Bachelor´s thesis review

Thesis title: The role of Extraversion and Introversion in Second Language Classroom Behaviour among young Adult Learners

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This thesis explores the possible role of personality traits of second language learners to their language classroom behaviour. The thesis covers 3 pages of the content text, 3 pages of the list of references, and 7 pages of Appended materials.

Firstly, it should be noted that the thesis was prepared, constructed, and also conducted as an individual small scale research project resulting from the interest of the student. My role as a supervisor here was then related more to the methodological aspects of the research project itself and to the formal aspects of the text. The topic itself is in the area of the students interest. I would like to express my positive appraisal of the interest and motivation Iryna expressed throughout the thesis preparation. From the supervisors point of view I would also like to note that Iryna was showing the willingness to learn new things, diligence, and also the willingness to work hard. However, the resultant product, the bachelor thesis itself, is not excellent, although this is not because the student does not have the potential to do for fine work. From my point of view, the final quality related to the critically short time the student allowed for the thesis preparation.

The content structure of the thesis shows some logic and coherence. It is developed as a research report with the concentration focused on the chosen topic. The student clearly identifies the aims of the thesis, and with the links made to the research literature she formulates a relevant research question for the empirical study. The question is rather generally stated, however this is in the line with the general character of the study provided. The literature review is rather short, however there is concise commentary on the key aspects of the target topic. From my point of view, the final part of the chapter "Literature review" could have been more developed, showing the ability to contrast and compare already existing results in the research literature. Also, I would appreciate being able to see that the final part of this chapter- p. 14 – 17 specifically addresses and discusses the current state of knowledge on the relationship of extroversion/introversion to the classroom behaviour - the key concept for this thesis. More research studies directly addressing the key issue would be needed here. Also it is not clear what differentiates the content of the chapters "Background of the study" and "Literature review"- these two chapters seem to be very similar in content and could have been developed as one unit. From the formal aspects point of view, many authors/publications cited in this part of the text are not listed in the List of References.

Research related chapters show the intention of the accepted structure of the research report, however this is not properly provided in its final appearance. Methodology should be at the same chapter structuring level as the Results and Interpretation/Discussion chapter.

From the actual content point of view, a few critical notes should be listed:

1. The whole study seems to try differentiate extroversion and introversion related behaviour in the classroom, and then it is a comparison of what the student is trying to do. So the way results are described should have expressed this comparative thinking more and clearly

2. The description of procedures applied is not fully convincing - especially for the third method of data collection applied. The criteria for assigning particular behaviour to the overt/covert category should be justified/referenced or argued in relation to the particular sources the student was working with to provide this category.

3. Description of results is very "descriptive", rather mechanic, and does not contain hardly any summarising and connecting parts – it is difficult therefore for the reader to understand the data provided and to understand said data in relation to the research question. This is most critical in the description of the second research technique (questionnaire) – where the long list of tables is presented and no summative comments (in the line with the research question) are provided. The final Graph 1 is then very difficult to understand, especially because the analytical procedure applied here is not appropriately described in the text, It is not identified as a key analytical approach in the text, nor it is clearly put in relation to the data collection techniques and their results, so the poor reader is left struggling to understand the huge material provided.

4. An Interpretation and Discussion chapter is provided, however it is short and does not systematically address all aspects of the results provided in the previous Results chapter. Also, the Results chapter already presents some interpretation paragraphs so the structuring is a bit messy.

5. A clear summary of results at the end of the Result chapter would be beneficial, but unfortunately this is missing.

6. Research related chapters contain violations of the formal requirements, especially Table descriptions and the way the tables present their content.

7. A clear results summary directly reflecting the proposed research question is missing in the Results chapter. The chapter Interpretation therefore looks rather episodic, and the chapter Recommendations and Conclusions actually does not reflect the data provided by the implemented research.

Finally, it is important to note that the goals of this thesis (with regards the tasks proposed at the beginning of the thesis text) were fulfilled. Despite the weaknesses with some of the formal aspects and the language of the academic text, and as clearly stated in the previous parts of this review, with regards the research data elaboration, presentation, and interpretation, I consider this thesis to be acceptable for the defence procedure. I would recommend careful preparation of the results presentation for the defence speech. As I see the potential quality of the data gathered throughout the thesis preparation, and as I also understand many of the points raised in this review resulting from the limits with the amount of time the student had available for this thesis elaboration, I propose the grading as very good – good.

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