

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

Thesis Author: Markéta Müllerová

Title: EXPLORING CZECH LEARNERS' ATTITUDES TOWARDS ENGLISH AND LEARNING ENGLISH

Length: 70

Text Length: 54

<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 did not think that it was necessary to review the history of the English language (ending p. 7). This has little or no relation to the rest of the thesis. (Moreover, some of these points are repeated on p. 20.) Perhaps it would have been better to offer a history of learner's attitudes to the English language in its place.
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>“Questionnaire” is repeatedly misspelled as “questionary”. Punctuation of percentages are mostly given Czech style, with a comma, instead of a period. There are errors of punctuation throughout. Otherwise the writing is clear and straightforward.</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 well argued and well written thesis, which persuasively links the theory and research. The student at all times keeps an eye on how learners’ attitudes fit into the larger aim of ELT, neither overstating the consequences of the results, nor overlooking their significance. Her comparison of the research results with other Czech studies and, occasionally, Czech national averages, was illuminating. Like the student, I was surprised by some of the results (for instance, how many students watch anglophone TV without subtitles), and it was encouraging to see such a positive approach to gaming as an important supplement of learning outcomes. I recommend the grade of **v ýborn ě/1**.

Reviewer: doc. Justin Quinn Ph.D.

Date: 10 August 2023

Signature: