

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

Thesis Author: Petra Weiszová

Title: Effective Teaching of Speaking Skills at Lower Secondary Schools

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 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	

<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>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 an excellent thesis. It surveys the theoretical issues clearly and competently, and connects these integrally with the research of the second part. As the student concedes, the test group was small, and yet the results are sensitively interpreted and the conclusions well formulated.

It is not, perhaps, surprising that the student finds favor with the modified tasks rather than those of the textbook, but surely she overstates the matter on p. 41 when she remarks: "the activities presented in textbooks do not offer as many speaking opportunities as those modified in accordance with theory." Is this true of *all* textbooks? It is not clear from the thesis how many textbooks the student sampled.

On a minor point, on p. 28, there seems to be some confusion with the identification of exercises, as these are given as A and B, and not 1 and 2 as elsewhere.

For her defence, I would ask the student to reflect on the effect that culture, or intercultural factors, might have in inhibiting L2 speech, and consequently their effects in the language classroom.

It is a pleasure to recommend the grade of **1/výborně**.

Reviewer: doc. Justin Quinn Ph.D

Date: 3 August 2019

Signature:

