

Graduate Thesis Assessment Rubric

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

Thesis Author: Gabriela Kašpárková

Title: CLIL – Material Development and Use: Implementation of Grammar in CLIL Materials

Length: 80 pages

Text Length: 63 pages

| <i>Assessment Criteria</i> | <i>Scale</i> | <i>Comments</i> |
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| 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 | |
| 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 | |
| 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 | |
| 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 | |

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| <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> | |

Final Comments & Questions

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| <p>The thesis provides very good insights into implementing grammar in CLIL materials.</p> <p>Ms. Kašpárková successfully built her research on the theories about CLIL and grammar. The work is very well organized and shows author's high interest in the presented research. The chapters are well structured and interconnected. A strong point could be also viewed in reflecting the theory into the research itself.</p> <p>The research part is designed in a way that the research question can be answered and thus the reader learns interesting facts about how grammar is presented in selected CLIL materials. Results of the CLIL material analysis are supplemented by commentaries apprising the reader of practical issues concerning grammar in the selected CLIL materials. The book analysis results are suitably complemented by answers to questions of a CLIL teacher. Although this fits the whole research and brings connection of the research to CLIL practice at school, the answers of one teacher cannot be generalized as they are in some parts of the chapter "Implications" (p.59 – (...) teachers work with varied materials and worksheets, which they prepare themselves in most cases).</p> <p>Technically speaking, the thesis is clearly written and properly cited.</p> <p>I would like to congratulate Ms. Kašpárková on producing an excellent piece of work and award her an "excellent" grade.</p> <p>For the purpose of the thesis defence, I would like to ask the following questions:</p> <ol style="list-style-type: none"> 1. <i>What is the main outcome of your research you would like to keep in mind while considering teaching grammar in CLIL? Justify your answer.</i> 2. <i>Which advice would you give to somebody who is starting with CLIL and isn't sure if and how to implement grammar in the CLIL classes? Give 3 pieces of advice.</i> 3. <i>Was there anything that surprised you during your research? Elaborate on your answer.</i> |
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Supervisor: Mgr. Barbora Reynaert, Ph.D.

Date: May 19, 2021

Signature: