

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

Thesis Author: Petra Baxová
 Title: EFL Teach Questioning Behaviour at Czech Grammar Schools and Its Effect on Student Classroom Participation
 Length: 70
 Text Length: 64

<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 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 was especially pleased to see the student drawing on earlier studies from the 1970s in Czechoslovakia. It was also good that the student did not adduce only those standpoints germane to her own (around p. 15). More generally, the student's exploration of a range of approaches was impressive.
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 implications of the research. It discusses strengths, weaknesses, and limitations of the research.	Outstanding Very good Acceptable Somewhat deficient Very deficient	
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	

<p>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.</p>	<p>Outstanding Very good Acceptable Somewhat deficient Very deficient</p>	<p>In general the language standard was good, but small mistakes pervade the text, for instance, "showed" instead of "shown".</p>
<p>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.</p>	<p>Outstanding Very good Acceptable Somewhat deficient Very deficient</p>	

Final Comments & Questions

This is a compelling and engaging thesis that analyzes amorphous material with judiciousness and insight. The student, on the one hand, identifies those elements in EFL teaching which block conversation, especially in relation to Teacher D, and, on the other, in a nuanced manner discusses the differences between the other abler teachers, exploring the reasons why some methods provoke more thoughtful engagement on the students' part. The research aim is clear and adroitly executed. Though the subject of tuition is distant from my own, it gave me much to think about. I recommend the grade **excellent/výborně**.

Reviewer: doc. Justin Quinn Ph.D.

Date: 28 April 2016

Signature:

