

Graduate Thesis Assessment Rubric

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

Thesis Author: Nikola Volrábová

Title: Collaboration between Subject and Language Teachers in CLIL

Length: 59 pages

Text Length: 50 pages

<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	
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	
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	Outstanding Very good Acceptable Somewhat deficient	

author demonstrates high quality writing skills and uses standard spelling, grammar, and punctuation.	Very deficient	
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 Acceptable Somewhat deficient Very deficient	

Final Comments & Questions

There are various studies investigating into CLIL, but not many which would look at collaboration of teachers in CLIL. Ms Volrábová based her research on theories discussed in the theoretical chapter which is a strong point of the thesis as well as the reference back to the theories when discussing the results.

The topic is very well introduced within the context of educational needs nowadays. Both the focus of the thesis and the individual chapters are presented in a clear way. Relevant studies are discussed in the theoretical chapter, mainly those related to CLIL teachers. The theories are properly presented from the broader to the narrower perspective.

The research itself is designed in a way that the research questions can be answered. When discussing the interview results, the questions are grouped logically for further commentaries.

I especially value linking the results based on lesson observations and the results based on the interviews.

A shortcoming might be seen in the number of classes observed, there was just one class observed at each school.

For the purpose of the thesis defence I would like Ms Volrábová to address the following questions:

Based on the lesson observations and interviews as well further literature investigation what could be the benefits and drawbacks of CLIL language teacher being or not being a native English speaker?

If you teach CLIL in future what would be your biggest motivation to do so?

To conclude my review, I would like to congratulate Ms. Volrábová on producing an excellent piece of work and award her an "excellent" grade.

Supervisor: Mgr. Barbora Reynaert, Ph.D.

Date: August 26, 2022

Signature: