

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

Thesis Author: **Eliška Petříková**

Title: **TEACHING GRAMMAR TO ADULT LEARNERS**

Length: 82

Text Length: 70

<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 examined issue. It presents an overview of the thesis.	Outstanding + Very good Acceptable Somewhat deficient Very deficient	See "Final Comments and Questions"
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 + Very good Acceptable Somewhat deficient Very deficient	See "Final Comments and Questions"
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 + Very good Acceptable Somewhat deficient Very deficient	See "Final Comments and Questions"
4. The thesis displays critical thinking and avoids simplistic description or summary of information.	Outstanding + Very good Acceptable Somewhat deficient Very deficient	See "Final Comments and Questions"
5. Conclusion effectively restates the argument. It summarizes the main findings and follows logically from the analysis presented.	Outstanding + Very good Acceptable Somewhat deficient	See "Final Comments and Questions"

	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 uses standard spelling, grammar, and punctuation.	Outstanding + Very good Acceptable Somewhat deficient Very deficient	See "Final Comments and Questions"
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	See "Final Comments and Questions"
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 + Very good Acceptable Somewhat deficient Very deficient	See "Final Comments and Questions"

Final Comments & Questions

The work deals with an evergreen topic – teaching grammar, the way of presenting grammar its position among other language skills and sub-skills and its relevance. The author does so from the point of view of the analysis of 7 commonly used textbooks; which seems very practical because as a teacher of English already, she gets in touch with most of these books, and having analyzed them she should be able to make as much good of them as possible.

The theoretical part of the work provides a very detailed description of individual aspects necessary to be taken into account in the process of teaching grammar in general as well in teaching a particular grammar item – past tense in this case).

The two following chapters provide the description of the methods of analyzing individual textbooks and the actual analysis of these books from the point of view of dealing with the particular grammar item.

Throughout all the work the author proves her efficiency, ability to deal with academic material, to find and highlight essential information and to work with it in the process of analysis and synthesis.

Hardly any grammatical mistakes, appropriate vocabulary and style prove the high level of the language used in the work.

I consider this work a very fine piece of academic writing, and suggest the evaluation: "výborně".

Reviewer: PhDr. Jarmila Petrlíková, Ph.D.

Date: July 7th 2015

Signature:

