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

Thesis Author: Markéta Súkeníková

Title: READING IN ENGLISH LANGUAGE CLASSES: DEVELOPING CRITICAL THINKING SKILLS

Length: 71pp

Text Length: 59pp

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	While the text is organized well and transitions, summaries, etc., are well place, the thesis has a large number of spelling mistakes.
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 research aim of this thesis is clearly stated and admirably carried out. The student succeeds in combining a good account of the larger theoretical issues involved in the description of critical thinking and applying them to a range of ELT textbooks. The results of the research raise further interesting questions: do textbook authors omit this aspect because of a larger discipline-wide reluctance to teach critical thinking? Is this reluctance due to uncertainty about how such thinking should be assessed? Some people might respond that critical thinking should *not* be taught in foreign-language classes, but rather in Výchova k občanství; how would the author respond to this? I was also particularly struck by the way in which student suggested using students' different cultural background as a means of catalyzing critical responses. This brings us into the sphere of Intercultural Competence, and indeed the literature on this latter subject is also now grading into critical thinking, as witnessed by Adriana Raquel Díaz's *Developing Critical Languaculture Pedagogies in Higher Education* (2013). I raise these issues here because this thorough, well-organized thesis encourages further thought. I recommend the grade of ***excellent/výborně***.

Reviewer: Doc. Justin Quinn Ph.D.

Date: 15 May 2017

Signature: