

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

Thesis Author: Klára Frolíková

Title: Scaffolding strategies in teaching speaking skills

Length: 59 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	Although the review of the different issues around the topic of the thesis is comprehensive, considering the focus of the thesis, a bigger part of the theoretical background section could have been devoted to scaffolding and its relevant research.
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	The structure of the chapter makes it easy for the reader to follow the findings.
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	The author shows critical and analytical thinking predominantly in the second half of the thesis when presenting and discussing her findings, presenting implications for classroom practices and limitations of the research.

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	
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	There are a few inconsistencies in citing online source.

Final Comments & Questions

The thesis presents interesting insights into a minor yet very important aspect of teaching speaking skills in a foreign language class – the use of scaffolding strategies. Based on the review of literature, Ms. Frolíková designed a clear research project to investigate issues associated with the implementation of scaffolding in teaching speaking skills. The close focus on a selected group of participants in her study allowed her to see clearly students' speaking behavior under different conditions and draw relevant conclusions about the role of scaffolding strategies in speaking tasks. She shows a direct application of her findings to classroom practices. I have no doubt that by completing this thesis, Ms. Frolíková developed a lot of expertise regarding teaching speaking in English classes and gained valuable insights into effective teaching procedures.

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

Supervisor: Mgr. Gabriela Klečková, Ph.D.

Date: May 16, 2016

Signature: