

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

Thesis Author: **Terезa Hnátková**  
 Title: **The main difficulties in applying CLIL method on teaching in upper elementary school in the Czech Republic**  
 Length: **87**  
 Text Length: **36**

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	The author reviews a range of ideas associated with CLIL. In general, they provide an acceptable theoretical framework for her future research. However, the balance of all included information can be in question in relation to the experiment carried out. The author focuses on the delivery of content through English in her research. I believe that for that very reason, the methodology of the CLIL method and planning of CLIL lessons should have been discussed more extensively to provide a thorough theoretical frame for the lesson plans. On the other hand, the competences of CLIL teachers or assessment didn't have to be addressed that much.
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 is very explicit in her description of her research. On the other hand, her lesson plans provided in the appendices seem very general without too much information on classroom management and organization. They come across more like a list of points than a description of a lesson. I believe that a project that examines impact of a method on learning should have unambiguous and extensively outlined lessons.

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	
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	Here and there the author uses one or two sentence paragraphs and does not fully develop the thesis statement of the paragraphs.
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	The author has deficiencies in these: <ul style="list-style-type: none"> <li>• Thesis length</li> <li>• Consistent spacing between paragraphs</li> <li>• Consistent paragraph indentation</li> <li>• In text citations (e.g. long quotes – p. 2, proper citation of two or more authors – pp.2-3 etc.)</li> <li>• Proper labeling of graphs</li> <li>• Final references (not all works included are cited in the project)</li> </ul>

**Final Comments & Questions**

In brief, based on the review of literature, Ms. Hnátková, a geography and language teacher, designed and carried out three CLIL teaching units along with some additional data collecting to investigate the positives as well as some obstacles associated with the implementation of CLIL practices. Obviously, there is no way that a twenty hour project with three very different groups of students is a strong indicator of the benefits of the method; however, Ms. Hnátková conducted a useful experiment that provided her with a better understanding of the issues associated with the implementation of the CLIL method.

Ms. Hnátková shows a lot of enthusiasm about the topic of her thesis and dedicated a lot of time to her lesson plans and actual teaching through the CLIL method. I appreciate and value these efforts. However, the thesis itself bears some deficiencies that need to be acknowledged. For these reasons, I suggest that the author is awarded the grade "good" for her project.

Reviewer: **Mgr. Gabriela Klečková, Ph.D.**

Date: **May 16 2018**

Signature: 