

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

Thesis Author: **Mark T A M A R U**

Title: VIDEO-CONFERENCING IN ELT: ANDVANTAGES AND PROBLEMS

Length: 87

Text Length: 69

<b>Assessment Criteria</b>	<b>Scale</b>	<b>Comments</b>
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 <b>Very good</b> Acceptable Somewhat deficient Very deficient	The author introduces the focus of his research, which is video-conferencing in ELT. However, he doesn't provide an overview of individual chapters.
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 <b>Acceptable</b> Somewhat deficient Very deficient	The author reviews mainly electronic resources of ideas associated with practical use of Skype and video-conferencing. In general they provide a sufficient theoretical framework for his future research. However, texts on pages 2-20 of the review relies only on one resource (Kuneš) and in long passages (e.g. on pp 9-10, 12-14, 16-17, 23-25, 26 etc.) we can question the resources as they are not mentioned. Furthermore, the individual subchapters are not summarised and linked together and the whole chapter is not concluded at all.
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 <b>Acceptable</b> Somewhat deficient Very deficient	The author provides background information on his research and explains how the research was carried out, and who its subjects were. The questionnaire seems to be a well-chosen research tool. Furthermore, I have my doubts about the validity of the given questions. The answers can bring interesting data but I am afraid these are mainly technical and more about Skype users and their general opinions. Are they relevant to video-conferencing in ELT?
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	Outstanding Very good <b>Acceptable</b> Somewhat deficient Very deficient	Although the presentation of the findings is clear and effectively supported with graphs, the commentary section that follows is very long and very descriptive. I found it confusing and it was hard to read the

limitations of the research.		comments on 23 graphs without the visual support. I also do not understand the data presented in Figure 3, Figure 20, and 21 (the presented numbers do not correspond with the footnote). What is the purpose of the additional notes on pages 60 – 62?
5. The thesis shows critical and analytical thinking about the area of study and the author's expertise in this area.	Outstanding Very good <b>Acceptable</b> Somewhat deficient Very deficient	This is demonstrated in the implication section of the thesis in which the author comments on the findings.
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 <b>Acceptable</b> Somewhat deficient Very deficient	Usually no transitions, summaries or chapters conclusions are included. Also there are frequent typing mistakes.
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 <b>Acceptable</b> Somewhat deficient Very deficient	The work is presented in the correct format. However, I am quite surprised with the content of the Abstract and Czech Summary as ELT is not even mentioned there.

#### Final Comments & Questions

In spite of my objections, the results have brought some insights into using technologies in education in general. It could have been useful to explore video-conferencing in ELT more specifically as an alternative way of teaching English. I believe that this project positively contributed to Mr Tamaru's professional development. In my opinion this is an acceptable piece of academic writing.

#### **QUESTIONS on the questionnaire:**

*Why the questions in the questionnaire with so many items are not numbered?*

*Why is gender so important when there is nothing mentioned about gender in the Theoretical Chapter?*

#### **Personal QUESTION for the author**

What have you gained professionally from doing this research?

Reviewer: Mgr. Danuše Hurtová

Date: 16 August, 2012

Signature: 