



POSUDEK OPONENTA BAKALÁŘSKÉ PRÁCE

Studijní obor: Anglický jazyk a literatura (dvouoborové studium)

Název práce: Developing Your Own Teaching Style: Teaching English to Czech L2 Learners

Autor/-ka práce: Veronika Pechancová

Vedoucí bakalářské práce: Mgr. Helena Lohrová, Ph.D.

Oponent/-ka bakalářské práce: Mgr. Alena Prošková, Ph.D.

Stručná charakteristika práce

The bachelor thesis *Developing Your Own Teaching Style: Teaching English to Czech L2 Learners* deals with questions concerning the development of a teacher's personal language teaching style, its importance and potential assets in contrast with the usage of existing ELT methodologies. In the introductory sections of the theoretical part, the author defines the basic terms: *approach*, *method* and *technique/procedure*, she outlines key factors influencing the diachronic development of major language teaching methods and she points out the specific limitations of their usage in the Czech education environment. The main section of the theoretical part treats the process of developing a personal teaching style by adjusting existing methodologies and it also focuses on the influence of classroom culture and educational institution characteristics on the contents and forms of the learning/teaching process and its effectiveness. The practical part of the thesis mirrors the structure of the basic sections included in the theoretical part and it is based on qualitative research where the author analyzes and summarizes the results of a questionnaire survey comprising the answers of three different English language teachers working in the Czech Republic.

Celkové zhodnocení

The bachelor thesis is well and clearly structured. Its language is readable, appropriate and coherent and the layout meets the formal requirements. The sequence of chapters is logical although in the practical part of the thesis and mainly in the chapters comprising the summary of the questionnaire survey it might have been more appropriate not to automatically mirror the structure of the theoretical part but to take account of the sequence of questions comprised in the questionnaire. This would contribute to a more complex and profound analysis of all acquired answers. Concerning the choice of respondents for the questionnaire survey, the author does not provide any comment on whether she chose the participants randomly or whether she followed some pre-set criteria.

The contents of the theoretical part provide a sufficient base for the practical research part nevertheless there are several deficiencies. Namely in chapters 2 and 3 (*The development of approaches and methods: the nature and necessity of the changes* and *Limitations of prescribed methodologies*) the work lacks more complex and detailed characteristics of teaching methods and approaches. The author only mentions the *Grammar-Translation Method* and the *Communicative Language Approach*. What is definitely missing here are the characteristics of contemporary teaching approaches used within the Czech education environment (but also in the rest of EU



countries) stated by the official curricular documents, namely the *Competency-Based Language Teaching*, the *Task-Based Language Teaching* and the *Action-Oriented Approach* as they are specified in the *Common European Framework of Reference for Languages*. In chapter 3 the author uses the term of *prescribed methodology* without specifying it. What is more, from the rest of the thesis and also from the teachers' answers in the questionnaire survey, a disinterested reader might get the impression that the official or rather prevailing language teaching methodology in the Czech Republic is the Grammar-Translation Method which is not the case. On the other hand, it might have been interesting to further analyze the discrepancies between the official teaching approach as it is recommended in the curricular documents and the actual classroom practice. The rest of the theoretical part, which is dedicated to the development of an individual teaching style, is well written and the author has manifested good understanding of the matter which she supported with well-chosen citation of secondary literature.

As was stated above regarding the practical part of the thesis, the analysis of the data acquired in the questionnaire survey does not seem to take full advantage of all the potential they offer. On the other hand, the author managed to present a clear synopsis of all major points including her own conclusion which is in accordance with the outcomes of the theoretical part. We should bear in mind that the author has not yet attended any language methodology course as this is not offered as a part of the bachelor's study programme at the department and therefore she had to deal with most issues by herself.

Despite the above mentioned deficiencies, the work offers conclusions that are worth reading and that provide a specific point of view on the questions of foreign language teaching methodology within the Czech education environment. It meets the requirements of a Bachelor's Thesis and I do recommend it for defence. I propose the evaluation "very good" (velmi dobře).

Práci **doporučuji** k obhajobě.

Navrhovaná klasifikace: **velmi dobře**

1. 6. 2016

Datum

Podpis