

CHARLES UNIVERSITY – FACULTY OF EDUCATION

DEPARTMENT OF EDUCATION

REVIEW OF THE DIPLOMA THESIS BY ASSESSOR

Author of the thesis	<i>İrem Altunkalp</i>
Title of the thesis	<i>Job Satisfaction of English Teachers in the Czech Republic</i>
Author of the review	<i>PhDr. Michal Zvírotsky, Ph.D.</i>

	Evaluation criteria	Evaluation 1 – 10 points *)
1.	Formulation of objectives (objectives are clearly formulated and in compliance with the type and nature of the thesis).	8
2.	Means to achieve goals (methods are appropriate to goals and other parameters of the thesis).	9
3.	Writing process (process of writing of the thesis corresponds to chosen goals and methods, the text is clearly and logically structured).	9
4.	Fulfillment of objectives (objectives of the thesis are met to the reasonable extent and at a level that corresponds to the nature of the work).	8
5.	Knowledge of the author regarding discussed issues (the work reflects the knowledge of relevant sources and literature).	8
6.	Originality of writing (the thesis has elements that prove creative interest of the author and his/her independent thinking regarding the issue).	9
7.	Content (the choice of content elements of the thesis is relevant, their interrelations are expressed, context and content make a logical whole).	9
8.	Language quality (the level of orthographic and stylistic quality meets the requirements of the diploma thesis, used terminology is correct and unified).	10
9.	Work with information sources, compliance with formal rules (sources in reasonable quantities are appropriately selected and correctly cited and interpreted; the thesis is properly laid out and in compliance with relevant standards).	9
10.	Thesis contribution (outcomes of the thesis can find a specific meaningful application in theory or practice of the field).	10

*) 1 point expresses the lowest possible level of fulfillment of the relevant criteria, 10 points the highest possible level

Questions for the defence	<i>Which factors of professional satisfaction are specific to teachers of English as a foreign language as opposed to language teachers in general?</i>
Comments	<i>In the theoretical part, the student often uses secondary sources, which can cause various interpretive problems - an example is the misinterpretation of Maslow's theory of motivation (p. 12), which does not actually assume a strict sequence in meeting needs. Therefore, other objections (Bennell, Akyeampongne) are not entirely valid.</i> <i>Overall, however, the student demonstrated excellent orientation and ability to process even a highly challenging topic.</i>

Overall evaluation	<i>The thesis meets the requirements for diploma theses in the field.</i>
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Date and signature of the author of the diploma thesis review: 2. 9. 2021 Michal Zvírotsky