

## **ABSTRACT**

The diploma thesis explores the syntactic complexity of objects from a contrastive lexicogrammatical point of view. It aims to describe and compare different levels and aspects of the structural complexity of the object in written academic texts from the field of literary history written by three types of authors: experts and university students with English as their first language, and university students of English with Czech as their first language. The material used in the analytical part of this thesis was drawn from three corpora of present-day written academic English – the VESPA\_CZ, the BAWE and a corpus of articles published in academic journals. The methodology of the thesis rests on a corpus-assisted approach and the Contrastive Interlanguage Analysis (CIA). The theoretical parts give a detailed description of the multi-dimensional construct of complexity and a syntactic description of the object, both of which are used as the basis for the analysis of the examples in the analytical part of this thesis. The analytical part is based on a combination of quantitative and qualitative research and examines different parameters of syntactic complexity of 50 samples from each of the studied groups. The results show that there are significant differences in the level of complexity in the realisations of objects among the studied groups of authors. These differences are related both to the authors' experience with academic writing and to the use of English as a first or second language. The diploma thesis has also confirmed that the complexity of the written academic register lies primarily in the complex structure of phrases.