

**Undergraduate Thesis Assessment Rubric**  
**Department of English, Faculty of Education, University of West Bohemia**

Thesis Author: **Galina Kratochvílová**

Title: *Tense Simplification as a New Trend in International English or a Lack of Education of Lower Class*

Length: 65 pages

Text Length: 46 pages

<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 examined issue. It presents and overview of the thesis.	<b>Outstanding</b> Very good Acceptable Somewhat deficient Very deficient	
2. The thesis shows the author's appropriate knowledge of the subject matter through the background/review of literature. The author presents information from a variety of quality electronic and print sources. Sources are relevant, balanced and include critical readings relating to the thesis or problem. Primary sources are included (if appropriate).	Outstanding Very good <b>Acceptable</b> Somewhat deficient Very deficient	A reference list containing just ten items is technically adequate for a work of this kind, though additional sources would certainly have provided greater academic depth.
3. The author carefully analyzed the information collected and drew appropriate and inventive conclusions supported by evidence. Ideas are richly supported with accurate details that develop the main point. The author's voice is evident.	<b>Outstanding</b> Very good Acceptable Somewhat deficient Very deficient	
4. The thesis displays critical thinking and avoids simplistic description or summary of information.	<b>Outstanding</b> Very good Acceptable Somewhat deficient Very deficient	
5. Conclusion effectively restates the argument. It summarizes the main findings and follows logically from the analysis presented.	<b>Outstanding</b> 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 uses standard spelling, grammar, and punctuation.	Outstanding <b>Very good</b> Acceptable Somewhat deficient Very deficient	
7. The language use is precise. The student makes proficient use of language in a way that is appropriate for the discipline and/or genre in which the student is writing.	<b>Outstanding</b> Very good Acceptable Somewhat deficient Very deficient	
8. 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	Main chapters do not always begin on a new page; nor should the list of references be numbered.

Based on a detailed analysis of her own research data, involving native English speakers with recent experience of teaching in the Czech Republic, Ms Kratochvílová has produced a most interesting thesis which demonstrates both contemporaneity and originality. The findings offer something of a conundrum: if native speakers in the role of language instructors tend to dumb down their own level of speech and ignore (i.e. do not correct) mistakes made in English by their foreign interlocutors, then just how beneficial is the tuition? Part of the answer might be to examine why students are learning English in the first place and whether communicative competence should take precedence over grammatical accuracy ... though such a debate would lead beyond the parameters of the work under discussion.

#### Questions

1. As noted on pp. 2-3 of the thesis, David Crystal would favour the creation of a World Standard Spoken English (WSSF) which supposedly would establish some norms for the international teaching of English. But is this not just an extension of the concept of Received Pronunciation, whose fate is such that it is now used probably by less than 2% of the population in Britain? What guarantee is there that any such WSSF would not itself sooner or later disintegrate into all kinds of local varieties?
2. On p. 19 one of the survey respondents states that "We [*i.e. Americans*] don't use Present Perfect as often as we should" and further equates such a shortcoming in usage as symptomatic of a lower level of education. Is this not a misconception based on traditional criteria of prescriptive grammar? There are numerous well-documented differences between American and British English in terms of lexis and orthography; why should officially approved and/or socially acceptable variations not exist also in verb tenses?

Recommended grade: **v ýborn ě**

Supervisor: Andrew Tollet

Date: 12th May 2014

Signature:

