

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

Thesis Author: Eva Václavíková
 Title: Use of CLIL in Geography
 Length: 61 pages
 Text Length: 41 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	<i>The author writes a brief introduction providing an overview of the thesis yet the focus of the actual research isn't mention. The reader can wonder whether the thesis is about CLIL in general or something else.</i>
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 author provides a detailed review of the topics related to CLIL. She shows the complexities of CLIL and challenges it faces when implemented which effectively sets the ground for research that is presented further.</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>I appreciate the author's honesty about the difficulties she experienced when identifying classes to observe.</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 presentation of the findings and commentaries are well structured and easy to follow. Although the author could have discussed many more things, she focused on few key aspects of CLIL instruction. Consequently, the actual outcome of her research is clear and centered.</i>
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	<i>The critical and analytical thinking is apparent throughout the whole thesis, especially, when the author draws her conclusions about CLIL possibilities in Czech schools.</i>

<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>	

Final Comments & Questions

In sum, Ms. Václavíková conducted a useful and interesting research study that brings some real data on teaching practices that could hinder or support successful implementation of CLIL. The advantages of CLIL are well recognized and the push for implementing CLIL in the Czech Republic is a big one. However, as the author points out (p.36), it is important to review teachers' practices and provide them with training of effective CLIL methodology. Personally, I find Ms. Václavíková's work beneficial and helpful for a large community of CLIL supporters in the Czech Republic. It is one of the first studies that closely examines pedagogical readiness of Czech teachers to implement CLIL.

Supervisor: Mgr. Gabriela Klečková, Ph.D.

Date: August 12, 2012

Signature:

