

Graduate Thesis Assessment Rubric

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

Thesis Author: Nikola Váchalová

Title: Přístupy k bilingvnímu vzdělávání v době distanční výuky

Length: 57

Text Length: 43

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 issue of Framework Education Programmes for Bilingual Education neither specifically explained nor referred to (i.e. Národní ústav pro vzdělávání (2015) <i>RVP pro dvojjazyčná gymnázia</i> . http://www.nuv.cz/t/rvp-dvojj) – only partly covered in the theoretical part. Since the thesis deals specifically with a grammar school focusing on bilingual education, it seems highly relevant to include the information as well as the source.
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	RQ2 is rather confusing: “What are the needs addressed by the students towards a teacher when learning Spanish?” (p. 18). See reviewer question n. 1 below. There are some unclear parts – see questions below. The whole methodology description does not follow academic style requirements – see below, comment n. 7 – and is not really clear, e.g. “When referring to the selected teaching methods discussed with both teachers in the questionnaire (...)” (p. 20). How did the author discuss methods via a questionnaire? See also comment n.7.
4. The results/data are analyzed and interpreted effectively. The chapter	Outstanding Very good	

<p>ties the theory with the findings. It addresses the applications and implications of the research. It discusses strengths, weaknesses, and limitations of the research.</p>	<p>Acceptable Somewhat deficient Very deficient</p>	
<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>Some parts are less clear or somewhat unusual in terms of academic style – e.g. repeated use of “I” in the methodology section explaining the research design: “I found it interesting to examine which of them were used (...)” (p. 20), which is not really acceptable in an academic text. The description of the research procedures resembles rather a diary entry - which was not the selected tool - than a research description, i.e. a great deal of irrelevant information makes it difficult to follow.</p>

Final Comments & Questions

The present thesis deals with bilingual education in the Czech context. In particular, it aimed to focus on teachers' methods selection with respect to students' needs and motivation during distance education. The research was conducted at Gymnázium Luďka Píka v Plzni, i.e. one of the grammar schools offering Czech-Spanish bilingual education in the Czech Republic. The theoretical part of the thesis provides theoretical background information relating to the selected topic - including bilingual education in the Czech Republic, learners' needs, motivation or teaching methods. The practical part is devoted to the research, its results and possible pedagogical implications. The thesis deals with a variety of interesting topics, i.e. bilingual education, distance learning and its relation to learners' needs, teachers' methods choice with respect to learners' needs and changes occurring due to distance learning format. Nevertheless, the selected research design (and partly its realization) seems not completely relevant and fully applicable with respect to the proposed research aim.

Suggested grade: 3

1. Please, re-frame RQ 2 and explain what the aim of this research question was. Was it really possible to answer the RQ using the proposed research design (i.e. to research students' needs by interviewing and literally asking only teachers)?
2. In terms of qualitative vs quantitative research, what sort of research does a questionnaire represent? Where does your questionnaire belong to and why?
3. As far as interviews are concerned, what approaches can be used to analyze the data gathered and how did you analyze the data?

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

Date: 31. 8. 2021

Signature: