

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

Thesis Author: **Ilona Hanzlíková**

Title: **Teaching English Pronunciation at the Upper Primary School Level**

Length: 45


Text Length: 40

<b>Assessment Criteria</b>	<b>Scale</b>	<b>Comments</b>
1. Introduction is well written, brief, interesting, and compelling. It motivates the work and provides a clear statement of the examined issue. It presents and overview of the thesis.	Outstanding Very good <u>Acceptable</u> Somewhat deficient Very deficient	The introduction is well written, but introduces the nature of English as a lingua franca. Unfortunately the remainder of the thesis concentrates on traditional descriptions of British English pronunciation.
2. The thesis shows the author's appropriate knowledge of the subject matter through the background/review of literature. The author presents information from a variety of quality electronic and print sources. Sources are relevant, balanced and include critical readings relating to the thesis or problem. Primary sources are included (if appropriate).	Outstanding <u>Very good</u> Acceptable Somewhat deficient Very deficient	The author shows a thorough knowledge of the standard descriptive literature on English pronunciation, and of the problems of pronunciation teaching in Czech schools.
3. The author carefully analyzed the information collected and drew appropriate and inventive conclusions supported by evidence. Ideas are richly supported with accurate details that develop the main point. The author's voice is evident.	Outstanding <u>Very good</u> Acceptable Somewhat deficient Very deficient	The data collection was well conducted and appropriate conclusions are drawn.
4. The thesis displays critical thinking and avoids simplistic description or summary of information.	Outstanding Very good <u>Acceptable</u> Somewhat deficient Very deficient	Apart from the reservation about English as lingua franca, the author shows an ability to reflect on the issues and make appropriate recommendations
5. Conclusion effectively restates the argument. It summarizes the main findings and follows logically from the analysis presented.	Outstanding Very good Acceptable <u>Somewhat deficient</u> Very deficient	The conclusion is disappointing, adding nothing new and simply summarizing what has already been said.
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 uses standard spelling, grammar, and punctuation.	Outstanding Very good Acceptable Somewhat deficient Very deficient	The organization is clear and the sections clearly differentiated. Statistics and diagrams are well handled.

7. The language use is precise. The student makes proficient use of language in a way that is appropriate for the discipline and/or genre in which the student is writing.	Outstanding Very good Acceptable Somewhat deficient Very deficient	Language use is good, despite occasional lapses in matters of articles. This is, in the main, a competent piece of academic writing.
8. 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 <u>Very good</u> Acceptable Somewhat deficient Very deficient	Formatting, citation and organization are all good.

Final Comments & Questions

The author has dealt exhaustively with the problems of pronunciation teaching in the Czech context, and has done appropriate reading. The data collection is also convincing. The one reservation is that the question of ELF, mentioned in the introduction, is not central to the subsequent argument. Nevertheless, this is a VERY GOOD piece of work.

Reviewer:  Libuše Slaviková, MA, CSc.

Date: August 20<sup>th</sup>, 2012

Signature: