

Graduate Thesis Assessment Rubric

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

Thesis Author: Bc. Nikola Volrábová

Title: Spolupráce učitelů neязыkových předmětů s učiteli cizích jazyků v metodě CLIL/
Collaboration Between Subject and Language Teachers in CLIL

Length: 59

Text Length: 50

<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	In the theoretical part when exploring the concept (and development of) of CLIL, there is no mention of Content-Based Instruction (CBI), which is prototypically discussed in relation to CLIL (i.e. to demonstrate a broader context and contrast the European and American approach to second language teaching organized around content).
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	A very good research methodology selection – observation checklist and structured interview to offer an insight into the data gathered. Nevertheless, the use of the interview is rather descriptive, adding information - not really analyzing the data, understanding reemerging topics or trying to identify these. In addition, the decision to interview the pairs together if the author wants to explore their collaboration seems not targeted (or explained) regarding the thesis topic and the research credibility. (One of the pairs was in the end interviewed separately – due to language barrier. However, the gathered data was analyzed as one pair.) There is no separate information about the research participants.
4. The results/data are analyzed and	Outstanding	See above.

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

The thesis focuses on the topic of teacher collaboration in the CLIL method and aims to identify how subject and language teachers could collaborate in order to create a successful CLIL lesson. The author provides first of all the necessary theoretical background concerning the CLIL method or the concept of successful collaboration in CLIL and includes also the specifications of the role of the subject and language teachers. The practical part presents the conducted research, its analysis and implications. Although some aspects of the research part could have been more targeted and the consequent data management is rather descriptive, the author was able to provide an interesting insight into collaboration of selected teachers in CLIL method in the context of the Czech Republic. The whole thesis definitely contributes to the field of language teaching and learning - especially by its emphasis on the important role of teachers' collaboration and school management support.

Suggested grade: 1 -2

1. Could you tell us more about the research participants.
2. What is, in your opinion, the ideal form of collaboration of teachers (not only) in CLIL?

Reviewer: PhDr. Eva Skopečková, Ph.D.

Date: 24. 8. 2022

Signature: