support the hypothesis. Although the findings correlate with the hypothesis, the finding of only 17 participants in the higher education group was an unexpectedly low number considering a total of 33 highly educated participants. On the other hand, it was a positive surprise to review the data regarding the lower educated group of 22

participants, which showed a higher percentage of using English in everyday communication per group by 3 percent. These findings could mean that the frequency of language usage in everyday communication could affect whether bilinguals express emotion differently when choosing to speak in English rather than in Croatian. The limitation of this part of the study is the odd number of lower and higher educated individuals. This results in the findings not being as insightful as they would be were there an equal number of participants. For further research I suggest having an equal number of people with similar if not same backgrounds, in order to gather quality results and findings.

H6: Participants swear more easily in English than in Croatian.

T-testing the participants' answers on easier swearing as well as the frequency of using English while swearing (always, very often), shows a statistically significant p-value of 0,0010. The two groups that were tested were Swearing in Croatian and Swearing in English, with two categories that were tested. The first category was the choice of language regarding easier swearing, which had 38 participants choose Croatian and 17 participants choose English. The second category was the frequency of using English when swearing, whose answers were divided into options 'always' and 'very often' belonging to the English group, and the rest of the answers belonging to the Croatian group. In this second category, 16 answers fell under the English group, while the Croatian group counted 39 answers. Roughly 70 percent of participants reported swearing more easily in Croatian. Examining the swear words the participants wrote in the last two questions of the fifth part of the web-questionnaire, a few findings can be noticed. Firstly, when asked to write English swearwords, three participants censored their swearwords, while in Croatian it was four participants that did so. Secondly, when asked to write all of the swearwords they use, three participants wrote more than six swearwords that had a variety of combined adjectives and degrading words. In comparison to this, some participants wrote many variations of the Croatian word for "fuck", as well as very detailed and long lists of swearwords, the longest list counting 37 swearwords. Taking all of this into account, the hypothesis does not align with the presented findings. These findings answer the part of the research question on which language the participants prefer in different situations, and the reasons behind it. Namely, the participants noted the use of English swearwords in less serious or angry states, while Croatian swearwords were mostly used in a state of serious anger. The general limitation in this part of the study, and the whole study

altogether, is that it lacks face-to-face interaction. The participants had only their imagination and the ability to recall any potential situations in which they used swearwords in either language. Further research should be done in the physical presence of the participants, using various life situations that they have experienced, video examples, or even a dialogue with an unknown interlocutor enacting a scene in one or both languages. This would evoke true reactions from the participants and would give insight into their language preferences when there is no time to think about the situation at hand.

H7: Participants feel a personality shift when speaking in their second language (English).

This question was not directly asked - rather there were a few questions asked to determine whether the participants experience a personality shift when speaking English. The question regarding change in personality type (extrovert, introvert, same personality) had 30 participants reporting a noticed change in personality, while the other 25 reported no change. When it came to the second question on how frequently the participants made jokes in both languages, 27 participants noticed they joked either more or less in English than in Croatian, while the other 28 noticed no change in frequency. Were a Croatian-English bilingual person to joke only in English, they would be perceived as funny by their interlocutors with whom they tend to speak English, but would seem a more serious person to their non-English speaking interlocutors. The third question asked the participants to take note of the change in voice pitch when speaking English. While 27 participants noticed a higher or lower pitch, 28 participants did not notice any change whatsoever. The p-value of the t-test for all three categories combined is 0,5185, which is statistically not significant. The data is almost equally divided into halves. In line with the findings and the p-test, the hypothesis is not true for all participants, rather it is different for every individual. The findings regarding all of the changes above were unexpected, but open up a possibility for further research into why this happens and to whom it happens. For further research on this topic, people with the same education and language level, as well as years of learning English should be chosen as participants. Additionally, a comparison should be made between the participants' self-evaluation and the evaluation by a third party, to give a clear insight into the similarities and differences of the results.

H8: Participants find hearing complaints in their second language (English) easier.

The findings of the research support this hypothesis, which is supported by previous research by Alexandra S. Dylman and Anna Bjärtå (2019) on emotional distancing when using the second language. Out of 55 participants, 29 participants expressed finding it harder to hear complaints in both languages. Twenty participants find hearing complaints in English easier than in Croatian, in contrast to six participants who chose English as harder, meaning that complaints in Croatian are easier to listen to. The reasons as to why English is easier, or complaints in Croatian being harder to listen to, show a direct link to the research question. The reason for preferring English is due to the softer sounding words, the English language sounding friendlier than Croatian, English does not feel as personal and the words are not as meaningful as in Croatian. Taking into account the 26 participants who chose one of the two languages, 77 percent found English to be easier to hear complaints in, while 26 percent found Croatian to be easier. In a situation of receiving negative commentary, the participants prefer hearing it in a language that they perceive to be more distant and friendlier than their native language, which in turn softens the received commentary. Further research on this could be done using various phrases of complaints, various degrees of harshness in both languages and by comparing the results of the group to gain a better insight. The limitation of this part of the web-questionnaire was the lack of examples, and the participants had to imagine complaints, which could be different in terms of seriousness, but since we do not have their imagined complaints written down, they cannot be analysed, compared or measured.

H9: Participants with a lower level of proficiency feel as if they are more introverted, have a harder time meeting people, and have lower confidence when speaking English.

Being that only one participant falls under the category of lower proficiency level, and that they expressed being more introverted when speaking English, having a harder time meeting people in English, and having lower self-confidence when speaking English, this finding is in accordance with the hypothesis. The limitation here is clear, the number of participants with a lower and higher proficiency level is not equal, nor is the number of participants with a lower level high enough to give more precise results of the self-evaluation. For further research, a higher number of bilingual participants with lower level of proficiency is needed. Referring back to the research question, this hypothesis does not directly answer the

question in any part, yet the insight into the lower perception of self from this individual might indicate that the participant might not opt for English when expressing emotion, or rather would not do so in detail, as well as use English only when necessary, due to the lower sense of their own ability.

H10: Participants with a higher level of proficiency, with more years of learning English will be more confident and extroverted, as well as be able to express their emotions more clearly in English.

Out of a total of 40 participants who fit the categories of higher level of proficiency and more than ten years of learning English, only eight participants reported being more confident, more extroverted, and being able to express their emotions more clearly in English. The number of participants was calculated by taking all of the participants with a higher level of proficiency, removing those who had less than 10 years of learning experience, which then lead to the elimination of participants who did not express feeling more confident when speaking English, and who did not feel more extroverted. The participants who fit this category take up 20 percent of the total 40 participants who were of higher level of proficiency and had more years of learning English. This is to say that the findings, while still notable as separate findings on their own, as a whole do not support the hypothesis. Further research should concentrate on initially giving the participants a personality test to determine their personality, have a taped conversation with them in Croatian and English, and compare their self-evaluation and the evaluation by a third party. While this hypothesis and findings do not directly tie in to the research question as a whole, this does show a correlation between higher level of proficiency, more years of learning English, and the ability to express emotions more clearly in English.

H11: Participants prefer hearing and receiving love expressions in their first language (Croatian).

When it came to the question asking for preference when hearing or receiving love expressions, 80 percent, or in numbers 44, of participants chose Croatian as their preference, which leaves 11 participants choosing English. When it came to another question, asking how they would feel to say a love expression in Croatian, but receive it back in English, 47,3 percent, or 26 participants, expressed a negative reaction, meaning 29 participants had a positive or no

change reaction. The findings show that when given an option, the participant will opt for their first language, but when they do not have that choice, more than half will still be satisfied with the outcome. A t-test of the two results finds a p-value of 0,3598 which does not show a statistical significance, but analysing the results separately, a preference is easily noticeable. In a situation of love expression participants prefer them in the Croatian language, if they have a say in the matter. Given that the first question directly ties in to the hypothesis, the hypothesis is in line with the findings and the previous research by Dewaele on the weight of the phrase “I love you”, in which the participants expressed the L1 phrase to be more profound due to various reasons, such as emotional weight or sentimental experience. (Dewaele, 2008, p. 1767) The limitation of this part of the study is that not every participant has experience in a bilingual exchange of love expressions. In further research, these expressions of love, anger, and other emotions between couples should be taken as separate research, concentrating on bilingual couples or families that speak both languages equally, with Croatian being the native language.

H12: Phrases in Croatian (L1) will have a stronger meaning than phrases in English (L2).

These phrases ranged from insults, love expression, to breaking up with someone. All four of the expressions gathered more than 30 or more than 50 percent of votes for the Croatian phrases. The first phrase “You are Stupid – Glup si”, gathered 43 answers for Croatian. The second one, “Shit-Sranje!”, gathered 31 answers for Croatian. The third one, “My love – Ljubavi moja”, had 44 participants choose Croatian, and the last phrases “I want to break up with you – Želim prekinuti s tobom”, had 38 answers for Croatian. The p-value of this equals 0,0016, and is considered to be very statistically significant. This finding is in line with the hypothesis. A suggestion for further research would be a vast number of different phrases that explore all of the emotions in more than just one or two phrases. This part of the study does not immerse the participant into the situation where these phrases could be used. This part is also just a small part of a long web-questionnaire, meaning that the participant will probably not want to spend more than a few minutes of their time to think about their answer.

The only question that was not mentioned in any way through the hypotheses was the question “How often do you use English when talking to your: partner / friends / family / work or college colleagues?” In this part of the study, we can clearly see that only under “partner” and “family” the ‘never’ or ‘almost never’ option was clearly the most chosen one, while “friends” and “colleagues” have the options ‘sometimes’, ‘relatively often’, and ‘very often’ as

the three more frequently chosen options. The findings indicate that participants use Croatian more often with people belonging to an inner social circle, whilst they are more likely to use English with friends or colleagues, who belong to other social circles of the participants. This would correspond to the research question, meaning that bilinguals express their emotion in their native language with people belonging to an inner, more private, social circle, while using their second language more frequently with people outside of that circle for different reasons such as out of work necessity, or in a jokingly matter. The limitation of this part of the research is that no follow-up questions were asked regarding each circle, questioning when and why certain English phrases, Code-switching or complete switching to English would occur. For future research, it would be best to take into account more variables under “partner” and “family”, as it is not completely inclusive to everyone, as well as ask more questions to gain insight into different reasons and situations when English would be used.

5. CONCLUSION

This thesis focused on the differences in expressing emotion in the first and second language, i.e. in Croatian and in English, the different perceptions of phrases in both languages, as well as the emotional reaction to phrases in one language or the other. Throughout the thesis, it had been suggested that bilinguals who use English on a daily basis are more likely to code-switch in order to access the vocabulary both in English and Croatian, allowing them to express themselves more accurately.

The countries Japan, China, and the USA were mentioned as countries with cultures that differ in the way they express emotion, offering bilinguals new ways to express themselves in their L2, which could influence their choice or ways of expressing themselves when choosing the first or second language. Some bilinguals may find using the L2 more freeing than they find the L1, or it could be the opposite, where the L2 cannot offer the opportunity to express the emotion clearly, leading the bilingual to choose the L1 to do so more clearly. Bilinguals always have to make a choice and have to assess each situation they encounter and make a choice when it comes to which language and vocabulary they will use in order to express their thoughts and emotions as precisely as they can.

As previously mentioned, some bilinguals may experience personality shifts, which can help anxious participants feel less anxious when using the second language if the second language is perceived as more emotionally distant. The personality shift occurs only in cases where the language is used outside of the bare minimum necessary to convey information. Aside from the personality shifts and code switching, using the second language more frequently may create more emotional experiences and become emotionally ingrained similarly to the first or native language. In contrast, using the second language less often can cause the feeling of distance and detachment when using the second language.

The questions that this thesis aimed to answer were: “Do bilinguals express emotion differently depending on the language of choice, which language do they prefer in different situations and what are the reasons behind their choice of language in those situations?” Based on the gathered responses from the web-questionnaire, the conclusion is that bilinguals prefer using their L1 in situations where they need to precisely explain their emotion, such as frustration, or preferring L1 phrases when deep emotions or emotional weight need to be conveyed. The findings show a preference for the L1 over the L2 on using swearwords when

feeling extreme anger. Although some findings indicate that various personal reasons influence the choice or perception of the L2, the majority of the findings support the hypotheses. Additionally, the findings regarding the research question on expressing emotion in the first and second language, indicate that the L1 (Croatian) is more emotional and used in moments of seriousness and emotional moments, while the L2 (English) is used to create distance between the speaker and the topic.

This is to say that this topic is in need of further research, in which each factor is researched as a separate study in order to get the information which could give a more definitive answer to the research question.

6. APPENDIX

Izražavanje emocija na hrvatskom i engleskom jeziku

***Obavezno**

1. Koliko imate godina? *

Označite samo jedan oval.

() od 18 do 20

() od 21 do 25

() od 26 do 30

() više od 30

2. Spol *

Označite samo jedan oval.

() muški

() ženski

() ne želim se izjasniti

3. Koji je Vaš najveći stupanj obrazovanja? *

Označite samo jedan oval.

() osnovna škola ili niže srednja škola

() viša škola

() fakultet ili viši stupnjevi

4. Odaberite stupanj znanja engleskog jezika: *

Označite samo jedan oval.

() Početni (A1)

() Osnovni (A2)

() Srednji (B1)

() Visoki (B2)

- Napredni (C1)
- Vrsni (C2)

5. Koliko godina učite engleski jezik? *

Označite samo jedan oval.

- Manje od 3 godine
- između 3 do 5 godina
- od 5 do 10 godina
- više od 10 godina

Molim Vas odaberite odgovor ispod izjave koji se odnosi na Vas.

6. Koristim engleski jezik u svakodnevnom razgovoru *

Označite samo jedan oval.

- uvijek
- vrlo često
- relativno često
- ponekad
- gotovo nikada
- nikada

7. Koliko često koristite engleski u razgovoru s/sa: (ukoliko nemate osobu koja se traži u navedenom, odaberite opciju "nikada") *

Označite samo jedan oval po retku.

	uvijek	vrlo često	relativno često	ponekad	gotovo nikada	nikada
partnerom/partnericom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prijateljima	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
obitelji	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
kolegama na faksu/poslu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Kada pričam na engleskom jeziku _____ sam osoba *

Označite samo jedan oval.

otvorenija (ekstrovertiranija)

zatvorenija (introvertiranija)

jednaka

9. Kada pričam na engleskom jeziku _____ se šalim *

Označite samo jedan oval.

češće

rjeđe

jednako često

10. U usporedbi s hrvatskim jezikom, kada pričam engleski, glas mi je: *

Označite samo jedan oval.

viši

niži

isti

11. Upoznavanje novih osoba mi je lakše na: *

Označite samo jedan oval.

Engleskom jeziku

Hrvatskom jeziku

jednako je lako

12. Kada pričam engleski jezik, samopouzdanje mi je _____ nego/kao i kada pričam hrvatski jezik. *

Označite samo jedan oval.

- () više
- () niže
- () jednako

13. Prema Vašem mišljenju, na kojem jeziku navedeni izrazi imaju jače značenje? *

Označite samo jedan oval po retku.

	Engleski jezik	Hrvatski jezik
You are stupid – Glup si	()	()
Shit! – Sranje!	()	()
My love – Ljubavi moja	()	()
I want to break up with you – Želim prekinuti s tobom	()	()

14. Na kojem se jeziku: *

Označite samo jedan oval po retku.

	Engleski jezik	Hrvatski jezik
jasnije možete izraziti vezano za vlastite osjećaje (ljutnja, ljubav tuga, sreća)?	()	()
lakše daju komplimenti?	()	()
lakše psuje?	()	()
lakše šaliti?	()	()
lakše razgovara o problemima?	()	()

Na kojem jeziku bi Vam navedeni izrazi bili lakši za reći nekoj bliskoj osobi?

Odaberite odgovor koji se odnosi na Vas te ga kratko obrazložite.

15. I love you - Volim te *

Označite samo jedan oval.

() Engleski jezik

() Hrvatski jezik

16. Zašto Vam je lakše ovaj izraz izreći na tome jeziku? *

17. I hate you - Mrzim te *

Označite samo jedan oval.

() Engleski jezik

() Hrvatski jezik

18. Zašto Vam je lakše ovaj izraz izreći na tome jeziku? *

19. I am sad - Tužan/na sam *

Označite samo jedan oval.

() Engleski jezik

() Hrvatski jezik

20. Zašto Vam je lakše ovaj izraz izreći na tome jeziku? *

21. I miss you - Nedostaješ mi *

Označite samo jedan oval.

Engleski jezik

Hrvatski jezik

22. Zašto Vam je lakše ovaj izraz izreći na tome jeziku? *

23. I lied to you - Lagao/la sam ti *

Označite samo jedan oval.

Engleski jezik

Hrvatski jezik

24. Zašto Vam je lakše ovaj izraz izreći na tome jeziku? *

Odaberite koliko često koristite engleski u određenim situacijama te kratko obrazložite.

25. Koliko često koristite engleski jezik kada pričate o vlastitim osjećajima? *

Označite samo jedan oval.

- uvijek
- vrlo često
- relativno često
- ponekad
- gotovo nikada
- nikada

26. Kada u ovom slučaju koristite engleski jezik, a kada hrvatski? *

27. Koliko često koristite izjave ljubavi na engleskom jeziku? *

Označite samo jedan oval.

- uvijek
- vrlo često
- relativno često
- ponekad
- gotovo nikada
- nikada

28. Kada u ovom slučaju koristite engleski jezik, a kada hrvatski? *

29. Koliko često koristite engleski jezik kada psujete? *

Označite samo jedan oval.

- () uvijek
- () vrlo često
- () relativno često
- () ponekad
- () gotovo nikada
- () nikada

30. Kada u ovom slučaju koristite engleski jezik, a kada hrvatski? *

31. Koliko često koristite engleski jezik kada pričate o privatnim problemima? *

Označite samo jedan oval.

- () uvijek
- () vrlo često
- () relativno često
- () ponekad
- () gotovo nikada
- () nikada

32. Kada u ovom slučaju koristite engleski jezik, a kada hrvatski? *

Ukratko odgovorite na sljedeća pitanja

33. Je li Vam draže kada Vam partner izjavi ljubav na engleskom ili hrvatskom jeziku? Zašto?(Ukoliko nemate partnera ili partnericu, zamislite da ste u toj situaciji.) *

34. Kada biste rekli partneru/partnerici "volim te", a on/ona uzvрати sa "love you too", kako biste se osjećali? (Ukoliko nemate partnera/partnericu, zamislite da ste u toj situaciji.) *

35. Je li Vam teže slušati primjedbe na engleskom ili hrvatskom jeziku? Zašto? *

36. Koje psovke koristite na engleskom jeziku? *

37. Koje psovke koristite na hrvatskom jeziku? *

Pročitajte sljedeću situaciju. Odaberite jedan od ponuđenih izbora te kratko odgovorite na potpitanja.

Dolazite umorni u stan nakon dugačkog radnog dana i ugledate neoprano posuđe, punu kantu smeća te razbacanu robu. Bratu/Sestri/Partneru se nije dalo čistiti dok Vas nije bilo.

38. Na kojem jeziku ćete bratu/sestri/partneru objasniti što Vam smeta? *

Označite samo jedan oval.

() Na engleskom jeziku

() Na hrvatskom jeziku

39. Obrazložite zašto ste odabrali taj jezik. *

7. BIBLIOGRAPHY

- Altarriba, J., & Basnight-Brown, D. M. (2010). The representation of emotion vs. emotion-laden words in English and Spanish in the Affective Simon Task. *International Journal of Bilingualism*, 15(3), 310-328. doi:10.1177/1367006910379261
- Catherine L. Harris, J. B. (2006). When is a First Language More Emotional? Psychological Evidence from Bilingual Speakers. In A. Pavlenko, *Bilingual Minds: Emotional Experiences, Expression and Representation* (pp. 257-283).
- Dewaele, J.-M. (2004). The Emotional Force of Swearwords and Taboo Words in the Speech of Multilinguals. *Journal of Multilingual and Multicultural Development*, 204-222.
- Dewaele, J.-M. (2006). Expressing Anger in Multiple Languages. In A. Pavlenko, & A. Pavlenko (Ed.), *Bilingual Minds: Emotional Experience, Expression, and Representation* (pp. 118-151). Clevedon: Multilingual Matters.
- Dewaele, J.-M. (2008). The emotional weight of I love you in multilinguals' languages. *Journal of Pragmatics*, 40(10), 1753-1780.
- Dewaele, J.-M. (2010). *Emotions in Multiple Languages*. Palgrave-Macmillan.
- Dewaele, J.-M., & Pavlenko, A. (2001-2003). *Web questionnaire bilingualism and emotions*. Retrieved from Academia:
https://www.academia.edu/2134800/Web_questionnaire_bilingualism_and_emotions
- Dylman, A. S., & Bjärtå, A. (2019). When your heart is in your mouth: the effect of second language use on negative emotions. *Cognition and Emotion*, 33(6), 1284-1290.
- emotion*. (n.d.). Retrieved 21. 12. 2021., from Cambridge Dictionary:
<https://dictionary.cambridge.org/dictionary/english/emotion>
- Emotion*. (n.d.). Retrieved 21. 12. 2021., from Merriam-Webster: <https://www.merriam-webster.com/dictionary/emotion>
- Hamilton, H. (2010). *Hand in the Fire*. London: Fourth Estate.
- Helfgott, E. A. (2002, 01 21). *Buxbaum, Edith (1902-1982)*. Retrieved 05.02.2022., from History Link.org: <https://www.historylink.org/File/3674>
- Koven, M. (2006). Feeling in Two Languages: A Comparative Analysis of a Bilingual's Affective Displays in French and Portuguese. In A. Pavlenko, & A. Pavlenko (Ed.), *Bilingual Minds: Emotional Experience, Expression, and Representation* (pp. 84-117). Clevedon: Multilingual Matters.
- Miller, D. (2018). *Emotions shape the language we use, but second languages reveal a shortcut around them*. Retrieved 13. 01. 2022., from University of Reading:
<https://research.reading.ac.uk/research-blog/emotions-shape-the-language-we-use-but-second-languages-reveal-a-shortcut-around-them/>

- Panayiotou, A. (2010). Switching Codes, Switching Code: Bilinguals' Emotional Responses in English and Greek. *Journal of Multilingual and Multicultural Development*, 1(2), 124-139.
- Pavlenko, A. (2006). *Bilingual Minds: Emotional Experience, Expression and Representation*. Multilingual Matters.
- Pavlenko, A. (2007). *Emotions and Multilingualism*. Cambridge: Cambridge University Press.
- Skinner, M. (2013). *Emotional Expression*. Retrieved 28. 12. 2021., from Michelle Skinner: https://doi.org/10.1007/978-1-4419-1005-9_951
- Solomon, R. C. (n.d.). *emotion*. Retrieved 21. 12. 2021, from Encyclopedia Britannica: <https://www.britannica.com/science/emotion>
- Štefanac, M. (2019). *Analysis of the dynamics of hospitality and hostility in Hugo Hamilton's novel Hand in the Fire (2010)*. Rijeka: Filozofski fakultet u Rijeci.
- Tyng Chai M., A. H. (2017). *The Influences of Emotion on Learning and Memory*. doi:10.3389/fpsyg.2017.01454
- Whorf, B. L. (1957). *Language, Thought, and Reality: Selected Writings of Benjamin Lee Whorf*. (J. B. Carroll, Ed.) Cambridge: The M.I.T. Press.