

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

Thesis Author: Lada Pastyříková

Title: The Role of Czech in the Acquisition of English with the Focus on Positive Transfer of Reading Strategies

Length: 95

Text Length: 78

<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.	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	Since the thesis primarily focuses on the issue of reading and the relation of L1 and L2 in terms of reading and language learning, it would have been worth considering to explore or explain certain aspects in greater detail – i.e. the concept and types of bilingualism in this respect (i.e. in the selected context), the very process of reading (i.e. how do we teach children in the CR to read, what ways, any relation to L2 reading?) or partly also the conflicting position of LTH and LIH and in this respect (i.e. did Cummins support both hypotheses in the same way). For more see the questions below.
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	The research methodology is definitely appropriate in terms of the selected topic (especially the use of the individual worksheets trying to compare and contrast the reading strategies) – nevertheless, the RQ2 seems rather self-evident, which unfortunately invalidates part of the research data. For more see questions below.
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,	Outstanding Very good Acceptable Somewhat deficient Very deficient	With respect to the previous point.

and limitations of the research.		
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	p. 82 the name of one of the authors is missing: Schmitt, N., & Rodgers, M. P. (Eds.). (2020). An Introduction to Applied Linguistics. Taylor & Francis (Routledge) The Czech curricular documents have also an official English translation, i.e. The Framework Educational Programme for Basic Education (FEP BE) that can be retrieved below: https://www.msmt.cz/vzdelavani/zakladni-vzdelavani/framework-education-programme-for-basic-education In other words, the author could have used exact terminology and officially accepted notions in the thesis.

Final Comments & Questions

The thesis deals with a thought-provoking and in terms of foreign language teaching a highly relevant topic: the role of Czech - or mother tongue - in the acquisition of English with the focus on positive transfer of reading strategies. The author at first explores several related areas and explains the relation to the selected topic. As implied above, several points could have been explained or explored to a greater detail to provide a complete picture of the selected area (i.e. especially in terms of the concept of bilingualism and the relation of the two – or more – languages in learner's mind and possible implications in terms of reading and skill transfer). In the practical part, the thesis presents and subsequently discusses the results of a research project conducted at a primary school in the Czech Republic (ZŠ Josefa Hlávky Přeštice). The author explores the potential transfer of selected reading skills that have been acquired in Czech to English. Unfortunately, the second or follow-up research question seems somewhat self-evident. On the whole, the thesis covers the selected area in an optimal way and the research part provides an interesting insight into the broad field of reading and language learning – however, there have been raised several questions that would definitely clarify certain aspects to complete the whole picture.

Suggested grade: 2

- 1) In your thesis, you discuss the types of transfer – including the directions of transfer. Do you think that L1 is being influenced by L2 as well? Following the hypotheses that you mentioned in your text (LTH and LIH – p. 20, p. 23), how do the languages interact in learner's mind in your opinion?
- 2) Which of the hypotheses (LTH and LIH), do you think, would Jim Cummins favour? And which of these two do/would you favour and why? (In other words, how do languages interact in learners' mind in your opinion?)
- 3) How could you reformulate your RQ2 to avoid this self-evident aspect and to make your research results more valid?

Reviewer: PhDr. Eva Skopečková, Ph.D.

Date:

Signature: