

## Graduate Thesis Assessment Rubric

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

Thesis Author: Bc. Kristýna Molendová

Title: TEACHING VOCABULARY IN THE ENGLISH CLASSES USING DIGITAL TECHNOLOGIES

Length: 54

Text Length: 67

<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 research question(s) and the aim of the thesis. It presents an overview of the thesis.	Outstanding <b>Very good</b> Acceptable Somewhat deficient Very deficient	
2. The theoretical part shows the author's appropriate theoretical knowledge of the subject matter through the background/review of literature. The author presents information from a variety of quality electronic and print sources. Sources are relevant, balanced and include critical readings relating to the thesis or problem.	Outstanding <b>Very good</b> Acceptable Somewhat deficient Very deficient	
3. The Practical Part comprises three main sections: a/description of the analysed language material/retrieval of corpus, b/ methodology used, and c/results. The methodology used in data collection and subsequent analysis are described adequately. The analysis itself highlights the relevant issues and covers them in sufficient detail. The results are presented in a clear and logical manner that displays the application of the theoretical concepts.	Outstanding <b>Very good</b> Acceptable Somewhat deficient Very deficient	
4. The thesis displays critical thinking and avoids simplistic description or summary of information.	Outstanding <b>Very good</b> Acceptable Somewhat deficient Very deficient	
5. Conclusion effectively restates the issue. It summarizes the main findings and follows logically from the analysis presented. Moreover, it discusses the potential strengths, weaknesses, and limitations of the research.	Outstanding <b>Very good</b> Acceptable Somewhat deficient Very deficient	
6. The text is coherent; it is organized in a logical manner, flows naturally	Outstanding <b>Very good</b>	

and is easy to follow. This includes standard spelling, grammar, and punctuation. Transitions, summaries and conclusions exist as appropriate.	Acceptable Somewhat deficient Very deficient	
7. The author demonstrates proficient use of language in a way suitable for the discipline and/or genre.	Outstanding <b>Very good</b> Acceptable Somewhat deficient Very deficient	Language use is appropriate for the discipline but could be improved for greater clarity and fluency.
8. The thesis meets the general requirements (formatting, chapters, length, division into sections, etc.). References are cited properly within the text, a complete reference list is provided, and the use of AI acknowledged (if appropriate).	Outstanding <b>Very good</b> <b>Acceptable</b> Somewhat deficient Very deficient	Inconsistent APA style formatting. For example (p.56): Decarrico , J. S. (2001). Teaching English as a second or foreign language. In J. S. Decarrico, Teaching English as a second or foreign language (p. 287). Boston: Heinle ELT.

#### Final Comments & Questions

The thesis "Teaching Vocabulary in English Classes Using Digital Technologies" by Kristýna Molendová explores integrating digital tools to enhance vocabulary acquisition among ninth-grade students. It is organized into several key sections: an introduction, theoretical background, methodology, research results, discussion, and conclusion. The theoretical explanations are well-supported by references to established educational theories and research findings, providing a foundation for the practical part of the thesis. The theoretical part, though comprehensive, contains sections that could be refined to better focus on the main topic. For instance, while informative, detailed discussions on general learning theories and lifelong learning may not be necessary, given the study's specific focus on vocabulary learning and digital technologies. A more concise theoretical background emphasizing the direct connection between digital technologies and vocabulary acquisition would enhance the thesis's coherence and impact. The methodology outlines the research design, including participants, data collection methods, and analytical techniques. The research findings are clearly presented with detailed analyses of questionnaires, interviews, and classroom observations. The thesis concludes by discussing the implications of the findings for teaching practice, the limitations of the study, and suggestions for future research. Overall, the research offers significant insights into the effectiveness of digital tools in vocabulary acquisition. The detailed methodology and comprehensive data analysis contribute to the reliability and practical relevance of the findings. The study makes a contribution to the field of ELT. It provides a foundation for future research integrating digital technologies into English language teaching.

**Suggested grade: 2**

**Supervisor Mgr. Tereza Havrářková, Ph.D.**

**Date: 3.6.2024**

**Signature:**