

THESIS SUPERVISOR'S ASSESSMENT						
Student's full name	Sára Kuchařová					
Thesis title	Evolution of Attitudes towards AAVE after the Civil Rights Movement: From Discrimination to Cultural Appropriation					
Supervisor's name	Jeffrey Keith Parrott					
Degree course	English for Business Administration					
Mode of study	Full-time					
Thesis evaluation criteria	Classification grade according to ECTS					
Structure						
Outline and division	A	B	C	D	E	F
Language level	A	B	C	D	E	F
Formatting (citations, presentation)	A	B	C	D	E	F
Content						
Thesis statement formulation	A	B	C	D	E	F
Sources and their utilization	A	B	C	D	E	F
Methods of processing the research problem	A	B	C	D	E	F
Level of analytical and interpretive components	A	B	C	D	E	F
Formulation of conclusions and meeting the objectives	A	B	C	D	E	F
Originality and vocational contribution	A	B	C	D	E	F
Evaluation justification (strengths and weaknesses of thesis):						
<p>This thesis is about African American English (AAE) and the attitudes held toward this language variety and its speakers. The scope is excessively broad and the author was not able to find a focus or formulate a clear argument; this and the completion of much of the writing at the last minute, accounts for the unfortunately rather low quality of the thesis. That said, the topic is fascinating and urgent, so it would have been better if the author had been able to take another semester to rewrite, revise, and edit the thesis.</p> <p>As it stands, there are many issues on display in the thesis. The organizational structure is acceptable but almost completely disconnected; the academic English is just adequate, with frequent unnatural word usages and grammatical formulations; the formatting is inconsistent, particularly in the last chapter where the text is inexplicably highlighted. Numerous inaccuracies can be observed in the lists of AAE features that make up Chapters 3-5, and most of those listed features are not discussed at all in the context of language attitudes. Some of the sources cited are appropriate, but others are not academic publications, and dictionaries are too heavily relied upon.</p> <p>Again, although the student worked hard, the thesis would have benefitted from a much tighter focus and more forceful argumentation.</p>						
Questions to be answered by student:						
<p>1. Please explain "G-dropping" (Section 2.3, page 17). Why is it inaccurate to refer to this phenomenon in such a way? How is this kind of variation correctly characterized in linguistic terms? Why was it included in the thesis despite the fact that "G-dropping" is in no way specific to AAE?</p> <p>2. In the conclusion, it is stated that AAE "remains undesirable and improper, especially in legal space, such as American courtrooms [...] where code-switching is a must." What is the reason for the undesirability and impropriety of AAE more than half a century after the US Civil Rights</p>						

movement? Why are AAE speakers obliged to code-switch in court or any other setting?

The work was checked by the plagiarism detection system Theses with the result of negative/positive.*

Overall mark**

A

B

C

D

E

F

Date: 27/5/24

Signature: Jeffrey Keith Parrott

* Circle the appropriate determination.

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