



FACULTY OF ARTS  
Charles University

Department of English and ELT Methodology

A Review of a Final Thesis  
submitted to the Department of English and ELT Methodology,  
Faculty of Arts, Charles University

**Name and titles of the reviewer:** Mgr. Kateřina Vašků, Ph.D.

**Reviewed as:**  a supervisor  an opponent

**Author of the thesis:** Vojtěch Kubánek

**Title of the thesis:** Lexical Devices of British and American English in the Language of Czech EFL Learners

**Year of submission:** 2021

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

**Level of expertise:**

excellent  very good  average  below average  inadequate

**Factual errors:**

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

**Chosen methodology:**

original and appropriate  appropriate  barely adequate  inadequate

**Results:**

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

**Scope of the thesis:**

too large  appropriate to the topic  adequate  inadequate

**Bibliography (number and selection of titles):**

above average (scope or rigor)  average  below average  inadequate

**Typographical and formal level:**

excellent  very good  average  below average  inadequate

**Language:**

excellent  very good  average  below average  inadequate

**Typos:**

almost none  appropriate to the scope of the thesis  numerous



**Brief description of the thesis:**

The thesis investigates the influences of British and American English on the language of Czech secondary school students of English. The research is based on questionnaires with a translational task and a sociolinguistic part. The results support the hypothesis that students use a mixture of BrE and AmE. The author however also admits that the hypothesis as to which lexical units would tend to be British and which American was not supported by the research. The thesis was written with great commitment. There arose a need to redesign the research after secondary schools were closed due to the covid situation. Although the data obtained in a face-to-face inquiry would certainly bring more insight into the topic, the design of the online questionnaires still contributed to obtaining valid data.

**Review, comments and notes:**

**Strong points of the thesis:** The theoretical part discusses both dialectal and sociolinguistic aspects of the British/American English variation and in addition it brings the perspective of English as a global language. The author proves his good orientation in the researched language situation.

The thesis is well-structured, the method is explained clearly and the discussion of results is plausible. The author admits an error in the formulation of a question in the questionnaire and removes the problematic question.

It is clear from the discussion of the results that the author is aware of the limitations given by a relatively small number of questionnaires and by the method of online inquiry. All steps in the analysis and interpretation are described in detail.

**Weak points of the thesis:** In my opinion, the study of the primary research question (lexical selection) would be sufficient for the purpose of a unified thesis research. The secondary questions (orthography, and especially false friends) is only touched upon and the research does not give any decisive answers to the research questions anyway.

Most tables in the analytical part could be substituted by a visual representation of the data, which would probably be more illustrative.

The Czech resume contains quite many orthographic errors.

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

The association between preference for School over Internet and the preference for BrE could be explained as causation. Nevertheless, a notorious research rule says that "a proof of association is not a proof of causation". Are there any alternative ways how to explain this association?

The second question concerns the lexical choice related to individual items. The expectation was that words learnt early in school will tend to be in BrE and words acquired later outside school will tend to be in AmE. However, the distribution of BrE and AmE was different. Do you have any explanation of the results?

**Proposed grade:**

excellent  very good  good  fail

Place, date and signature of the reviewer: 30.8.2021  
Prague,