

Graduate Thesis Assessment Rubric

Department of English, Faculty of Education, University of West Bohemia

Thesis Author: Bc. Filip Janáč

Title: Literatura ve výuce anglického jazyka: zaměření na dětskou literaturu/Literature in the EFL classroom: Children's literature in focus

Length: 95

Text Length: 48

<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	The topic of L2 literature use in ELT is a broad one – the author does not connect the aspect of reading, reading in L2, reading literature, reading literature in L2 and its role in ELT – together with children's literature in L2 – but rather lists the related topics.
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	The methods selection and its explanation, i.e. some passages, are somewhat misleading – difficult to follow, e.g. "To answer the first two research questions, the aim was to find out how curricular documents embed the use of literature in English language education" (p. 22). Etc. and regarding the thesis topic, the research focus was somewhat shifted to the use of literature in ELT in general – particularly in terms of the last research method.
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 author provides quite an extensive overview of the use of literature in the selected EFL context – nevertheless, the topic of the thesis focuses on Children's literature – which seems to be rather marginalised. Particularly, in the final part of the research.
5. The thesis shows critical and analytical thinking about the area of study and	Outstanding Very good	See above. Moreover, some of the theoretical

the author's expertise in this area.	Acceptable Somewhat deficient Very deficient	aspects – including the role and use of L2 literary texts in ELT are somewhat reduced - i.e. "(...) our job as a teacher is to help them to transfer these skills" (p.14). The question of transfer in language teaching, language transfer hypothesis versus language interdependence hypothesis, etc., but also the possible drawbacks vs possibilities of literature used in ELT, etc.
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 deals with the topic of Literature in ELT – Children's literature in focus. The author presents the issue in the theoretical part first and then explores the issue in the proposed research – focusing on the selected issue (i.e. the position and use of children's L2 literature) on three levels: the national, the school and the classroom level. Each level is analysed and commented on – the national level is represented by the curricular documents, concrete SEPs represent the school level, and the selected teaching materials are related to the selected school level and the particular EFL classroom level (i.e., lower-secondary (8th grade) EFL classes and grammar school (1st and 2nd year of four-year grammar school) EFL classes. The research, particularly its final part, somewhat shifted its focus, as implied above. Nevertheless, the content analysis of the documents and teaching materials provided a detailed overview of the selected issue across the selected levels and contexts, offering an interesting insight into the selected context – though limited by the research sample and the shifting of focus.

Suggested grade: 2-3

1. Could you suggest and summarise the benefits children's literature offers in ELT compared to L2 literature? Suggest concrete ways of employing it in EFL lessons.

Supervisor/Reviewer: PhDr. Eva Skopčková, Ph.D.

Date: 29.8.2023