



POSUDEK VEDOUCÍHO BAKALÁŘSKÉ PRÁCE

Studijní obor: **Anglický jazyk a literatura (dvouoborové studium)**

Název práce: **Developing your own teaching style: teaching English to Czech L2 learners**

Autorka práce: **Veronika Pechancová**

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

Stručná charakteristika práce

The thesis addresses one of the important competencies of SLA teaching. It attempts to explain why it is necessary to develop one's own teaching style in addition to following methodology that has either been prescribed or selected for a course. The thesis identifies some of the key factors that impinge upon the development of one's teaching style. It also discusses the steps and considerations that need to be borne in mind in order to achieve language instruction successfully and effectively. The author firstly introduces the theoretical platform of the debate. In defining the scope and core terminology of her work, the author draws primarily on Richards and Rogers, an SLA classic, originally published in 1986, and now in its third edition. Other, relevant, resources are consulted and introduced into the debate. In the second, empirical part of the study, the researcher undertakes a small-scale questionnaire survey in order to develop the Czech cultural perspective on the issues at hand. The survey examines opinions, experiences, and personal approaches of three English language-teaching professionals who have all been working in Czech secondary schools for a number of years. The Conclusion synthesises the learning acquired in the course of the research project undertaken; it further re-emphasises the requirement continually to develop and enrich one's own teaching style if SLA instruction is to be delivered professionally, incorporate a genuine concern for student's needs, and yield desirable learning outcomes.

Celkové zhodnocení

The thesis presents a well-considered discussion of issues that constitute the 'teaching reality' where theory meets practice; it is important these be recognised in the process of course preparation and delivery. The complexity of the day-to-day teaching profession is depicted with sufficient illustration. The author strives hard to orientate her work within the environment that so heavily hinges on the personal attributes and competencies of individual teachers, and which is also constrained by the educational situation of a particular country or culture.

The structure of the thesis presented is logical, cumulatively building towards the answering of the selected research question. In her quest to identify the essence of developing one's own teaching style, the researcher exercises a number of both analytical and reflective arguments. The researcher often draws on her own teaching experiences or even opinions of 'good language teaching', as well as adopting a personalised voice in her writing. While this could be subjected to criticism, with this kind



of thesis I find it valuable, adding authenticity to the claims made and indicating the author's engagement in the topic discussed.

As to the survey undertaken, the author employed the questionnaire in order to validate the claims she had made on the basis of her library research. She designed the questionnaire herself and also managed to obtain informative contributions from the limited number of respondents who agreed to participate in the study. For that purpose, I find the questionnaire sufficient, forming a further valuable contribution to the work undertaken.

Referencing and the language realisation are of a high standard. The occasional repetition of the argument, together with the use of vague and ambiguous pronoun references, would have benefited from more diligent editing. Overall, work well achieved.

Práci **doporučuji** k obhajobě.

Navrhovaná klasifikace: **výborně**

06 June 2016

Datum

Podpis