

Czechisms in Academia-related Texts: A Translation Analysis

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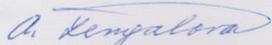
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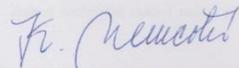
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ABSTRAKT

Tato bakalářská práce se zabývá čechismy v akademických textech, tedy jevy, jež se objevují v anglických překladech univerzitních textů. Hlavním úkolem této práce je rozebrat termín čechismus, charakterizovat jej a potvrdit jeho existenci v akademických textech napsaných nerodilými mluvčími v anglickém jazyce. Teoretická část práce se zaměřuje na samotný termín Čechismus, jeho vlastnosti a jeho výskyt jak v jazyce anglickém tak i českém. Další část práce je zaměřená na akademickou angličtinu a její vlastnosti z několika různých hledisek. Poslední část teoretického oddílu, je zaměřen na charakteristiku akademických textů. Úkolem části praktické je zjistit, zdali se čechismy v akademických textech opravdu vyskytují a pokud ano, jejich následná analýza a možné řešení. Praktická část je rozdělena do tří skupin podle druhu vzniklé chyby.

Klíčová slova: Čechismus, akademická angličtina, akademické texty, chyba

ABSTRACT

This bachelor's thesis deals with Czechisms in academia-related texts, phenomenon appearing throughout English translations of academia-related texts. The main aim of the theoretical part is to analyze the term Czechism, to characterize it and to prove its existence throughout academia-related texts written by non-native speakers in English language. Theoretical part focuses on the term Czechism itself, its features and its occurrence in English language as well as in Czech language. Next part of the paper is aimed at academic English and its characteristic from several points of view. The last part of the theoretical section is focused on the characteristics of academia-related texts. The goal of the practical part is to find out if Czechisms really appear in academia-related texts. If yes, their analysis and possible solutions for them will follow. Practical part is divided into three parts depending on the type of the occurred mistake.

Keywords: Czechism, academic English, academia-related texts, mistake

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INTRODUCTION

English language, as world-wide mean of communication, is used in various situations and may be found in many aspects of today's world. Academia world is vast and interconnected with other institutions, where English language should be of a very high quality. Academic language is sophisticated, elegant and complicated language applied in a great number of academia-related documents, thus the language should represent and express some level of quality. However, some of these academia-related texts are read more frequently, whereas other texts are filed. If there is a need to see them, they must be sought which might indicate that the quality could differ in the whole specter of these academic documents as it is thought that not many people will read them. As long as these texts are not analyzed, the fact that they are not perfect and there are mistakes made in the process of translation will not be uncovered. Despite the fact that authors of these texts might be experts in their field of interest, it seems that they as Czech non-native English speakers without higher proficiency in English tend to make various mistakes based on implementing the Czech grammar rules into English language in academia-related texts unaware of the proper way how the academic English should be handled.

In this work I set several goals for myself. In a first place, the study of the necessary literature and collecting research data for the creation of corpus. Then I would like to work with the term Czechism in more detailed way to fully understand this problematic. Consequently I want to work with gathered material, determine if there are mistakes made in translations from Czech language into English language in academia-related texts and based on the results determine possible solutions of how to cope with them.

In the process of translating from Czech language into English language, mistakes may appear due to the insufficient knowledge of English. But there is also second group of mistakes called Czechisms which seems to be more serious problem. While writing or speaking English, people should suppress their knowledge of Czech language and think in language they are using. By this work I would like to raise the awareness of what the Czechism means and if it is possible to find Czechisms in academic texts. In order to do that we need to fully understand what the term Czechism is, how to properly identify it and how to deal with these occurrences. I would like to prove that if there are mistakes appearing in translations among Czech and English language based on implementing the Czech grammar rules into English

in academia-related documents, this phenomenon is still actual and there is still lot of room for improvement.

I. THEORY

1 CZECHISM

Czechism: *Czech way of expressing, a language component or word that was implemented from Czech to the other language or created based on Czech language.* (Kartotéka lexikálního archivu (1911-1991), 2007))

Despite the above-stated definition, Czechism seems to be a mysterious term in the world of linguistics. If we compare this particular word with other items like Anglicism, Americanism, Germanism or Frenchism, we may notice that these terms share the similar meaning but basically all of them mean either borrowed words that were implemented into other languages or might indicate some sort of custom or some unique words that are used only in some variations of English. The last listed feature tends to appear mainly in British and American English. Interestingly, the term Bohemism is also identified in Czech. It is described by The Institute of the Czech Language of the Academy of Sciences of the Czech Republic as: “a language component or word that was implemented from Czech to the other language or created based on Czech language” (Kartotéka lexikálního archivu (1911-1991), 2007) It may look synonymous to the term Czechism and the meaning is also similar to above mentioned words, but apart from the definition of Czechism, the *Czech way of expressing* in particular, is omitted. Furthermore the report from The Institute of the Czech Language of the Academy of Sciences of the Czech Republic indicates that term Bohemism is used less than the term Czechism, so the term Bohemism may be seen as a technical term and Czechism as a colloquial expression denoting the same idea.

1.1 Czechism, Bohemism or both

From information stated above, Bohemism is either a word or language component that was borrowed by other languages, thus its quality is of a positive character. For example the word *robot* is of a Czech origin and was implemented besides English language into many other languages all over the world. On the other hand, apart from the second part of the definition mentioned above that is synonymous to the Bohemism, authors like Don Sparling, Lucie Poslušná work with the term Czechism and its first part of definition, *Czech way of expressing*, as with something that is seen as mistake based on implementing Czech language rules into English language.

This quality is not perceived as something good and differentiates itself from Bohemism as a negative element in English language.

From now on only the term Czechism will be used as the topic of this work are Czechisms in academia-related texts, where the mistakes will be identified and there is no reason to work with the term Bohemism more. The follow-up goal in the understanding of the term Czechism should be complete analysis of the term and its features more into detail.

1.2 Analysis of the term Czechism and its features

Three different perspectives can be adopted to look at the term Czechism. The first one is when we work with Czechisms as with something unique that was implemented into other languages and stands for the second part of the definition mentioned above on page 10. The second perspective and the most relevant to this work is when mistakes are based on Czech language thinking inside English language and it is connected to the first part of the definition. Thirdly we can look at Czechisms, while working only with Czech language as words that are used only in the area of Bohemia in contrast with Moravia. This feature is also missing in the definition stated by The Institute of the Czech Language of the Academy of Sciences of the Czech Republic, and in this work is mentioned only as an interesting fact that makes the term Czechism comprehensive.

For the purpose of this bachelor thesis, the second group will be analyzed more into detail. However, for the full understanding of this phenomenon called Czechism, all three groups will be illustrated through the series of examples.

1.2.1 Czechisms as unique element in foreign language

There is not a great number of these unique elements implemented from Czech language to another languages as it is in case of any other language that have bigger influence on languages that are spoken more all over the world. However, we identify few of them and we might divide them into two main groups. The first group stands for words implemented into another language and the second group is the way how the words are created.

If we take words like *vis* (hanging position), *klek* (kneeling position), *stoj* (standing position), *leh* (lying position), *úklon* (bend) and *slet* (Sokol festival), all these are typical in Sokol terminology (Marvan 2004, 45). The way these words were

created was by removal of suffixes indicating the function of verb. Basically we made noun *leh* from verb *lehnout* (to lie down), noun *vis* from verb *viset* (to hang), noun *slet* from verb *sletět* (to come together) and so on. This kind of word formation is unknown to related Russian language, but in Russian sport vocabulary it found its place (Marvan 2004, 45).

As for words implemented from Czech, we can find few of them that were borrowed by other languages. Probably the most famous word from the list is the word *robot*. Karel Čapek created this word, from the noun *robota* (hardwork), to use it in its play R.U.R. and now we can find it in many languages, even in its original form. Other words taken from Czech language into vocabulary of weaponry over the world are for example *píšťala* (flute) that is predecessor of nowadays word *pistol* or *houfnice* known in English as *howitzer*, *Haubitze* in German or *gaufnicy* in Russian language. Another very well-known word is the word *semtex* named after place called Semtín¹. Word *polka* also has its origin in Czech language. What is more, (Marvan 2004, 46) certainly exaggerates when he says that: “there is no American that does not know what the word *kolacky* means”, but the words *kolacky*, *kolace* or *kolach* based on Czech word *koláč* can be added among the Czech words used in the American English.

It is obvious that Czech language does not exhibit the same power as other influential languages all over the world. However, it is worth mentioning that Czech language is the owner of few unique words that found its way across our borders.

1.2.2 Czechisms as mistakes based on Czech language structures, grammar or wrongly used words that were implemented into English

Czechism of this kind, mistakes based on Czech language rules implemented into English language, is probably the group that contains the biggest number of items and was described by Don Sparling as follows: “Czechisms are in contrast with the mistakes that are made by every foreigner dealing with difficulties of English, typically Czech mistakes” (Sparling 1989, v). This definition is connected to the first

¹ Semtín is a suburb of Pardubice located east from the city of Prague. Furthermore *semtex* is blending of two words, **Semtín** and the name of the company **Explosia** (Stručná historie plastické trhaviny Semtex, 2006).

part of the main definition of Czechism on page 10 as thinking, expressing in the Czech way thus making mistakes influenced by knowledge of Czech language.

As this group is really extensive, it might be divided into five main groups based on specific aspects of the language² (Poslušná 2009, iv-vii):

- a) Grammar mistakes that contain errors made throughout the parts of speech. In Czech language we could say *Moje auto je stare 15 let* (My car is old 15 years). This sentence is correct in Czech, but it cannot be used in English in direct translation. According to the rules applied to stating how high, long or old something is, the adjective is placed right after the measurement, thus *My car is 15 years old*.
- b) Vocabulary mistakes such as incorrect use of words in various situations, confusion of false friends³ and wrong use of prefixes.

As for vocabulary mistakes, for beginning English speaker it is not difficult to make mistakes in various situations due to the insufficient knowledge of nuances between certain words. For example the pair of verbs *make* and *do* serves as a good example. We can make a mistake, but we cannot do a mistake. Vice versa we can do someone a favor, but we cannot make someone a favor. This particular mistake is based on the fact that in Czech language the words *do* and *make* are not differentiated, where for both of them stands one single word *dělat* (do, make) and nuances such as between *do* and *make* must be learnt by heart.

Another group of words that are easily mistaken are false friends that appear throughout many languages. False friends are words that look very similar between two languages, but they do not share the same meaning. Their meanings differ. The Czech word *kriminál* serves as a jail whereas in English the word *criminal* means a person that commits crime.

² This paper provides only four groups in chapter 1.2.2., as the fifth group, mistakes based on pronunciation and spelling, may not be considered Czechisms, but could be done by any other non-native speaker of English language as well.

³ A word that has the same origin and general appearance as a word in another language, so that learners mistakenly assume that both have the same meaning and uses (McArthur 1992, 400).

Last group of mistakes in this category is wrong use of prefixes. There is no exact pattern how to use them in English, so Czech non-native speakers of English language have to memorize them all till it feels natural for them. In English the prefix –un is very common and if we take for example the word *polite*, English learners that are aware of this prefix, might use it together with the word *polite* thus creating the word *unpolite*. The message is clear when we know that the prefix –un is used to create negative. However, in this case the use is wrong, where the right usage of the prefix would be –im thus making word *impolite*.

c) Mistakes made in word order.

Many mistakes can arise in English language spoken by Czech native speakers due to rules of word order. A typical one is a direct translation from correct Czech word order as in the sentence, *I went on Monday to the museum*. In Czech language word order is quiet interchangeable thus this sentence would be correct. However, in English we have to pay attention as the word order in English is much more fixed than in Czech. In English this sentence would be *I went to the museum on Monday*.

d) Phrases mistakes

“Sometimes an entire phrase cannot make any sense when translated from the mother tongue” (Poslušná 2009, 76). For illustration we will use the concept of thanking and responding to that. In Czech language we use the word *děkuji* (thank you) to respond when the situation tells us and in the same way it is used in English. However, the answer to *thank you* differs in both languages. In Czech *prosím* is used in way of *not at all* or *you are welcome* and also when asking someone for a favor as a supplement of politeness, *Could you do that for me please?*, but in English *please* is the polite element and *not at all* or *you are welcome* is the phrase that means it is ok. Unaware Czech user of English language would confuse these and use *please* instead of *not at all*.

1.2.3 Czechisms as words used in a specific geographical area

This particular phenomenon occurs in Czech language with no connection to other languages as a part of regionalisms and we differentiate between Czechisms and Moravianisms. Basically these words are spoken mainly in one specific region. In

following examples the first word of each pair is Czechism and the second word is Moravianism.

E.g. *bílit* x *ličit* (to paint), *kytka* x *kvítko* (plant), *limonáda* x *sodovka* (soda water), *pecka* x *kostka* (stone of fruit), *prkno* x *deska* (plank), *překážet* x *zavazet* (be in the way), *rozsvítit* x *rožnout* (switch on the light), *uzel* x *suk* (knot), *vejít se* x *vlézt se* (fit in) (Grygerková 2002, 13).

In a greater scale in the same matter we could look at British and American English and use them as an example similar to this particular kind of Czechisms where the first word from the pair is used in British English and where on the other the second one is used in American English.

E.g. *boot* x *trunk* (kufr auta), *car park* x *parking lot* (parkoviště), *lift* x *elevator* (výtah), *motorbike* x *motorcycle* (motocykl), *pavement* x *sidewalk* (chodník) and many more (British and American Terms, 2014).

From information stated above the term Czechism may be perceived as complicated, but after proper familiarization of Czechisms, the knowledge of this term might prove useful and help to identify Czechisms properly and, than consequently choose the proper method of dealing with it. In this work the main focus is put on the second group of Czechisms appearing in academia-related texts and proper dealing with these occurrences.

When the first part, defining the term Czechism, is done, the topic of academic English will be discussed next.

2 ACADEMIC ENGLISH

In previous chapter, the subject of Czechism and its definition was discussed. After familiarization with Czechisms, as with mistakes done by non-native speakers of English language based on influence of Czech language structures, grammar or vocabulary implemented into English, academic English and its features will be examined.

English language is a very diverse language and has many variations based on aspects like the geographical area (Cockney⁴, Creole English⁵), English spoken by different classes of people (Received Standard English⁶, Queen's English⁷) or English spoken at various institutions like (Public School English⁸, Oxford English⁹). As academic world is vast, operates with many academia-related texts and includes various ways of interactions among university workers, the need for integrated system of communication in science, education and research arose. On account of this need, academic English was established and besides other versions of English language, academic English is practically artificial and according to Štěpánek and Haaff (2011, 14), academic English with its function and use is in some aspects very similar to the Medieval Latin. Without necessity of being mother tongue, academic English serves its users as a tool for communicating, for sharing information and knowledge. Academic English is being developed by academe and research workers all over the world, when all unnecessary aspects of the language are left out while things that are found practical are implemented. It is a process when language is

⁴ Refers to variation of language spoken by a working-class Londoner in the East End, London (McArthur 1992, 224).

⁵ Variation of English spoken in Commonwealth Caribbean (McArthur 1992, 193).

⁶ An occasional technical term for the accent of English generally referred to by phoneticians and EFL/ESL teachers as *Received Pronunciation* (McArthur 1992, 853).

⁷ The English language as written and spoken correctly by educated people in Britain (Oxford Dictionaries: Language Matters, 2014).

⁸ The English language as used in the public boarding- and day- schools of Britain. The variety is distinguished primarily by the *Received Pronunciation* and to some extent by *public school slang* (McArthur 1992, 821).

⁹ English spoken with an *Oxford Accent*, widely considered, especially in the earlier 20C, to be 'the best' BrE usage, but also regarded by many as affected and pretentious (McArthur 1992, 736).

transformed into something new with its own rules, norms and all this is to serve the academic world at its best.

Academic English is a language used by university workers, scientists, researchers to communicate with each other in order to share their research, knowledge and other work related matters. “Furthermore it is sophisticated, elegant a complicated language style, accentuating accuracy, objectivity and commentary without emotive items”. (Štěpánek and Haaff 2011, 14) For illustration, few examples of typical features appearing throughout Academic English will be described below:

- If there is a need to determine the quality of a specific phenomenon, items such as *probably, under such conditions, in general* are used.
- Passive voice is frequently applied in the structure. There is also great effort to use the pronoun I as little as possible and to avoid personal approach in general. examples
- Impersonal and non-dramatic (“dry”) speech that may consist of phrases as *that is (to say)..., or, more precisely..., Let me rephrase that so as to...* (McArthur 1992, 8). The reason why to use such impersonal and non-dramatic speech is to cover the given topic from every point of view in detail by reaching required level of accuracy.
- Academic English is very objective and its aim is to impartial as much as possible.
- The use of various supplements as *plausibly, as reported by, as stated in, moreover* or *furthermore* for more detailed explanation, clarification of specific statement or addition of important facts.
- Texts or documents written in Academic English include great amount of references to other sources. In case the reader is in need of further knowledge, it is possible to due to the references to find and use them.
- The structure throughout the whole text is consistent, sequence of paragraphs is professional and the cohesion of the whole text is achieved by frequent use of linking words.

Many people who do not come across Academic English very often might be surprised at its complexity, erudition and certain aridness. In comparison with common English which in some cases has the power of freedom and versatility, Academic English with its fixed procedures and rules must be observed. But what makes Academic English apart from common English different is the possibility to

apply logical thinking and sets of vocabulary that are very clearly defined. Furthermore the frequently used grammatical structures supported by the knowledge of other fields of study might prove useful. After familiarization with the basics of Academic English examined above, its features required for this work like vocabulary, grammar and academic writing will be described in following chapters.

2.1 Academic English and its features

Academic English seems to be a very complex system and its definition and structure founded on different division of its features may differ. In a book called Academic English there was seven points structure presented in following order: (Štěpánek and Haaff 2011, 5-6)

- Vocabulary
- Grammar
- Reading
- Listening
- Speaking
- Academic Writing

For the purpose of this paper that is based on analysis of academic English used in academia-related written texts, vocabulary, grammar and academic writing will be discussed further.

2.1.1 Vocabulary

Cambridge Advanced Learner's Dictionary states that definition of vocabulary is "All the words which exist in a particular language or subject" (Cambridge Advanced Learner's Dictionary, 2008). Vocabulary as a whole may be divided into many groups of words based on situations where the words are used and how often they appear. Proper knowledge of required part of vocabulary seems to be very useful as terminology is necessity in academic texts that help avoiding the use tentative language.

2.1.1.1 Basic Vocabulary

Basic vocabulary is a part of general mastered to varying degrees by the non-native users of English language. It is a part of general vocabulary which is spoken or written in everyday situations.

2.1.1.2 General academic vocabulary

General academic vocabulary is very similar to the first group as it is for the most part understood by the most people. These words may be of regular use and, they are not restricted to a single academic field. Very often they bear the label of internationalisms. Their usage is situated mostly in academic environment. Although people are acquainted with these words, it seems that they use them less than members of academia.

On the other hand, members of academia operate with words like, e.g., *research, project, tuition, scholarship, technology, methods, analysis, review, conference, discussion* (Štěpánek and Haaff 2011, 22), on daily basis. Technical texts are being constructed of such terms and it is the academic vocabulary in particular that makes them scientific.

2.1.1.3 Technical terms

Terms found in this group are unfamiliar to many non-native and even native speakers, provided that they are not working in the field that would require such technical terms. Certain knowledge of vocabulary connected to that specific field must be acquired first in order to succeed in understanding of the given subject. The ordinary text may change into very scientific text due to the use of technical terms. If the text is medical, words like *amoxicillin* (an antibiotic) or *epinephrine* (adrenalin) may appear. In case the text is from legal environment, according to Cambridge Advanced Learner's Dictionary (2008) terms like *the Bar* (UK lawyers who are allowed to argue a case in a higher court), *summons* (an official demand to appear in a court of law) might serve as other technical terms.

2.1.1.4 High-frequency words

High-frequency words seem to be the most important part of the whole vocabulary as they are found in the text in the greatest number, thus learning them should not be difficult. As examples *purpose, introduce, topic* or *debate* might be mentioned (Štěpánek and Haaff 2011, 28). Despite the fact that these words are very frequent and there should not be a problem while learning them, to master this group of words is necessary.

2.1.2 Grammar

As was mentioned above, vocabulary is very important but knowledge of grammar is of great importance as well. As English grammar covers wide variety of items, only few aspects, that might pose a problem to Czech non-native speakers making mistakes based on implementing Czech language rules into English, will be discussed in following paragraphs.

2.1.2.1 Verbs

From the semantic point of view the verb may be described as word with the function of expressing action or state. English verbs tend to be very similar to ones found in Czech, where features of verb like tense, time, number, mood, aspect and voice are recognized. Basic division of verbs may be lexical verbs (write, listen), modal verbs (can, may) and auxiliary verbs (be, do). In academic writing the use of phrasal verbs is restricted, when verbs with similar meaning without prepositions are used instead in comparison with common English, e.g., *put off* and *postpone*. Other feature is the accurate use of tenses depending on the situations. While referring to some information that has already been published in particular journal and it has become knowledge, the opportunity to use the present tense is possible. On the other hand, if the work has not been published yet, thus it is not consider knowledge, reference to it must denoted in past tense.

Another feature of verbs and verb phrases in academic English is that their use is lesser in comparison with noun phrases. Nominalized structure “include nouns that have been morphologically derive from verbs e.g., *development*, *progression* as well as verbs that have been ‘converted’ to nouns e.g., *increase*, *use*“(Biber and Gray 2013, 99). In academic English appearance of structures that are nominalized seems to be very frequent in modern academic writing rather than the use of verbal structures.

2.1.2.2 Prepositions

Prepositions can be identified throughout the parts of speech and their main function is to express relations among words. They do not stand alone, but form bigger clauses with other subject instead. According to Stephen Bailey (2006, 155) the main ways of using prepositions are:

- Noun + preposition: *reason of* (příčina něčeho)
- Verb + preposition: *applied to* (aplikován na)

- Adjective + preposition: *important for* (důležitý pro)
- Phrasal verb: *look for* (rozhlednout se)
- Preposition of place: *in the area* (v oblasti)
- Preposition of time: *by the time* (jakmile)
- Phrase: *according to* (podle něčeho)

As prepositions seem to be of a great importance in English language where they are part of various clauses, in Czech language their use is limited. There is no use for prepositions in situations like noun + preposition *reason of the acceptance* (důvod přijetí) or the omission of preposition with phrasal verbs *look up* (vyhledat) due to the rules of inflectional language. Furthermore, these differences may confuse non-native English speakers and lead them to making mistakes.

2.1.2.3 SVOMPT structure

Knowledge of word order in English is crucial as academic writings tend to use extensive and complicated complex sentences. While word order in Czech language is quiet open, it is rather fixed in English. To avoid possible mistakes made while implementing Czech sentence structure into English, basic word order structure should be remembered. Despite the fact that there are more complex sentences very often above this subject – verb – object – manner – place – time structure, it is essential and should be mastered.

2.1.3 Academic Writing

Academic writing is “a process of producing, processing data and its subsequent adaptation of own thoughts set in the context of accessible information and structure of academic tradition” (Štěpánek and Haaff 2011, 152). Non-native users of English language in academic environment seem to be very often put into the situation where they need to write one of many academia-related documents, which are often found to be very demanding and challenging. But knowledge of features as conventions of style, how the references are made or the whole layout is probably as important as the learning of academic English is. Looking closer at the academic writing, it may be possible to identify two basic matters that form academic writing as it is. Firstly it is the fact that the main focus of scientific and academic texts is based on topics in connection with science. The second is that these texts are mostly of informative character with the main goal to present some discovered knowledge to target readers that are supposed to possess certain awareness about the given topic as well. Apart

from these two basic components, others may be found forming the structure of academic writing and few of them, e.g., style, hedging, personal involvement and passive voice will be discussed on following pages.

2.1.3.1 Style

Although the style of academic writing can be perceived as pompous, its features and structures seem rather chosen and severe. Yet the main feature is the power to process information in a clear and understandable way by using predefined structures. If the right approach is used, academic writing might be considered scientific. But what should be kept in mind is that above all language rules, structures and components, the author's thoughts and research will be the most valuable part of the whole work. On the other hand, the text with high level of formality, clear structures and that overall is done well, but lacks deeper train of thoughts and inventiveness could probably not be taken as full-blown.

2.1.3.2 Tentative language

Precaution in form of tentative language is frequent phenomenon in academic, scientific or technical language. Despite the fact that language of science is very accurate, academic workers proceed with great carefulness to avoid unnecessary subjects of dispute. „Good scientist chooses rather caution formulations like *tend/s to, appear/s to/that, indicate/s that, suggest/s that, the majority of, there is tendency for, probable, seem/s that, the evidence suggests that, it is widely accepted, apparently, seemingly, presumably, etc.* (Štěpánek and Haaff 2011, 159). The use of tentative language has two advantages. On one hand it is the benefit that works in author's favor in case his statement was wrong and on the other hand, tentative language may slow down or even divert the course of critique.

2.1.3.3 Personal involvement

Academic writing is produced by specialists from various fields, where all of them are influenced by science. Thus their work ought to be in agreement with the tradition that suggests that personal involvement is minimized and the work should remain as objective as possible. In some cases the use of personal pronouns is possible, but using them very often may lead to the situation when the whole text appears to be very subjective. In the theoretical part dealing with methodology the

author is advised to avoid personal pronouns the most, whereas introduction or summary happens to be a good place for their use.

2.1.3.4 Passive voice

This feature is probably one of the most typical phenomena that can be seen in academic writing and use of this structure provides the text with scientific look. But if used too much, its effectivity is decreasing.

As it was mention at the beginning of this chapter, academic English is elegant and complex language with its special vocabulary and set grammar rules defined by aspects like tentative language, passive voice and use of personal involvement as little as possible. When the second part of the theory was examined, the course of the work may be directed at the last part academia-related texts.

3 ACADEMIA-RELATED TEXTS

In previous chapters, the terms Czechism and academic English were discussed. Where Czechism was described as a mistake based on Czech language rules implemented into English and style of English used in academia-related texts was described as well. The last point, where Czechisms can be found, is to be discussed. As there is a great variety of these texts, there are many opportunities where to make a mistake, if unaware of the grammar, word order or the right meaning of the words. Academic world operates with different sorts of documents, texts, applications, journal, articles, thesis, thesis reviews etc., which will be briefly described in following paragraphs.

3.1 Reviews

The main part that forms review is a critique of given work. Reviewer's summary of the text from his point of view is provided together with its pros and cons at the end of the review. Apart from book, movie or play review, there are reviews based on theses written by students at the University in order to earn their degree. These reviews consist of summary, evaluation, questions and recommendation on acceptance of the thesis for defense.

3.2 Scientific articles

“A scientific article presents research results and is written by researchers and aimed at an academic readership. The article must have been reviewed by experts within the same subject area before publication” (Linnaeus University Library, 2014). Furthermore scientific article may have its own specific objective that differentiates one from another. The basic case is called original article, that consist of two main elements and those are the empirical study and the results the came from the study. Other article is review article that works with the original articles and based on the carries out the critical review. Last one is the theoretical article that processes data from already performed articles in order to find new theories.

3.3 Thesis

“A long piece of writing on a particular subject, especially one that is done for a higher college or university degree” (Cambridge Advanced Learner's Dictionary, 2008). Thesis consists of introduction, theoretical part, practical part and summary.

Bachelor's thesis, master's thesis and PhD thesis are recognized and their elaboration precedes the final state exam.

3.4 Journals

Journals are in form of newspaper or magazine and they collect articles on the particular topic from the field of interest that is specific to each journal e.g., *Drug Discovery Today*, *Journal of Structural Biology* or *Scientific American*.

3.5 Reports

It is a document where information based on certain events, situations or subjects are processed, transformed into description and then presented in oral or written form to the public. For example *preliminary reports*, *progress reports* and *periodic reports* are recognized.

3.6 Directives

“Formal and usually mandatory executive order or official pronouncement on a policy or procedure, or one which encourages or discourages some activity” (Business Dictionary, 2014). As examples *health care directives*, *European Union directives* or *company directives* may be mentioned. In academic environment *Internal Regulations of the Faculty of Humanities* or *Scholarship Regulations of Tomas Bata University in Zlín* are possible to be found.

3.7 Essays

Essays are pieces of writing, much shorter than thesis, that are written on purpose to explore and present certain topics. Author's point of view is often implemented element of the work. Many types of essays are identified and each essay differs from others in purpose of the work, approach and used style.

When the final step in the process of defining the terms Czechism, academic English and academia-related texts is done, analysis oriented mainly to thesis reviews will be presented on following pages. In conclusion, Czechisms are mistakes based on Czech language rules implemented into academia-related texts like reviews, articles, thesis, journal, reports, directives and essays written in academic English style.

II. ANALYSIS

4 CZECHISMS IN ACADEMIA-RELATED TEXTS

There is a variety of texts in academia, but only thesis reviews were chosen for the purpose of this work. The reason of this decision is the matter of distribution of these reviews as some of them are written or aided by professionals working with English language. This is the case of directives, journals or scientific articles, for instance. They are of high standard, made official and available to the public. On the other hand, other documents like reports or reviews are not often accessible to the public, thus the true nature of these academic texts may be revealed once analyzed in more detail. If the texts are not written by English teachers or they are not aided or corrected by professionals, sometimes non-native speakers without high proficiency in English are forced to produce such a text. This might be the case when a student of English for Business Administration is assigned the bachelor thesis topic connected to economics or technology or there is a foreign student majoring in above mentioned fields of study that requires evaluation from the expert. When the adviser or the opponent are specialist in fields where English language is not the main subject of study, the problem of existence of Czechisms may appear. As members of academia which work in the field of economics or technology may not be using their knowledge of English very often, there is possibility that Czech academic language or Czech language rules overall will be applied while translating into English. Basically it is a self-translation without effort to apply language rules of the targeted language, when author thinks in Czech language instead. That is the reason why thesis reviews were chosen for this work and analysis on the basis of distribution, when these texts are not available to the wide public and authors writing them in English language are not always English teachers.

In practical part the number of thesis reviews will be analyzed. Then located Czechisms will be divided into three groups based on different aspects such as grammar mistakes, vocabulary mistakes and word order mistakes. Each group will consist of example sentences together with their analysis and possible solutions of correction.

For the purpose of this work the corpus including analyzed reviews was built and is available to see in appendices for better understanding of the context in which the example sentence appeared. At first there were two facts in consideration. What authors of these reviews would be the most suitable candidates for making Czechisms and who would be intended recipient of these reviews. Academic

workers researching in the field of economics or technology were chosen as they may not be working with English language every day. For intended recipients students of English for Business Administration and foreign students were chosen because their theses are whole written in English language or they are partly translated. Throughout the work 150 bachelor, diploma and doctoral theses reviews were analyzed. Theses vary in length from 1 page to 3 pages, when the bachelor theses reviews consist of evaluation, questions or both parts translated into English and these were the shortest. The doctoral theses reviews were the longest and the assessment was much more detailed.

