

Graduate Thesis Assessment Rubric (Methodology, Linguistics)
Department of English, Faculty of Education, University of West Bohemia

Thesis Author: Alena Pigulová
 Title: Teaching English through Literary Text at Lower Secondary Level
 Length: 63
 Text Length: 45

| Assessment Criteria | Scale | Comments |
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| 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 | While I think this introduction begins brilliantly with the author's observation on passionate students, it quickly falls into the language of a "report" rather than the more argumentative language of a thesis. |
| 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 theory chapter was very interesting but I found myself wondering if more time and attention should be paid to the psychology of a Twenty-first century student. Many of your sources about the usefulness of reading were published during the advent of the internet. I was grateful when the author acknowledged the internet created a competition for "pleasure reading". |
| 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 | |
| 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 | |

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| <p>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.</p> | <p>Outstanding Very good Acceptable Somewhat deficient Very deficient</p> | <p>The author is a strong prose writer but the author failed to incorporate English style quotation marks and rules of English style titles into her work and this is very distracting. Also the References pages is rife with inconsistencies and this diminishes what would otherwise be a very professional work.</p> |
| <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>Outstanding Very good Acceptable Somewhat deficient Very deficient</p> | <p>Because of the reason mention above I can't quite give an Outstanding here.</p> |

Final Comments & Questions

The author is to be proud of her hard work and the depth of her understanding on the issue of "reading for pleasure". I wish the author had accounted for new technologies and the impact of the internet on reading. For instance, when meditating on the selection process, the author stated it was important to pick a text which every student could access through the net. But I wonder if reading on a computer is not one of the factors that diminishes "reading for pleasure". Or if a student has a kindle or ipad or tablet of some kind, does that create a different reading experience than those who read on a computer or with printed material? In general most of the theoretical sources were published in the early 90's around the advent of the net, and it seems like it would be beneficial if you had consulted a few more contemporaries articles (maybe on the internet) about the changing nature of reading to try to pinpoint the ways reading and perception of reading are changing. My other comment is on the nature of creative writing texts and in particular the role of metaphor in language. It seem to me it is important to draw a distinction between dead metaphors such as "seeing red" or "headhunters" which have lost their metaphorical power for a native English speaker (but perhaps not for a non-native speaker) and poetic metaphor which requires each reader to struggle into a new world of interpretation if not creation and construction of meaning. It also seem that one of the reasons literature is viewed as an undesirable by both teachers and students is that both struggle with this type of metaphor because it challenges the teacher authority in owning and understanding the text, and for students it can actually be perceived as incompatible with the "use" value of learning a second language. Otherwise, this was an excellent work which was somewhat diminished be rushed proofreading and lack of care with the format. Still there is much to be admired here.

Brad Vice, Ph.D.

20.02.2013

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