



FACULTY OF ARTS
Charles University

Department of English and ELT Methodology

A Review of a Final Thesis

submitted to the Department of English and ELT Methodology,
Faculty of Arts, Charles University

Name and titles of the reviewer: Suzanne Lewis, MA

Reviewed as: a supervisor an opponent

Author of the thesis: Veronika Vonzová

Title of the thesis: *Effectiveness of teaching English prosodic features in Czech children*

Year of submission:

Submitted as: a bachelor's thesis a master's thesis

Level of expertise:

excellent very good average below average inadequate

Factual errors:

almost none appropriate to the scope of the thesis frequent less serious serious

Chosen methodology:

original and appropriate appropriate barely adequate inadequate

Results:

original original and derivative non-trivial compilation cited from sources copied

Scope of the thesis:

too large appropriate to the topic adequate inadequate

Bibliography (number and selection of titles):

above average (scope or rigor) average below average inadequate

Typographical and formal level:

excellent very good average below average inadequate

Language:

excellent very good average below average inadequate

Typos:

almost none appropriate to the scope of the thesis numerous

Overall evaluation of the thesis:

excellent very good average below average inadequate



Brief description of the thesis (by the supervisor, ca. 100-200 words):

Review, comments and notes (ca. 100-200 words)

Strong points of the thesis:

- *Comprehensive theoretical section, (chapter 2) with features of prosody, intonation and rhythm clearly outlined and defined.*
- *Good overview of terms, especially the description of prosody and intonation*
- *Well supported statements in section 2.1 on Intonation*
- *Excellent discussion in Chapter 3, good synthesis of arguments.*
- *Good analysis and conclusion on pp30-31 regarding at which age to start teaching prosodic features.*

Weak points of the thesis:

- *Small test group for the empirical research, and only one teaching method explored.*
- *Results section a little short.*
- *Grammatical issues with articles, and some sentences lacking cohesion/coherence. Use of less formal phrases.*

Questions to answer during the Defence and suggested points of discussion:

- *On p.15 you state that 'yes' or 'no' are rarely said with a level tone, and do not sound natural. Can you think of a reason why a speaker might naturally use a level tone for 'yes' or 'no'?*
- *On p20 you write 'even though it might seem trivial' when discussing linking. Why do you think linking might seem trivial? You didn't mention this about any other features of speech.*
- *How could the control group of students be expected to produce the target sentences on p.39, based on seeing flash cards, if they had had no prior practice with this chanting activity?*
- *For your empirical research, you choose 1 taught group vs 1 control group to evaluate the effectiveness of teaching English prosodic features. Can you explain your rationale behind this decision?*

Proposed grade:

excellent very good good fail

Place, date and signature of the reviewer:

Prague, 27th August 2018