Throughout the whole analysis the BNC¹⁰ and COCA¹¹ databases will be used in order to seek common English phrases, collocations and various grammar points. Other means that will be used is Český národní korpus (The Czech National Corpus) and various electronic dictionaries to help with analysis of given mistake and its proper solution.

Furthermore, the series of complete thesis reviews will be also available in the appendices as well. For the protection of privacy every name in corpus and in thesis reviews will be replaced by question mark. Lastly, example sentences used in the analysis are unchanged and in their original form.

4.1 Grammar mistakes Czechisms

First group of the Czechism division focuses on mistakes made throughout the whole parts of speech e.g., wrong use of prepositions, mistakes in singular or plural forms, bad conjugations of verbs, mistakes in phrases and confusion of adjectives and adverbs.

- 1) *Could you explain, what kinds of outcome strategies you can develop using by combination of quadrants of SWOT Analysis?* Apart from one word order mistake which will be discussed later, in the example sentence we can find one grammar based mistakes. The mistake is made in *develop using by* which would make sense while used in Czech language, where it is possible to say *develop using combination* (vytvořit použitím kombinace), but in English

¹⁰ British National Corpus

¹¹ Corpus of Contemporary American English

language the verb *develop* works together with preposition *by*, thus *develop by* something.

- 2) How are your recommendations for the students who would like to motivate themselves for the better studies results? This sentence mistake is situated right at the beginning. In Czech language when someone is asked about recommendation, there is fixed structure used, thus it would look like *how are your recommendations*. On the other hand, in English language word recommendation pairs with adverb *what*. To say *what are your recommendations* sounds more natural and the structure is according to English rules.
- 3) What was the reaction of the head of the economic department on the reward system change suggested by you? To react on something is common structure used in Czech language. *His reaction on the proposal was exaggerated* would be correct in Czech. According to the Cambridge Advanced Learner's Dictionary, verb *to react* collocates with prepositions like *to*, *against*, *with* and therefore makes the collocation *to react on something* typically Czech. Author of this sentence should have used the correct preposition to make the sentence more natural in English. *What was the reaction of the head of the economic department to the reward system suggested by you?*
- 4) *This part of the thesis is also very well and contains valuable information.* In Czech language the difference between words *good* and *well* is not done, where the adjective *dobrý* and adverb *dobře* might stand as both *good* or *well*. The part of the sentence where the mistake is made would be correct in Czech language. Non-native speaker of English language that is aware of the two versions of *dobrý* in English language might make a mistake nevertheless. English language differentiates between these two words and their use based on different situations. It is possible to use *is also very well* in this case, but with proper addition. If *well* is used for expressing the situation that something is done in a good way, the verb in its proper form is required. By adding *done*, *written*, *elaborated* after *very well*, sentence would sound more natural. The use of *very well* in the sentence would implicate that *some part of the thesis is very healthy*. If author of the sentence used adjective *good* properly as in *Food in this restaurant is also very good*, meaning of the whole sentence would be understandable and correct in term of English grammar.

- 5) *Community marketing is a smart marketing tool, and could be one of the best solution, why didn't you use it?* Singular form of the noun *řešení* (solution) and its plural form *řešení* (solutions) are identical in Czech language and no difference in their form is made. This particularity may lead to a mistake done by non-native speaker while not realizing that singular and plural form of the word *solution* are differentiated in English language. Another aspect leading to the plural form of the noun *solution* is the premodifier *one of the best* which indicates that one solution is being chosen from the whole. Based on information above, *one of the best solutions* (jedno z možných řešení) would be correct.
- 6) *This dissertation is very specific, because show depth of cultural differences.* In this example sentence verb *to show* is used incorrectly as verb in this type of sentence requires noun or pronoun to keep the subject verb agreement in order to work properly. If translated into Czech language, use of this structure is possible, *because show depth of cultural differences* (protože ukazuje hloubku rozdílů mezi kulturami). On the other hand, dropping subject pronoun is not a feature of formal written English, thus the correct version of this sentence should be *because it shows the depth of cultural difference*.
- 7) *If yes, do you think we can change it towards better?* Structure *Změnit k lepšímu* (change it towards better) seems to be correct in Czech language, but directly translated and applied into English language may sound unnatural. Simple use of the verb *to better* which already includes the implication of change in its meaning should be sufficient. *If yes, do you think we can better it?* Other option would be to use the verb *to make* instead of *to change* and to dispose of the preposition *towards*. The result, that carries the same meaning and sounds more natural, would be *If yes, do you think we can make it better?*
- 8) *What means "change of good employees age"?* This particular sentence structure seems to be correct in Czech language, *co znamená...?*, but it is against rules of question formation when applied to English. In English language one must learn the different system of how the questions are formed. In the example question word *what*, verb *mean* and the subject *"change of good employees age"* are at disposal. Formation of what question begins with question word followed by auxiliary verb *do*, subject and the verb *mean* that is in agreement with *do*. *What does "change of*

good employees age” mean? should be the correct way of how to form this question. Direct translation is not applicable in this type of questions.

9) *The bachelor thesis is on the high-level quality in the theoretical part.*

Another Czechism may be seen in this example as the part of the sentence *is on the high-level quality* (na vysoké úrovni kvality) is correct and very frequent in Czech language which might lead to a confusion while translating into Czech. There are some cases when the preposition *on* pairs with the adjective *high-level*, but the preposition *on* is determined by the chosen verb e.g., *based on, focused on*. In this case the whole noun phrase is influenced by the noun *quality* and its preposition, thus the right preposition should be *of* like *the bachelor thesis is of the high-level quality in the theoretical part*.

10) *Which part from your bachelor thesis was the most difficult to practice?*

Apart from one spelling mistake in the word *practice* which is not Czechism, two other mistakes are identified. The first mistake is the wrong use of preposition *from*. In Czech language use of preposition *from* in structures like the one in the example is correct and *which part from your bachelor thesis* would sound natural. But the noun *part* couples with different prepositions depending on the situation. Macmillan English Dictionary (2007) provide ten different uses for the word *part*, but it is the first one “one of the pieces, sections, aspects etc that something consist of” that defines the noun *part* in the example sentence. Based on the definition together with provided examples in the dictionary, the preposition *of* is combined with the noun *part* the most. While in Czech language it is possible to use *from* in *which part from your bachelor thesis*, in English the proper way is to use the preposition *of*.

In the first part of the analysis provided examples show that mistakes in connection to the grammar are based on various aspects like wrong prepositions, bad verb conjugation or mistakes in singular and plural forms. It seems that non-native English speakers write in English language, but they tend to think in Czech. Very frequently some sentences seems to be only direct translations word by word. In Czech language as a mother tongue, people are used to the grammar, which prepositions pair with each word, conjugation of verb in Czech and plural and singular forms. Nevertheless, academic workers should pay more attention to these problems occurring in translation among Czech and English language.

4.2 Vocabulary mistakes Czechisms

Next group of mistakes are mistakes connected to vocabulary, where words with similar meanings, but used in different situations or completely unsuitable words are analyzed in regards with the translation from Czech into English language.

- 11) *The research is developed to the aim of the thesis.* Cambridge Advanced Learner's Dictionary features three different definitions of the word *develop*, listed as grow, start and process film. One of possible translations of the verb *develop* into Czech language is *to create or make*. In Czech language saying *The research is made* (výzkum je proveden) is correct, but in English language the noun *research* collocates with verbs like *do*, *carry out* or *conduct*. Author of the example sentence could have used better verb in consonance with the nature of English language like *The research is done according with the aim of the thesis*.
- 12) *Research was made by questionnaires and student analyzed and described results in the analytical part of the bachelor thesis.* This next example only confirms that the noun *research* is problematic for unaware non-native speakers. In Czech language *make research* (provést, udělat výzkum) is normal to the rules applied in the language. Collocations like *carry out research*, *conduct research* or *perform research* must be learnt by heart.
- 13) *What is the practical asset of your thesis?* One of many translations of the word *asset* in Czech is also *přínos* (contribution) or *výhoda* (advantage). *The practical asset* translated as *praktický přínos*, where the collocation of words *praktický* and *přínos* is possible, may be found in Czech language. That seems to be the reason why the non-native English speakers could use the word *asset* (*přínos*) instead of more suitable word that pairs with adjective *practical* more often. Cambridge Advanced Learner's Dictionary (2008) states "a useful or valuable quality, skill or person" as the main definition which is inappropriate in the context of the sentence. According to BNC and COCA word used the most together with the adjective *practical* in agreement with the given context is the noun *benefit*.
- 14) *Name minimally three weaknesses of company Kleinerwood (it is not possible to have any weaknesses).* Due to this example, where the word *minimally* is used wrong, it may seem that Czech *minimálně* and English *minimally* could belong to the same group that is known as false friends.

After comparison of The Institute of the Czech Language of the Academy of Sciences of the Czech Republic definition of the word *minimálně* and Cambridge Advanced Learner's Dictionary definition of the word *minimally*, they both share the same meaning. But while *minimally* used in Czech language as *name minimally* (jmenujte minimálně), it is correct, whereas if used in English, the verb name generally couples with *at least*, meaning the same *minimally*.

- 15) Another example of wrongly chosen word in translation is *present study* that comes from Czech *prezenční studium*. These two words might look similar and even the meaning of the word *present* which is the period of time that is happening now, not the past or present; now (Cambridge Advanced Learner's Dictionary, 2008) might be connected to the study as *prezenční studium* is happening now. However, *present study* is not the study where the student is attending every day, but it is a research that is in progress and for *prezenční studium* there is another word used. It is an adjective *full-time* that pairs with the noun *study*. The correct translation of *prezenční studium* should be *full-time study*, form of education that requires the student to attend regularly.
- 16) *The formal side and the meeting the goals of the Bachelor Thesis as well, those have been developed in an appropriate level.* This example works as a perfect demonstration of direct translating into English language. While in Czech *the formal side of language* (formální stránka jazyka) is used on daily basis, it is not possible to translate it directly as *the formal side*. *The formal level* should be used instead in order to make the sentence correct.
- 17) *The work is handled by clearly and conspicuously.* Czech language does not make the difference in the meaning of the word *jasný*, while in English there are few words that stand for the word *jasný* and they are used depending on the situation, e.g., *bright sky* (jasné nebe), *clear example* (jasný příklad), *conspicuously seen* (jasně viděn). But the adjective *conspicuous* from which the adverb *conspicuously* was the derived means: "very noticeable or attracting attention, often in a way that is not wanted (Cambridge Advanced Learner's Dictionary, 2008)". This definition seems to be against the meaning of the whole example sentence as the author wanted to say that the work was well done. Author might use other more suitable adverb like *understandably*.

