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

Thesis Author: Barbora Hanzlovská

Title: Vocabulary learning strategies from English language learners' perspective

Length: 68

Text Length: 53

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	*The literature review is outstanding, synthesizing sources with a deep understanding of the subject's core literature.*
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 methodology chapter is clear and thorough, effectively justifying the chosen methods in relation to the research questions.*
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	
6. The text is organized in a logical manner. It flows naturally and is easy	**Outstanding** Very good	

to follow. Transitions, summaries and conclusions exist as appropriate. The author demonstrates high quality writing skills and uses standard spelling, grammar, and punctuation.	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 presented thesis on vocabulary learning strategies is exemplary in its approach and execution. Focusing on English language learners' perspectives, the author provides a comprehensive theoretical background, citing a range of studies with clarity and depth.

The practical methodology employed—examining current vocabulary learning processes via questionnaires given to 7th graders and semi-structured interviews with five students- is very detailed and insightful. The decision to emphasize flashcards and semantic mapping strategies added depth to the research.

The results chapter is commendable, presenting findings transparently and reflecting the author's deep engagement with the topic.

Suggested grade: 1

Questions:
1) Why and how did you choose the students for the semi-structured interviews?
2)Why do you think the participants in the research preferred flashcards over the semantic mapping activity?

Reviewer: Mgr. Tereza Havránková, Ph.D.

Date: August 28, 2023

Signature: