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

Thesis Author: **Zora Válová**

Title: DEVELOPING COOPERATIVE SKILLS IN ENGLISH LANGUAGE CLASSES

Length: 47

Text Length: 42

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	
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	
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 appears to be a well researched and written study of a topical issue in teaching. The author shows sufficient familiarity with the current sources relevant to the issue both, in English and Czech. It places the use of cooperative learning skills in a broad social context but also analyzes its particulars. The theoretical part is comprehensive and balanced. The methodological part well prepared and presented.

As the author herself admitted, the limitations of the research are obviously given by the scale of the research – but perhaps the randomness of the choice of classes is also questionable – if the class is writing a planned test – it can hardly be evaluated as not using cooperative skills.

It also seems that the variety of activities and materials used in different classes affects the extent of possible use of cooperative skills.

While the age group in the practical part is stated – I could not find any age specification in the theoretical part – what age group is this teaching/learning technique (most) suitable for. It seems most likely to work with mature and motivated students – how effective is it with younger learners?

The suggested evaluation of the thesis: Excellent

Reviewer: Magdaléna Potočňáková, Ph.D.

Date:19.08.2015

Signature: