



POSUDEK VEDOUcíHO BAKALÁŘSKÉ PRÁCE

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

Název práce: **A CASE STUDY: APPLYING CONVERSATION ANALYSIS TO THE UNDERSTANDING OF HOW TO TEACH ENGLISH TO AN 11-YEAR-OLD CZECH PUPIL SUFFERING FROM ADHD**

Autorka práce: **Simona Koubová**

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

Oponent bakalářské práce: Mgr. Petr Kos, Ph.D.

Short characteristics of the thesis:

This bachelor thesis addresses the issue of teaching English to Czech teenage pupils suffering from Attention Deficit (Hyperactivity) Disorder AD(H)D. Drawing on a series of 51 one-to-one English tutoring sessions conducted over the period of one year with an 11-year-old Czech boy suffering from ADHD, the author explores the manifestations of the ADHD symptoms and learning difficulties commonly associated with the disorder. Specifically, the author recorded and reflected on her teaching experience as part of a case study. To explore and understand the interactional management of her own teaching, the author employed some of the conversation analytical (CA) tools. By focusing on the sequential organisation and unfolding of the teaching interactions, the author was able to create an insight into her own teaching work and to monitor closely how this was received and acted upon by her pupil. Through an analysis of selected teaching interactions, the author attempted to identify the strategies and approaches that proved successful in supporting the pupil to attain new language skills.

The thesis is structured into five chapters in which the case study and an observation account dominate. The Appendices include: a glossary of transcription symbols, informed consent, an overview of the transcribed data and some tabulated data.

Overall assessment:

The thesis has achieved its objective: as a practice-based project the student has conducted her analysis on a body of authentic data that she collected as part of her own private teaching initiative. The thesis structure is clear, the overall length and depth of the material are appropriate to an undergraduate dissertation.

In her observations and interpretation of the data, the author attempted to scrutinize the pedagogy of her own teaching whilst she was assisting an 11-year old boy to learn the English language. Taking into account the student's relative inexperience of teaching, special education needs notwithstanding, the description of her sustained teaching involvement, her consideration of the pupil's needs and potential, and of the actual teaching interactions form a very open, honest, and critical account of a pre-service teacher.

The analysis and argumentation do not always develop the right linkages or draw evidence-based interpretations, especially in relation to the CA methodology the author claims to have employed



for the analysis of the data. That is to say, academically this work could have been much stronger. In addition, formatting of the chapter headings and sub-headings is not sufficiently distinct and would require a higher degree of completion. The same applies to the level of expression in English where a number of overgeneralised, cumbersome or incorrect assertions contaminate the text – clearly an area that would deserve further attention and work.

Despite the shortcomings of this submission, the author manages – though not always “scientifically” enough but mainly thanks to her personal experience of working with the ADHD pupil – to arrive at findings that are at the core of the pedagogic work with ADHD children. Namely:

- An understanding of ADHD by all educators is critical if we are to offer the best learning opportunities to pupils affected by the disorder;
- The behaviour of pupils can change positively if the appropriate learning environment is created;
- It is a time- and resource-intensive process if pupils are to benefit and not withdraw from learning and classroom life;
- No one approach can succeed as each individual is different, responds in different ways and in different time periods;
- Even small successes need to be identified and celebrated; success needs to be evaluated over a significant period of time as there are many ups and downs on the journey;
- Teacher-pupil trust and cooperation are an essential first step to be established; equally, parents and home life have a significant part to play in helping individual learners;
- All of these factors both good or bad impact on self-confidence and personal motivation.

I personally believe that these are very important messages that may help a future teacher create a perpetual cycle of achievement and reinforcement of positive learning, which is – if I have as Simona’s supervisor understood this correctly – what she has learned in this project and what she herself would like to achieve as a teacher in the long term.

In conclusion, I would like to appreciate Simona’s motivation for the topic, her perseverance and her aspiration to continue working in the area of EFL teaching.

Práci **doporučuji** k obhajobě.

Navrhovaná klasifikace: **velmi dobře**

15. srpna 2019

Datum

Podpis