

POSUDEK VEDOUcíHO BAKALÁŘSKÉ PRÁCE

Studijní obor: **Anglický jazyk a literatura (dvouoborové studium)**

Název práce: **How polyglots learn languages. Methods for language acquisition by multilingual people.**

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Short characteristics of the thesis

The present thesis addresses the topic of language acquisition by multilingual people and what methods they use for language learning. After a short introduction, the author attempts to define the term polyglot from various points of view. Chapter two covers individual differences in second language learning important in the process of language acquisition generally. In the following section, three learning styles, namely visual, auditory, and kinaesthetic are described. The longest chapter of the theoretical part of the thesis is devoted to various methods used by learners when acquiring a new language. The empirical part starts with a short description of methodology used by the author to carry out the research. The following sections present a quantitative and qualitative analysis of questionnaires filled in by polyglots. The actual findings are summarised in the Conclusion.

Overall assessment

The topic explored in this thesis is original and, as far as I know, the author has been fascinated by it for a long time. It must be appreciated that she has opted for it since it is rather difficult to deal with. However, her overall presentation and treatment of this topic leave much room for improvement.

What is lacking is a clear statement of the aims of this thesis in the Introduction. The author formulated them only vaguely. The beginning of the introductory chapter of the theoretical part seems to be rather chaotic and confusing. It is called Polyglot, therefore, the author should have concentrated on the concept of polyglotism more thoroughly instead of providing an incomplete and unclear definition of language, which is neither the real subject of the chapter nor the whole work. Chapter one is finished with a bald statement that "it is impossible to define the term polyglot", (p. 12), which is very vague and indefinite and the author should have suggested and formulated her own understanding of this concept. However, I would like to appreciate that she read and worked with quite a lot of sources devoted to this subject.

In Chapter two, the author explains what second language acquisition is and describes factors influencing this process, such as age, gender, native language, motivation, etc. The main drawback of this chapter is that it is too general and not directly related to polyglots themselves and to the way these factors influence the process of acquisition of several languages by multilingual people. As it is, this chapter could be included in any thesis devoted to second language acquisition in general, not particularly in a thesis focusing on language acquisition by polyglots. The following chapters are equally problematic in this

respect. Specifically, Chapter three does not refer exclusively to learning styles of polyglots, but it could be related to learning styles of any learners of foreign languages. Chapter four does not describe methods of language acquisition of polyglots only, but to any learners of foreign languages.

The research is based on a quantitative and qualitative analysis of a questionnaire the author created. This questionnaire consists of 12 sections and contains 32 items altogether. The author included questions concerning methods of language acquisition and learning styles of polyglots, some of which were mentioned in the previous chapters.

In the first section of the analytical part, the author describes methodology used in the thesis. However, this subchapter is too brief and incomplete since it is mostly limited to the description of the questionnaire. We do not know any specific sociolinguistic information regarding the respondents who took part in the research, which poses the main problem with interpretation of quantitative results. As any information concerning the exact number of respondents, their age, gender, nationality, etc., is missing, any analysis of the data is skewed. Also, we do not know in which order the polyglots acquired particular languages, which is important for the interpretation as well. All these data should have been described in detail in order to make the analysis more transparent and objective. Moreover, it would have connected the theoretical background presented in introductory chapters with the actual research findings. The Conclusion of the thesis should have been more elaborate and should have discussed the results of the analysis in greater detail.

To sum up, for the above-mentioned reasons, I cannot recommend the thesis for defence. However, it has great potential to become a work of high quality. To achieve this would require some revisions. I firmly believe that the author is able to revise her work and submit a more elaborate and improved version of the thesis.

Recommendations for revision of the thesis:

The author should leave out irrelevant sections occurring in the introductory chapters of the thesis and relate the theoretical background described in Chapters two, three, and four more to polyglots and her research.

In the analytical part, the author should add all the relevant sociolinguistic information about the respondents and reflect these information in the analysis and interpretation of the research findings. It might be useful to reduce the number of respondents of the questionnaire and, at the same time, to focus on a more in-depth analysis of their answers.

The qualitative analysis of the research findings should be more detailed.

The language of the thesis should be revised to be more neutral and academic. As it is, the thesis sounds too informal.

Práci **nedoporučuji** k obhajobě.

Navrhovaná klasifikace: výborně velmi dobře dobře **nevyhověla**

3.6.2020

Datum

Podpis