



FACULTY OF ARTS
Charles University

Department of English and ELT Methodology

A Review of a Bachelor's Thesis

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

Name and titles of the reviewer: PhDr. Tomáš Gráf, Ph.D.

supervisor opponent

Author of the thesis: Daniela Marková

Title of the thesis: *The acquisition of prepositions through gaming*

Year of submission: 2020

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)

This is a highly original, thoroughly researched and excellently composed thesis. Its aim was to explore the effectivity of using computer video games as a tool for teaching English prepositions at the elementary level of proficiency. To this purpose the author designed her own video game which supported implicit acquisition of six frequent prepositions, and she carried out an experiment comparing the participants' knowledge before and after the gaming experience. The theoretical part of the thesis is thorough, relevant, logical and well researched. The method is appropriately chosen, and the collected data is well analysed and discussed. The aim of the thesis was successfully fulfilled. However, a greater depth of understanding could have been achieved, had a more thorough test been used.

Strong points of the thesis:

The theoretical part of the thesis is excellently written. The author's choice of topics is highly relevant, logically organized and the themes are explained with great clarity. The author works with a wide selection of sources which are well chosen and referenced, and which support the author's line of argumentation. The text is thorough and yet compact. The author's level of academic skills and her command of language are very high.

Also to be commended is the author's ability to design and programme her own video game. Its description in the methodological part is clear and effective. Praise is also deserved for securing a high number of participants to the experiment.

The results are well analysed and presented with clarity. The implications are well argued.

The overall impression is very high especially when we take into account the fact that this is a bachelor thesis. The level of language and editing is excellent. Overall, this is a really successful and highly original and readable thesis.

Weak points of the thesis:

Possibly the weakest part from my own perspective is the design of the language test, which I find rather incomprehensive. It could have tested the command of the tested prepositions in more contexts and more thoroughly. Repeated uses of prepositions could have been tested this way so that their acquisition was tested more thoroughly.

The hypothesis and research questions could have been expressed more clearly and a greater attempt could have been made at linking these to the otherwise really well carried out theoretical treatise. As it was, it was more difficult for the opponent to assess the methodological choices made.

More detailed results could possibly have been provided on the performance of the individual participants. Perhaps these would reveal some trends amongst the learners.

More information in form of metadata could have been provided about the participants.

Table captions should be more descriptive so that they can be interpreted without referring to the body text. Thus, in Table 4 it is unclear what is meant by referring to Variable 1 and Variable 2. Table 6 is difficult to interpret.

Minor issues



The introduction to the thesis could have provided more context as, otherwise, it is functional but merely descriptive.

The quality of the Czech abstract is linguistically weak and contains errors.

Incorrect abbreviation ZDP (instead of ZPD) used on pp. 6, 35, 45 and 53.

On p. 11, beginning of par. 2 it is not clear where the author is quoting from.

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

- 1) Is it possible to say which preposition proved to be the most difficult? What is the possible reason?
- 2) What are the potential confounding variables in this research? How have they been dealt with?
- 3) How do you explain the greater difficulty in acquiring the particle *to* as opposed to the prepositional use?
- 4) Why did you decide to report both directional and non-directional results of your t-tests?
- 5) Which other experimental design could you have chosen to test your hypothesis? How would they compare to the one you chose to use?

I hereby

recommend do not recommend to accept the bachelor's thesis.

And I propose the following grade:

excellent very good good fail

Place, date and signature of the reviewer:

Prague, 13 August 2020