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

Thesis Author: Tomáš Egri

Title: INFORMATION AND COMMUNICATION TECHNOLOGIES IN ENGLISH LANGUAGE TEACHING

WITH A FOCUS ON LANGUAGE TEACHING APPLICATIONS

Length: 55pp.

Text Length: 49pp.

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.	**Very good**	
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.	**Very good**	
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**	
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.	**Very good**	
5. The thesis shows critical and analytical thinking about the area of study and the author's expertise in this area.	**Very good**	
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	**Somewhat deficient**	While the text flow is good, the thesis is littered with language errors. As is frequently remarked, supervisors have so many theses to direct that they cannot copy-edit also. The question then arises whether the student can be

spelling, grammar, and punctuation.		expected to pay an English-language copy-editor (in this case, it would roughly be 7000 CZK). Since the thesis will be publicly available after the defence, the university must consider whether it is happy for works that have not been copy-edited to be published.
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.	**Very good**	

Final Comments & Questions

This is a very good attempt to broach a wide-ranging and complex issue. I appreciated the review of available programs, and also the investigation of the Czech context. While the latter returned results that might have been expected in advance, it was a worthwhile exercise.

I have two main reservations. First, there is a tone of boosterism to the first part of the thesis when the author discusses the advantages of ICT. While computers bring many advantages, they also bring difficulties of obsolescence, training and compatability. It is not clear that large capital investments in both hardware and software will be cost-effective for schools. Moreover, while students might prefer the idea of language learning through ICT because they erroneously expect that learning a language will be as easy as clicking "like" on a Facebook page, there can follow much disappointment. Whether one utilizes traditional methods (i.e., teachers) or newer ones, one will spend long hard hours learning a language. Initial enthusiasm will not keep students motivated. I would have appreciated a more critical approach to ICT that investigated the downsides more thoroughly.

Second, I was disappointed in this conclusion: "Czech schools should put more money into buying new educational programs for languages or at least update the current ones and also educate their teachers in this area because the use of these programs can be a motivating and entertaining way for students to learn English and possibly other languages or subjects" (p. 45). Throwing money at the issue is rarely successful; and in times of fiscal austerity there is no money to throw. Thus this point seems disconnected from the realities of the Czech situation. My question then is why the student did not pursue other possibilities, one of which is the Eleda scheme for high schools (www.eleda.cz) which develops and makes available ICT resources to Czech schools. Another possibility is to establish a team at ministerial level that would coordinate freeware for language-learning purposes and update this annually for the use of ELT instructors.

Despite these reservations, I think the student has done good work and propose the result of 2 (**velmi dobře**).

Reviewer: doc. Justin Quinn Ph.D.

Date: 31 July 2013

Signature: