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**Opponent's review of the habilitation work entitled**

**English for Academic Purposes: Developments in Theory and Pedagogy  
by**

**PhDr. Blanka Frydrychová Klímová, PhD  
(University of Hradec Králové)**

Dr. Blanka Frydrychová Klímová has submitted a habilitation work to the Scientific Committee of the Pedagogical Faculty of UKF Nitra and requested that a habilitation process be carried out. As an opponent of her habilitation material, I will review her teaching habitus and evaluate her research achievements with the aim of expressing officially my view about her qualities concerning the qualification of a habilitated doctor at UKF in the Specialization Field Didactics 1.1.10.

Dr. Klímová has been teaching English at the Faculty of Informatics and Management, University of Hradec Kralové since 1994. She received her PhD in English Studies at Charles University Prague in 2002 and has been actively publishing her scientific results in national and international journals and publications. She has participated in numerous national and international conferences since 1996 with topics ranging from modular English language teaching, ESP teacher training and ESP assessment to e-learning, blended learning, CLIL and TFL to teaching strategies and academic writing. Dr. Klímová has supervised around 20 BA and MA theses in the course of the past 15 years.

The habilitation work she submitted is a published monograph "*English for Academic Purposes: Developments in Theory and Pedagogy*" (Hradec Kralové: Gaudeamus. Recenzované monografie 32 (2013), ISBN 978-80-7435-324-6) which summarizes her research interest and findings in the field of the modern concept of academic writing.

The title of the book witnesses the intention of the Author well: the theories about academic writing have evolved over time which have influenced and shaped the pedagogical needs to serve a more effective teaching of EFL, ESP and EAP. This is why she devotes the first two chapters of her monograph to the survey of the major tenets and the theoretical backgrounds of English for Academic Purposes and EAP pedagogy including background philosophies, corpora management and task-based, collaborative blended learning.

The main chapters of the book focus on the design, methods and outcomes of the empirical research. ERASMUS students and academic staff were interviewed in order to identify their EAP needs. In turn, recommendations for improvements are provided by the Author. These recommendations constitute the basis for the pedagogical work: English academic writing is examined in details based on survey outcomes with both academic staff members and students. Outlining writing difficulties leads to a better understanding of the nature of the process of FL writing and the needs that should be addressed and met in the process of teaching English academic writing.

"The proof of the pudding is in the eating" – in the last chapter the Author presents guidelines for designing and running an EAP writing course. It is important to note that the Author takes a strong, clear stand on the role of the teacher in the process of developing and improving English academic writing. In her model of designing an EAP writing course, the Author calls this role "teacher intervention". This intervention is an active collaboration with the students in making them aware of their needs and skills, their strengths and weaknesses.

An interesting addition to the pedagogical results of the research is a glimpse at some sociological aspects of higher education in the Czech Republic (and in general in Central Europe): the analysis of sex characteristics, field-of-study preferences and motivation for mobility supported by strategies and decisions concerning foreign language learning. It is with such sociological backgrounds that we get a more realistic picture of the results of the skills-analysis carried out in the main chapter of the monograph.

The *Conclusion* successfully summarizes the objectives of the research, the methods used and the results exploited to identify practical tasks for the pedagogy of FLT in general and English academic writing in particular. The monograph has an impressive list of relevant sources and literatures and a practical and useful section with four different items as appendices.

It is the strength of the habilitation work that it discusses the implications of the research for pedagogical practice: in this case the improvement of analytic writing skill in English academic writing. The monograph discusses a representative selection of current research studies which are relevant to the reflective analyses of the Author in order to carry out a realistic needs and skills analysis of the subjects involved.

I evaluate the habilitation work as an important contribution for the benefit of both students and experts who need to acquire the norms of EAP. **I recommend the monograph submitted for defense, and after the successful defense of the habilitation work and the completed habilitation procedure, I recommend the granting of the title “associate professor” /docent/ in the Specialization Field Didactics 1.1.10 to Dr. Blanka Frydrychová Klímová.**

Nitra, 14.03.2014

**Prof. Dr. László I. Komlósi**