

Graduate Thesis Assessment Rubric

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

Thesis Author: Petra Pourová

Title: Jak mohou didaktické hry rozvíjet komunikační dovednosti žáků ve výuce anglického jazyka na I. stupni ZŠ

Length: 75 pages

Text Length: 60 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	<i>The author covers a number of issues that are connected to the topic of the thesis yet not of any immediate relevance (e.g. sections focusing on the development of preschool children). The theory section has a breath but is short of depth and clear focus. Although the focus is on communication games, very little is dedicated to young learners' communication in English.</i>
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	<i>It isn't clear why the author involved a person who is not teaching yet in her study. Also, it isn't clear why a different number of questions is used in the interview in relation to the different hypothesis. Furthermore, many of the questions are yes/no questions rather than open ended questions that could have provided more objective data.</i>
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	<i>The author ties the collected data to the hypothesis and also refers to the theory.</i>

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	<i>There are sections short of references (e.g. pp. 7-9). The author has two different reference lists.</i>

Final Comments & Questions

Ms. Pourová shows a lot of enthusiasm about the topic of her thesis. There is no doubt that Ms. Pourová has a lot of knowledge about games, and how and why they could be used with young learners. The thesis clearly shows Ms. Pourová's ability to choose a topic, identify and review relevant literature, and conduct a small scale research project that would provide her with insights into language teaching practices. However, it seems to me that the author mostly focuses on games in a broad sense rather than focusing on games supporting communication in ELT as the title suggests. The theoretical part of the thesis comes across as a general overview of the topic of games through the lenses of literature on pedagogy. It misses elements of games in English language teaching and issues to be considered in English language teaching when implementing games. Also, the research questions themselves primarily ask about games rather than games supporting language development/communication skills.

I would like the author to address these questions during the defense:

How did you make sure that the term "didaktická hra" is understood by the research subjects? In other words, how did you know that when asking about games the subjects were not referring/talking about fun language teaching activities?

What made you have different numbers of questions around each hypothesis?

What have you learned about the subject matter that can clearly inform your teaching?

I suggest that the author is awarded the grade "very good" for her thesis project.

Supervisor: Mgr. Gabriela Klečková, Ph.D.

Date: June 9, 2022

Signature: