

Graduate Thesis Assessment Rubric

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

Thesis Author: Zuzana Matulková
 Title: Effective Language Tasks with ICT
 Length: 57 pages
 Text Length: 39 pages

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 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	<i>The theoretical background section includes a few topics that aren't well combined together to provide a good and thorough theoretical framework for any research study. The author doesn't explicitly explore the issues around language tasks with ICT. On the other hand, she includes information on task-based learning which is a rather approach to learning than a way to describe effective language tasks in general.</i>
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	<i>The process of the research as well as the used questionnaire aren't described in detail. The chapter provides a rather vague idea how the research was carried out.</i>
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	<i>The actual findings have to do more with the use of Google Classroom than the value of the tasks assigned for language learning. The author discusses assigning tasks via a LMS rather than the quality of the tasks themselves. Consequently, there is a mismatch between the theoretical background and the actual research.</i>
5. The thesis shows critical and analytical thinking about the area of study and	Outstanding Very good	

the author's expertise in this area.	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	<i>The TOC is formatted differently from the rest of the thesis.</i>

Final Comments & Questions

Ms. Matulková shows a lot of enthusiasm about the topic of her thesis. There is no doubt that Ms. Matulková has a lot of knowledge about ICT and how it could be used in education. However, the thesis itself doesn't show these in a comprehensive and coherent way. It comes across more like a compilation of different ideas and thoughts about tasks, Google Classroom, and ICT.

The thesis bears lots of limitations as pointed out above. On the other hand, the author has made effort to complete the thesis and meet the thesis requirements. I suggest that Ms. Matulková is awarded the grade "good" for her thesis project.

Supervisor: Mgr. Gabriela Klečková, Ph.D.

Date: September 3, 2018

Signature: 