

## Graduate Thesis Assessment Rubric

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

Thesis Author: Bc. Beáta Kubešová

Title: Problematika čtení v mateřském a cizím jazyce/The Issue of Reading in Mother Tongue and Foreign Language

Length: 74

Text Length: 38 (splňuje limit 72 000 znaku jako minimum pro DP)

<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	As the selected topic represents a very complex issue, some aspects are somewhat reduced - e.g. the Linguistic Threshold Hypothesis could have been discussed regarding the Linguistic Interdependence Hypothesis (Cummins, 1971, 1979), etc.,
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 author does not specify how she analysed the data from open-ended items – the data was <i>described</i> rather than analysed and interpreted.  Due to the research conditions, the original plan to also focus on the techniques and methods related to teaching reading in the MT vs. foreign language skills was not realised in the end – which somewhat reduces the impact of the planned research and the selection of topics for the theoretical part.
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 Very good Acceptable Somewhat deficient Very deficient	Related to the point above.

<p>5. The thesis shows critical and analytical thinking about the area of study and the author's expertise in this area.</p>	<p>Outstanding Very good Acceptable Somewhat deficient Very deficient</p>	
<p>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.</p>	<p>Outstanding Very good Acceptable Somewhat deficient Very deficient</p>	
<p>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.</p>	<p>Outstanding Very good Acceptable Somewhat deficient Very deficient</p>	<p>Quoting of FEP (MŠMT, 2008) does not always follow APA style.</p>

#### Final Comments & Questions

The thesis deals with an interesting topic of the possible relationship between reading skills in learners' mother tongue (MT) and a concrete foreign language – in the present case, it was Czech as the MT of most learners in Czech basic schools and the English language as the primarily first foreign language in the same context. In the theoretical part, the author presents a topic related to the field and thesis's aim – nevertheless, due to the concrete realisation conditions, one of the sub-hypotheses could not be proved, which reduces the research aim impact slightly and reduces the role of certain parts of the theoretical section. In the practical part, the author proposes several hypotheses and describes their testing at a selected lower-secondary school in Pilsen. The author provides several interesting findings, acknowledging the research limits. One of the surprising results was related to difficulties with skimming that the participants experienced – in both languages, which makes the thesis an interesting insight or a sort of glimpse at the selected field motivating for further research.

Suggested grade: 2

1. Apart from the traditional skimming activities, what else could you suggest to practise skimming with your learners - not only as a reading skill but also as a listening task (L for gist), combined with speaking or some other tips and suggestions?

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

Date: 29.8. 2023