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

Thesis Author: Hana Braunová

Title: Ways of presenting new vocabulary to the upper-primary learners

Length: 57

Text Length: 47

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	A clear well-written chapter. The research questions are stated and the whole work is properly introduced.
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 theoretical part is based on a sufficient number of sources both general regarding teaching and more specific involving teaching vocabulary. The chapter is arranged very well and contains a large portion of useful information. However, I cannot agree with the introductory sentence (p.2): "This chapter builds the theoretical part of the following research and *should answer the research questions* mentioned above." The answers to the research questions are to be found after the whole research and from the data collected in it (!). It is not the task of the theoretical chapter.
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 chapter introduces the tools used in the research briefly but sufficiently.
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 presents the individual questions of the questionnaire and immediately comments on them. The commentary is completed by clear charts, which have a unified form and are thus easily understandable to follow. After each part the results are successfully summarized and an analysis is given.

5. The thesis shows critical and analytical thinking about the area of study and the author's expertise in this area.	**<u>Outstanding</u>** 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.	**<u>Outstanding</u>** Very good Acceptable Somewhat deficient Very deficient	The organization of the thesis is clear and the language is grammatically as well as stylistically correct. There are occasional mistakes, which however seem to be rather typing errors than real mistakes (e.g.: p.1 "The thesis *comprise* of..." - *comprises*)
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.	**<u>Outstanding</u>** Very good Acceptable Somewhat deficient Very deficient	Careful approach and very good overall impression.

Final Comments & Questions

It is an interesting piece of academic work, stylistically and linguistically on a high level, showing the author's real interest in the teaching profession.
The evaluation suggested: "excellent".

Supervisor/<u>Reviewer</u>: PhDr. Naděžda Stašková, PhD.

Date: 19.8. 2013

Signature: