

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

Thesis Author: **IVA KÖHNLEINOVÁ**

Title: **VARIOUS WAYS OF SUPPORTING DEVELOPING COMMUNICATION SKILLS IN TEXTBOOKS USED IN THE UPPER PRIMARY EDUCATION**

Length: 64

Text Length: 47

<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 above reviewed graduate thesis deals with the ways of developing communicative skills of pupils at the upper primary level of education, which is undoubtedly very important and worth paying attention to.

In the Introduction the author presents the lay-out of her work and explains her reasons for choosing this particular topic.

The following part of the work, Theoretical Background, provides the theoretical basis of the following research. Here, I find some relevant shortcomings, mainly in a rather brief and even simplistic way of describing individual items relevant for the topic itself (pp 8, 9, 10...), e.g. she mentions the term "communicative ability" (one of the key notions of her work) and spends only 9 lines on it. Next to this, she uses an exceeding number of citations (at page 9 there 10) and rather few ideas and little reasoning of her own.

In the chapter Results and Commentaries the author's commentaries are quite acceptable, her reasoning is clearly supported by the results of the analysis of individual textbooks. Nevertheless, in the part called My commentary (p. 41) she describes what she has done rather than provides any conclusions. The same should be said about the author's evaluation of individual textbooks and their comparison in the chapter Implication, which has a rather superficial air.

The grammar as well as the language of the work are quite acceptable, though there are some mistakes found throughout the work, mainly in using incorrect or inappropriate structures, wrong word order, punctuation and incorrect determination, e.g.:

- p iii "...the book seems to support the spoken interaction development the most efficient.";
- p1 "...when English language has become the main means..."
- p 8 "It (communicative ability) is essential when exchanging knowledge, information..."
- p 13 "... ways how to divide..."
- p 21 "the cover of the books states, that this edition is....."
- p 32 "...practices... can lead learners to confidence when communication quite effectively."

In spite of the above mentioned shortcomings, the work can be still considered to meet the basic requirements put on a piece of academic writing.

The suggested evaluation: "dobře"

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

Date: July 12 2013

Signature:

