

Příloha k protokolu o SZZ č.....
Vysoká škola: PF JU Čes.Budějovice
Katedra:anglistiky
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Diplomant: Eliška Mikešová

Aprobace: AJ-NJ/ZŠ

Recenzent*)

Vedoucí*) diplomové práce
Regina Helal,M.A.

POSUDEK DIPLOMOVÉ PRÁCE

Hodnocení žáků druhého stupně v rámci předmětu cizí jazyk Assessing Lower Secondary Foreign Language Learners

(téma)

The goals

The main goal of this thesis was to analyze and observe methods of assessment in lower secondary schools, with a special reference to foreign-language instruction. The author had composed four related hypotheses which she proceeded to verify in the practical part of her thesis.

Methods:

In the theoretical part, the author proceeded by first defining the relevant terms and then outlining the aims, functions, and types of assessment currently in vogue, inclusive of such newer methods as the European Language Portfolio, self-assessment and peer assessment. In the practical part, Eliska has utilized a two-pronged approach: she had designed, sent out and analyzed questionnaires related to methods of assessment and also described her own observational research.

Contents and structuring

The theoretical part is well-balanced as it deals in even measure with assessment in general and assessment pertaining to foreign-language learning. Likewise, references utilized are based both on printed sources and internet resources. The three newer evaluation methods are clearly described and given equal treatment. Personally, I would have preferred more citations from the English-speaking world, however; three are included (Nunan, Pavlou and Rogers) but only in the latter segments of the theoretical part.

In the practical part, Eliška first analyzed results extrapolated from her questionnaire. She was successful, in my opinion, in persuading 29 teachers to participate. This was no doubt due to her persistence, for when only 14 teachers (out of 25) returned her survey instrument, she went on to pursue her own personal contacts. Analyzing the responses, Eliška presented her results in pie charts, quotations and her own interpretations. What impressed me was that she was often able to incorporate her own reflections, such as on pages 53 and 54, where she linked her results to theoretical constructs. Each hypothesis presented earlier is addressed in the latter parts.

In the segment devoted to feedback, Eliška described her experience of observing four elementary-school teachers in three subsequent lessons, using her own check list. I found this particular part most captivating as the author again successfully combined her own impressions with the theory. I was a bit disappointed that this segment did not employ the observation of a larger number of teachers as I felt that this particular research is seldom done and is therefore highly valuable (this topic could perhaps be taken up by another student at some future date). It would be interesting to find out, for instance, if Teacher no 3 was rather untypical, as this thesis may suggest, or if there are more similar teachers like her.

The presentation:

This work is well-organized and labeled. There are no typographical errors.

Overall evaluation

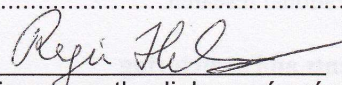
Eliška has tackled her topic with great enthusiasm, thoroughness, and attention to detail. She was able to competently synthesize her observational findings with the study of theoretical literature. On the other hand, there could have been a deeper discussion of results, including personal reflections. Her work is assessed as a B (VELMI DOBŘE).

Questions:

- Could you explain the process of deciding on and constructing your hypotheses?
- Overall, where do you see the greatest value of this research?
- The teacher No 3 uses an interactive whiteboard yet she is rather old-fashioned in her methods of giving feedback. That's an interesting contradiction. What does this suggest?

- velmi dobře -

Návrh na klasifikaci diplomové práce:


podpis oponentky diplomové práce

10.5.

V Českých Budějovicích dne 2010.....

Stupeň kvalifikace	výborně	velmi dobře	dobře	nevyhověl
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