



Katedra anglického jazyka a literatury
Posudek oponentky diplomové práce KAJL UHK

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Studijní obor Učitelství pro střední školy – Anglický jazyk a literatura
Učitelství pro střední školy – Základy společenských věd

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

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

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



Komentáře k hodnocení

The aim of Natálie Drábková's thesis was to determine, through a case study, how the use of Mentimeter and Classroomscreen platforms influences English classes. The theoretical part introduces the development of media, types of literacy, applications, didactic aids, teaching methods, and types of student assessment. The theory is structured so that its content is then reflected in the practical part. A change I would make is in the sixth chapter, where the author introduces formative and summative assessment, with much more space devoted to formative assessment than to summative assessment (although formative assessment is more extensively applied in the practical part, I would still further elaborate on summative assessment).

In the practical part, the student presents lesson plans taught by the graduate with an experimental group (teaching using applications) and a traditional group (teaching without applications, only with traditional methods). The student refers to the latter group as traditional, but I would rather call it the control group. The lesson plans are briefly outlined in the text of the thesis, while detailed elaboration is provided in the appendices. In the case of the experimental group, the student indicates which language skills will be developed and with what types of multimedia the student will work. Comments from the student and faculty teacher follow the lesson plans, based on observations of the taught lessons. These insights are then compared by the student. The research results are clearly presented at the end of the practical part of the thesis.

While both the theoretical and practical parts of the thesis are very well elaborated, the weakness lies in the bibliography, where sources are not divided into monographs, scholarly articles, and electronic sources. In the text of the thesis, the author chose to cite using footnotes, occasionally beginning a citation on a page with the term *Ibid*, which is incorrect. Another formatting issue is, for example, on page 188, where the header is missing for Lesson plan no. 8.

From the beginning of the research, the student was aware of what she wanted to achieve, and she fulfilled the objectives of the thesis using appropriate methods. At the same time, through her teaching, she demonstrated her readiness to perform the pedagogical profession both with the use of traditional materials and with the use of multimedia.

Otázky k obhajobě

- 1) On page 85 you mention that learners' interest in Mentimeter gradually decreases. What do you think was the reason?
- 2) Compare how in general the results of observations of the faculty teacher and the results of your observation differed. Choose three criteria.
- 3) To which levels of Bloom's Taxonomy and to which language skill did you find the use of multimedia the most contributinal?



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