

Graduate Thesis Assessment Rubric (Methodology, Linguistics)
Department of English, Faculty of Education, University of West Bohemia

Thesis Author: Daniel Pichert

Title: Pedagogical Implications of English as an International Language

Length: 51

Text Length: 44

| 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 | |
| 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 | This is particularly good, as it provides an excellent overview of some of the main ideas in the area and is up-to-date. |
| 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 | |
| 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 | |
| 5. The thesis shows critical and analytical thinking about the area of study and the author's expertise in this area. | Outstanding | |

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| 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 | There are some errors in grammar and spelling, but in general the level is very good. |
| 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. | Very good | Formatting of references for in-text quotes is incorrect passim. |

Final Comments & Questions

This is an excellent thesis and I have no hesitation in proposing the grade of **1 (výborně)**. Chapters 1 and 2 are exceptionally well argued, ranging over a lot of interesting and new approaches, deftly synthesizing various viewpoints. If a fault can be found here, then it is only that he didn't sufficiently engage with positions that are at odds with his own. To that end, I would like to ask if he has encountered research that challenges ELF as presented here. If not, where would he begin looking? It is clear that the student is a strong advocate of ELF, thus it would greatly strengthen his position if he dealt robustly with opposing views. The explanation of LFC was illuminating for me and I am grateful for his straightforward yet nuanced presentation of the main tenets of this new development. I am also grateful to be alerted to S. L. McKay's work which challenges the use of culture content in ELF pedagogy.

My only reservation regards the student's idealization of intelligibility and comprehensibility *within* the Inner Circle, or among native speakers, for instance, evidenced in a comment like this: "newly arising varieties of English across the globe are very often strongly marked phonetically and unlike in native/native interactions, lingua franca interactions lack a common cultural background" (12-13). It is true that people from around the world who have received third-level education usually do not encounter difficulties; however, a working class Alabaman will have insuperable difficulty understanding a working class Aberdonian. Such social groups are usually less mobile than the university-educated tier, thus the situation does not arise with such frequency. Even within the UK itself comprehensibility is often impossible. It might then help his argument if he were to acknowledge that the difficulties with ELF to which he is alert, already exist *within* the Inner Circle, and one does not have to travel Outer Circle countries to experience this. Many native speakers, if not the majority of them, may in fact fail their examinations in ELF, and such an idea is important for the later argument regarding the value of NS and NNS teachers of English.

Reviewer: doc. Justin Quinn Ph.D.

Date: 31 July 2018

Signature:

