

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 pages

Text Length: 32 pages (required word count is met)

<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	<i>The theoretical background section does not provide a thorough background on materials development. The author dedicates 12 pages to materials development; however, the chapter is short on general information on materials development for language learners (e.g., task design, language issues) or issues to consider exactly when materials are developed for content and language-focused classes. Also, the author primarily cites Coyle and Doyle rather than having a scope of references. The chapter introduces CLIL and materials development, but it only provides a general theoretical framework for the author's study.</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>Considering the author's question of examining challenges in creating CLIL materials for teaching history, I would have expected the research tools to focus on the actual creation of the materials. Instead, the author focuses on the use of the materials with students. This contradiction marks the whole thesis. Creating materials and delivering CLIL lessons are two issues, each with unique principles and research questions. This lack of clarity is also observed in the rather general statements of the survey and the author's unstructured observation of the lessons.</i>

<p>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.</p>	<p>Outstanding Very good Acceptable Somewhat deficient Very deficient</p>	<p><i>I find the research somewhat problematic due to several variables – quality of the developed materials and accompanying lesson plans (e.g., goals, lesson structure), inexperienced teachers delivering CLIL lessons, CLIL new to the students, etc. As such, the reported data are in question. For example, the author states (p.28) that the materials proved effective. How do we know that materials were effective? Does students' interest in the topic prove this?</i></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><i>The author doesn't use APA properly in references (e.g. use of capital letters, italics.). The author has the same paragraph twice on page 9.</i></p>

Final Comments & Questions

Mr. Bušek chose a very challenging topic for his thesis. CLIL, due to its dual focus (language, content), is a complex method requiring profound knowledge of the teaching methodology of both disciplines. Mr. Bušek shows a lot of enthusiasm about the topic of his thesis. There is no doubt that Mr. Bušek has developed new knowledge and experiences regarding CLIL practice, yet this research project bears many limitations (see above).

I suggest the author be awarded the grade "good" for his thesis project.

During the defense, I would like Mr. Bušek to address these questions:

If you could start over again, how would you approach your thesis – the topic?

What did you learn as a teacher during your project? What actual professional value did it have for you?

Reviewer: Mgr. Gabriela Klečková, Ph.D.

Date: June 6, 2023

Signature: