Supervisor’s evaluation of the Ph.D. candidate

Ph.D. candidate: Angie Moore, M.A.

Supervisor: prof. RNDr. PhDr. Hana Voňková, Ph.D. et Ph.D.

This evaluations includes two parts. The first part relates to the Angie’s overall activities and outputs during her PhD study. The second part focuses on her PhD thesis and its main contribution.

Part 1: PhD candidate’s activities and outputs

A clear strength of Angie Moore’s PhD study was her cooperation on several research publications and active conference participations. Angie has demonstrated that she is able to cooperate with many other researchers on research publications, as well as leads her own research. She co-authored 3 IF papers and 16 conference (papers) contributions. She also actively participated at 8 conferences and therefore highly exceeded the requirements for PhD candidates (participation on 3 conferences is typically required). The conferences included international conferences like INTED (International Technology, Education and Development Conference), ECER (European Conference of Educational Research), BCES (Bulgarian Conference on Comparative Education), IAC-GETL (Global Education, Teaching and Learning Conference) and also local conference like CERA/ČAPV (Czech Educational Research Association Conference) or Emergency in Education Conference.

I would like to stress that Angie Moore cooperation with other researchers on research outputs was truly excellent. I confirm that her role in the research team was irreplaceable. In my opinion, she has several research strengths including good overview of published research in the field of motivation to learn EFL, fast and accurate reactions to challenging questions asked by

reviewers, commitment and endurance to finish publications, and support of other research team members. Also, as an international member of our Czech research center AnCER she helped us, including me, to address international perspectives of research topic we focused on, including the role of FL learning and teaching in other countries. Angie Moore also cooperated on a GAČR research grant on Analyzing the determinants of self-reported English language knowledge and motivation for English language learning in Czech lower secondary students.

Angie's activities included also teaching of several courses on the Department of Education, Faculty of Education, Charles University. The key courses she gave were Didactics of educational sciences I, II, and III, and Foundation of educational sciences I, II, and III. Other courses focused on authority in education, multiculturality of education, theory of education, and achievement tests. It demonstrates that Angie was involved in teaching process immensively. She has devoted a lot of time to her students.

Overall, Angie Moore clearly met obligatory criteria related to the number of publications and conference participations. Moreover, Angie led several courses in education and actively particated on the Department and Research Center outputs.

Part 2: PhD thesis

The PhD thesis presents original research on the motivational strategies employed by EFL teachers at gymnázium schools in Prague. In addition, it provides an overview of Angie's scholarly publications and the theoretical framework underpinning her work. The thesis demonstrates that Angie has authored research papers and conference contributions in the field of student

motivation in EFL learning, and has successfully bridged this area with the study of teachers' motivational strategies. Her dual focus on both students and teachers in the domain of EFL motivation highlights her strengths and depth of expertise in this field.

The original research on EFL teachers' motivational strategies addresses a relatively underexplored topic in the Czech context and offers valuable insights into the frequency and contextual application of these strategies in gymnázium schools in Prague. Although the study is based on a small sample and employs descriptive-level statistical analysis it effectively identifies which motivational strategies are more or less commonly used and what teachers regard as essential in motivating students to learn English.

The research design combines quantitative data from a questionnaire survey conducted across multiple gymnázium schools with qualitative data from interviews at a single institution. This mixed-methods approach contributes to a deeper understanding of teachers' motivational practices. However, the thesis would benefit from a clearer explanation of the mixed-methods design and the rationale for the selection of interview participants.

Furthermore, the thesis situates its findings within an international context by comparing results from the Czech Republic with those from other countries. It also links empirical evidence to practical implications for teachers.

Overall, the thesis meets the requirements for a PhD in the field of education. I recommend it for defense.

March 10, 2025, Prague

Hana Vonkova