

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

Thesis Author: Bc. Lenka Šebová

Title: TEACHIG GRAMMAR – DIFFERENT APPROACHES

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, summaries and conclusions exist as	Outstanding Very good☒ Acceptable Somewhat deficient	See “Final Comments and Questions”

appropriate. The author uses standard spelling, grammar, and punctuation.	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

This graduate thesis deals with the topic which is frequently discussed – approaches to teaching grammar. In spite of some excessive opinions, rejecting grammar as unnecessary and boring part of the process of acquiring a foreign language, grammar is an inevitable part of the process of conscious teaching and learning a foreign language – English in our case. The author thus provides a useful piece of work which can be of some help or a guide to the process of considering methods and ways of teaching grammar, and consequently, types of course books.

After an introduction to the issue, the author provides a theoretical basis for her following research. In the theoretical part she is considering various approaches to teaching grammar and individual scientists' opinions of these approaches. The theoretical basis provided by the authors is sufficient enough to do the actual research.

In the chapter Results and commentaries the author presents the results of her research that she obtained by means of questionnaires spread among teachers and head teachers of lower secondary schools in the city of Plzeň and its surroundings. The results are presented in an easy-to-follow way, by means of tables and commentaries, and the pedagogical implications summarize and highlight the most relevant principles to follow in the process of considering ways of teaching grammar.

The chapter conclusion then proves the author's ability to work with technical material, to synthesize data and draw relevant conclusions.

From the formal point of view, the work is at a very good level, occasional mistakes in language use cannot be overlooked. Otherwise, this undergraduate thesis meets all the requirements put on a piece of academic writing and can be considered successful. (Suggested evaluation: "výborně – velmi dobře")

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

Date: April 28 2014

Signature:

