

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

Thesis Author: **Bc. PAVLÍNA HLÁVKOVÁ**

Title: **METHODS IN TEACHING ENGLISH GRAMMATICAL STRUCTURES TO INTERMEDIATE STUDENTS**

Length: 95      Text Length: 67

<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 and overview of the thesis.	Very good	
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	
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	
4. The thesis displays critical thinking and avoids simplistic description or summary of information.	Very good	
5. Conclusion effectively restates the argument. It summarizes the main findings and follows logically from the analysis presented.	Very good	
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.	Very good	
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.	Very good	
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	

**Final Comments & Questions**

As Czech language is one of the most difficult European languages to study, we, its speakers, have a great grammar awareness and consequently pay a lot of attention to grammar when teaching or learning English. This thesis meaningfully contributes to the discussion of the position of grammar in ELT, its role and approaches to teaching it. In the practical part the author describes a series of lessons she designed and implemented to find out pros and cons of inductive and deductive methods. The results, appropriately commented on, are presented in neat 3D cylinder graphs.  
 Suggested mark: excellent

Supervisor:      Mgr. Libuše Lišková, M.A..

Date: 16 May 2013

Signature:

