

Graduate Thesis Assessment Rubric

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

Thesis Author: Bohumil Blecha

Title: Using Improvisation in English Language Teaching

Length: 58

Text Length: 42

<i>Assessment Criteria</i>	<i>Scale</i>	<i>Comments</i>
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	
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	In terms of RQ 1 and RQ 4, the selected research methodology was not really appropriate (see reviewer's questions). With respect to the topic of the thesis, the research design could have been a combination of various data collection methods (e.g. questionnaires and observation etc.) – to cover more sources of data.
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	
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	In the theoretical part dealing with English language teaching, author's description of methods and approaches in language teaching seems somewhat shallow (pp. 9 – 10). In a similar way, (p.14) the author reduces the notion of TPR and The Silent Way.

<p>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.</p>	<p>Outstanding Very good Acceptable Somewhat deficient Very deficient</p>	
<p>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.</p>	<p>Outstanding Very good Acceptable Somewhat deficient Very deficient</p>	

Final Comments & Questions

The present graduate thesis deals with an interesting and in terms of language teaching a definitely relevant issue: the use of improvisation in English language teaching. The thesis focuses on positive aspects of improvisation suggesting possible inclusion of improvisation in lower secondary school ELT education. Accordingly, the author of the thesis made use of his own experience in this field and his undoubtedly genuine interest in drama and improvisation and conducted his research at a drama festival organizing a seminar of improvisation in English. The possible impact of this workshop (and improvisation) was specified by means of four research questions focusing on the participants' attitudes towards speaking in English, their fear of making a mistake or willingness to speak in front of other participants. In terms of the first and the last RQ, the research design seemed not really optimal (see reviewer's questions). Furthermore, the research itself was *connected in a very specific context – and the implementation of improvisation in the actual school/class environment would definitely entail a more or less different approach (e.g. a modified version to be part of a lesson or a special class/workshop for students), which the author mentioned himself in the final part of the thesis.* Despite that the thesis offers an interesting source of inspiration for teachers (and learners) trying to cope with the quite frequent feeling of insecurity and other possible problems preventing learners from speaking in L2.

Suggested grade: 1 - 2

1. In terms of RQ1, you ask whether improvisation in English helps to improve the participants' positive attitude towards speaking in English in school and outside of it. Nevertheless, your research (including the RQ) was rather related to speaking (or using) English in general. How could you alter the research design to be able to answer also this research question appropriately?
2. In terms of RQ4, again how would you alter the research design to be able to answer also this research question appropriately?
3. What sort of modification would you suggest to make improvisation (or aspects of it) part of a usual ELT lesson?

Reviewer: PhDr. Eva Skopečková, Ph.D.

Date: 24.8.2020

Signature: