

Příloha k protokolu o SZZ č.....
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Aprobace: Nš AJ

Recenzent*)
~~Vedoucí*)~~ diplomové práce
R.Helal,M.A.

POSUDEK DIPLOMOVÉ PRÁCE

Multiple Intelligences in the Foreign Language Classroom

(téma)

The goals

The main goal of this thesis was to present and analyze the concept of multiple intelligences (M.I.), popularized in the late eighties of the 20th century by American psychologist Howard Gardner. The author looks into both theoretical and practical aspects of M.I., first dealing with the traditional concept of intelligence, then with each of the seven intelligences Gardner had posited, and finally with this theory's application in foreign-language teaching. In the key part of her thesis, the author describes and analyzes her own research conducted in five separate schools with five English-language learning groups involving eight-to-ten-year-old students.

Contents and structuring

The structure of this diploma thesis is well-balanced, with the initial presentation of the M.I. concept covering about twelve pages. The separate intelligences are described in about ten pages. This leaves the author ample space to describe her own mini-research projects, present a comparison of the learning groups, and finally suggest an array of activities and approaches for teachers interested in adopting the M.I. concept. In the Appendix the author not only includes examples of her data-collection instruments, but also recommends a number of M.I.-compatible activities

Notes

There are a couple of areas that were not sufficiently developed, in my opinion, and these are listed here as follows:

- While Gardner was considered by many to be a paradigm shifter, other researchers point out that he had many predecessors. Well received by practicing teachers in general, psychologists have differed in their assessment of Gardner's contribution, however. The critique of Gardner's theory is only one page long though (pg8).
- Similarly, the sub-chapter dealing with the pros and cons of the theory is only two pages long (pg12) and the discussion that includes a comparison of the five learning groups is less than one page long (pg37).

On the other hand, the author is to be lauded for:

- Clear description of her own project, including the creation of her own survey instruments.
- The inclusion of practicing teachers in the project (more detailed description of their language teaching experience and views on M.I. could have been useful).
- Her handling of references, her reflections about her own work, and her thoroughness in seeking and describing activities suitable for M.I. classrooms.

The presentation:

In general, this work is well-organized and the graphic look is pleasing.

Overall evaluation

The author has amply demonstrated she is familiar with the topic of M.I., its possible application in foreign-language classrooms, and the problems that might arise. Suggested grade is a weak A.

Questions:

How would you implement the M.I. approach in a classroom of 25 children?

There are many teachers who prefer just to “teach the syllabus”. They need to give grades after all. What can be done to persuade them that M.I. approach is not a waste of time?

- výborně -

Návrh na klasifikaci diplomové práce:


podpis oponentky diplomové práce

18.5.

V Českých Budějovicích dne 2009.....

Stupeň kvalifikace	výborně	velmi dobře	dobře	nevyhověl
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