- 18) *In next, the accompanying text is equipped with author's CV including his publication output as well as with other compulsory formal chapters as list of symbols and abbreviations etc.* It is possible to say *text is equipped* (text je vybaven or text je opatřen) in Czech language. But the adjective *equipped* is used wrong in the sentence as the basic meaning of *equipped* is “having the necessary, tools, clothes, equipment, etc (Cambridge Advanced Learner's Dictionary, 2008) and is used in different sense in English. The word needed in the example sentence is one that denotes some sort of addition. The most suitable word to use seems to be the verb *to attach*, to connect something extra to the whole. *Author's CV is attached to the accompanying text including his publication output* sounds more academic.
- 19) *Formal and scientific requirements were satisfied.* Two translations of the verb *to satisfy* in Czech language are *splnit* or *vyhovět*. *Splnit* and *vyhovět* seem to be the most frequent verbs that pair with the word *requirements* (požadavky) in Czech, but on the other hand in English the verb *to satisfy* is used in different situations and the noun *requirements* collocates with more suitable words. The word that would fit the most is the verb *to meet* based on the findings from BNC and COCA. After correction the sentence would be *formal and scientific requirements were met*.
- 20) *I appreciate his punctuality, which he invested in this topic.* This example sentence shows two Czechisms at one time. First it is *punctuality* that is possible to translate into Czech as *pečlivost*. It seems that the author of this sentence wanted to use *diligence* or *accuracy* rather than *punctuality* which is used more frequently with the connection to the time. The verb *to invest* might be put in this sentence by the mistake based on the fact, that *vložit* in Czech is one of the translations *to invest*. “To put money, effort, time etc. into something to make a profit or get an advantage” is the definition given by the Cambridge Advanced Learner's Dictionary (2008) from which it is clear to see that money or effort are put in order to gain some advantage which is not in agreement with the context of the example sentence. The verb *to devote* or *to dedicate* would be better choice in this case than *to invest*. Sentence like *I appreciate the diligence, which he devoted to the topic* seems to be much more suitable than the example sentence.

Second part of the analysis, where vocabulary mistakes were presented, may be divided into three subgroups. Mistakes based on direct translation of words, words that were used despite the fact that based on their meaning they would be more suitable in different situations and mistakes in a wrong choice of word that collocates more with other words. The first group of mistakes seems to be the worst and the most unacceptable way of translation like in the case of *formální stránka* (formal side). Non-native speaker must be aware of the fact that if one word collocates with other word in Czech language, it is not a rule that it has to collocate with the given word in English language as well. Mistakes made in wrong choice of words where their use differ based on nuances e.g. *punctuality* connected to time and *accuracy* connected to correctness and collocations like *carry out research* must be learnt by heart.

4.3 Word order mistakes Czechisms

Mistakes based on word order will be the last group analyzed in order to find what might be the most typical ones appearing in thesis reviews.

- 21) *Why do you think is the term city upon a hill still today so successfully used in American politics?* If translated back to Czech language, *proč si myslíte je termín "city upon a hill" stále tak úspěšně využíván v americké politice?*, this structure seems valid. It looks like the author of the text directly translated this sentence into English unaware of how the indirect questions are formed. The first step is the identification of the head noun and its whole noun phrase which is *the term "city upon a hill"* in this case. Next approach is the placement of the verb *-be* and modal verbs like *can* or *may* after the subject. Consequently the correct sentence should be *why do you think the term "city upon a hill" is still so successfully used in American politics these days?*
- 22) *What you personally would have recommended improvements for the company increased customer satisfaction?* This translation is an example of typical Czech sentence structure. While in Czech language the question *co vy osobně by jste doporučil společnosti ke zlepšení spokojenosti zákazníků?*, sounds normal, in English few changes should be done in order to correct it. Modal verb *would* should be placed before the subject influenced by inversion rule. Conjugation of the adjective *increased* should be changed as well. *What improvements would you personally recommend in order to*

increase the satisfaction of the company's customers? This example might be one of possible solutions how the sentence could be formed.

- 23) *That is the cause?* Question formation in English is rather fixed, when polar questions are created by reverting the verb *be* in its conjugated form to the beginning of the sentence. While in Czech language both variants *that is the cause?* (To je ta příčina?) and *is that the cause?* (Je to ta příčina?) indicated by the intonation are correct, in English the proper way is *Is that the cause?*.
- 24) *In the analysis is questionnaire research made but without hypothesis.* Despite the fact that if translated into Czech it seems correct, *v analýze je dotazníkový průzkum vytvořen bez hypotézy*, this word order is not applicable in English. The auxiliary verb *to be* can stand in omega position in case of inversion. While forming the question, it may be possible to put the form of the verb *to be* at the beginning of the sentence before subject. In this sentence where the verb *make* is in passive form, it requires *is* to work properly. *But without hypothesis* (ale bez hypotézy) may be used in Czech, but in English it sounds unnatural at the end of the sentence. First option might be to use the verb *to lack*, instead of *without* forming the sentence *in the analysis the questionnaire research was carried out but it is lacking a hypothesis*. Second option would be to split this into two sentences. *As a part of research the questionnaire research conducted. The research lacks its hypothesis though*.
- 25) *These days is one of the most favorite way, how to present your brand, product placement.* This particular Czechism is example of how the non-native English speakers implement Czech sentence structure into English and how they tend to put the subject after the verb. *V dnešní době je jeden z nejoblíbenějších způsobů jak prezentovat vaši značku "product placement"*. This structure is possible due to the fact that Czech is synthetic language with very rich system of inflectional morphemes and that is why the Czech word order is quiet flexible. On the other hand, English is analytic language and its word order is bound by grammatical relationships without using inflectional morphemes which makes English word order more fixed. According to the basic sentence structure that is subject, verb, object, manner, place and time in this exact order the subject should stand before the verb. *Product placement is one of the most favorite ways how to present your brand these day*, is the proper way how to correct this sentence.

- 26) *I positively evaluate the Bachelor Thesis.* In Czech language there seems to be three possible ways how to form this sentence on the basis of word order. *Pozitivně hodnotím tuto práci* (I positively evaluate this thesis), *hodnotím pozitivně tuto práci* (I evaluate positively this work) and *hodnotím tuto práci pozitivně* (I evaluate this thesis positively), those are the three ways where the adverb *positively* might stand. Keeping in mind those three possible structures, it looks very easy to confuse them and implement them in English language structures. According to basic word order rules in English the first is the subject followed by verb, object and manner. These rules applied in the example sentence should form the correct version *I evaluate the Bachelor thesis positively.*
- 27) *In the research are used qualitative and quantitative methods.* In this example sentence the word order seems to be exactly reversed that it should be in correct English sentence based on the structure subject, verb, object. Although if translated into Czech language as *Ve výzkumné části jsou použity kvalitativní a kvantitativní metody* it is possible to use like that. On the contrary non-native users of English language should pay attention to a different word order in sentences. *The qualitative and quantitative methods are used in the research* should be the proper way how to form this sentence avoiding the influence of Czech sentence structure.
- 28) *How does look like the tensile curve of the PVA/LA film?* After closer observation of the example sentence it seems as it was directly translated from Czech. *Jak vypadá křivka u PVA/LA filmu?* is the basic way how questions are formed in Czech language. In English it is different and the proper way of question formation must be learnt. The example is of wh-questions type and it consists of interrogative word *how*, auxiliary verb *to do*, lexical verb *to look*, preposition *like* and subject. The interrogative word should be in initial position followed by auxiliary verb *to do* in omega position. The main aspect of the question formation in English is inversion, but in the example sentence the only thing that should be inverted is the auxiliary *do*. The rest of the question remains the same, as if it was the declarative sentence. *How does the tensile curve of the PVA/LA film look*

like? This is the way how this question should have been formed. Preposition like has its position at the end of the sentence due to prepositional stranding¹².

29) *How was measured the thickness of cast films?* Question formed in this example is of the same type as was the one in ex. 28. *Jak byla změřena tloušťka lité folie?* is direct translation from English, which is correct in Czech language, and it seems that direct translating might be one of the most frequent problems while translating from Czech into English. Above mentioned rules states that question begins with interrogative word followed by conjugated form of the auxiliary verb *be* that is inverted in front of the subject. After reorganization of the sentence, the final form should be *how was the thickness of cast films measured?*

30) *Do you think, is "donut marketing" useful tool enhancing marketing 34R BMX brand?* As for the last chosen example, it is very similar to the example no. 21. This sentence in Czech language would be perfectly normal as *Myslíte si, že je "donut marketing" užitečný nástroj ke zlepšení marketingové značky 34R BMX?* As was mentioned in example no. 21 the verb *-be* should be placed after the subject, thus after correction the sentence would be *do you think, the "donut marketing" is useful tool enhancing marketing 34R BMX brand?*

The final part of the analysis was focused on mistakes in word order influenced by Czech sentence structures. Based on the research mistakes may be divided into two groups. The first group are mistakes made in question formation where probably the question were translated directly from Czech into English language having no regard to question formation in English. The other group are mistakes in declarative sentence structures e.g. placement of verb before subject or placement of subject at the end of the sentence. While these sentence structures that served as examples are possible to use in Czech, in English grammar rules must be observed.

¹² In certain non-canonical clause constructions the complement of a preposition may be fronted so that it precedes the preposition (usually with intervening material) instead of occupying the basic complement position after the preposition. (Huddleston, Rodney, and Geoffrey K. Pullum 2005 ,137)

After all three groups consisting of ten examples were analyzed, final summary follows. In the first part of the analysis called grammar based Czechisms various aspects of grammar were discussed. As for this group the most recurring mistakes seem to be wrong use of prepositions influenced by connection of preposition with other words in Czech, confusion of singular or plural forms of nouns (one of the solution) or wrong use of adverbs (how are your recommendations). The second part called vocabulary mistakes Czechisms may be divided into three groups. Mistakes based on direct translation of words *formální stránka* (formal side, in English formal level would be better), words that were used despite the fact that based on their meaning they would be more suitable in different situations e.g. *přesnost* (the noun punctuality was used instead of accuracy despite the fact that there was no connection to the time) and mistakes in a wrong choice of word that collocates more with other words *requirements were satisfied* (the verb to meet collocates more with requirements). The last part dealt with word order Czechisms where probably the question formation and placement of subject were the most problematic for non-native English speakers.

CONCLUSION

The main aim of this bachelor thesis was to deal with Czechisms in academia-related texts. Consequently the main objective of theoretical part was to analyze the whole process step by step. What the term Czechism means, in what variation of language it may be found and in what texts it can be found. Firstly, there was an analysis of the term Czechism, where the three features were introduced. We recognize Czechisms as unique elements in foreign language, Czechisms as mistakes based on using wrong words for translation or implementing Czech grammar rules and Czechisms as words used in a specific geographical area. The first and the third group served only for completion of the term Czechism as the second group was the main subject of this study.

In the practical part there were three groups of possible mistakes that might appear formed. Those were in following order grammar mistakes Czechisms, vocabulary mistakes Czechisms and word order mistakes Czechisms. As for grammar mistakes it seems that the most frequent mistakes made are mistakes connected to wrong use of prepositions, wrong conjugation of verbs or confusion of singular and plural form. According to the findings in the second group, direct translation of words and wrong use of words that collocates more with other words may be the biggest problem of making Czechisms for non-native speakers while translating to English language. Last group that was concerned about word order mistakes Czechisms shows that the basic English sentence structure, question formation and movement of subject across whole sentence which more possible in Czech sentence structures were the most frequent Czechisms.

As was stated in introduction Czech non-native English speakers without higher proficiency in English working in the fields like economics or technology tend to make Czechisms types of mistake. Despite the fact that they are not in contact with English everyday they need it while writing the thesis reviews for foreign students or students of English for Business Administration from time to time.

Based on findings from the thesis reviews it is possible to say that some of non-native English speakers that are not teaching English think very often in Czech language, thus in their text self-translation Czechisms may appear rather more often than in professional English translation. Once we understood what the most frequent Czechisms made by non-native English speakers are, it should be possible to lower the number of these occurrences. Although the analytical part helped to comprehend

the term Czechism more, it was only a little part. Other thesis reviews as well as other academia-related documents should be explored more into detail.

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LIST OF ABBREVIATIONS

No. Number

E.g. Exempli gratia (for example)

APPENDICES

- P I Corpus
- P II Sample thesis reviews

APPENDIX P I: CORPUS

- 1) Could you explain, what kinds of outcome strategiesx you can develop using by combination of quadrants of SWOT Analysis? (e.g. SO, etc.)
- 2) The bachelor thesis is on the high-level quality in the theoretical and analytical part. Research was made by questionnaires and student analysed and described results in the analytical part of the bachelor thesis. The questionnaire is evaluated by the statistical methods. Recommendations are formulated and can be useful for the companies and for the students too.

Student communicates and consults periodically and our cooperation was without any problems.

- Can you specify strengths and weaknesses of positive and negative motivation in the companies?
 - How are your recommendations for the students who would like to motivate themselves for the better studies results?
- 3) Questions:
 - What was the reaction of the head of the economic department on the reward system change suggested by you?
 - What do you think? Does the attendance bonus discriminate people suffering from health problems?
 - 4) The changes in reward system are really necessary, but unpopular, especially if there is bad communication. What would you advice to the employer to overcome this changes without any problems?

This bachelor thesis analyses the consequences of the economic crises with which Greek society is fighting in all aspects of life. It is divided into 2 parts, theoretical and practical.

The theoretical part is described understandably, and is clearly arranged into chapters. The student analyses two possibilities of the crisis solution, including the significance of entering into the financial support system – Memoranda. An interesting example includes solving crises in Cyprus and in Argentina. The thoroughness of the work shows how much time and effort the student put into writing the thesis. The negative aspect are quotes in the theoretical part, each chapter is concentrated on only one source which is a pity. I do not understand why the student chose this type of processing because comparison of opinions from different sources would be much more efficient for this thesis. Language knowledge is on a high level. The thesis is very readable and contains enriching information.

For the practical part the student chose a questionnaire. I consider it as suitable, because he is asking people in Greece whether the quality of their life improved or not after accepting Memoranda. The questions are draft appropriately and are concentrated on 2011 and 2013. Each question is carefully analysed and placed in a graph. This part of the thesis is also very well and contains valuable information.

I consider this thesis to be of high quality and I appreciate the interest and enthusiasm of the student during processing of this topic all the year round. The cooperation with ?? was on a high level.

I recommend this bachelor thesis for defence.

- In the analytical part, why do you compare years 2011 and 2013?
- In the analytical part, why do you think all the results are better? What were your expectations?
- What is your answer to the people who claim to follow the example of Argentina?

5) Do you think, is „donut marketing" useful tool enhancing marketing3 4R BMX brand?

Community marketing is a smart marketing tool, and could be one of the best solution, why didn't you use it?

6) The doctoral thesis presented by ?? deals with brand management in the fast food industry. The doctoral theses consist these key chapters: Introduction, Cross Cultural Brand Management, Cross Cultural Consumer Behaviour, International Fast Food Operations, Conceptual Framework, Research Objectives and Methodology, Results and Discussions, Relevance For Science and Practical Management, Conclusions and Suggestions for Future Research. This dissertation is very specific, because show depth of cultural differences. The main of objectives of this dissertation is to create a model for cross cultural branding strategy in the fast food industry. The research of author explores the different branding strategies used by fast food enterprises in the Czech Republic and Ghana. All of the authors finds from his research does not only add to theory, but also it will help managers to understand intricacies involved in managing fast food brands in cultural different countries. In the research are used qualitative and quantitative methods. When choosing marketing strategies for international markets, one of the factors that should be considered is the cultural differences that exist among consumers in different countries. This is because culture is a significant factor that influences buying behaviour in consumer markets. Cultural differences lead to different consumer responses across countries. Empirical evidence has shown that, no matter how a company sells products or offers its services in another countries the marketing strategy will be influenced by the cultural environment of the specific country and region. Every culture has its own uniqueness in terms of variability of beliefs, ethics and value system. The basic premise of this study is that, brands in the global environment constantly come into contact with various cultures. These cross cultural variations tend to implicitly or explicitly affect the branding strategies that companies adopt. The work is handled by clearly and conspicuously. The dissertation has interesting implications and its approach is beneficial for science and practice.

Questions:

- Which methods of data analysis was for research the most important?
- Do you really think that is the creation of brands in the fast food industry for Ghana so important? If so, why?

In accordance with the applicable law on Doctoral studies I recommend doctoral dissertation on for defense and after successful defense to grant ?? Ph.D. degree in Management and Economics.

- 7) The bachelor thesis deals with an interesting and updated topic in all sectors, but it is mostly focused on the problems of the motivation system based on reward and punishment. In the thesis includes research and experiments of different psychologists and scientists.

He analyses classic methods and the currently used methods of sugar and whip but also includes the fact that financial evaluation does not interplay for many people in a positive way.

The thesis is divided in a non-traditionally way, the theoretical part includes practical examples, which is not disturbing at all but on the contrary it is a very suitable connection with regard to this topic. Practical examples fill the theoretical part and the reader gains an integrated image.

I really like that the student is so enthusiastic about this topic and that he wants to continue with this issue during his next studies and I am looking for the continuance. According to my opinion the work is usable for many branches and companies and it really has valuable information. Each real manager, and not only he, should not under-estimate the topic of motivation.

Technicality and language knowledge are on a high level. The whole work is readable and I evaluate it as very good.

The cooperation with ?? was on a high level during the whole year. I appreciate his punctuality, which he invested in this topic.

I recommend this bachelor thesis for defence.

- What strategies and steps can you undertake in order to avoid “if - then” rewards?
- Why do you think these findings, despite their seriousness, are not widely promoted in media, business and academic circles?
- Do you think that contemporary education is too affected by the carrot-and-stick approach?
- If yes, do you think we can change it towards better? Any suggestions how?

8) Questions:

- Do you know who so-called blue collar worker is? (p. 13)
- What difference is between “wage” and “salary” in the Czech labour legislation? (p. 24)
- What rate of fluctuation is in the firm?
- You present “unfair income” as a weakness of the firm. However, we can read on the page 42 that according to respondents “pay is corresponding to performed work”. Explain this contrast.
- What means “change of good employees’ age”? (p. 45) How is this fact connected with the rate of employees’ satisfaction?
- We can read on the p. 46 that you made a SWOT analysis on which basis you will suggest your recommendations. Where is it? There is only a SW analysis on the p. 45. Opportunities and threats aren’t defined.

- You suggest a time management course for employees (p. 46-47) and comment that it is not so expensive benefit. However, you say that it costs 15000 CZK. So, how much money does the company invest in employees' development per a year that this sum isn't very high according to you?

9) Evaluation justification (strengths and weaknesses of thesis):

The bachelor thesis is on the high-level quality in the theoretical part.

Student could use more analysis for fulfilling his analyse which could help to better results for the university. There is missing of recommendations in the bachelor thesis.

Questions to be answered by student:

- What is the most important team position in the management of university and faculty?
- How is the role of team working at TBU in Zlin? Is it important?
- In which area is team working the most important? What are your recommendations for the TBU in Zlin?

10) Questions:

- Can you specify SWOT analysis of your project?
- Which part from your bachelor thesis was the most difficult to practice?

11) Evaluation justification (strengths and weaknesses of thesis):

The aim of the thesis set by the student is to analyze the marketing mix of a chosen company. The Bachelor Thesis consist of 50 text pages, and of 3 Appendix pages. Student explored the literature sources with the relationship to the bachelor topic. The formal side and the meeting the goals of the Bachelor Thesis as well, those have been developed in an appropriate level. The research is developed to the aim of the thesis. There is the possibility to accept student's conclusion.

Questions to be answered by student:

- What types of internal and external analysis is possible to use for the company's marketing mix analysis?

12) Evaluation justification (strengths and weaknesses of thesis):

The bachelor thesis is on the high-level quality in the theoretical and analytical part. Research was made by questionnaires and student analysed and described results in the analytical part of the bachelor thesis. The questionnaire is evaluated by the statistical methods. Recommendations are formulated and can be useful for the companies and for the students too.

Student communicates and consults periodically and our cooperation was without any problems.

Questions to be answered by student:

- Can you specify strengths and weaknesses of positive and negative motivation in the companies?
- How are your recommendations for the students who would like to motivate themselves for the better studies results?

13) Questions:

- What is the practical asset of your thesis?

14) Questions:

- Why didn't you consult your bachelor theses with your supervisor during the whole academic year?
- Name minimally three weaknesses of company Kleinerwood (it is not possible to have any weaknesses).

15) Mode of study – Present

Evaluation justification (strengths and weaknesses of thesis):

The goal of the thesis set by the student is to analyze the buzz marketing usage on international market. The Bachelor Thesis consist of 50 text pages, and of 2 Appendix pages. Student explored the literature sources with the relationship to the bachelor topic. The formal side and the meeting the goals of the Bachelor Thesis as well, those have been developed in the very acceptable level. The research is relevant to the aim of the thesis. I positively evaluate the Bachelor Thesis methodology and results, as well. There is a possibility to agree with the student's conclusion.

Questions to be answered by student:

- Can you explain (generally), what types of marketing strategy can be developed by the enterprise?

16) Text no. 15

17) Text no. 15

18) The thesis submitted by ?? is composed of two main parts. The main part is a thematically arranged collection of three scientific papers with two patents (one Czech and one International) accompanied by 54 pages summarizing theoretical background, presenting aims of the work and methodology, the results and main conclusions and overview of authors contribution to the scientific field and prospective of presented research. The author used carefully selected references in this part of the thesis. In next, the accompanying text is equipped with author's CV including his publication output as well as with other compulsory formal chapters as List of symbols and abbreviations etc.

The collection of papers consists of three full length scientific articles and two patents. The first article was published in Journal of Applied Polymer Science, the second article is under review in Journal of the Mechanical Behavior of Biomedical Materials and the third paper is a manuscript in preparation for the Journal of the Mechanical Behavior of Biomedical Materials. Mr. ?? is the first author and contributor of all thee papers. Although not all of the presented papers are already *In Press*, Mr. ?? is an experienced researcher and published also a full length paper in impacted journal which was not included into the thesis and presented his results on international conferences with full text contribution in conference proceedings too. In next, the work was already granted by one Czech patent, and the second is in stage of application for the International patent. The importance of patents as final proofs of originality and relevance of presented results must be emphasized. According to my knowledge, this is the first Ph.D. thesis consisting of patents besides the articles which must be highly appreciable at the Faculty of Technology declaring itself as a leading higher educational institution in polymer technology in The Czech Republic.

The layout and linguistic quality of the Ph.D. thesis is on a good standard as required by the rules of the Tomas Bata University.

The thesis is well conceived and represents a deeply focused study on hydrogels. First, physically crosslinked material was studied and successfully prepared. Its drawbacks were poor temperature stability at normal human temperature. Hence, the second stage of the research focused on chemical crosslinking and improved gels were successfully prepared. As the final coronation of the effort spent in material development, genipin was used as a natural crosslinking agent friendly to living organisms and to environment. The research is highly topical and useful for medical application as (it was proved, it has been) proven by above mentioned patents. Original results were achieved and, thus, the objectives of the thesis were fulfilled in following order:

Paper I:

??, ??, ??, ??, ??, On the Characterization of Sodium Alginate/Gelatine-Based Hydrogels for Wound Dressing, Journal of Applied Polymer Science, 2012, 2012, vol. 126, 79-88.

The paper was focused on the preparation and characterization of physically crosslinked sodium alginate / gelatine hydrogels with various concentrations of the components to obtain highly hydrophilic and biocompatible wound dressing material with optimized structure and properties.

Paper II:

??, ??, ??, ??, On the Development and Characterization of Crosslinked Sodium Alginate/ Gelatine-Based Hydrogels, Journal of the Mechanical Behavior of Biomedical Materials, under review

The paper was concentrated on the chemical crosslinking of sodium alginate / gelatine hydrogels with two crosslinking agents, calcium chloride (as a source of Ca^{2+}) and glutaraldehyde. Although both crosslinkers are well know, the paper contains original contribution, and clarifies the very complex relationship between the final hyrogel properties and the composition of the raw materials and conditions of their processing into the final product. Again here, as one of the most important results, an optimized material for prospective application was prepared.

Paper III:

??, ??, ??, On the Characterization of Genipin Crosslinked Sodium Alginate/Gelatine Hydrogels for Wound Dressings, Journal of the Mechanical Behavior of Biomedical Materials, prepared for publication

The manuscript is aimed on the original development of naturally derived sodium alginate / gelatine hydrogels crosslinked with genipin (GP). The main benefit of the GP application is to overcome the cytotoxic effects of the glutaraldehyde.

Patent I and Patent II:

??, ??, ??, Dry Substance of Hydrogel to Cover Wounds and Process for Preparing Thereof, CZ patent 302380, date of the patent 09.03.2011

??, ??, ??, Dry Material of Hydrogel for Wound Dressing and its Method of Preparation, International Patent Publication Number WO 2011/100935 A1, International Application Number: PCT/CZ/2011/000017, date of application 25. 8. 2011

Both patents protect materials and the method of original improvement of mechanical properties of physically crosslinked hydrogels described in Paper I.

The above listed articles, manuscripts and patents indicate a high quality and reliability of presented results. The intention of their real industrial application is obvious. According to my experience as the production manager in an industrial company, there is still quite a long way from laboratory to production. Therefore, I would like to put some questions for the public discussion after thesis's presentation: (i) Do you know a suitable industrial scale technology for preparation of hydrogels which can be used eventually for application of your findings? Could you describe it in the discussion? (ii) Do you know potential industrial partners who could use your results, if it's not secret?

Verdict of the examiner:

The submitted thesis fulfils all requirements given by the Law and The Study and Examination Rules of Tomas Bata University in Zlín as Ph.D. thesis and therefore I recommend the thesis for defence and upon successful defence Mr. ?? to be awarded by a doctoral degree, i.e. the title "Doctor of Philosophy – Ph.D.".

The submitted doctoral thesis deals with plasma treatment of atelocollagen in order to improve proliferation of human (HaCaT) cells on it and with the influence of different antibacterial agents added into atelocollagen on viability and proliferation of HaCaT cells.

19) The work consists of five chapters and three papers.

The first chapter summarizes biomaterials used in medicine together with plasma treatment of these materials. Collagen and atelocollagen are described in more details.

The second chapter presents four methods used for characterization of solid surfaces used in this work, namely XPS, ATR-FTIR, SEM and contact angle measurement.

The third chapter lists goals of the work. It is clear that the primary idea must have predated the whole work but only aims and goals should be mentioned here.

The fourth chapter consists of three abstracts regarding three published papers.

The fifth chapter summarizes the obtained results and outlines future work.

The papers exhibiting the obtained results were published in impact journals. It means that the work has been already reviewed and that is why only a few notes and questions follow.

Questions:

1. p. 5: What type of plasma is economical? What types of plasma do you know?
2. p. 25: What do you imagine under the term “fairly uniform” modification?
3. p. 35: Does laboratory temperature influence contact angle of liquid drop or it may be influenced?
4. What type of plasma was used for experiments? Radio-frequency cold one, ...
5. Paper I, II: What type of three used plasmas (argon, nitrogen, oxygen) was the best for surface treatment of atellocollagen and why?
6. Paper I, II: Did plasma treatment cause eye-visible mechanical damage or brittleness of treated specimens with regard to manipulation?
7. Paper I, II: According to your opinion, what is the most important for human cells adhesion, surface roughness or selective functional groups?
8. Paper III, p. 82: Why do you think that benzalkonium chloride was the least effective in the test of cytotoxicity?
9. Paper III: Why was not used plasma for surface treatment of atellocollagen with antibacterial agents?

Notes:

- a) p. 15, 17 and 25: The bottom line in Tables 1, 2 and 5 misses.
- b) p. 27: The word “ergo” is not suitable for doctoral thesis.
- c) Paper I: The section “Results and Discussion” forgoes the section “Experimental”.
- d) Paper I, p. 63: The unit of diameter 40 is missing.
- e) Paper II, p. 74: ...is an usual amide...

The whole work was written in good English and it was clear. The structure and style of the work reflects the ability of ?? to formulate the aim of the work, to draw up literature review, to describe experiments, and to evaluate the obtained results.

Because the goals of the work were fulfilled, the work was free of shortcomings and formal and scientific requirements were satisfied, the submitted doctoral thesis is recommended for defending in front of the state committee and ?? should be doctored as “Ph.D.” after the successful defense of the work.

20) Text number 7

21) Questions:

- Why do you think is the term city upon a hill still today so successfully used in American politics?
- Do you think the term would be applicable in European context? Why?

22) Questions:

- What you personally would have recommended improvements for the company increased customer satisfaction?

23) Questions:

- Many respondents perceive their remuneration as being unfair. That is the cause? What are your recommendations to solve this problem?

- Is there any difference between wage and salary?
- How do we call the part of reward that compensates working in difficult environment or night work? Is it really a premium payment?

24) Comments:

Master thesis is written to the topic of Project of Expanding Student Agency' Company Model to Portugal.

Main part of master thesis is analysis and project part. In the analysis there is questionnaire research made but without hypothesis. SWOT analysis and Portuguese market analysis are made in high quality level.

Project part is aimed at to the expanding to Portugal. The main part of the project is well done cost analysis, time analysis and risk analysis.

Questions for the defence:

- Can you specify hypothesis for your quantitative research?
- Can you specify the position of the analysed company - Student Agency - among the competition?

25) Comments:

The topic of this master thesis is very interesting. The theoretical part is well built but sometimes a bit confusing according to the low level of English grammar (Sale promotion, Public relation, This primary data were obtain and other). Some theoretical background is not so well described (page 12 – communication mix 4P). The analytical part is well done and contains valuable information. I appreciate the figures, especially push and pull method. The final project part contains a questionnaire in which were only 23 students asked. This is not sufficient number to create a valid data. The objectives are well chosen and ideas are very interesting.

Questions for the defence:

- What do you think is the key for Mercedes–Benz to have only positive growth in sales?
- Do you know how much money has BMW company put into marketing communication and into innovation in last year?
- These days is one of the most favorite way, how to present your brand, product placement. Have you considered some kind of cooperation between BMW and Czech movie makers?
- Why have you used a commercial for superbowl, which is not number one in the Czech republic? This creates an idea that survey you made was not among the Czech students but among foreign students which could create invalid data.
- What golf tournament will be supported by BMW in the Czech Republic?

26) Text no. 15

27) Text no. 6

28) Opponent review

Doctoral Thesis by ??

ADVANCED PACKAGING FOR FOOD AND PHARMACEUTICAL PPLICATIONS BASED ON

WATER-SOLUBLE POLYMER

The submitted doctoral thesis deals with preparation and testing of the poly(vinyl alcohol)/lactic acid system (PVA/LA) for purposes of advanced packaging.

The work consists of three supporting chapters. The first one is the Theoretical Part written very intelligibly and appropriately structured. The reader is introduced with polymers commonly used for food and pharmaceutical packaging, processes of packaging production and ascertained interactions between packaging and the product. Generally, packaging is developed with the aim to extend the product shelf life and to maintain the product quality and health safety. In this work, bioactive packaging is highlighted as a very promising tool in a field of advanced packaging together with the micro-encapsulation process allowing active packing.

The second chapter, the Experimental Part, describes the performance of PVA/LA polymeric films using three types of PVA differing by the degree of hydrolysis together with methods used for packaging material characterization. Beta carotene was used as a core of the microcapsules in active packaging and glutaraldehyde was used as a crosslinking agent in order to form the 3D structure of packaging. Both the Theoretical and the Experimental Parts contain many good schematic drawings which complete the text very suitably.

The last main chapter is called the Results and Discussion. It is divided into three subchapters presenting and interpreting the outputs of measurements.

The whole work is written very obviously and is well prepared for publication, which is recommended.

A few questions and notes are presented below.

Questions:

- p. 13: Explain the difference between the yield strength and the tensile strength. How does look like the tensile curve of the PVA/LA film?
- p. 58: The action of the tensile force is presented as the tensile stress. What the tensile stress represents, the yield strength or the tensile strength?
- p. 44, the last sentence: How was measured the thickness of cast films?
- p. 46: Could you explain the term “tween solution”?
- p. 48, the second sentence of the section 2.2.4: What two specimens were measured in DSC?
- p. 83, fig. 50: Did microcapsules covered with all three types of PVA look the same as in the fig. 50?
- p. 88, last but one sentence: What parameters were revealed on the crosslinker concentration?
- p. 91, fig. 54: What are the collapsed microcapsule counterparts? It could be designated at least in one image.
- Is it planned to continue with the work in a way of testing some other core material released from packaging?

Notes:

- i. The space must be between the value and the unit (except %), for example in Table 4, Coacervating agent, 32.4°C vs. 32.4 °C, (49.7g/100g) vs. (49.7 g/100 g) but at the end of the row the number must not stay alone, for example on page 50, > 30 – 35 mm.
- ii. Distinguish correct writing of the dash and the hyphen! The latter serves for connecting or hyphen words without spaces.
- iii. Each countable singular noun must have the definite or indefinite article in front of it!
- iv. Pay attention to the word-order and clear formulations, for example on pages 14 (the last sentence of the section “Mechanical properties”), 17 (the last sentence), 36 (the last sentence of the page), 90 (the last sentence of the page), and 97 (the last sentence of the page).
- v. Are three decimal places correct in the first sentence on the page 29?
- vi. Differentiate writing of “form” and “from”! For instance on pages 26, 109, 111.
- vii. Comma is written behind equations and numerical reference should be placed at the end of the line.

The goals of the work were fulfilled and shortcomings were especially formal. The structure and style of the work reflects the ability of ?? to formulate the research goal, to draw up literature review, to describe experiments, and to evaluate the obtained results. Satisfying formal and scientific requirements of the doctoral thesis, the submitted work is recommended for defending in front of the state committee and ?? should be doctored as “Ph.D.” after the successful defense of the work.

29) Text no. 28

30) Text no. 5

APENDIX P II: SAMPLE THESIS REVIEWS

Thesis review no. 1

POSUDEK OPONENTA BAKALARSKE PRACE						
Jméno a příjmení studenta	??					
Název práce	??					
Oponent práce	??					
Obor	Anglický jazyk pro manažerskou praxi					
Forma studia	prezenční					
Kritéria hodnocení práce	Stupeň hodnocení dle stupnice ECTS					
Formální stránka práce						
Přehlednost a členění práce						
Úroveň jazykového zpracování						
Dodržení formálních náležitostí (citační norma, formální úprava)						
Obsahová stránka práce						
Práce s odbornou literaturou						
Formulace cílů práce						
Metodika zpracování výzkumné části (cíl, výzkumný problém, druh výzkumu, vzorek, metody)						
Analýza dat a splnění cílů práce						
Interpretace dat a formulace závěrů práce						
Odborný přínos práce a možnost jejího praktického využití						
Odůvodnění hodnocení práce (silné a slabé stránky práce):						
<p>Student si vybral velmi zajímavé téma, které se objevuje v celé historii USA.</p> <p>Dobře pracuje s daty a zdroji a analyzuje je. K tématu přistupuje komplexně a přehledně. Student prokázal dobrou schopnost třídění informací. Pro svou práci také velmi dobře využívá soudobých informačních zdrojů.</p> <p>Student splnil cíle, které si vytyčil.</p> <p>Doporučuji předloženou bakalářskou práci k obhajobě.</p>						
Otázky k obhajobě:						
Why do you think is the term city upon a hill still today so successfully used in American politics?						
Do you think the term would be applicable in European context? Why?						
Celkové hodnocení						
Datum: ??	Podpis: ??					

* Výsledná známka není aritmetickým průměrem jednotlivých kritérií hodnocení práce.

Thesis review no. 2

THESIS SUPERVISOR'S ASSESSMENT						
Student's full name	?					
Thesis title	?					
Reviewer's name	?					
Degree course	English for Business Administration					
Mode of study	Full-time					
Thesis evaluation criteria	Classification grade according to ECTS					
Structure						
Outline and division						
Language level						
Formatting (citations, presentation)						
Content						
Sources and their utilization						
Thesis statement formulation						
Methodology of analytical part (goals, methods, research type, sample, etc.)						
Data analysis and meeting the goals						
Data interpretation and conclusions						
Vocational contribution, practical relevance						
Cooperation with supervisor						
Evaluation justification (strengths and weaknesses of thesis):						
<p>The bachelor thesis is on the high-level quality in the theoretical and analytical part. Research was made by questionnaires and student analysed and described results in the analytical part of the bachelor thesis. The questionnaire is evaluated by the statistical methods. Recommendations are formulated and can be useful for the companies and for the students too.</p> <p>Student communicates and consults periodically and our cooperation was without any problems.</p> <p>Nebyla zjištěna podobnost BP s dříve publikovaným textem.</p>						
Questions to be answered by student:						
<p>1. Can you specify strengths and weaknesses of positive and negative motivation in the companies?</p> <p>2. How are your recommendations for the students who would like to motivate themselves for the better studies results?</p>						
Overall mark*						
Date: ??	Signature:					

* Overall mark is not a mathematical average of individual marks.

Thesis review no. 3

THESIS SUPERVISOR'S ASSESSMENT						
Student's full name	??					
Thesis title	??					
Reviewer's name	??					
Degree course	English Language for the Managerial Practice					
Mode of study	Present					
Thesis evaluation criteria	Classification grade according to ECTS					
Structure						
Outline and division						
Language level						
Formatting (citations, presentation)						
Content						
Sources and their utilization						
Thesis statement formulation						
Methodology of analytical part (goals, methods, research type, sample, etc.)						
Data analysis and meeting the goals						
Data interpretation and conclusions						
Vocational contribution, practical relevance						
Cooperation with supervisor						
Evaluation justification (strengths and weaknesses of thesis): The goal of the thesis set by the student is to analyze the trade fairs as an effective marketing tool. The Bachelor Thesis consist of 50 text pages, and the presentation of the questionnaire is the part of the Appendix. Student have explored the literature sources with the relationship to the bachelor topic; student selected the qualitative and the quantitative methods for the date collection. The research is relevant to the objectieves of the thesis. I positively evaluate the Bachelor Thesis methodology and results, as well.						
Questions to be answered by student: Can you explain, in detail, your advise (page 45): " do not participate just because the competitors do so, go to the exhibition because YOU want to be there and because you KNOW, why it is good for you" ?						
Overall mark*						
Date: ??	Signature:					

* Overall mark is not a mathematical average of individual marks.

Thesis review no. 4

TOMAS BATA UNIVERSITY IN ZLÍN
FACULTY OF MANAGEMENT AND ECONOMICS

**Master's Thesis Assessment
Reviewer's Report**

Student's name:
??

MT Reviewer:
??

Acad. year:
??

MT topic:

Project on marketing communication of the luxury car brand

Assessment criteria		Points (0 – 10)
1	Thesis Topic Difficulty	6
2	Meeting Thesis Objectives	6
3	Theoretical Background	4
4	Practical Application (Analysis)	6
5	Practical Application (Solution)	7
6	Formal Level	3
TOTAL POINTS (0 – 60)		32

Definition of assessment criteria:

0 points	unsatisfactory
1 – 2 points	sufficient - meeting basic requirements only
3 – 4 points	satisfactory - with significant but not crucial insufficiencies
5 – 6 points	good - insufficiencies do not substantially affect the entire work, especially the results
7 – 8 points	very good - fulfilled without reserve
9 – 10 points	excellent - outstanding performance

Comments:

The topic of this master thesis is very interesting. The theoretical part is well built but sometimes a bit confusing according to the low level of English grammar (Sale promotion, Public relation, This primary data were obtain and other). Some theoretical background is not so well described (page 12 – communication mix 4P). The analytical part is well done and contains valuable information. I appreciate the figures, especially push and pull method. The final project part contains a questionnaire in which were only 23 students asked. This is not sufficient number to create a valid data. The objectives are well chosen and ideas are very interesting.

Questions for the defence:

- 1) What do you think is the key for Mercedes–Benz to have only positive growth in sales?
- 2) Do you know how much money has BMW company put into marketing communication and into innovation in last year?
- 3) These days is one of the most favorite way, how to present your brand, product placement. Have you considered some kind of cooperation between BMW and Czech movie makers?
- 4) Why have you used a commercial for superbowl, which is not number one in the Czech republic? This creates an idea that survey you made was not among the Czech students but among foreign students which could create invalid data.
- 5) What golf tournament will be supported by BMW in the Czech Republic?

The thesis meets the criteria for the defence of the MT.

The thesis does not meet the criteria for the defence of the MT. (At least one criterion assessed by 0 points.)

Zlin: ??

MT Reviewer's signature

