

Graduate Thesis Assessment Rubric
Department of English, Faculty of Education, University of West Bohemia

Thesis Author: Jiřina Karasová

Title: Building Student Responsibility for Their Own Learning in English Language Classes: Pre-service Teachers' Needs in Teacher-student Communication in Difficult Situations

Length: 67 pages

Text length: 43 pages

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

Building student responsibility for their own learning is an important topic to investigate. Ms. Karasová approached this topic very well and showed high degree of effort to literature investigation and research design. The thesis reads smoothly. The theoretical background serves as a solid base for the research.

I especially value the author's flexibility to adapt her research to the unexpected situation which emerged, not being able to go to schools and collect the data. I also appreciate the critical approach to discussing the results as well as the pedagogical implications stated and the conclusion of the study itself.

The only two shortcomings could be seen in the following: (1.) The study is linked with English language classes, but not much is mentioned as regards this specification. Only one page deals with English language setting (half of page 21 and half of page 22). Although the subjects of the research are future English teachers, the research questions are not specific to English classes and the results are not discussed in the connection with teaching and/or learning English. On the other hand, the broad scope of the research might serve very well to any class setting.

(2.) Results and commentaries on Perception of feelings are not linked to any research question. Also, the information concerning Perception of feelings is not discussed in the same order as it was asked in the interview. None of these is a problem, but I would expect some explanation of the reasoning behind these decisions.

In any case, the study brings valuable insights into a topical issue of students' responsibility for their learning and I suggest that the thesis is awarded an "excellent" grade.

Questions:

How do you link the quote you used on p.3 "for learning to be more effective or powerful, it needs to generalize to new contexts and situations" (APA, 2015, p.10) to the topic of your study? Give examples.

What was the biggest benefit of your research for your future teaching? How do you plan to implement that in your classes?

Is there anything you personally find problematic to apply in your communication with students? How could you possibly get better at it?

Reviewer: Mgr. Barbora Reynaert, Ph.D.

Date: August 14, 2020

Signature: