Dissertation evaluation

Title of dissertation: The Socio-Emotional Problems of Children with Dyslexia

Author of dissertation: Amynah Kerawala

Evaluator: PhDr. Iva Strnadová, Ph.D.

Though difficulties of children with dyslexia in the area of so called “academic skills” have been well-described and well-researched, the socio-emotional difficulties of children with dyslexia (connected mainly with self-concept and self-esteem related problems) have become a center of researchers’ attention only currently. Therefore I highly value the topic of submitted dissertation which has been so far solved mostly only on level of research carried out within Bachelor and Master Degree studies in the Czech Republic.

You have logically structured your work into six chapters, bibliography and appendix. You have critically evaluated research conducted by others on background of relevant academic literature and applied your critical feedback. It is surprising how your style of writing have developed from being rather descriptive and lacking analysis (when presented to supervisor in single chapters/subchapters during supervision meetings) to the writing of high academic standard demonstrating not only a solid review of existing theory, but also ability to reflect it (in the submitted dissertation).

The abstract provides with comprehensible information about the studied issue. The research questions are well defined and answered in chapters five and six.

Subchapter 1.2 The Czech Education System contains a factual mistake when stating that the system consists of “primary school, secondary school or gymnasium and the vocational secondary school”. Also the statement that “Higher Education institutes offer a 3 year course which can lead to certification or Bachelor’s, Master’s or Doctorate degrees” is not true the way it is expressed (see page 2). I believe if you have engaged more in meeting and discussing with your supervisor, these mistakes could have been avoided.
In the same chapter you put the topic of the dissertation into an interesting context of your professional experiences from India.

The methodology selected in order to meet the aim of the dissertation - the case study approach - was well considered. In correspondence with Yin you use multiple sources of evidence, as document analysis (IEPs and reports from counseling centers), observation, interview and questionnaires for teachers and parents.

The subchapters 3.1.1.1 and 3.1.1.2 bring interesting information regarding influence of constructivist and positivist research paradigm. *Suggestion for the viva: why have you decided to describe into detail only grounded theory method when writing about qualitative research once you do not even use it for analysis of the data you have gained?*

Chapter four displays your ability to analyze the data. You have established the ability to use the observation as a successful research tool. Subchapter 4.3 Observation shows your outstanding observational skills. The data gained via questionnaires were analyzed, but not sufficiently commented. Nevertheless this has been partly done in chapter five where you have provided detailed case description

Recommemdon for the viva:

- *What are according to your point of view the reasons of disagreement between teachers and parents regarding communication abilities, personal characteristics and peer relationships of children with dyslexia?*

I recommend the dissertation to be accepted to the viva.

**Evaluation: 2**

Prague, 3. 8. 2007

PhDr. Iva Strnadová, PhD.