



POSUDEK VEDOUCÍHO DIPLOMOVÉ PRÁCE

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

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

Autorka práce: **Bc. Monika Pieglová**

Vedoucí diplomové 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: | 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:

Monika Pieglová's thesis deals with possibilities of innovating the activities used for teaching collocations to advanced learners of EFL. The introductory section of the thesis is devoted to collocations, their definition, characteristics, typology, and explains the importance of their mastery for non-native speakers of English. The second section addresses methodological approaches to teaching vocabulary, highlighting the specifics of collocations. This includes an overview of fundamental exercise types and appropriate tools for effective instruction. In the third section of the thesis, selected EFL textbooks for secondary schools are analysed to assess the frequency and typology of exercises targeting collocations. Building upon the collected data, the author proceeds to introduce her own set of activities based on authentic materials in the fourth section of the thesis.

The thesis does not offer entirely novel or original findings; however, it does function as a pragmatic and insightful guide to the subject of teaching collocations. This is particularly valuable for novice EFL teachers seeking to explore this topic systematically, extending beyond the resources provided in conventional textbooks.

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 has a logical and clear structure. Its scope aligns well with the chosen topic. The language is appropriate, readable and easily comprehensible, with only a minimal number of errors.

Three of the subtopics - the potential use of language corpora for both research and teaching of collocations, the collocational profile of texts in relation to materials suitable for presenting collocations and the authentic materials - would merit more in-depth attention within dedicated subchapters. The author adeptly employs the MLA citation standard and effectively employs a well-selected range of contemporary theoretical works.

Overall Review and Assessment

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

This thesis meets all formal requirements. Its main contribution lies in its clear presentation of various methods, tools, and activities for teaching collocations, along with the author's examples of activities involving authentic materials. Within these activities, the author draws from a diverse range of authentic materials, such as videos, audio recordings, and written texts, including social media posts. It is unfortunate that the suggested activities are not more closely aligned with the conclusions drawn from the textbook analyses. It would certainly be beneficial to consider, for example, the kind of authentic materials used for introducing collocations (with respect to specific media and language skills) that are only sparsely available in textbooks. Moreover, the conclusion lacks more comprehensive and better structured methodological guidelines designed for educators teaching collocations to students at advanced levels. Despite these reservations, I assess the thesis as successful and recommend it for defence.

Questions for Defence

1) Based on your research, could you summarize the most important methodological recommendations for English teachers on how to teach collocations to advanced learners?

2) In your opinion, what role does theoretical knowledge of collocations (general characteristics, typology, terminology) play in developing and mastering collocational competence in practice?

Práci doporučuji k obhajobě.

Navrhovaná klasifikace:

výborně

21. 8. 2023

Datum

Podpis