



POSUDEK VEDOUCÍHO DIPLOMOVÉ PRÁCE

Studijní obor: **Učitelství anglického a německého jazyka pro SŠ**

Název práce: **A case study comparing discursive strategies employed by a child at both pre and early school years as they seek to make sense of the world that surrounds them**

Autorka práce: **Bc. Marie Šimková**

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

Oponentka diplomové práce: **Mgr. Jana Kozubíková Šandová, Ph.D.**

Short characteristics of the thesis

This diploma thesis presented by Marie Šimková is a case study examining the discursive strategies employed by a Czech child (aged 4 - 6) during her narrative interactions with members of her family in everyday life. It compares two sets of data, one recorded in 2018 as part of the author's undergraduate dissertation and the second in 2020 when Natálka, Marie's niece, was experiencing her first year of school. The subsequent analysis of the transcriptions identified a range of discursive strategies deployed and mapped the progression of the child's language development skills by comparing the two data sets. The prime focus was on the areas of creativity and imagination. The principles of Conversation Analysis were applied to the analysis of the data. In addition to 127 pages of the main text, the thesis also includes 7 appendices containing: a glossary of transcription symbols, data overview, frequency tables and a complete list of data samples which comprise nearly 30 pages of interlinear transcriptions.

Overall assessment

This diploma thesis is set out in two parts with the first laying the grounds in terms of theoretical background, methodology, data collection and transcription protocols. The author displayed great diligence in undertaking these tasks and in then drawing upon them in the argument of her thesis. The second part presents an in-depth analysis and discussion of the strategies employed and a comparison of the child's language progression. The research findings are then developed and summarised in well-rounded conclusions.

The study continues to build on the author's focus on examining child – adult narrative interactions between her niece (now 6 years old) and her family. Specifically, the study

- takes the opportunity to compare the use of discursive strategies employed by her niece at the age of four and six;
- analyses how the selected discursive strategies inform on the development of child – adult narrative interactions and, more importantly, how children understand the world from their perspective;



- The use of the interrogative strategy Why? and how it manifests itself in child-adult narrative

The thesis is original, well planned and logically set out. It is clear in its debate and argumentation and offers an in-depth linguistic study. The author contextualises her research questions and her findings in the body of the report and continually uses data to explain the points and conclusions she draws from the data.

From the outset she focuses on the child – adult narrative and through the use of Conversation Analysis identifies the key discursive strategies employed. Central to this is the role that both creativity and imagination play.

The transcribed data underpinning the analysis are of a considerable volume. It is important to recognise the degree of work undertaken prior to the analysis when transcribing the digital audio data in the Czech language and then translating these into the English language. In terms of research impact, this was certainly a well-considered act. Importantly for the analysis, the data is continually represented in the thesis to explain or underpin the author's findings.

What is innovative in this thesis is not to simply measure the cognitive development of the child 4 - 6 as they master these strategies but the attempt to understand how children see the world from a young age. Venturing to gain such an insight through dialogic interactions with a pre/early-years' school child in the manner which is clearly manifested as spontaneous and for the child's subsequent discussions is undoubtedly most revealing and valuable. The fact that the interpretation of the data was not confined to the limitations of a linguistic description and attempted to make sense of language interactions within the parameters of the cognitive phenomena of creativity and imagination is highly appropriate and meaningful. It is exactly creativity and imagination of pre/early-years' school children that primary school pedagogy taps into in nurturing and unlocking the intellectual potential and individuality of young pupils. This development, whether in the school or home environment, cannot occur without informed spoken interaction. Therefore, the insights generated in Marie's thesis are at least inspirational if not game changing, i.e., the results can inform how both parents and educators interact positively with young children and may support the development of ongoing early years' teacher practice.

I do recommend Marie Šimková's thesis for defence and suggest that it be marked excellent.

Questions for discussion:

- 1) What do you consider to be the greatest achievement of your thesis?
- 2) How do you see yourself taking your recommendations forward?

Práci doporučuji k obhajobě.

Navrhovaná klasifikace: **v ý b o r n ě**



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Datum

Podpis