Graduate Thesis Assessment Rubric

Department of English, Faculty of Education, University of West Bohemia

Thesis Author: Šárka Peclová

Title: Role Play in Teaching English

Length: 50 pages

Text Length: 41 pages

Assessment Criteria	Scale	Comments
1. Introduction is well written, brief, interesting, and compelling. It motivates the work and provides a clear statement of the problem. It places the problem in context. It presents and overview of the thesis.	Outstanding **Very good** Acceptable Somewhat deficient Very deficient	
2. Literature review is comprehensive and complete. It synthesizes a variety of sources and provides context for the research. It shows the author's understanding of the most relevant literature on the subject matter.	Outstanding **Very good** Acceptable Somewhat deficient Very deficient	*The Theoretical part is well-structured and serves sufficiently the Method part. Nevertheless, the sub-chapter "Textbook – Project" (p.10) should be moved to the Method part. It is not cited at all (texts in the Theoretical chapter must be properly cited) and provides only supplementary information about the Subjects of research.* *Sub-chapter "Role Plays in Literature" has a confusing introduction – three x two groups of role plays.*
3. The methodology chapter provides clear and thorough description of the research methodology. It discusses why and what methods were chosen for research. The research methodology is appropriate for the identified research questions.	**Outstanding** Very good Acceptable Somewhat deficient Very deficient	
4. The results/data are analyzed and interpreted effectively. The chapter ties the theory with the findings. It addresses the applications and implications of the research. It discusses strengths, weaknesses, and limitations of the research.	Outstanding **Very good** Acceptable Somewhat deficient Very deficient	*The graphs depict the data collected in a clear and concise way. The only graph which is misleading is Graph 4 (p.23). One cannot see the relation between the real frequency and desired frequency of individual students. Thus it cannot be stated that students desire more role plays.*

5.	The thesis shows critical and analytical thinking about the area of study and the author's expertise in this area.	**Outstanding** Very good Acceptable Somewhat deficient Very deficient	
6.	The text is organized in a logical manner. It flows naturally and is easy to follow. Transitions, summaries and conclusions exist as appropriate. The author demonstrates high quality writing skills and uses standard spelling, grammar, and punctuation.	Outstanding Very good **Acceptable** Somewhat deficient Very deficient	*Lots of grammar and spelling mistakes can be found in the thesis (e.g. he mention (p.5), rol play (p.33), one students (p.33), limitate him (p.35) and many others. Furthermore, repeated and redundant words appear several times throughout the whole work.*
7.	The thesis meets the general requirements (formatting, chapters, length, division into sections, etc.). References are cited properly within the text and a complete reference list is provided.	Outstanding Very good **Acceptable** Somewhat deficient Very deficient	*The chapters barely meet the length requirements. The Introduction and Conclusion are rather short. The Theoretical part is shorter than the minimal length required.*

Final Comments & Questions

The thesis provides very good insights into role plays as a way to support development of speaking skills. Ms. Peclová successfully managed to build her research on the theories about role plays. I appreciate that she mentioned both advantages as well as possible challenges of role plays as part of English classes. Apart form a few shortcomings mentioned above, the theoretical chapter develops well, i.e. starts with a general background and gradually moves to specific characteristics of role plays.

The research is designed in a way that the research question can be answered. Research results are well presented (apart from one graph) and commentaries provide a proper further explanation of the data. However, it cannot be stated that 'There were no big differences in numbers or percentage.' (p.30). Since there was a higher number of students in the 6th grade, only percentage (not numbers) can be compared. Also, Ms. Peclová mentioned several times that 'There were not any significant differences in answers across the classes.' without pointing at the level of statistical significance. Such a statement is not valid.

On a positive note, I especially value the practical focus of the thesis described in the chapter "Pedagogical implications".
Based on the points mentioned above, I suggest that the author is awarded the grade "**very good**".

I would like the student to address these issues / questions during the defence:

Concerning the numbers depicted by Graph 4 (p.23), look again into the individual answers, specifically look at the connection between the real and desired frequency of role plays of individual students and draw a new conclusion stemming from this comparison. Present the result at the defence.

You mentioned several times the shy students and difficulty they might experience when being part of a role play. How would you, as a teacher (based on the literature or/and your own experience), help them to overcome their shyness to speak?

What was the most enriching finding of the research for your future career as an English teacher?

Supervisor: Mgr. Barbora Reynaert, Ph.D.

Date: May 19, 2021

Signature: