

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

Thesis Author: Veronika Miřochov
 Exploring Motivational Strategies in Teaching English to Teenage Learners at Lower
 Secondary Schools

Length: 47 stran
 Text Length: 43 stran

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	
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	

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	

Final Comments & Questions

The thesis provides insights into different motivational strategies and their use by pupils of 6th and 9th class. Ms. Miřochov chose a practical topic for her investigation and successfully managed to build her research on the theories about motivation to learn English.

Although the work is generally well designed, there are certain shortcomings:

The title of the thesis talks about lower secondary school and also in the questionnaire (Appendix A and B) grades 6th, 7th, 8th and 9th are mentioned, but Ms. Miřochov gives results only on 6th and 9th grade.

Further, there are few language problems: e.g. in the questionnaire, statement 13. in Czech "v hodinch anglickho jazyka se snazím hlavnn proto, abych ml/a dobr znmky," is translated into English as: "I work hard in English lessons to get good grades." The English version lacking the word "mainly" has not quite the same meaning, so the interpretation might then be different.

The major shortcoming is that the author does not mentioned at all the factor of a teacher, which definitely comes into play. The reader can only assume that the teacher was the same for both grades. If not, the comparison of the data of the two grades and the conclusions drawn from it, could definitely be influenced.

Despite the problematic issues mentioned above, I suggest that the thesis is awarded a "very good" grade.

For the purpose of the thesis defence, next to discussing the points above, I would like to ask Ms. Miřochov to give examples of activities for 6th grade and 9th grade reflecting the motivational strategies appropriate for each of the grades based on the results of this thesis.

Reviewer: Mgr. Barbora Reynaert, Ph.D.

Date: 28. srpna, 2019

