



UMCS

UNIWERSYTET MARII CURIE-SKŁODOWSKIEJ w LUBLINIE

Wydział Filologiczny

dr hab. Przemysław Łozowski, prof. UMCS; wice-Dyrektor Instytutu Neofilologii;
Kierownik Katedry Językoznawstwa Angielskiego i Ogólnego

000001353
Uniwersytet Marii Curie-Skłodowskiej
Instytut Neofilologii
**Katedra Językoznawstwa
Angielskiego i Ogólnego**
pl. Marii Curie-Skłodowskiej 4a, 20-031 Lublin

Lublin, 10.01.2022

**Review of Hanna Vancova's monograph
Teaching English Pronunciation Using Technology
(Kirsch-Verlag, 2021)**

This is to certify that the monograph *Teaching English Pronunciation Using Technology* (Kirsch-Verlag, 2021) meets **fully satisfactorily** the requirements for the habilitation advancement procedure and does, thus, prove to constitute the basis for the post-doctoral degree of **doctor habilitated to be conferred** to Mgr. Hana Vančová, PhD.

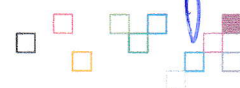
1. Formal assessment

In terms of its formal organisation, the monograph does not present any major difficulties in either how the content is structured and allocated to the specific chapters and subchapters, or how the content is signalled and verbalised. This means that the flow of information and argumentation follows the formal markers of the chapter and subchapter titles/headings, with the specific subject-matters, within all the divisions, corresponding to, or projecting from, this marking. The best piece of evidence in this respect seems to be Chapter 2, where the key notion of *technology* can be identified in all the three subchapters under this very name, that is, ...*using technology* (2.1 and 2.2), or related terms (*computer-assisted* ..., as in 2.3). This binds the specific contents of the specific sections together and creates a positive impression of the chapter being one homogenous whole.

If so, some inconsistency can be found in-between Chapters 3, 4, and 5. Although all the three are meant to be analytical, evaluative, and data-based, which makes them be on a par with one another and calls a similar formal internal organization, they differ in how their subsequent subchapters introduce the skeleton of the analysis. While in Chapter 2, the progression is that of *Research aim – Research Questions – Methodology – The Results – Conclusions – Discussion*, in Chapter 4 we have, instead of *Methodology – Method* and, separately, *Research subjects and tools* (as if the latter was not part of the assumed methodology, for which see 3.4 in the book), and *Research data analysis* instead of *The results*. The subchapter of Chapter 5 that Chapters 3 and 4 lack is *Sample*, whereas sample-like elements can be found in these two as well. One may at times think that the Authoress is not in complete control of her own material and argumentation.

2. Content assessment

The following assessment of the content of the monograph is based on the observation that the title of the whole is very general, if not too general, which is what makes it all-inclusive and underspecified in the sense that the content invites a number of different tacks and interpretations. In other words, without any subtitle or further specification, *Teaching English Pronunciation Using Technology* anticipates a bombastic volume on anything that has got to do with these three: teaching – English pronunciation – technology. Naturally, this is not the Authoress' research task, nor even her intention. As she makes it clear, her monograph “aims to present an investigation into the learners' experience with an **e-learning course in a questionnaire study**, present the results of an **action research**, and a **course book analysis** comparing the pronunciation targets in



course books and their correspondence with pedagogical documentation“ (p. 11). It is only with these three wordings that one can understand what the point behind the monograph really is. Pity that this is not signalled already in the very title of the whole.

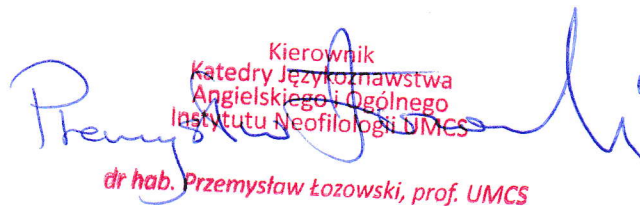
Now, with this little rectification in mind, the assessment of the substance of the monograph can only be positive. The Authoress does, indeed, champion a successful piece of research into how pronunciation teaching may be facilitated and fostered by using technology and how this can inspire further insights into structuring and employing general English course books for the benefit of the learners. All the three studies she offers (Chapters 3-5) not only justify her primary claim that “teaching pronunciation should be an integral part of all language courses” (p. 96), but also validate her specific over-all conclusions (pp. 97-98) and recommendations (p. 98). For example, that “it is necessary to open as many communication channels as possible [for the students] to express themselves according to their preferences” (ibid.) stems directly from the negative part of the questionnaire results (Chapter 3), which is where the learners express their preference for a broader range of communication channels and more visual materials, yet less computer-based activities. This evidences the Authoress’ other conclusion that the from face-to-face to online teaching transfer cannot be a simply change of the medium, but needs to be a premeditated and elaborate adjustment.

Although set in and related to the Slovak educational contexts, the monograph may prove useful wherever else the CEFR system is adopted, with Vancova’s conclusions finding their way to new (international) environments and applications. What seems to be promising in the first place is the idea of the action research, such as how the examination



of existing online tools may be adapted for the purposes of teaching English pronunciation or, even more generally, which of the available TEFL teaching packages can best be accommodated for improving segmental and suprasegmental elements of one's English fluency.

All in all, this is to **appreciate** Hana Vancova's habilitation efforts, her monograph included, and to **recommend** that the post-doctoral degree of doctor habilitated should be conferred to her by the Scientific Board of the Faculty of Education of the University of Trnava.


Kierownik
Katedry Językoznawstwa
Angielskiego i Ogólnego
Instytutu Neofilologii UMCS
dr hab. Przemysław Łozowski, prof. UMCS

