

Undergraduate Thesis Assessment Rubric

Department of English, Faculty of Education, University of West Bohemia

Thesis Author: Markéta Čechurová

Title: LEARNING ENGLISH IN DANISH CULTURE: DENMARK THROUGH THE EYES OF AN
INTERNATIONAL STUDENT

Length: 37

Text Length: 33

<i>Assessment Criteria</i>	<i>Scale</i>	<i>Comments</i>
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.	Outstanding 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 Acceptable Somewhat deficient Very deficient	
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.	Outstanding Very good Acceptable Somewhat deficient Very deficient	
4. The thesis displays critical thinking and avoids simplistic description or summary of information.	Outstanding 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.	Outstanding 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	Outstanding Very good Acceptable Somewhat deficient	

author uses standard spelling, grammar, and punctuation.	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.	Outstanding 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 Acceptable Somewhat deficient Very deficient	

Final Comments & Questions

This is a very interesting thesis that compares the teaching of English in two EU countries, and assesses the feasibility of adopting one country's approach in the other. It draws on ideas of cultural intelligence, in two ways (more on this below). If anything the thesis is perhaps too ambitious, as it sets out to, first, compare Czech and Danish culture generally; second, to ask how cultural intelligence might be used in ELT; and third, to ask what must be done to introduce Danish ELT methods to the Czech Republic. Any one of these would have been sufficient for a BA thesis. Also, the student considers how cultural intelligence is dealt with both as a tool within ELT, and also to gauge which Danish methods would be appropriate in Czech education. Again, both of these questions are interesting, but it is perhaps a tall order to include both in such a short work.

An unrelated issue concerns migration and CQ descriptions. The student discusses immigration in Denmark: I am curious about how immigrants affect the Hofstede characterizations of Denmark. Are the latter, perhaps, out of sync with new developments? After all, with so many people now in Denmark who weren't originally born there, there must be multiple shifts in these indices. (The student notes the converse, i.e., that international students themselves are not a homogeneous group [17].) It must now be difficult to encounter cultural phenomena that are purely Danish; are those phenomena shifting in response to migratory patterns? And what are the implications of such a possible shift for CQ analysis?

Two small points:

1. "Therefore the Czech schools and universities base their systems on curricular documents and framework education programmes rather than teaching approaches" (10). This isn't an accurate distinction, as those documents and programs can accommodate a wide range of teaching approaches.
2. When comparing the systems in both countries, the student might have taken into account the percentages of GDP spent on education (roughly, 7.5% in Denmark, 5.5% in Czech Republic).

The thesis is written very well and I enjoyed reading it. Its ambition aside, the thesis moves with admirable sureness from one topic to another. I recommend the grade of **1/2 (výborně/velmi dobře)**, and look forward to hearing the student's defence.

Reviewer: doc. Justin Quinn Ph.D.

Date: 30 May 2020

Signature: