



Katedra anglického jazyka a literatury
Posudek vedoucí bakalářské práce KAJL UHK

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Studijní obor Cizí jazyky pro cestovní ruch – anglický jazyk,
Cizí jazyky pro cestovní ruch – francouzský jazyk
Forma studia prezenční

Název práce (česky/anglicky) *Voyage, chateau, baggage: vliv francouzského jazyka na anglickou slovní zásobu z oblasti cestovního ruchu / Voyage, chateau, baggage: the influence of the French language on English tourism vocabulary*

Vedoucí práce Mgr. Helena Polehlová, Ph.D.
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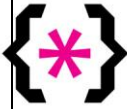
Kritéria hodnocení práce	Hodnocení A-F
Obsahová stránka	
Formulace cílů práce	A
Vhodnost využití primárních a sekundárních zdrojů pro podporu argumentace	B
Rozsah a hloubka vlastní analýzy, kritický přístup ke zdrojům	B
Interpretace dat a splnění cílů práce	C
Formální stránka	
Logická struktura práce	A
Úroveň jazykového zpracování	A
Dodržení bibliografických norem	A

Komentáře k hodnocení

The Bachelor's thesis by Lucie Sedláčková analyses the influence of the French language on the English tourism vocabulary, namely the vocabulary presented in Peter Strutt's textbook *English for International Tourism*.

In the theoretical part the author starts with a general introduction of the history of the English language, dividing the periods into Old English one (chapter 1), Middle English one (chapter 2), and Early Modern English one (chapter 3). The outline is based on essential academic literature by Crystal (2002, 2019), Baugh and Cable (2002), Freeborn (1998), and Mugglestone (2008). The focus in these chapters is on the wordstock and grammar of the English language with regards to the influence of the French language.

The value of the chapters lies in introducing key linguistic terminology as well as putting the history of England into the context with the history of the English language; the author proves her skill of selecting relevant academic literature and



compiling a brief outline of the English language development from the Old English period to Early Modern English period. The theoretical part may have offered more comparative tables showing the development of grammatical forms.

The practical part presents the candidate's original research into the etymology of tourism vocabulary selected from the aforementioned textbook. The dictionary used for the analysis is *Oxford English Dictionary*. At first, the vocabulary is classified into thematic groups, later to be analysed from the point of view of its etymology. The author's aim to prove that the majority of the tourism vocabulary was borrowed from the French language has been fulfilled; however, relatively little attention is paid to non-French borrowings or native Germanic words. It would have been interesting to point at the differences of the words of different origin from the perspective of style or the date of their first occurrence in English. This information is missing in the thesis. The analysis on the whole, however, is performed appropriately. The synthesis could have been based more closely on the data collected from OED. The only critical remark addresses the category of *Middle English forms of spelling* which is not used aptly in tables on pages 35-53. Words appearing in English in the 17th century cannot be regarded as Middle English ones.

The thesis is referenced appropriately, generally following a uniform style sheet. The language and style of the paper are performed on a high level.

In conclusion, the submitted thesis by Lucie Sedláčková meets the requirements for a Bachelor's thesis, and proves her knowledge of the topic and her skills of collecting relevant information from academic literature and compiling it into a paper with a high informative value. The author has proved her skill of creating a corpus of vocabulary for analysis, classifying the vocabulary connected with the topic of tourism, analysing its etymology and comparing it with words of a different origin.

Otázky k obhajobě

- 1) Were you surprised by etymology of any particular words while doing the research?**
- 2) *Voyage* and *chateau* are not listed in the tables (as they did not occur in the corpus of vocabulary based on the textbook). Do they also prove your thesis? What was their way into English?**