



POSUDEK VEDOUCÍHO DIPLOMOVÉ PRÁCE

Studijní obor: **Anglický jazyk a literatura — Německý jazyk a literatura**

Název práce: **Stress and reduction in Czech speakers of English: British vs. American English (Přízvuk a redukce nepřízvučných slabik u českých uživatelů angličtiny: britská vs. americká angličtina)**

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Oponent diplomové práce: **Mgr. Petr Kos, Ph.D.**

Quality of Research

1) Please rate the following statements about the thesis on a scale of 1 (insufficient) to 3 (excellent)

1. The topic of the thesis is suitable for the scope and well defined: 3
2. Sets clear goals or questions for research: 3
3. Delivers significant research findings: 3
4. Demonstrates conceptual clarity and accuracy: 2
5. Demonstrates a good understanding of the linguistic methodology work(s) discussed: 3
6. Demonstrates a good understanding of the critical field: 3
7. Engages with sufficient scholarship in a meaningful way: 2
8. Shows independent thinking and originality: 3

2) Comment shortly on the quality of the research presented in the thesis:

The thesis explores a topic that often goes unnoticed in TEFL practice in upper-secondary schools, yet is relevant to higher levels of English proficiency and, therefore, to teacher training. The research is well-grounded in relevant academic literature, clearly focused, relies on sufficient quantity of authentic material (thirty participants who, at least theoretically, should be at a similar level of proficiency). The strengths include the fact that the author uses a combination of methods: interview on a particular topic, reading a text aloud, questionnaires, and identification of the two regional varieties (GB and GA) presented by native speakers.

Quality of Writing

1) Please rate the following statements about the thesis on a scale of 1 (insufficient) to 3 (excellent)

1. Has a clear and suitable structure: 3
2. Employs appropriate register and academic style: 3
3. Uses correct and relevant terminology: 3
4. Adheres to academic thesis guidelines, format and MLA style guide: 3
5. Written in correct and fluent English (both grammar and vocabulary): 3
6. Carefully edited with few typos or mistakes: 2



2) Comment shortly on the quality of the writing presented in the thesis:

The thesis is written in a language corresponding to the standards of academic style. Occasionally, the comprehensibility of the text might benefit from using shorter sentence structures, and, rarely, a colloquial expression or structure contrasts with the largely academic style. Even less frequently, mistakes occur:

Note 15, p 10: *This phenomena is connected...*)

pp 17 and 18: two successive subheadings are marked as c), instead of c) and d), respectively.

p 23, 2nd paragraph: *compliment* is wrongly used instead of *complement*.

p 46: *Only either participants...* should be *eight*.

P 65: *Since this strong similarly is* there instead of *similarity*

Overall Review and Assessment

(short description of the thesis and its findings, what has been achieved, and areas for improvement)

The thesis aims to map a relatively uncharted territory of TEFL and does so reasonably successfully, on the basis of authentic evidence obtained through a variety of methods. In some respects, it corroborates prior expectations (the indiscriminate use of different regional varieties by a single speaker); what seems less obvious is the prevalence of GA pronunciation in the three categories of pronunciation phenomena explored. It would be interesting to see whether this is because of the choice of research participants or whether it is a general trend across different schools in the Czech Republic. The findings of the thesis might be considered a valuable contribution to the current discussion (largely among methodologists) as to whether a native speaker standard is a realistic goal for TEFL.

Questions for Defence

(please provide two questions for the student to answer during their defence)

How to cope in analysing spoken language with the fact that acoustic features of language are, by nature, of scalar rather than discrete character, and how to set the boundaries marking different realisations, accordingly?

Were you able to relate the prevailing American pronunciation to the teacher/s at the respective school/s?

Celkový počet bodů: 39

Práci doporučuji k obhajobě.

Navrhovaná klasifikace: **výborně**

8. 8. 2023

Datum

Podpis