THESIS SUPERVISOR´S ASSESSMENT

Student's full name	Eliška Křivková						
Thesis title	The Dative Alternation in New Zealand and American English						
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):

This thesis examines the phenomenon known as the "Dative alternation" or "Dative shift" in English (and other Germanic languages), whereby certain ditransitive verbs occur either with a "double object" consisting of two NPs (the Dative-shifted alternant), or with an NP object and a PP object. Of course, this is a topic well known for its complexity, and the correct analysis of the Dative alternation is disputed in linguistic theory.

The author has not chosen to address the Dative shift theoretically, however, but rather descriptively, taking on three research questions inspired by claims in the literature: whether the double object or PP alternant is used more often by speakers of US or New Zealand English (USE vs. NZE), whether speakers of USE or NZE show a difference with regard to the animacy of the recipient argument, and whether the two alternants are semantically equivalent or have a different meaning. The first question was addressed, more or less straightforwardly, using a corpus study, while the corpus played a limited role with regard to the second and third research question.

It does seem that these research questions, especially the latter two, and particularly the third, were a bit too much for a BA thesis. Still, the thesis is good overall. Its organization is appropriate to the topic, and the formatting is nearly perfect. The academic English level is acceptable, with only a few issues, such as unnatural formulations (e.g. "verb second").

The weaknesses of the thesis are connected to the selection of a research questions. There is no compelling reason given for the comparison between USE and NZE other than that at least one source made that claim; the results of the corpus study undertaken here did not reach the same conclusion, as could be expected. The question of animacy was not well explained in the theoretical section, nor directly addressed in the corpus study. Finally, the question of the Dative alternation's semantic (non)equivalency is, by its nature, impossible to determine with a corpus methodology, but Section 8.3 offers only assertions without evidence.

Questions to be answered by student:

1. What is the relationship between animacy and pronouns in the corpus study? Since the searches only included the category of nouns, rather than noun phrases, the only results were pronouns or proper names. Were there any searches or results for the 3s neuter pronoun *it* as a recipient? Or would searches for a particular verb return any inanimate noun phrases as a recipient?

2. How could one even tell whether the double object vs PP object alternants have different semantics? What did the sources who claimed that there is an animacy effect on the usage of double objects have to say about this?

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						