

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

Thesis Author: Zuzana Míková
 Psychological typology: English language teachers
 Length: 69
 Text Length: 46

Assessment Criteria	Scale	Comments
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	The author writes a very straightforward introduction that provides readers with a clear idea about the focus, the research questions she seeks answers to and the structure of the 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	Due to the focus of the research, the author reviews literature in the area of psychology rather than applied linguistics. In my opinion, the author sometimes goes into too much detail in discussing some of the topics (e.g. MBTI instrument and its usage); however, at the same time, she presents all the necessary background information on the subject matter to ground her research in and also be later able to discuss the findings in contrast with theory.
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	The presentation of the findings is clear, well organized and effectively supported with graphs.
5. The thesis shows critical and analytical thinking about the area of study and	Outstanding Very good	

the author's expertise in this area.	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 Very good Acceptable Somewhat deficient Very deficient	
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.	Outstanding Very good Acceptable Somewhat deficient Very deficient	

Final Comments & Questions

Ms. Míková writes a scholarly thesis with a clear research goal. The thesis is based on a comprehensive review of literature on the Myers-Briggs Type Indicator and its role in teaching; however, it only presents a considerably small scale research study in a limited context. Because of this, the value of it is not necessarily in the size of the study but in the ideas and concepts the whole thesis presents. It is obvious that Ms. Míková gained a lot of knowledge and experience regarding the MBTI and teacher personalities when working on the project. For anyone interested in psychology and how teacher personalities are communicated in teaching, this thesis presents mind stimulating and valuable introduction to the MBTI typology.

I suggest that the author is awarded the grade "excellent" for her thesis project.

Supervisor: Mgr. Gabriela Klečková, Ph.D.

Date: May 16/ 2023

Signature: 