



FACULTY OF ARTS
Charles University

Department of English and ELT Methodology

A Review of a Final Thesis

submitted to the Department of English and ELT Methodology,
Faculty of Arts, Charles University

Name and titles of the reviewer: PhDr. Tomáš Gráf, Ph.D.

Reviewed as: a supervisor an opponent

Author of the thesis: Bc. Veronika Hubinová

Title of the thesis: *Motivation in ELT of advanced learners*

Year of submission: 2022

Submitted as: a bachelor's thesis a master's thesis

Level of expertise:

excellent very good average below average inadequate

Factual errors:

almost none appropriate to the scope of the thesis frequent less serious serious

Chosen methodology:

original and appropriate appropriate barely adequate inadequate

Results:

original original and derivative non-trivial compilation cited from sources copied

Scope of the thesis:

too large appropriate to the topic adequate inadequate

Bibliography (number and selection of titles):

above average (scope or rigor) average below average inadequate

Typographical and formal level:

excellent very good average below average inadequate

Language:

excellent very good average below average inadequate

Typos:

almost none appropriate to the scope of the thesis numerous



Brief description of the thesis

The present thesis aims to shed light on the topic of motivation of advanced English language learners. This is very much of an under-researched area and thus very much worth exploring especially within (and for) a department whose students are by default all advanced and still receive language tuition. The author investigates what motivates advanced learners to carry on studying and what, on the other hand, acts as the opposite. Working with a combination of recent and respected models of L2 motivation for learning, the present author designed a questionnaire that was answered by 77 respondents. They were split into two groups: C1/C2 students of English philology, and C1/C2 learners of English who do not study English at university. This is an interesting division offering an insight into what might be labelled as standard, and professional advanced users of English.

As the thesis focuses on advanced learners, it starts with an attempt to define advanced language proficiency. It does so by comparing competence- (e.g. CEFR) and performance-based (e.g. CAF) models of proficiency. Subsequently it delves into a discussion of those learner variables which the author considers key for the attainment of high proficiency. The last part of the theoretical section provides a clear presentation of the main models of L2 learning motivation, and eventually focuses back on the advanced learners and questions as to whether being advanced might actually mean a loss of motivation to improve or a lack of awareness of concrete goals that might still be achieved.

These questions are answered in the empirical part of the thesis whose core is made up by the results of a questionnaire survey which is complemented by a qualitative probe by means of 4 interviews, which, besides more or less confirming what was revealed in the questionnaires reveal some very interesting facts as well. For me, one of the most surprising aspects that came to the surface was the fact that advanced learners no longer count on their teachers as being motivators or even sources of information as to how to improve and what tools to use (cf. the respondents complained of an apparent lack of materials aimed at advanced learners).

The thesis concludes (in Chapter 7) with recommendations for teachers of advanced learners. These are very well thought out and show the author's feel for didactics.

The author worked very diligently and independently and always tried her best to respond to my suggestions.

Review, comments and notes

Strong points of the thesis:

- an interesting and very much needed topic, which was the author's own initiative;
- well-managed collection and processing of the questionnaire data;
- triangulation of the quantitative results with the qualitative analysis;
- use of NVivo for the analysis of the qualitative data;
- methodical attempt at comparing the results at all stages;
- totally independent processing and analysis of the data (including the selection of statistical techniques and tools);
- very good interpretation of the results;
- very good section on pedagogical implications;
- a large degree of independence throughout the whole process of writing and a very positive attitude to suggestions from the supervisor.



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Weak points of the thesis:

- It's a shame the thesis mentions no comparable research. Does this mean that there is none? Thus it is quite hard to see why the specific research questions are asked.;
- Some of the results were quite predictable but if there is no extant research of advanced learners this might be legitimate.;
- frequent stylistic weaknesses (some unclear formulations);
- occasional language mistakes;
- a number of language mistakes in the Czech resumé;
- some typos and editing inaccuracies.

Questions to answer during the Defence and suggested points of discussion:

To what extent can motivation also be an outcome of past learning experiences?

Might it be possible that motivation is understood differently by teachers and by learners? What implications might this have?

Does motivation change over time? Would this have been a possible area to explore when working with advanced learners?

Are materials for advanced learners of English really so rare?

Proposed grade:

excellent very good good fail

Prague, 31 August 2022