



## POSUDEK OPONENTA DIPLOMOVÉ PRÁCE

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Studijní obor: **Učitelství pro střední školy AJL/ČJL**

Název práce: **Applying CA to the understanding of how interactional teaching strategies contribute to the development of communicative competence: a case study of online English lessons delivered to a group of four mature students**

Autorka práce: **Bc. Simona Koubová**

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

Oponentka diplomové práce: **Mgr. Alena Prošková, Ph.D.**

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### 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:                                               | 3 |
| 5. Demonstrates a good understanding of the linguistic/teaching methodology work(s) discussed: | 3 |
| 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:                                                 | 2 |

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

Simona Koubová's master's thesis investigates how interactional teaching strategies influence the development of communicative competence among EFL learners. The foundation of the thesis is a case study concerning online EFL lessons delivered to a group of four Czech adult learners. This study encompasses a conversational analysis (CA) of an extensive dataset, comprising transcripts of online interactions among the learners and the teacher. Through this analysis, the author showcases the significance of four fundamental components of classroom interaction: turn-taking, questioning, wait-time, and repair. While the thesis may not introduce original or innovative findings, the author effectively showcases the utility of employing conversation analysis as a tool for both teacher self-reflection and an examination of how teacher-student interactions influence the learning process in general.

### Quality of Writing

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

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|-------------------------------------------------------------------------|---|
| 1. Has a clear and suitable structure:                                  | 2 |
| 2. Employs appropriate register and academic style:                     | 2 |
| 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): | 2 |
| 6. Carefully edited with few typos or mistakes:                         | 2 |



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

The language of the thesis is accessible and comprehensible. However, there are instances where the author leans towards oversimplification. Certain sections, particularly in chapter 2, come across as overly broad and repetitive. The coherence of the overall structure could be enhanced. For instance, data pertaining to the course participants and the study's background are distributed across multiple chapters. The author adeptly employs the MLA citation standard and effectively employs a well-selected range of contemporary theoretical works on CA.

### Overall Review and Assessment

The thesis meets all necessary formal requirements. Its primary contribution lies in its presentation of a practical application for utilizing conversation analysis as a tool to objectively evaluate classroom interactions from the teacher's perspective. This aids in enhancing teacher self-reflection skills and in promoting their professional development. Notably, the utilization of conversation analysis in this manner remains relatively uncommon within the Czech teaching context. The author has demonstrated her capability to analyse and interpret the data. However, her conclusions would benefit from a more comprehensive elaboration, specifically regarding the evaluation of the impact of the four observed components (turn-taking, questioning, wait-time, and repair) on the individual development of communicative competence among the online course participants.

### Questions for Defence

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

Based on your research, could you provide a summary of the key methodological recommendations intended for novice EFL teachers conducting online courses in small heterogeneous groups of learners?

Práci doporučuji k obhajobě.

Navrhovaná klasifikace:

**velmi dobře**

21. 8. 2023

Datum

Podpis