

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

Thesis Author: Jan Petr

Title: Gamification in English language education

Length: 54 pages

Text Length: 53 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 an 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 chapter is rather extensive (26 pages). The author reviews a range of concepts associated with gamification; however, he includes very little about gamification in ELT. It almost feels like it was written from a general education perspective than an ELT one. The author should have focused on gamification to enhance English language learning. Some general theoretical issues apply to any discipline (e.g., defining gamification). Still, then the author should provide an overview of topics from the field of ELT (e.g., game elements in the context of a language classroom). Since the theoretical background section doesn't provide a comprehensive review upon which the rest of the thesis could be based, it is only logical that the remaining parts fall short of the expected.
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	The author starts the chapter by saying, "The theoretical portion of this thesis shows that gamification can be used in various ways to enhance language learning." Unfortunately, the comment above. The author mentions key information (research method, data collection, data analysis), yet he fails to include his survey in the appendix. As further shown in the results questions,

		the survey questions were rather general, including terms that could be interpreted in multiple ways (e.g. traditional teaching methods). Furthermore, the demographics of the subjects are also limited. We only know how long they have been teaching and whether they teach at lower or upper secondary school learners.
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 findings here are problematic. The author talks about gamification in teaching English, but it isn't clear how the research subjects understood the concept. Since only 8 people knew the term, one wonders what the subjects' responses referred to. Hoya (2022) states that to gamify, "we take activities that already exist and add elements or features to make them more interactive and challenging, and therefore more engaging." Did the subjects understand this line, or did they mean using games in ELT? I appreciate the author comparing his results with other research, yet he fails to make specific references to such works in his commentaries (e.g. p. 33, 37, 39). The implication part of the thesis (p.48) only summarizes the findings and provides no recommendations based on the results.
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	The author doesn't format headings according to the requirements. He doesn't use APA properly in references (e.g. use of capital letters, italics, extra info.). There is inconsistency in years of publications Kiryakova (p. 3 – 2020, p.

		<p>4. 2018), Rutherford (in text 2021, references 2020). Generally speaking, the author includes in text citations properly throughout the text yet multiple references in selected parts of the text aren't appropriately cited in the text nor included in the reference list (pp. 6, 7, 8, etc.). The number of such works is relatively high.</p>
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Final Comments & Questions

Mr. Petr chose a critical and contemporary topic for his thesis. The general theoretical part shows his familiarity with the issue's general topics. Still, at the same time, it resembles a patchwork of different texts being put together without a specific relevance and focus on ELT. This approach causes a general thesis that doesn't provide insights that could inform ELT teachers' instruction. There is no doubt that Mr. Petr has developed new knowledge and experiences in gamification, yet this research project bears many limitations (see above).

I suggest the author be awarded the grade "good" for his thesis project.

During the defense, I would like Mr. Petr to address these questions:

How would you explain to an uninformed person what gamification in English language teaching is?

What specific guidance would you provide them with to implement it successfully in their teaching?

If you could start over again, how would you approach your research?

Reviewer: Mgr. Gabriela Klečková, Ph.D.

Date: August 28, 2023

Signature: