



FILOZOFICKÁ FAKULTA  
Univerzita Karlova

Ústav anglického jazyka a didaktiky

## Posudek diplomové práce

předložené na Ústavu anglického jazyka a didaktiky  
na Filozofické fakultě Univerzity Karlovy

**Jméno a tituly posuzujícího vedoucího/oponenta:** PhDr. Tomáš Gráf, Ph.D.

posudek vedoucího/vedoucí  posudek oponenta/oponentky

**Autor/autorka:** Bc. Michaela Banýrová

**Název práce:** The correlations between perceived fluency and productive fluency in the speech of advanced Czech speakers of English

**Rok odevzdání:** 2019

**Odborná úroveň práce:**

vynikající  velmi dobrá  průměrná  podprůměrná  nevyhovující

**Věcné chyby:**

téměř žádné  vzhledem k rozsahu přiměřený počet  méně podstatné četné  závažné

**Zvolená metoda:**

původní a adekvátní  vhodně zvolená  nepříliš vhodná  nevhodně zvolená

**Výsledky:**

originální  původní i převzaté  netriviální kompilace  citované z literatury  opsané

**Rozsah práce:**

příliš velký  přiměřený tématu  dostatečný  nedostatečný

**Použitá sekundární literatura (počet a výběr titulů):**

nadprůměrná (rozsahem nebo náročností)  průměrná  podprůměrná  nevyhovující

**Grafická a formální úroveň:**

vynikající  velmi dobrá  průměrná  podprůměrná  nevyhovující

**Jazyková úroveň:**

vynikající  velmi dobrá  průměrná  podprůměrná  nevyhovující

**Tiskové chyby:**

téměř žádné  vzhledem k rozsahu a tématu přiměřený počet  četné

**Celková úroveň práce:**

vynikající  velmi dobrá  průměrná  podprůměrná  nevyhovující



**Stručná charakteristika práce** (vyplňuje vedoucí, cca 100-200 slov)

The thesis aims to test a hypothesis that perceptive evaluation of spontaneous speech of advanced speakers of English as L2 correlates with speech tempo, which has been shown in previous research to be one of the most robust predictors of productive fluency. As the thesis deals primarily with the topics of perceived and productive fluency, the theoretical part attempts to define these concepts and present literature review which connects this part with the actual research. In doing so the author shows a good command of academic skills ranging from reporting on research to critical evaluation. The thesis reads well and appears logical in its structure. The sources used are well selected and adequate in quantity to the requirements imposed on MA theses. The literature review leads to a clearly justified decision to adopt concrete frameworks for conceptualizing and operationalizing fluency which are in line with contemporary research. Especially the section reviewing studies on perceived fluency is well composed and provides sound foundations for the analysis to be described in the practical part.

The data and method are thoroughly described and were well consulted and planned while the thesis was being written. The author assembled an impressive set of responses from 5 raters who first went through a process of piloting to establish inter-rater reliability and collect qualitative evaluations, and then evaluated speech samples by 25 speakers. The study, however, somewhat lacks in a more detailed description of the processing of the qualitative responses and one can only assume that some sort of basic level open coding was carried out. It is, however, highly commendable, that the author went into such lengths as to carry out a pilot study and made an attempt at triangulating the quantitative findings by a qualitative analysis. The quantitative results are clearly presented, and the author also focuses on describing the differences between the individual raters. The results are discussed in the light of the aspects of fluency the raters deemed important in the qualitative review. The results here clearly show how intricate the defining, operationalisation and perception of fluency is. This is highly relevant for evaluating existing research in this area which often seems to provide more reassuring results. The results in the present study are more contradictory, showing that without explicit training the rating of fluency is highly problematic. Yet, any amount of training imposes on the raters a set of predetermined features which might or might not be actually related to fluency as they would be determined by a somewhat speculative framework of fluency components. The author here tries to explain the nature of her somewhat troubling findings and finds very good answers to the questions the research has raised.

Overall, this study was a complex and laborious undertaking. The author managed to carry out an extensive research involving a large number of subjects involved and managed to combine quantitative and qualitative findings in a way which helps reveal the complexity of the examined phenomenon. Very clearly, much care must be taken researching perceived fluency and any results must be thoroughly examined and also questioned. The author shows a great degree of awareness of just how tricky any such research inherently is.

**Slovní vyjádření, komentáře a připomínky** (cca 100-200 slov)

**Silné stránky práce:**

- pilot study, establishing inter-rater and intra-rater reliability
- large extent of the data sample
- laboriousness



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- complexity of the research
- triangulation

**Slabé stránky práce:**

- It would appear more logical to place the section containing research questions before the description of data and method.
- Occasional minor language errors and typos

**Otázky k obhajobě a náměty do diskuze:**

What makes the job of evaluating someone's oral fluency so difficult?

What does your research actually say about the very nature of fluency and its possible definition(s)?

**Práci**

doporučuji  nedoporučuji uznat jako bakalářskou.

**Navrhuji hodnocení stupněm:**

výborně  velmi dobře  dobře  neprospěl/a

Místo, datum a podpis vedoucího/opponenta:

V Praze, 13.8.2019