

Graduate Thesis Assessment Rubric
 Department of English, Faculty of Education, University of West Bohemia

Thesis Author: Bc. Šárka Pečlová

Title: Role Play in Teaching English

Length: 58

Text Length: 41

| 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 | Unfortunately, several mistakes appeared in the very introduction (e.g. stances, such...,background provide, basic) + listing sources or stances of experts using "for example" does not really correspond to the academic style format. |
| 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 | |
| 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 | Regarding the thesis RQ, is it really possible to <i>measure</i> the improvement of speaking skills by a one-time questionnaire and an interview? According to what standards or achievement goals did you measure the improvement? Based on respondents' point of view? So do you really measure some improvement or do you rather gather learners' opinion only? Regarding the speaking activities questions, how often do they use <i>dialogue</i> and <i>discussion</i> (in comparison to role play) in the EFL classes? Is it possible that the frequency factor might have influenced the results? How was interview data analyzed? |
| 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 | Outstanding Very good Acceptable Somewhat deficient Very deficient | |

| limitations of the research. | | |
|--|--|--|
| 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 | |
| 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 | |

Final Comments & Questions

The present thesis focuses on role play in ELT. In particular, it analyzes the relation of role play activities in EFL classes and speaking skills improvement – especially with respect to learners' opinion. The thesis is divided into two parts – the theoretical one offering basic theory from the field of speaking skills and role play in ELT and the practical one presenting concrete research conducted in three schools in Pilsen region and its results. The thesis deals with a very interesting and relevant issue – the use of a concrete speaking activity and its influence in terms of speaking skills improvement. Despite the few critical comments concerning the research design, the thesis offers a thought-provoking insight into learners' point of view on role play and speaking activities in general. Moreover, it shows which aspects of the issue definitely deserve more attention – especially regarding the role of feedback.

1) In the theoretical part of your thesis, you mention the relation of communicative competence and speaking skills (p.2). Could you clarify this relation (i.e. How would you define CC and especially its implications in terms of EFL classes and speaking activities? Any specific relation to the use of role play?)?

2) React, please, to the methodology chapter comments and questions.

Suggested grade: *Velmi dobře* (2)

Supervisor/Reviewer: PhDr. Eva Skopeczková, Ph.D.

Date: 4.6.2021

Signature: