

Graduate Thesis Assessment Rubric
Department of English, Faculty of Education, University of West Bohemia

Thesis Author: Kateřina Mertová
 Title: Issues of designing effective conversational lessons for secondary school students
 Length: 57 pages
 Text Length: 45 pages

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	
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	<i>The author reviews a range of ideas associated with teaching speaking and developing speaking skills. In general they provide a good theoretical framework for her research. In my opinion, some of the issues could have been discussed more thoroughly and some could have been eliminated. For example, the author only addresses the role of feedback and correction in two rather general paragraphs (p.17), but in her discussion, she mentions how important feedback is in teaching speaking. On the other hand, the issue of testing speaking is definitely an interesting one but has no relevance to the presented research and thus did not have to be included. To conclude the chapter, the author could have provided a summary of core ideas for the readers.</i>
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	Outstanding Very good Acceptable Somewhat deficient	<i>Although the author examines the lessons in three rather general areas: types of activities, arrangements and forms, and roles, the presented ideas</i>

implications of the research. It discusses strengths, weaknesses, and limitations of the research.	Very deficient	<i>are thought provoking regarding teaching practices and make the reader reevaluate whether what happens in the language classroom is all that effective. At the same time, it has to be pointed out that the research is limited. It was done in five lessons of one particular class and teacher and does not provide comprehensive insights into teaching speaking to young adults.</i>
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	
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	<i>The theoretical chapter seems to have a larger number of direct quotes some of which could have been integrated more smoothly into the author's text.</i>
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

It is obvious that the thesis positively contributed to Ms. Mertová's education and growth as a language teaching professional. Her expertise in the subject matter is apparent in the thesis.

The topic of teaching speaking and the importance of speaking being present in language classes have been widely discussed and stressed for many years, yet the ideas about its effective practice may not be fully carried out. Ms. Mertová's research shows that there might still be limits to how speaking is treated in language classes, especially those designed to develop conversational skills. The thesis encourages readers to think about their own teaching practices of speaking and how successfully or not successfully they are realized in Czech classrooms.

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

Supervisor: Mgr. Gabriela Klečková, Ph.D.

Date: August 11, 2013

Signature: 