



# 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:** doc. Mgr. Radek Skarnitzl, Ph.D.

**Reviewed as:**  a supervisor  an opponent

**Author of the thesis:** Kristýna Melišová

**Title of the thesis:** *Linking in French Speakers of English*

**Year of submission:** 2020

**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):

The thesis addresses linking in French speakers of English. The theoretical part briefly introduces some basic aspects of the acquisition of L2 pronunciation and then focuses on connected speech and linking in the two languages. Speech production is analyzed in 19 French speakers of L2 English in three speech styles: text reading, phrase reading, and spontaneous conversation. Interestingly, no major differences in the tendency to link vs. glottalize were found between the three speech styles. Apart from general linking results, the author also targeted the usage of [h], in terms of its elision, as well as epenthesis.

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

**Strong points of the thesis:**

The second chapter provides a nice introduction to the topic. Especially the comparison of linking processes in English and French is well presented. The auditory analyses and coding are described in an exhaustive way. The results are presented systematically, using adequate graphical representations. I would also like to highlight Kristýna's independence in writing the thesis.

**Weak points of the thesis:**

There are quite a lot of language errors (mostly the use of articles or prepositional phrases). In addition, I wonder why the student decided to use *The North Wind and the Sun* text and justified this choice by quoting Deterding (2006), who advocates a different text, specifically in contrast to *The North Wind and the Sun*. Two minor points regarding the numerical results: percentages are (unlike Czech) not written with a space in English; and there are decimal points, not commas.

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

1. On p. 13, pseudo-resyllabification is described as a "phonological process" and that it occurs "only on the phonological level". Does it mean that this process is conceptually different from the other linking processes in English?
2. The first hypothesis predicts that French speakers of English will link extensively, based on positive transfer from their L1. If you were to predict the opposite, what could such a hypothesis be based on?

**Other comments:**

**Proposed grade:**

excellent  very good  good  fail

Place, date and signature of the reviewer:

Prague, August 20, 2020