



Katedra anglického jazyka a literatury

Posudek oponenta práce KAJL UHK

Autor práce **Anna Matoušková**
Studijní obor **English Language & French language Focused On Education**
Forma studia **present form**

Název práce **Teaching vocabulary through songs (Výuka slovní zásoby prostřednictvím písní)**

Vedoucí práce **Mgr. et Mgr. et Mgr. Věra Tauchmanová**
Oponent práce **Mgr. Jakub Helvich**

Kritéria hodnocení práce	Hodnocení A - F
Obsahová stránka	
Formulace cílů práce	B
Vhodnost využití primárních a sekundárních zdrojů pro podporu argumentace	B
Rozsah a hloubka vlastní analýzy, kritický přístup ke zdrojům	A
Interpretace dat a splnění cílů práce	A
Formální stránka	
Logická struktura práce	A
Úroveň jazykového zpracování	B
Dodržení bibliografických norem	A



Evaluation

The bachelor's degree thesis focuses on the connection of songs and teaching vocabulary. The author has chosen twelve songs, so that two songs are connected with one of the cross-curricular topics in the Framework Educational Programme for grammar school. For each song, she created a worksheet with which she worked in one of the classes of the Grammar School and Vocational School of Pedagogy Liberec. Having completed the tasks with the worksheets, the learners were assigned a test based on the vocabulary used in particular songs and then evaluate the success rate of each test.

The theoretical part of the thesis is clearly and logically structure and it presents all the aspects which are later dealt with in the practical part - teaching vocabulary, listening skills, cross-curricular topics. It might have been more expedient, if the theoretical part had included also a chapter or a subchapter on the topic of how music influences learning languages. It should be appreciated that the author provides the sources with her own comments, opinions and claims. The author worked with various types of sources

At the beginning of the process of writing, as it is stated in the thesis assignment, the author planned to chose qualitative approach as a methodology of the thesis. The further addition to quantitative approach was a logical step.

The worksheets themselves are, in my opinion, the unsurpassed part of the thesis. The choice of the songs was thoroughgoing, so as the songs were connected to cross-curricular topics. Not only did the author include vocabulary tasks in the listening worksheets, she also created additional exercises including total physical response method, drama method or communicate language learning method. The tests comprise of exercises of various types (the types of exercises are reflected by the author) and the learners's test results are clearly presented in the charts.

The language meets the requirements for the bachelor's degree thesis are there are only minor mistakes or typing errors

Question for the thesis defense

- 1) It is claimed that "mixed research is used". How was qualitative research used in the thesis?
- 2) While observing the classes, which worksheet was - in your opinion - the most enjoyable for the students?
- 3) The lowest average percent obtained was from the test based on the worksheet *They Don't Really Care About Us*. Would you change anything about the worksheet?
- 4) Which cross-curricular topics do you consider to be the easiest to teach and which do you consider to be the most difficult to teach?



Univerzita Hradec Králové
Pedagogická fakulta

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autor posudku