

POSUDEK DIPLOMOVÉ PRÁCE

Jméno a příjmení studenta: Bc. Zuzana Mířková
Název diplomové práce: Využití literárního textu k rozvoji slovní zásoby v anglickém jazyce na druhém stupni základní školy
Vedoucí diplomové práce: doc. PhDr. Lucie Betáková, M.A., Ph.D.
Oponent diplomové práce: PhDr. Lenka Hessořová, Ph.D.

- I. Cíl práce a jeho naplnění:
1. **Cíl práce byl stanoven a naplněn v souladu s tématem**
 2. Cíl práce byl adekvátní, ale jen částečně naplněný
 3. Stanovený cíl nebyl naplněn
- II. Struktura práce:
1. **Logická, jasná a přehledná**
 2. Přiměřená
 3. Nevhodná
- III. Práce s literaturou:
1. Výborná: zvoleny a použity vhodné prameny v patřičném rozsahu, přesná práce s citacemi, kritická analýza zdrojů
 2. **Velmi dobrá práce s adekvátními prameny v patřičném rozsahu**
 3. Průměrná práce s literaturou
 4. Slabá, chybná nebo nedostačující
- IV. Prezentace a interpretace dat:
1. Systematická, logická prezentace, originální a důsledná interpretace
 2. **Dobrá prezentace dat, úspěšný pokus o jejich interpretaci**
 3. Neodpovídající prezentace, nedostatečná analýza výsledků
- V. Formální stránka:
1. **Odpovídá všem stanoveným požadavkům**
 2. Obsahuje drobné formální chyby
 3. Nesplňuje některé stanovené požadavky
 4. Nesplňuje většinu stanovených požadavků
- VI. Jazyk práce:
- a) Po stránce stylistické
- 1) výborná
 - 2) **velmi dobrá**

3) nevyhovující

- b) Po stránce lexikálně-gramatické
- 1) výborná
 - 2) **velmi dobrá**
 - 3) dobrá
 - 4) nevyhovující

- VII. Náročnost zpracování tématu:
1. Velmi vysoká
 2. Vysoká
 3. **Střední**
 4. Nízká

- VIII. Přínosy práce:
1. Originální zpracování a názory, předkládá nová zjištění
 2. **Práce je v daném oboru přínosná, ale neobsahuje originální a nová zjištění**
 3. Průměrné, omezené využití výsledků práce
 4. Nedostatečné, práce nemá jasný přínos pro obor

Vyjádření oponentky diplomové práce:

The diploma thesis deals with the possibility to use fiction to increase vocabulary in learners at secondary school. In the theoretical part Bc. Mifková gradually deals with necessary terminology as she presents terms like *word*, *lexeme*, *vocabulary*, *vocabulary acquisition*, *authentic texts*, *teaching vocabulary*, *teaching vocabulary through authentic texts*, and *reading activities*. At the end of the theoretical part, there is a summary of all the necessary theoretical background for the practical part of her paper.

In the practical part, her project is described. She carried out a survey with questions about pupils' skills and preferences in reading; in order to be able to choose enough appealing text for the class to work with. It is hard to say if all the objectives of this activity were met.

Overall, the answers to the survey were quite general, and the class varied in taste for literary genre. Not to mention the fact that despite the finding that students do not appreciate it when the text is recommended/chosen for them by a teacher, Bc. Mifková decided to use her own selection of texts in her instruction. In my opinion finding a right text and letting the pupils choose their own text is the most challenging part when teachers want to work with fiction and authentic texts in their classrooms. These days it is quite common to have 15 children in a class with 15 different tastes in books/authentic texts.

Second part of Bc. Mifková's project was to prepare and try activities around working with authentic texts in various classrooms. She managed to teach two classes. In one class she used adjusted parts of *Coraline* by Neil Gaiman, and in the other one she used adjusted parts of *The Rocket* by Ray Bradbury. At the end of the chapter, she presented the reader with feedback from her teaching experience. She did not have time to try to use *The Tell-Tale Heart* by Edgar Allan Poe. Therefore, she suggested certain paths that other teachers can take if they wish to try to incorporate this piece of fiction into their English instruction to increase passive vocabulary in learners.

In the following I would like to present my comments and questions related to the diploma thesis in bullet point form.

Comments:

- The diploma thesis should include more detailed theory on how to work with authentic texts in ELT.
- Extra piece of information (pp. 60-61), most of it was already included in the previous part.
- I would rephrase the question: Did Coraline like it when her other....?
- I would not call the part you presented actual lesson plans, they were just your notes that you prepared for your instruction. There was no mention of objectives of each activity or the way it should be assessed.
- When it comes to your references to literature, sometimes you give a concrete page and sometimes you just give a year of publishing. You might like to be more consistent.
- The question was not well-formulated as the pupils failed to answer it (p.47).
- Some misspelled words: *shot-term memory* (p.23), *ether* (p.60), *eventho* (p.66), *At the expanse* of learning vocabulary (p.18).

Questions:

- Do you agree with the statement that at intermediate level students should hear only English from their teacher (p.19)?
- Do you agree with the statement that unknown words from the authentic text should not be pre- taught (p.33)?
- An interesting fact (p.48): No one wanted to read a text recommended by a teacher. Will they be willing to read texts of the teacher's choice? Will they enjoy it? Will they be polite about it as they "know the rules of the game"?
- You stated that you could not trust the answers for question no.11 in your questionnaire, how do you know that you can trust the answers to the other questions? How did you secure the validity of the results based on your questionnaire?
- How can you say that the activity went well as in the feedback questionnaire there was not a single positive comment (p.67)?
- How many thumbs up did you get (p.70)?
- You presented your further suggestions for possible lessons, but based on your project results, would you be able to actually make your suggestions work in the classroom?

Práce splňuje požadavky kladené na tento typ prací, a proto ji doporučuji k ústní obhajobě.

Navrhovaná klasifikace:

Velmi dobře

Datum: 7. 8. 2023

podpis oponentky diplomové práce:
