

## 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

<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	The introduction provides a basic overview but lacks a clear statement of the research questions.
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 and is easy to follow. This includes standard spelling, grammar, and punctuation. Transitions, summaries and conclusions exist as appropriate.	Outstanding <b>Very good</b> 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> Acceptable Somewhat deficient Very deficient	

Final Comments & Questions

Ms Denisa Hanáková's thesis, "Playing Video Games and Young English Language Learners," explores the impact of video games on learning English vocabulary among primary school students. The thesis is organized into two main parts: a theoretical section and a practical section. The theoretical part reviews the types of vocabulary, strategies for learning and memorizing vocabulary, and various methods used in teaching English vocabulary to young learners. It also discusses the advantages and disadvantages of using video games in English language instruction. It categorizes the types of vocabulary present in video games. The practical part outlines the research problem, objectives, questions, and hypotheses. It details the methodology, including an action research study supplemented by questionnaires, describes the participants and activities, and presents the findings and implications of the research.

The strength of the thesis is its innovative approach to integrating video games into English language teaching. The research is thorough and presents a compelling case for using video games as a supplementary tool for vocabulary acquisition. The study's findings are promising, indicating that video games can indeed enhance vocabulary learning and make the process more enjoyable for students. Ms Hanáková's thesis makes a valuable contribution to the field of language education, offering practical insights and recommendations for incorporating video games into ELT.

**Suggested grade: 2**

**Reviewer:**Mgr. TerezaHavrárková, Ph.D.

**Date:**3.6.2024

**Signature:**