

Undergraduate Thesis Assessment Rubric

Department of English, Faculty of Education, University of West Bohemia

Thesis Author: Adéla Špirochová

Title: Using Authentic Materials in Teaching English in Secondary Classrooms

Length: 52

Text Length: 41

<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	
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	
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	
4. The thesis displays critical thinking and avoids simplistic description or summary of information.	Outstanding Very good Acceptable Somewhat deficient Very deficient	
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	It seems simplistic considering the subject.
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 uses standard spelling, grammar, and punctuation.	Outstanding Very good Acceptable Somewhat deficient Very deficient	There are a few problems with tense in the text.

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	
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	The references page does not meet APA format and there were problems in the text with long quotation format.

Final Comments & Questions

This author is to be congratulated on her hard work and the depth of her knowledge. I was most interested in the distinction between authentic texts and genuine texts and I wish this had been amplified throughout the thesis. As the Global English movement grows, it seems that the importance of International English production will overshadow native speaker English production. Perhaps genuine texts would automatically be easier for nonnative speakers to digest and at the same time appear more appealing for their real world value. I also wish there had been greater development on the subject of audio lessons, as much has been written on the ineffectiveness of audio lesson created for textbooks. The highly artificial quality of audio text has always been of concern to me, and I would like to know what an "authentic" audio lesson looks like. Though there is much to admire in this thesis, the subject of "effectiveness" seems to need further development. I am still unclear how teachers can make authentic texts more "effective" though the consequences of not making them so means wasting a class or even created a confusing classroom environment.

Suggested grade 2.

Supervisor/Reviewer: Brad Vice, Ph.D.

Date: 12.05.2014

Signature: