

## Graduate Thesis Assessment Rubric

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

Thesis Author: Bc. Kristýna Hrbáčková

Title: THE ROLE OF DELIBERATE VOCABULARY PRACTICE IN ENGLISH LANGUAGE TEACHING

Length: 72 pages

Text Length: 57 pages

<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.	<b>Outstanding</b> Very good Acceptable Somewhat deficient Very deficient	The motivation behind the choice of the topic is clearly laid out and it justifies it perfectly well. The author's genuine interest permeates the whole practical part and positively impacts the research design.
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.	<b>Outstanding</b> Very good Acceptable Somewhat deficient Very deficient	The theoretical part displays fulfilment of all the listed criteria. It is thorough, logically structured and it supports the practical part with relevant concepts that are reflected in the analysis of data. The level of citation practice is supra-standard.
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.	<b>Outstanding</b> Very good Acceptable Somewhat deficient Very deficient	Meticulously designed action research, thorough justification, seamless interaction between theory and application.
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 <b>Very good</b> Acceptable Somewhat deficient Very deficient	See comments below
5. The thesis shows critical and analytical thinking about the area of study and the author's expertise in this area.	<b>Outstanding</b> Very good Acceptable Somewhat deficient Very deficient	
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 <b>Very good</b> Acceptable Somewhat deficient Very deficient	The text occasionally suffers from morpho-syntactic inconsistencies; however, these do not constitute any systematic deviation from the required standard. Textual cohesion is perfectly adequate to content and style. Paragraph structure could be more varied to ease orientation for the reader.

<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><b>Outstanding</b> Very good Acceptable Somewhat deficient Very deficient</p>	
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#### Final Comments & Questions

Apart from the points mentioned above, in my view, the merits of the thesis are particularly well represented by its systematic nature, realistic and achievable aims (see clear and replicable hypotheses) and its import in terms of classroom practice.

My critical remarks concern an issue that is in direct relation with the research itself. From my perspective, the key notion of this thesis is *improvement*. Alas, there is no explicit statement of how the author perceives this phenomenon apart from numerical references in the data analysis. I find this rather problematic and suppose this might be one of the causes of the inconclusive results.

Given the choice of the topic, it is to be expected that the number of variables that are out of the teacher's control can be overwhelming, which seems to be the case of the proposed text. The results show that the data would have to be much more robust to display less ambiguous tendencies; also, the significant time constraints played a negative role. It would have been beneficial had the author referred to a similar kind of local or international research and thus was able to compare and objectify her own conclusions. This also relates to the temporal status of the referenced bibliography – a more up-to-date psycholinguistic research would have helped support the author's own results.

I propose the following points for discussion at the thesis defence:

1/ Which factor influencing the ease/difficulty of lexeme retention poses the greatest challenge in the author's view? Could she comment using her professional experience so far?

2/ How does the author approach the teaching of semantically heavy lexemes since polysemy is such a characteristic feature of the English lexicon? How does she view the role of the grammar-translation method in teaching?

3/ Personally, which method of vocabulary repetition did the author use as a student and has it proven effective? How does she recognise that she 'knows a word', so to say?

Based on the reasons stated above, I recommend this thesis for defence and propose the assessment of 1, **výborně**.

~~Supervisor: Mgr. Gabriela Klečková, Ph.D.~~

Reviewer: PhDr. Klára Lancová, Ph.D.

Date: 29<sup>th</sup> August 2023

Signature: