

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

Thesis Author: Veronika Macháčová  
 Title: The Role of Translation in an English Classroom  
 Length: 55 pages  
 Text Length: 37 pages

<b>Assessment Criteria</b>	<b>Scale</b>	<b>Comments</b>
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	
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	
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	
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.	<b>Outstanding</b> 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.	<b>Outstanding</b> Very good Acceptable Somewhat deficient Very deficient	

<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><b>Outstanding</b> Very good Acceptable Somewhat deficient Very deficient</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><b>Outstanding</b> Very good Acceptable Somewhat deficient Very deficient</p>	

Final Comments & Questions

This is an excellent work in all its phases, elegantly written and presented and drawing on a wide variety of sources. In fact, the author makes such a strong case for the use of translation in an English classroom that one wonders how it ever managed to fall out of fashion in the first place. Cynics might suggest it was a pampering to the whims of monolingual EFL methodologists, desperate to sell their textbooks and teaching manuals abroad. With this in mind, I particularly appreciated the Naimushin (2002) quote on p. 13.

**Questions**

1. Should a distinction not be drawn between translating and supplying grammatical explanations in the students' mother tongue? (The author devotes some space to the latter on pp. 12-14 and again on pp. 26-27.) Various definitions exist of 'translation': summarised briefly, one might say that it is the rendering of a source language text (or part of a text or single lexical item, etc) into a target language. Thus a foreign language teacher explaining foreign language grammar in the mother tongue is not translation in the true sense of the word – unless, of course, the instructor were translating directly from some of the above-mentioned monolingual teaching materials.
2. What sort of song texts would be most appropriate for translation purposes and how should they be used in the classroom?
3. With reference to p. 30, what type of texts should students bring to class? In such instances, is there not a danger of the teacher becoming a hostage to fortune?

Recommended grade: Excellent

Reviewer: Andrew Tollet

Date: 19th August 2013

Signature:

