

Annex One: Euroculture Thesis Assessment Form



Euroculture Thesis Assessment Form

Name of Student: **Valentine Labouheure**

Thesis Title: **Feminizing the French Language: A Political Debate. Analysis of the feminization of titles and higher professions debate in French Public Media.**

Home University: **Univerzita Palackého v Olomouci**

Host University: **Universidad de Deusto, Bilbao**

Name of Supervisor: **Martin Pleško**

In this report, please consider the following, by answering the following questions. Please add a short explanation instead of simply answering yes, no or partly.

1) Content: Problem statement, method and theory:

- a) Is the topic of the thesis clearly presented and motivated?
Yes, the sociolinguistic issues posed by the linguistic feminization in French are clearly presented in the introduction of the thesis.
- b) Are the aims and objectives of the thesis clearly identified and explained?
Yes, they are clearly identified. Only one confusion detected: while dealing with the linguistic feminization in any context, we should be aware that *Acedemie française* does not (necessarily) presents any opinion of French people. From this point of view, France is not *Acedemie française* and vice-versa.
- c) Is there a well formulated problem statement and is it of sufficient complexity for an MA level? Briefly explain.
Valentine has successfully conciliated the sociological (political) issue with the linguistic one and her research depicts the position of French women in their society through the language and maybe through the political orientation as well.
- d) Has the student convincingly explained the relevance of the research?
Yes, she has. The linguistic feminization in French-speaking countries has been studied since the 1970s. Valentine's research shows whether the acceptance of French profession words is still difficult in France in 2017.
- e) Has a suitable methodology and theoretical frame been taken to solve the stated problems?
The theoretical frame is based on recent sources (in most cases not older than 10 years) what allowed to make a detailed overview of the current state of things.

- f) In case where empirical research has been conducted: is there a suitable research design and has the research been conducted adequately?

The student decided to analyse the corpus of on-line articles.

- g) Does the conclusion provide convincing answers/proof to the initial questions/hypotheses?

The results presented in the conclusion are in some way predictable, but it allows the reader to understand (not only) the linguistic usage of French feminine forms in media and the arguments pros and cons of these forms.

- h) Does the research constitute a contribution to knowledge in this field or domain?

Yes, it does. The student didn't simply put her attention only on the pure feminine forms detected in the corpus she constituted, but it goes further and analyses the discourse tendencies and strategies depending on given political orientation.

2) **Structure:**

- a) Is the thesis coherently structured in chapters and sections?

Sometimes, it is not easy to read the thesis as a whole and the titles of chapters are sometimes confusing. The 3rd chapter seems to be very well organized if compared to the previous ones.

- b) Are concepts clearly introduced and explained, and critically and consistently applied?

The students clearly explained and applied all concepts that are necessary to understand the French language feminization and connected issues. This issue is so complexed and interdisciplinary that it is impossible to write any academic text without a detailed theoretical framework.

3) **Sources** (primary and secondary):

- a) Has (enough) relevant (primary and secondary) literature been adequately interpreted and integrated into the thesis?

The choice of literature seems OK but the list of references is not well-arranged and some formal mistakes occur (typography).

- b) Is the bibliography/list of references complete and accurate?

See above.

4) **Stylistics:**

- a) Is the use of language (English) acceptable and of the required standard (i.e. no spelling mistakes and typos, range of vocabulary, grammar)?

This is a weaker part of the thesis (choice of vocabulary, syntax), but the text remains readable and comprehensible. As a French speaker, I guess that many mistakes are caused by negative interference between English (target language) and French (student's first language).

- b) Are references in the text given in a coherent and consistent manner (either in-text or as footnotes)?

Yes, it does. Very few mistakes detected.

5) **Format:**

- a) How is the thesis presented (i.e. consistency in lay-out, choice of fonts, headings, tables and graphs)?

The weakest part: some URL links are underlined and some are not, some headings are not correctly placed, some tables split between two pages.

- b) Does the thesis contain all required elements (title page, declaration, table of contents, bibliography, etc.)?

Yes, it does.

6) Quality of writing process:

- a) To what degree has the student been able to work independently?

The student asked for help several times – research questions, thesis structure.

- b) Have recommended revisions been executed to a satisfying degree?

Yes, she has incorporated many of our comments, suggestions, recommendations.

- c) Any other relevant comments (e.g. on planning and commitment of the student).

NIL

7) Possible questions for thesis defence (only if this thesis is to be defended orally)

(National) Grade: B

Date and place: 10 July 2017, Olomouc