

Graduate Thesis Assessment Rubric

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

Thesis Author: Martin Bušek

Title: CLIL MATERIALS DEVELOPMENT AND USE FOR TEACHING HISTORY

Length: 54

Text Length: 32

<i>Assessment Criteria</i>	<i>Scale</i>	<i>Comments</i>
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 draws an interesting parallel to Comenius's work – unfortunately, the work is not included in the reference list.
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 briefly describes the selected data collection tools – more details about each of the selected instruments would be relevant (i.e. structure, explaining its use and reasoning). Moreover, the data analysis procedure is also relatively brief. Nevertheless, the author analysed the qualitative data outlining emerging categories and commented on all gathered and analysed data.
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	Though the methodology part could have been more thorough, the author described several thought-provoking aspects of the selected area, revealing issues that tend to be often neglected when discussing the use of CLIL in schools.
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	

<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>The author mentions grammar school in the abstract, but in the rest of the text, it is a basic school. The author did not include some sources in the reference list: FEP BE (2021) in the text as MŠMT ČR [Ministry of Education, Youth, and Sports]. (2021). <i>Rámcový vzdělávací program pro základní vzdělávání. [Framework Education Programme for Basic Education with amendments of 1st September 2021, which defines the binding scope of education for this particular stage].</i> Výzkumný ústav pedagogický. http://www.nuv.cz/file/4982_1_1/ Richards, J.C. & Rodgers, T.S. (2015). <i>Approaches and Methods in Language Teaching</i>. CUP. Comenius, J.A. (1896) <i>Orbis Sensualium Pictus</i>. (Original work published 1666)? The thesis meets the requirement of 72 000 characters (including spaces) – i.e., it contains 77 318 characters (including spaces) – though it does not have 40 standard pages of text.</p>

Final Comments & Questions

The thesis focuses on the challenges when preparing a CLIL lesson integrating a History topic into an English class (i.e. EFL lesson). First, the thesis describes the theoretical background of CLIL lesson planning, materials preparation and the CLIL approach. In the practical part, the author presents a selected school context where the CLIL materials were used in four lessons (i.e. four EFL classes at a selected Czech basic school in Pilsen). As implied above, the research design and the methods employed could have been more thorough. Nevertheless, despite that, the author provided an interesting insight into one of the less debated issues – the realisation of CLIL lesson planning and possible issues of this process. Though the thesis focuses on selected school subjects, i.e. the EFL lesson and History, the documented feelings of uneasiness and uncertainty that the teachers experienced while teaching with the CLIL materials covering other than their usual field of study might become

a subject of further investigation in the field and – on the more practical level – represent an inspiring way of CLIL materials development.

Suggested grade: 2 -3

1. What recommendations would you give to teachers of other school subjects, e.g. teachers of Fine Art or Geography, when they decided to teach an English lesson employing CLIL materials in one of the selected fields?

Supervisor: PhDr. Eva Skopečková, Ph.D.

Date: 5 . 6 . 2023

Signature:

