

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

Thesis Author: Bc. GABRIELA MARKOVÁ
Title: WEAK AND STRONG FORMS IN ENGLISH DEPENDING ON THE
CONTEXT AND SITUATION
Length: 44
Text Length: 38

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

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.	<u>Outstanding</u> Very good Acceptable Somewhat deficient Very deficient	See below
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.	<u>Outstanding</u> Very good Acceptable Somewhat deficient Very deficient	See below
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.	<u>Outstanding</u> Very good Acceptable Somewhat deficient Very deficient	See below

Final Comments & Questions

I consider this thesis a very contributive piece of work in terms of both general phonetic knowledge and pronunciation practice in English teaching.

The author approaches the research very carefully, emphasizing the importance of the correct use of weak forms for the "English" sound of learned English.

Through her practical research, she confirms her initial expectations and derives relevant recommendations: the necessity of introduction of reduce forms into teaching English. The theoretical chapter brings a vast portion of information useful for further reading.

The research is presented in a well-organized form, focusing on quality rather than on quantity, recording the speech performances from various points of view: written record, IPA, sound recordings, etc. Prior the successful Conclusion chapter, the author includes another significant chapter, namely Pedagogical Implications, which contains suggestions for the learner to overcome the main pronunciation difficulties. The thesis is well-written, stylistically appropriate, linguistically correct (with a few minor mistakes), and it meet the requirements for an excellent piece of academic writing.

The evaluation suggested: excellent (výborně).

Supervisor: PhDr. Naděžda Stašková, Ph.D.

Date: 26 August 2018

Signature:

