Univerzita Hradec Králové
Pedagogická fakulta

Katedra anglického jazyka a literatury

Posudek vedoucí/oponenta diplomové/bakalářské/závěrečné práce KAJL UHK

Autor práce : Stonawski Jan

Studijní obor : Lower-Secondary Schools

Forma studia : Master's thesis

Název práce : Challenges of Blended Learning: Engagement of EFL Learners at Lower-Secondary Schools

Vedoucí práce : PhDr. Štěpánka Rubešová, Ph.D.

Oponent práce : Gamze Korbek, Ph.D.

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

Komentáře k hodnocení

General Comments

The *formal organization* of the work is impressive.

The theoretical section of the thesis is well organized, with current literature reviews on blended learning, a thorough explanation of educational technologies, and online tools as well as student engagement.

The practical part of the study is well-designed even though it lacks a liaison between the research aims and the conclusion of the study. Motivation is a crucial element in any kind of learning environment, however, the thesis dealt with it in such depth that it made understanding difficult because the aim of the thesis is to examine the influence of technology on learners' engagement in the context of blended learning in EFL lower-secondary level. The role of motivation is undeniable in student engagement; however, the results were written in a way that does not offer a solution to the research problem. Even though the research questions were designed in accordance with the research aim, the way the data was presented leaves the reader with no coherent conclusion.

For example;

Q1: What motivates the examined group of EFL learners at a lower-secondary school?

H1: The main motivation for learning English will be extrinsic, with only a minority of learners being intrinsically motivated.

It is difficult to comprehend why the motivation of the students is considered extrinsic in the very beginning and it is not stated in what ways it could enhance students' engagement in a blended learning environment. It is ambiguous because the author

does not tie each of these ideas to the research goal to provide a comprehensive conclusion. Henceforth, the influence of entrance exams on motivation has been examined for this very same research question and yet not stating the importance of this issue and the connection to the influence of technology on learners' engagement in the context of blended learning which is the main aim of this research.

The way the author designed the empirical part and presented his ideas is worth appreciation however, a coherent and broad conclusion is required. The thesis promises to find learners' attitudes towards learning English in a blended learning context, ways of engaging learners of the English language, and discuss possible ways of using this type of learning in the future (p. 49) however, the author fails to offer a discussion part where all these mentioned aims are justified. Possible ways of using this type of learning in the future were presented just in the amount of technology use in the classroom, once to twice per week depending on the curriculum and the consequent lesson allocation (p. 75) with no further elaboration.

For further recommendations of the research, the author suggests that 'future research concerning academic outcomes of long-term use of such a blended learning model': a similar study was done by Menggo in May, 2022 which could be considered with the results it contributes to the field as a reference.

Finally, the format of the references was not proper considering APA the 6th or the 7th edition consisting of some minor citation errors.

Despite the above-mentioned deficiencies, errors in cohesion, and suggestions for improvement, the author proved to be able to work with scholarly resources and literature and carry out a study. The author of this thesis presented his ideas with relevant literature and good English use throughout the paper. I appreciate the effort made in linking the research methods since it is not an easy task for a beginner researcher. Above mentioned comments could be considered to improve his future scientific studies.

To conclude, the diploma thesis meets the requirements and is ready for its defense.

Otázky k obhajobě

Why did the research emphasize receptive English skills in a blended learning environment rather than productive ones?

V Hradci Králové   dne

autor posudku

18 January 2023

Gamze Korbek, Ph.D