This is a very good/excellent thesis that falls closer to the excellent side as it is clear the author worked hard on it (e.g., see page 5).

The author states clearly what she wants to accomplish and does so in the theoretical part, supported by the practical part.

The use of English throughout is excellent, only it should be pointed out that the use of the first person plural is off-putting/unnatural in English, e.g., from the theoretical part of this thesis: “we are going to define what silent letters are and outline the reasons for their emergence throughout the historical development of the English language. In addition to this, we are going to explore the functions and benefits they are endowed with and discuss their future prospects”.

A good point is made in the author’s conclusion (page 36):

“It is obvious that even the students who have been studying English for more than eight years still apply their mother tongue spelling strategy to the English language. From this we can conclude that the students will not acquire the correct pronunciation of the words containing silent letters by themselves”.

However, it is then rather interesting that the author’s stated motivation for the thesis was:

“I remember being often confused about these irregularities and asking the teachers why there are letters represented in the spelling but we do not pronounce them. The answers I got were: “This is the way it is.” or “You just have to learn this” (page 5).

What perhaps did not occur to the author (but hopefully she understands now) is that the reality is that it isn’t only students who look at foreign languages almost as if they were mere extensions of their mother tongue – and not simply in relation to spelling and pronunciation – but in, e.g., lexis, grammar, approaches to writing, etc. A great many teachers do not take into consideration linguistic and cultural differences. It would be nice to see this change. Can it?