



FILOZOFICKÁ FAKULTA  
Univerzita Karlova

Ústav anglického jazyka a didaktiky

## Posudek závěrečné práce

předložené na Ústavu anglického jazyka a didaktiky  
na Filozofické fakultě Univerzity Karlovy

**Jméno a tituly posuzující/ho:** Mgr. Lucie Jiránková

**Posudek:**  vedoucího/vedoucí  oponenta/oponentky

**Autor/autorka:** Bc. Ivana Dodecká

**Název práce:** *Grading in English Lessons at Secondary Schools*

**Rok odevzdání:** 2021

**Předložena jako práce:**  bakalářská  diplomová

### Odborná úroveň práce:

vynikající  velmi dobrá  průměrná  podprůměrná  nevyhovující

### Věcné chyby:

téměř žádné  vzhledem k rozsahu přiměřený počet  méně podstatné četné  závažné

### Zvolená metoda:

původní a adekvátní  vhodně zvolená  nepříliš vhodná  nevhodně zvolená

### Výsledky:

originální  původní i převzaté  netriviální kompilace  citované z literatury  opsané

### Rozsah práce:

příliš velký  přiměřený tématu  dostatečný  nedostatečný

### Použitá sekundární literatura (počet a výběr titulů):

nadprůměrná (rozsahem nebo náročností)  průměrná  podprůměrná  nevyhovující

### Grafická a formální úroveň:

vynikající  velmi dobrá  průměrná  podprůměrná  nevyhovující

### Jazyková úroveň:

vynikající  velmi dobrá  průměrná  podprůměrná  nevyhovující

### Tiskové chyby:

téměř žádné  vzhledem k rozsahu a tématu přiměřený počet  četné

### Celková úroveň práce:

vynikající  velmi dobrá  průměrná  podprůměrná  nevyhovující



**Stručná charakteristika práce** (vyplňuje vedoucí, cca 100-200 slov)

**Slovní vyjádření, komentáře a připomínky** (cca 100-200 slov)

**Silné stránky práce:** The presented diploma thesis covers an apparent research gap – the area of grading in English lessons from the point of view of Czech teachers. This particular research area represents a topic that needed to be investigated, which the student does with enviable diligence. The thesis is logically structured, paragraphs are clearly connected, arguments easy to follow. The admirable flow of the text results in an easy read.

The introduction is rather captivating, clearly stating the motivation for this thesis and incorporating the topic into a general theoretical framework. The overview of previous research and the theory connected to assessment is exhaustive and based on a remarkable amount of reference literature, including relevant diploma theses on the topic.

For the practical analysis, the student managed to recruit a sufficiently large number of participants. Each question from the questionnaire has its place in the research – the student is asking relevant and practical (and often rather pressing) questions connected to assessment that are very fruitful for the teaching practice. Each analysed question is theoretically grounded, which provides a nice and succinct overview of the subtopic. The detailed analyses of individual questions are enriched with teachers' comments, which overall strengthens the student's arguments. The student also nicely works with data visualization.

The student also automatically included practical recommendations for teachers, which are not vague or purely theoretical and can be easily applicable. The whole thesis follows unified referencing, the bibliography list is very systematically ordered, similarly to the rest of the thesis.

I really enjoyed assessing this thesis on assessment, especially since I found several useful tips there and reflected hugely on my own assessment strategies. Thank you!

**Slabé stránky práce:** There is not much to criticise, only some very minor formatting issues (the declaration is not signed, page numbers are used with indirect quotes, *ibid.* is used with APA, *NUOV* is not in the list of abbreviations) and some repeated theoretical information that was, however, stressing essential concepts of assessment. The hypotheses section is missing (see my question below), even though some of the hypotheses appear at the beginnings of the analysed questions. I would also personally avoid using Google Forms for research since it is not very GDPR-friendly.

I just want to point out one thing (and this should be taken more as a recommendation) – at several places in the thesis, the student states rather resolute conclusions (e.g., “This last result certainly fed into the stereotype that SOŠ school requirements are less demanding...” (page 56), “From our research we could thus confirm grades can be affected by the type of secondary school...” (page 59), or “The number of teachers who used ‘overall impression’ exclusively or in alliance with other forms of assessment, was significantly higher with presentations (41%).” (page 87)), without properly supporting them with statistical tests. I would be very careful in wording these statements or employ at least basic t-tests (if possible) to confirm the hypotheses. Error bars are also missing from the accompanying bars plots, which means that even the standard error or standard deviation cannot help us specify the data. It would be a good idea to compare the means using a statistical test to see whether the differences were, indeed, significant (this would give additional value to the thesis). However, the listed weak points by no means lower the quality of the presented thesis and its contributions.



FILOZOFICKÁ FAKULTA  
Univerzita Karlova

Ústav anglického jazyka a didaktiky

**Otázky k obhajobě a náměty do diskuze:**

1. In several places in the text, you mention your hypotheses; however, as such, they are not explicitly mentioned in the thesis. What were your hypotheses, and how were they met?
2. What surprised you the most about your thesis, and how do you explain it?
3. Why is the summative assessment used predominantly in Czech schools? Which specific steps would have to be taken to implement formative assessment? Is it even possible?
4. Do you have any suggestions for further research that could help remedy the grading inconsistency in Czech schools?
5. How do you, as a teacher, approach assessment? What seems the easiest, and what poses the most problems? Do you have a specific technique to stay objective? What did the thesis give you as a teacher?

**Další poznámky: -**

**Navržená klasifikace:**

výborně  velmi dobře  dobře  neprospěl/a

Místo, datum a podpis vedoucího/oponenta:  
V Praze, 30. srpna 2021

*Jiránková*