

Graduate Thesis Assessment Rubric

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

Thesis Author: Denisa Hanáková

Title: Vliv videoher na process učení slovní zásoby anglického jazyka u žáků 1.stupně základní školy

Length: 67

Text Length: 43

| Assessment Criteria | Scale | Comments |
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| 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 | Some passages of the text do not sound stylistically adequate and coherent in Czech , but rather as literal translations from English with a high degree of interference: "výzkumu předcházely myšlenky , že atraktivní a kontextově bohaté prostředí videoher umožňuje opakovaný kontakt s novými slovy a frázemi, což napomáhá hlubšímu porozumění a lepšímu uchování nově nabytých znalostí," (p. 1) |
| 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 | There is a sub-chapter called Učení se anglické slovní zásoby na 1. Stupni základní školy – the whole chapter deals with language teaching methods and approaches in general – without exact relation to the thesis topic. The question of primary school ELT context and teaching of vocabulary to primary school learners is missing, too. Moreover, the passage contains a high degree of erroneous conclusions and misleading interpretations – probably partly the result of literal translation and incorrect generalisations (see below). |
| 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 | It would be interesting to provide the results of item n. 3 and n.4 from the second questionnaire, i.e. to illustrate the results by means of a table/graph and to prove the first hypothesis. Some passages rather describe the methodology in general – not in relation to the present research project (e.g., questionnaire or action research description) (pp. 17 -20). The author would need a different research format to prove the second |

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| | | <p>hypothesis, i.e. the hypothesis deals with video-games employment to increase motivation compared to "traditional methods" (not defined which are considered traditional here and what is compared) leading to a more positive approach to vocabulary learning (one item touches upon only):</p> <p>2. Ve srovnání s tradičními metodami výuky ve třídě, které mohou postrádat interaktivní a poutavé prvky, vede používání videoher při výuce anglické slovní zásoby k vyšší úrovni motivace a zapojení žáků, což vede k pozitivnějšímu přístupu k učení slovní zásoby. (p. 17)</p> |
| <p>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.</p> | <p>Outstanding Very good Acceptable Somewhat deficient Very deficient</p> | <p>See above.</p> |
| <p>5. The thesis shows critical and analytical thinking about the area of study and the author's expertise in this area.</p> | <p>Outstanding Very good Acceptable Somewhat deficient Very deficient</p> | <p>The theoretical part dealing with vocabulary (lexicon) referring to Richards and Rodgers (2001) seems somewhat misleading. The author should clarify this part.</p> <p>The whole text is in Czech, but some passages in the theoretical part are difficult to follow, containing sort of confusing (or even erroneous) information resulting probably from the literal translation of an English text (e.g. the passage on GTM): "Jednou z těchto technik je metoda překladu gramatiky, která je již spoustu let jednou z nejpoužívanějších. (...) Sloužila jako pomůcka pro žáky a studenty ke čtení a tím i ocenění literatury psané v cizích jazycích" (p. 6).</p> <p>In one passage, it is not clear whether the author describes the DM or Situational Language Teaching (SLT): "(...) Jediné základní pravidlo pro tuto techniku je, že během jejího užití nesmí dojít k žádnému překladu. Z tohoto důvodu získala tato metoda svůj název. (...) Tato metoda se nejdříve soustředí na velmi jednoduché pojmy a slova, na které postupně navazují čím dál tím složitější. Žáci se se slovy seznamují v</p> |

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| | | jednotlivých stádiích, které můžeme shrnout zkratkou PPP, kde první "P" znamená prezentace, což je chvíle kdy učitel představuje žákům nové pojmy (...) (p. 7).", etc. |
| 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 | The theoretical part is difficult to follow, see above. |
| 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 | There are a few instances of missing years in quotes; see p. 17. |

Final Comments & Questions

The thesis topic is video games' impact on primary school learners' vocabulary learning. In particular, the author selected a concrete video game to employ this game in the ELT lessons of one of the basic schools in Pilsen and to observe its effect on the vocabulary learning of fifth graders from this school. The theoretical part of the thesis proved deficient regarding several passages and chapters, as described above in greater detail. On the other hand, the practical part provided a clear and thorough description of the selected action research project. The selected methodology and its employment are logical and systematic – though some aspects could be rather seen as future research incentives (see above). Except for the concrete theoretical parts, the thesis represents an inspiring source of information. It provides a thought-provoking alternative to the broad issue of vocabulary teaching.

Suggested grade: 3

1. Try to clarify the chapter on the English language lexicon referring to Richards and Rodgers (2001), i.e. referring to a source dealing with methods and approaches to language teaching. In other words, what is important in terms of lexicon in the English language? What does it mean to know a word?
2. Why did you include the lengthy section on methods and approaches to language teaching without specifically referring to your thesis topic and not following the headline of this section? How could you change this passage?
3. What was the most important *takeaway* that your research provided for you and for your future career as a language teacher?

Reviewer: PhDr. Eva Skopečková, Ph.D.

Date: 31.5.2024

Signature: