

## Graduate Thesis Assessment Rubric

Department of English, Faculty of Education, University of West Bohemia

Thesis Author: Bc. Anna Pelouchová

Title: Překlad ve výuce jazyka/Translation in language Teaching

Length: 63

Text Length: 48

<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 problem. It places the problem in context. It presents and overview of the thesis.	<b>Outstanding</b> <b>Very good</b> 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.	<b>Outstanding</b> <b>Very good</b> 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.	<b>Outstanding</b> <b>Very good</b> <b>Acceptable</b> Somewhat deficient Very deficient	Though structured, the interview can provide quite a complex picture of a concrete research problem or issue – the realised format of the interview, however, and the analysis of data obtained through it does not really provide this complexity (i.e. combing open and closed items in the description is somewhat misleading, some of the categories do not correspond to some overreaching. description of codes, the author does not really comment on these findings).
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.	<b>Outstanding</b> <b>Very good</b> <b>Acceptable</b> Somewhat deficient Very deficient	The author often rather describes the data (concerning the interview) – providing more interpretation based on the theoretical background presented earlier would provide further insight. Some of the categories mentioned are rather words or phrases used frequently – not really concepts resembling umbrella notions etc., describing a group of words or phrases used.

5. The thesis shows critical and analytical thinking about the area of study and the author's expertise in this area.	<b>Outstanding</b> <b>Very good</b> 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.	<b>Outstanding</b> <b>Very good</b> 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.	<b>Outstanding</b> <b>Very good</b> Acceptable Somewhat deficient Very deficient	

#### Final Comments & Questions

The thesis's topic represents one of the somewhat thorny issues in (E)LT – Translation in Language Teaching. The theoretical part explains first the concept of translation to put it in the educational context afterwards – presenting the notion of translation as the fifth skill or the (pedagogical) framework for translation activities. In the practical part, the author raises concrete research questions regarding the use of translation in the actual language classroom and the assessment of suggested translation activities based on the pedagogical translation framework. The results correspond with the current state depicted in empirical studies or monographs on the issue (some were quoted in the thesis) – translation does occur in the language classroom though its role is dramatically underestimated. Moreover, learners' and their teachers' perspectives are closely related, including the question of translation. This reflects the need to further elaborate on the issue, which was also one of the goals of the thesis that it achieved in many respects. Further interpretation of the thesis research results, nevertheless, would provide an even more profound picture of the selected context (i.e. elaborating on the data gathered from the interview with teachers, for instance) – it can be seen as a further incentive that the thesis created, as an inspiration for further research and further evidence for its relevance.

Suggested grade: 1-2

1. Could you summarise, in your own words, the results of the structured interview analysis – elaborating on your interpretation of the obtained data (i.e. reflecting the theory you describe in the first part of your thesis)?

Supervisor/Reviewer: PhDr. Eva Skopečková, Ph.D.