MUNI ARTS

# Faculty of Arts, Master's Thesis

## Thesis Reviewer's report

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| **Thesis Title:** | Conducting repair in an advanced EFL secondary school classroom |
| **Field of Study:** | FF N-AJU_ FNAJUkJ combined [sem 4, cycle 2] |
| **Department:** | Department of English and American Studies |
| **Author:** | Bc. Aleksandra Stojanovik |
| **Supervisor:** | doc. Mgr. František Tůma, Ph.D. |
| **Reviewer:** | Nicola Catherine Fořtová, B.A., M.A. |

**Reviewer's recommendation for overall mark:** A

**1. Evaluation of central idea, thesis, focus and purpose:** A

**2. Evaluation of organization, logic and arrangement:** A

**3. Evaluation of topic development, support and evidence:** A

**4. Evaluation of language, style, standard usage, citation and bibliographic standards:** A

**Comments and/or topics and questions for the thesis defence:**

Divided into five chapters, plus introduction and conclusion, the present work examines repair in interaction, specifically repair strategies used by students and a teacher in advanced English as a foreign language (EFL) upper secondary school classrooms. Using the method of conversation analysis, the author has transcribed 180 minutes of video recordings of classroom interaction from the upper secondary context. She then created and analysed sequences of conversational repair, using 10 sequences in the work to present her findings. The findings detail how student and teacher-initiated repair in interaction happens with and without the help of an online dictionary, and how the teacher turned the trouble sources into objects of learning.

Overall, the work is well-balanced, well- structured, well-researched, progresses logically and the reader is clearly signposted throughout. The author has analysed and presented the 10 sequences in chapter six well, and the conclusions drawn in chapter 7 can help to shed more light on the use of online dictionaries as an empowering resource for both teachers and learners to conduct repair.

The work is written in clear and easy to read language.

Overall, a very good thesis. Well done.

I would like to ask the author whether she herself uses online dictionaries in class when teaching, or whether she sees - or thinks that other teachers may perceive - the use of an online dictionary by the teacher as a face threatening act.

04th June 2022

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Nicola Catherine Fořtová, B.A., M.A.