



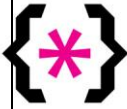
**Katedra anglického jazyka a literatury**  
**Posudek oponentky diplomové práce KAJL UHK**

**Autor práce**                      **Natálie Drábková**  
**Studijní obor**                      **Učitelství pro střední školy – anglický jazyk a literatura**  
                                                 **Učitelství pro střední školy – základy společenských věd**  
**Forma studia**                      **prezenční**

**Název práce (česky/anglicky)**      **Využití digitálních platform Mentimetr a Classroomscreen v hodinách angličtiny na střední škole / The usage of digital platforms Mentimeter and Classroomscreen in English lessons at secondary school**

**Vedoucí práce**                      **Mgr. et Mgr. Věra Tauchmanová**  
**Oponent práce**                      **Mgr. Helena Polehlová, Ph.D.**

<b>Kritéria hodnocení práce</b>	<b>Hodnocení A-F</b>
<b>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	A
Interpretace dat a splnění cílů práce	A
<b>Formální stránka</b>	
Logická struktura práce	B
Úroveň jazykového zpracování	A
Dodržení bibliografických norem	C
<b>Komentáře k hodnocení</b> The diploma thesis by Natálie Drábková deals with the usage of digital platforms, namely Mentimeter and Classroomscreen, in ELT at secondary school.  In the theoretical part the author proceeds from the general introduction of the topic of media, multimedia and media and game literacy (chapters 1 and 2), based on up-to-date academic literature of mostly non-European provenance, to more narrowly focused chapters specifying the digital platforms as well as the textbook used in the research (chapter 3 to 5). These chapters provide a critical assessment of pros and cons of the usage of both the traditional teaching materials as well as the digital ones. Chapters 6 and 7 form a methodological starting point of the practical part.  The value of the theoretical part lies in introducing key terminology regarding multimedia and the use of games in ELT. The author's aim is to bring together as many academic references focusing on the topic as possible, which causes some confusion for the reader. Some paragraphs do not seem connected to the topic and,	



therefore, may be considered redundant (e.g. cultural aspects of media literacy on pp. 23-24).

However, the systematic and logical outline of terminology associated with the media may greatly expand the awareness of the topic among upper-secondary school teachers.

The practical part is based on the author's teaching practice and her analysis of nine lessons taught in an experimental group, using digital platforms, and ten lessons taught in a traditional group, using textbooks and traditional teaching methods. The author's research questions are clearly stated and the detailed analysis of every single lesson offers a solid body of data, on the basis of which the author is able to formulate answers to the research questions. The author's conclusions are logical and clearly worded. Nevertheless, I assume the validity of the research may be questioned as teaching was carried in two different classes and the teaching content was different, too. I suggest there are more factors that should be taken into consideration while formulating the results (content, number of learners, age of learners etc.).

The style and language of the paper are performed on a high level with exceptions in the theoretical part (clauses lacking a verb form on p. 13, 15, missing articles on p. 21, learnt vs. taught on p. 22, and wrong word order on p. 24). There are also minor punctuation errors (p. 21, 27).

Occasionally, referencing tends to be inconsistent (authors' names in capital letters vs. lower-case letters, spacing, in-text references need not be so long (O'Brien, Melinda L., author., et al.)). A wrong source is referenced on p. 19 in note 17; on p. 18 Zaim is referred to as Claim.

In conclusion, the submitted thesis by Natálie Drábková meets the requirements for a master's thesis, and proves her skills of critical analysis of secondary literature related to the topic, her skill of formulating research questions, analysing lessons taught and interpreting the data received. On top of that, as follows from her teaching practice, she has a great potential to become an effective teacher, capable of reflecting on her teaching.

#### ***Otázky k obhajobě***

- 1) Based on your research results, the learners' engagement in the learning process was more intense in the experimental group than in the traditional group. What particular activities using the digital platforms would you use in your future teaching practice to make learners more engaged in the lessons?**
- 2) Was the difference between the assessment of the mock test and that of the unit test disappointing for the learners (especially of the traditional group)? Did you explain possible causes to them?**