

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

Thesis Author: **Pavlna Hlávková**

Title: **METHODS IN TEACHING ENGLISH GRAMMATICAL STRUCTURES TO INTERMEDIATE STUDENTS**

Length: 95

Text Length: 67

<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 examined issue. It presents and overview of the thesis.	Outstanding Very good Acceptable Somewhat deficient Very deficient	See "Final Comments and Questions"
2. The thesis shows the author's appropriate knowledge of the subject matter through the background/review of literature. The author presents information from a variety of quality electronic and print sources. Sources are relevant, balanced and include critical readings relating to the thesis or problem. Primary sources are included (if appropriate).	Outstanding Very good Acceptable Somewhat deficient Very deficient	See "Final Comments and Questions"
3. The author carefully analyzed the information collected and drew appropriate and inventive conclusions supported by evidence. Ideas are richly supported with accurate details that develop the main point. The author's voice is evident.	Outstanding Very good Acceptable Somewhat deficient Very deficient	See "Final Comments and Questions"
4. The thesis displays critical thinking and avoids simplistic description or summary of information.	Outstanding Very good Acceptable Somewhat deficient Very deficient	See "Final Comments and Questions"
5. Conclusion effectively restates the argument. It summarizes the main findings and follows logically from the analysis presented.	Outstanding Very good Acceptable Somewhat deficient Very deficient	See "Final Comments and Questions"
6. The text is organized in a logical manner. It flows naturally and is easy to follow. Transitions,	Outstanding Very good Acceptable	See "Final Comments and Questions"

summaries and conclusions exist as appropriate. The author uses standard spelling, grammar, and punctuation.	Somewhat deficient Very deficient	
7. The language use is precise. The student makes proficient use of language in a way that is appropriate for the discipline and/or genre in which the student is writing.	Outstanding Very good Acceptable Somewhat deficient Very deficient	See "Final Comments and Questions"
8. 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	See "Final Comments and Questions"

Final Comments & Questions

The author of the thesis has chosen the topic which is undoubtedly worth being considered and paid attention to – methods of teaching grammar to (intermediate) students (being considered as a sub-skill, grammar is likely to be abandoned by both, teachers and learners). She chose some of the grammatical issues considered as difficult (the universal quantifiers *every*, *all* and modal auxiliaries).

In the theoretical part of her work she provides a very detailed survey of individual methods and techniques applied in teaching grammar and pays attention to the teacher's role in individual steps in the process of acquiring the grammar.

In the following part of her work, Methods, she provides a profound description of the process of teaching and acquiring the grammar in individual classes she taught during her teaching practice. She also pays attention to the issue of mistakes and tries to make as much use of dealing with them as possible.

The chapter Results and Commentary provides a detailed consideration about the whole process of teaching, acquiring and testing the grammatical phenomenal.

The thesis seems to be a wonderful example of a perfect work, responsible attitude and preparation for the whole research and the following results and conclusions. Its lay-out is perfect, easy to follow and provides a lot of relevant facts about the topic.

The language of the work is at a high level (only one occasional mistype at page 65 ...*in order to practice is as much as possible*, and a bit awkward way of expression *there were some learners being able* at p. 65)

To sum up, this graduate thesis undoubtedly meets the highest requirements put on a piece of academic writing and deserves the evaluation: "výborně".

Supervisor/Reviewer: PhDr. Jarmila Petrlíková, Ph.D.

Date: May 6 2013

Signature:

