



POSUDEK OPONENTA DIPLOMOVÉ PRÁCE

Studijní obor: **AJL-FJL/uSŠ**

Název práce: **Teaching Advanced English Vocabulary: Collocations**

Autorka práce: **Bc. Monika Pieglová**

Vedoucí bakalářské práce: **Mgr. Alena Prošková, Ph.D.**

Oponent diplomové práce: **Mgr. Petr Kos, Ph.D.**

Quality of Research

1) Please rate the following statements about the thesis on a scale of 1 (insufficient) to 3 (excellent)

1. The topic of the thesis is suitable for the scope and well defined: 3
2. Sets clear goals or questions for research: 3
3. Delivers significant research findings: 2
4. Demonstrates conceptual clarity and accuracy: 2
5. Demonstrates a good understanding of the linguistic methodology work(s) discussed: 2
6. Demonstrates a good understanding of the critical field: 3
7. Engages with sufficient scholarship in a meaningful way: 3
8. Shows independent thinking and originality: 3

2) Comment shortly on the quality of the research presented in the thesis:

The linguistic part of the thesis provides a comprehensive description of various theoretical approaches to collocations. However, the description appears to be missing a goal in respect to the aims of the thesis, which deals with teaching methodology. What semanticists say about the nature of collocations is not necessarily in line with what experts in didactics have in their minds. Is the aim to teach vocabulary which typically appears in the same context with a specific key word (e.g. *collect* and *stamp*, *bark* and *dog*; p. 13, in other words we can form lexical fields of words that have some semantic affinity), or should we focus on more or less fixed expressions that 'are arbitrary and follow linguistic convention rather than clear logic' (p. 28). I believe that each type of collocations would require a different approach in teaching methodology.

The described suggestions for modification of existing textbook exercises lack some justification of what will be achieved by that particular activity etc. Also, they appear to be rather repetitive as they often include 'think of possible collocations' and similar variations.

Quality of Writing

1) Please rate the following statements about the thesis on a scale of 1 (insufficient) to 3 (excellent)

1. Has a clear and suitable structure: 3
2. Employs appropriate register and academic style: 3
3. Uses correct and relevant terminology: 3
4. Adheres to academic thesis guidelines, format and MLA style guide: 3
5. Written in correct and fluent English (both grammar and vocabulary): 3



6. Carefully edited with few typos or mistakes: 3

2) Comment shortly on the quality of the writing presented in the thesis:

The thesis is well-structured, and the language used is of high quality.

Overall Review and Assessment

(short description of the thesis and its findings, what has been achieved, and areas for improvement)

The topic of teaching collocations in English classes is of high importance as it enhances the speakers' competence in natural communication. The thesis comes up with suggestions to English teachers that can both raise their awareness of the importance of such activities and make a positive impact on their teaching practice.

Questions for Defence

(please provide two questions for the student to answer during their defence)

The first question is stated as part of my comments on the quality of research.

The second question: how do you think would the approaches to teaching the different types of collocations differ?

Práci doporučuji k obhajobě.

Navrhovaná klasifikace: **výborně**

14. 8. 2023

Datum

Podpis