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

Thesis Author:  Filip Janáč

Title:  LITERATURE IN THE EFL CLASSROOM: CHILDREN'S LITERATURE IN FOCUS

Length:  95

Text Length:  48

| 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**<br>Very good<br>Acceptable<br>Somewhat deficient<br>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<br>**Very good**<br>Acceptable<br>Somewhat deficient<br>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<br>**Very good**<br>Acceptable<br>Somewhat deficient<br>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<br>Very good<br>**Acceptable**<br>Somewhat deficient<br>Very deficient | |
| 5. The thesis shows critical and analytical thinking about the area of study and the author's expertise in this area. | **Outstanding**<br>Very good<br>Acceptable<br>Somewhat deficient<br>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 | The APA stylesheet is not followed in the following cases: period appears before and not after in-text quote (passim); titles of long works are not italicized (e.g., 32, 34). |

## Final Comments & Questions

Most teacher education in the Czech Republic devotes almost 50% of curricular time to literature, but how useful is that? Filip Janáč's research indicates that this time has been wasted as teachers use literature only minimally. While they are not prevented from doing this by framework documents, neither are they encouraged. So, there is a discrepancy between how teachers are trained at pre-service level, and what they end up teaching. Although based on a small number of research participants, I suspect that he would ascertain similar results were he to research primary and secondary schools throughout the Czech Republic. The student's research is thus a valuable contribution to one of the major problems in teacher education.

The student acknowledges that most students do not read outside the classroom, and indeed that teachers themselves give this as a reason for not devoting more time to literature in English classes. I wonder if the teachers are not shifting part of the responsibility to the students, and it would be interesting to hear how many novels and poetry collections English-language teachers read in any month (even in their first language). I would be surprised if it exceeded the amount that the students report. Surely, this is an important factor: teachers see little or no benefit in literature, because they themselves might not open a book from one end of the year to another.

Nevertheless, I recommend the grade of **2/velmi dobře**. There are three reasons for this.
1. The definitions and discussions of literature (1-15) did not contribute to the main research aim of the thesis. I understand the student felt that he had to provide definitions, but all this could have been done in half a page, and left more room to explore the theoretical issues of reading, literature, and language learning, which would have illuminated the research better.
2. The student breaks down the frequency of exercises in textbooks (33-35), but doesn't explain how this connects to the main research aim of the thesis. Surely such exercises can be applied to any texts, including literature, and so the frequencies are of no importance here.
3. As noted above, the student uses APA incorrectly.

On a minor point, Gillian Lazar is misidentified as male.

It bears repeating that this is an interesting area of research, and I am grateful for the student's exploration of the topic here.

Reviewer:     doc. Justin Quinn Ph.D.

Date:          10 August 2023