

THESIS SUPERVISOR'S ASSESSMENT						
Student's full name	Lucie Pecharová					
Thesis title	Gender Differences in Question Tag Usage: A Study of Reality TV					
Supervisor's name	Jeffrey Keith Parrott					
Degree course	English for Business Administration					
Mode of study	Full-time					
<b>Thesis evaluation criteria</b>	<b>Classification grade according to ECTS</b>					
<b>Structure</b>						
Outline and division	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>
Language level	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>
Formatting (citations, presentation)	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>
<b>Content</b>						
Thesis statement formulation	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>
Sources and their utilization	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>
Methods of processing the research problem	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>
Level of analytical and interpretive components	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>
Formulation of conclusions and meeting the objectives	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>
Originality and vocational contribution	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>
<b>Evaluation justification (strengths and weaknesses of thesis):</b>						
<p>This is an excellent thesis that takes up the broad and complicated topic of gender and language (gender in the psycho-social sense as opposed to the morphosyntactic phenomenon of noun class agreement) in a focused way by looking at the usage of English question tags in a reality TV show.</p> <p>Not only does the author find that question tags are not in fact used more often by women, as claimed by some older literature, but she was able to document the frequent use by UK speakers of the form <i>innit</i>, which seems to have developed from a "canonical" syntactic question tag with the 3s present auxiliary and 3sg neuter pronoun <i>isn't it</i> to an "invariant" question tag that is attested with all auxiliaries/modals and pronouns (e.g. example 22, page 31, <i>Sam and Fern weren't there innit?</i>).</p> <p>The organization, academic English, and formatting of the thesis are all essentially perfect. The author engages critically with the literature, shows understanding of the theoretical issues raised, and executes the empirical study with care. The only real criticisms that could be leveled against the thesis might be that Chapter 4 seems a little disconnected from the rest—perhaps it could have been cut in favor of more details on question tags and gender—and that the research questions could have expressed in a slightly more cohesive way.</p>						
<b>Questions to be answered by student:</b>						
<p>1. Are there any attested examples of the so-called "Constant negative" question tags? Examples (19-20) on page 29 were evidently formulated by the author but I find them unnatural, even ungrammatical.</p> <p>2. Your findings suggest that <i>innit</i> is used more commonly by men; is that replicated elsewhere? You also found that a US American and a South African speaker used one instance of <i>innit</i> each. The latter might be expected, but the former is more surprising. How did you confirm that these were truly the semi-invariant <i>innit</i> rather than the canonical <i>isn't it</i>?</p>						

<b>The work was checked by the plagiarism detection system Theses with the result of negative/positive.*</b>						
<b>Overall mark**</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>
Date: 27/5/24	Signature: Jeffrey Keith Parrott					

---

\* Circle the appropriate determination.

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