

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

Thesis Author: Jana Herličková
 Title: Paradigm Shift in English Teaching Englishes
 Length: 53
 Text Length: 45

Assessment Criteria	Scale	Comments
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	The thesis deals with issues that are inevitably related to pronunciation and - in terms of ELT – to the teaching of pronunciation, which as a topic is covered only to a very limited extent (i.e. especially in relation to ELF or Global Englishes this issue evolves currently – how should teacher cover the issue of teaching pronunciation in terms of these changes? Is there a potential impact this might have on the issue of comprehension?).
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	The very research design resembles rather an experiment – that is applied to test a hypothesis including or manipulating certain variables – action research is usually a mixed-method and cyclical research that tries to find solutions to some problems. The described design has features of both, which unfortunately might have certain drawbacks – especially in relation to the variables' manipulation. For more see questions below.
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	Especially the resulting correlation seems to provide an interesting insight.

<p>5. The thesis shows critical and analytical thinking about the area of study and the author's expertise in this area.</p>	<p>Outstanding Very good Acceptable Somewhat deficient Very deficient</p>	
<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>The author completely omitted some papers that are quoted in the text in the References. (probably: Cargile, A.C., & Giles, H. (1998). Language attitudes toward varieties of English: An American-Japanese context. <i>Journal of Applied Communication Research</i>, 26, 338-356. Ingvalson, E. M., Lansford, K. L., Fedorova, V., & Fernandez, G. (2017). Receptive Vocabulary, Cognitive Flexibility, and Inhibitory Control Differentially Predict Older and Younger Adults' Success Perceiving Speech by Talkers With Dysarthria. <i>Journal of speech, language, and hearing research : JSLHR</i>, 60(12), 3632–3641. https://doi.org/10.1044/2017_JSLHR-H-17-0119)</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

The thesis deals with the broad and fascinating field of comprehension particularly focusing on secondary school English learners' attitudes to accented speech. The author introduces the concept of Global English and explains its relation to ELT. Unfortunately, the issue of pronunciation teaching – that definitely plays a role here as well – is not covered in the theoretical part (i.e. see reviewer's comments and questions above). The second part of the thesis, presents and subsequently discusses the results of the research conducted at a secondary school in the Czech Republic (a grammar school in Pilsen). The author describes the research design as action research, but conducts in fact experimental research – in fact both can be combined, but since experiment presupposes a very concrete manipulation and treatment of variables, the present research does not truly meet all of these requirements – which definitely affects the data. The author explored both learners' comprehension level and attitudes towards non-native accented speech. Apart from certain improvement in terms of comprehension, no considerable change in attitudes was observed – on the other hand, the research suggests revealing correlation between higher level of comprehension and more positive attitudes. Despite the above-mentioned limitations, the thesis presents a highly relevant topic and its research represents a great source of inspiration for ELT teachers.

Suggested grade: 2

1) How could you transform the selected research design to conduct action research and to research the selected issue?

2) How could teachers influence learners' attitudes to accented speech apart from listening comprehension tasks?

3) In terms of pronunciation teaching, are there any trends and recommendations reflecting the changing paradigm in ELT (especially in relation to teaching English as ELF, EIL, Global Englishes etc.)?

Reviewer: PhDr. Eva Skopečková, Ph.D.

Date:

Signature: