

University of Pardubice
Faculty of Arts and Philosophy

Speaking and Peer Feedback in Lower-Secondary English Classes
Master Thesis

2022

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Univerzita Pardubice
Fakulta filozofická
Akademický rok: 2020/2021

ZADÁNÍ DIPLOMOVÉ PRÁCE

(projektu, uměleckého díla, uměleckého výkonu)

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Osobní číslo: **H20430**
Studijní program: **N0114A300052 Učitelství anglického jazyka**
Téma práce: **Speaking and peer feedback in lower-secondary English classes**
Zadávací katedra: **Katedra anglistiky a amerikanistiky**

Zásady pro vypracování

Diplomantka se ve své práci bude zabývat problematikou poskytování vrstevnické zpětné vazby (tzv. peer feedback) při mluvních aktivitách ve výuce anglického jazyka na druhém stupni základní školy. V teoretické části nejprve zasadí zkoumanou problematiku do širšího kontextu výuky anglického jazyka na základním stupni vzdělávání. Dále diplomantka bude diskutovat potenciál vrstevnického hodnocení obecně i ve výuce angličtiny, resp. mluvení, a možnosti jeho zavádění na druhém stupni základní školy. V rámci empirické části diplomantka realizuje akční výzkum v jedné třídě vybrané základní školy, jehož cílem bude zavést vrstevnické hodnocení při mluvních aktivitách do výuky angličtiny. Diplomantka připraví a implementuje akční plán, jehož efektivitu následně vyhodnotí.

Rozsah pracovní zprávy:

Rozsah grafických prací:

Forma zpracování diplomové práce: **tištěná/elektronická**

Jazyk zpracování: **Angličtina**

Seznam doporučené literatury:

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Termín odevzdání diplomové práce: **2. května 2022**

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ACKNOWLEDGMENT

I would like to express my gratitude to my supervisor, doc. PaedDr. Monika Černá, Ph.D., for her guidance, inspiration, and valuable advice.

ANNOTATION

This master thesis deals with speaking and peer feedback in lower-secondary English classes. The theoretical part introduces communicative competence that is more discussed through a construct of Second language speaking competence by Goh and Burns. The second chapter focuses on speaking tasks through which speaking skills can be developed. Finally, it defines feedback generally and then a chapter about peer feedback, its conditions and advantages follow. The practical part consists of action research that focuses on the implementation of peer feedback into English lessons in one selected lower-secondary class.

KEYWORDS

communicative competence, speaking tasks, feedback, peer feedback, implementation of peer feedback

NADPIS

Mluvní aktivity a vrstevnické hodnocení v hodinách anglického jazyka na druhém stupni základní školy

ANOTACE

Tato diplomová práce se zabývá mluvními aktivitami a vrstevnickým hodnocení v hodinách anglického jazyka na druhém stupni základní školy. Teoretická část nejprve představuje komunikační kompetenci, která je více diskutována skrz konstrukt od Goh and Burns – Second language speaking competence. Druhá kapitola se zaměřuje na mluvní aktivity, které pomáhají rozvoji řečových dovedností. Na závěr definuje obecně pojem zpětná vazba a následuje kapitola o vrstevnickém hodnocení, jeho podmínkách a výhodách. Praktická část se skládá z akčního výzkumu, který se zaměřuje na implementaci vrstevnického hodnocení v hodinách anglického jazyka ve vybrané třídě na druhém stupni základní školy.

KLÍČOVÁ SLOVA

komunikační kompetence, mluvní aktivity, zpětná vazba, vrstevnické hodnocení, implementace vrstevnického hodnocení

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LIST OF ABBREVIATIONS

CEFR – Common European Framework

CEFR CV – Common European Framework Companion Volume

FEB BE – Framework Education Programme for Basic Education

SEP – School Education Programme

SLSC – Second Language Speaking Competence

INTRODUCTION

Feedback is a powerful tool which is a part of the learning process. It can either facilitate the process, or it may influence it negatively when provided incorrectly or not provided at all. This master thesis, consisting of a theoretical and practical part, aims to discuss the topic of speaking and peer feedback in lower-secondary English classes. As my bachelor thesis focused on teacher feedback and the research revealed that feedback was not always provided to all learners, I wanted to investigate other options which could help with providing feedback to all learners. (Tomášková 2020, 47) I decided to focus closely on peer feedback as I have read about it and its benefits many times, but I have never experienced it.

The theoretical part includes four chapters. The first chapter opens with a brief history of communicative competence, and it is followed by a discussion of the second language speaking competence construct by Goh and Burns. The next chapter focuses on speaking tasks as they are a means of the development of learners' speaking skills. There are discussed and presented different types of speaking tasks as well as different rating scales for assessing speaking. The following chapter focuses on feedback and its importance in the learning process, followed by different types of feedback. Peer feedback is the main topic of the thesis therefore it is elaborated in great detail. As peer feedback is encouraged to be used in the lessons, it is investigated from the point of view of curricular documents, literature for teachers and a research perspective. This all is followed by a discussion of conditions that are necessary for the successful implementation of peer feedback, moreover, practical steps connected with it are suggested.

The issues discussed in the theoretical part provides a base for the practical part whose overall aim is to investigate the implementation of peer feedback after speaking tasks in one lower-secondary class. For this reason, action research is conducted, and it focuses on speaking tasks and gradual steps for a successful implementation of peer feedback. Moreover, the examination of tools used servers as a base for modification of the steps in order to achieve higher success.

THEORETICAL PART

1. DEVELOPMENT OF COMMUNICATIVE COMPETENCE

1.1 Communicative Competence

The term *communicative competence* was coined by linguist Dell Hymes in the 1970s when he used this term to contrast to Noam Chomsky's theory of competence. Hymes established this term in order to distinguish between knowledge of language forms and the complex knowledge which is needed for functional communication, that is between *linguistic* and *communicative* competence. (Brown 2000, 246) Hymes believed that communicative competence is an ability that consists of *knowledge* about the language and specific *skills* used in the language. A person with a high level of communicative competence is able to construct grammatically accurate utterances which are easy to process for listeners and fit into the context appropriately. (Goh and Burns 2012, 51) Furthermore, Hymes added the sociocultural factor which emphasizes that speaking is about interaction with others because individuals need not only knowledge but also the ability to use this knowledge in communication. (Richards and Rodgers 2001, 159; Hedge 2000, 45) As a consequence, new terms have been developed in order to be more accurate when talking about knowledge of the language and the ability to use the language. (Hedge 2000, 45)

The concept of communicative competence was further expanded by Michael Canale and Merrill Swain who defined four components of communicative competence – grammatical competence, sociolinguistic competence, discourse competence, and added strategic competence. (Brown 2000, 246; Richards and Rodgers 2001, 160) Grammatical competence is what Chomsky labels as linguistic competence and it includes “knowledge of lexical items and of rules of morphology, syntax, sentence-grammar semantics, and phonology” (Canale and Swain in Brown 2000, 247; Richards and Rodgers 2014, 89) Discourse competence completes the grammatical competence as it is viewed as an ability to connect utterances and produce a coherent whole. (Goh and Burns 2012, 51) Sociolinguistic competence is the knowledge that “requires an understanding of the social context in which language is used: the roles of the participants, the information they share, and the function of the interaction. Only in a full context of this kind can judgments be made on the appropriateness of a particular utterance” (Savignon in Brown 2000, 247) The fourth part of communicative competence is strategic competence which refers to the communication strategies which learners use when they do not know how to express something because of lack of knowledge, therefore, they need to change original intention, find other devices for expressing themselves

and prevent from another breakdown in communication. (Hedge 2000, 52; Goh and Burns 2012, 51)

Canale and Swain's model of communicative competence was later developed by Lyle Bachman who proposed a three-component framework called Communicative Learning Ability (CLA). (1990 in Richards and Rodgers 2001, 160; Bachman 1990, 81) Another view on communicative competence was introduced by Usó-Juan and Martínez Flor who developed Celce-Murcia and Olshtain's view of discourse competence. In this framework, discourse competence is placed in the middle of the scheme, and it is displayed with arrows that it includes linguistic, pragmatic, and strategic competence. All these components build discourse competence which helps the learner to interpret and produce spoken or written language. (Usó-Juan and Martínez Flor 2008, 160-161) The teacher should provide opportunities to the learners to attain these competences in order to achieve expected outcomes.

There are other frameworks and views on communicative competence but as the aim of this thesis is not to examine different frameworks and development of communicative competence, that is why they are not included here, and they will not be discussed further.

Since one part of this thesis is about developing speaking skills, the following chapter deals with a model for second language speaking competence by Christine Goh and Anne Burns in their publication *Teaching Speaking: A Holistic Approach* from the year 2012.

1.1.1 Second Language Speaking Competence

Johnson, who further developed the relation between second language speaking competence and communicative competence, defined that a second language learner must be able to achieve the communicative aim and he/she needs to be precise in terms of topic, setting, linguistic context etc. because the speaker has no idea what will be said, therefore he/she must be ready to react quickly, appropriately, and accurately. (Johnson in Goh and Burns 2012, 51) Accuracy and the ability to speak effectively are essential as it helps the speaker to achieve the aim, hence, the speaker needs to be aware of the relationship with listeners and other participants of the communication as it helps the speaker to decide the amount and type of information. (Goh and Burns 2012, 52) Furthermore, to achieve the communicative aim, it is necessary to know how to use communication strategies, for instance, asking for clarification

or repetition which can prevent the speaker from stopping the conversation when the speaker does not fully understand. (Johnson in Goh and Burns 2012, 52)

Many authors (Brown 2007, Goh and Burns 2012, Harmer 2015, Hedge 2000, Usó-Juan and Martínez – Flor 2006) are in alignment that speaking competence is a very complex concept and different parts of this concept are interdependent. For this reason, Goh and Burns established the model called Second language competence which consists of three domains that have an impact on learners' ability to produce fluent, accurate, and socially appropriate utterances. The domains are:

- knowledge of language and discourse
- core speaking skills
- communications strategies

(See appendix A) (Goh and Burns 2012, 53) In the next subchapters each domain is discussed.

1.1.1.1 Knowledge of Language and Discourse

To speak well and convey the message efficiently, the learners need to have copious knowledge of the language. There are four types of knowledge in the SLSC model:

- grammatical knowledge
- phonological knowledge
- lexical knowledge
- discourse knowledge.

In the first place, there is grammatical knowledge that plays an essential part in any language development, thus it should not be overlooked and skipped. In order to be able to produce accurate grammatical structure and meanings, it is necessary to understand the syntactic and semantic aspects of grammatical knowledge. To give an example, when a learner wants to make a question in English, he/she needs to have a knowledge of swapped subject and verb and the necessity of using an auxiliary verb. (Goh and Burns 2012, 54) Furthermore, grammatical competence consists of knowledge and usage of the grammatical resources of the language, therefore learners must be able to use this knowledge in order to interpret utterances and react appropriately. (Council of Europe 2001, 112; Rost 2001 in Goh and Burns 2012, 54)

Another essential part of a learner's knowledge is the knowledge of the sound system – phonology. This knowledge helps learners at three levels when producing speech: word, utterance, and discourse. Learners should be familiar with segmental and suprasegmental features of speech as well, such as pronunciation at a word level, stress, rhythm, and intonation. (Goh and Burns 2012, 54-55) Additionally, learners should know features such as prominence which means recognition of strong and weak sounds and tones during speaking and listening. (Goh and Burns 2012, 55)

Developing lexical knowledge needs to take into account a distinction between productive vocabulary, used when speaking or writing, and receptive vocabulary which determines the understanding of listening and reading. According to Goh and Burns, a learner's productive vocabulary is smaller than receptive one and that causes learners inability to express themselves accurately. (2012, 55) Aside from the knowledge of vocabulary, it is considered important to have a knowledge of the denotative and connotative meanings of different words, particularly complemented by fixed formulaic and idiomatic expressions. These expressions can express discourse organization, vagueness, and modality. (Goh and Burns 2012, 55) For this reason, lexical knowledge includes lexical and grammatical components. (Council of Europe 2001, 111)

Because of causes of different genres of spoken texts, styles, communicative purposes, and social context, it is essential for the learner to be aware of how different purposes and contexts influence the kind of discourse they produce. When speaking, learners have a knowledge of linguistic sources which help them to form coherent spoken texts, furthermore the texts, which are also suitable for the context and to the participants of the interaction. (Goh and Burns 2012, 56) Besides that, learners need pragmatic knowledge and sociocultural practices which leads to “be aware of the norms in communication in different societies, even when these societies speak the same language”. (Canale and Swain 1980 in Goh and Burns 2012, 56) Therefore, it is vital for learners to practice different types of interaction in order to produce appropriate discourse. (Goh and Burns 2012, 58)

1.1.1.2 Core Speaking Skills

Not only knowledge about grammar, vocabulary, pronunciation, and discourse is essential but also the learner's ability to put this knowledge into action in order to communicate effectively. In Goh and Burn's SLSC model, there are four speaking skills– pronunciation

skills, pragmatic competence, interaction-management skills, and discourse-organization skills. These skills include other specific parts which are called core speaking skills. In appendix B there is a table showing what core speaking skills include. (Goh and Burns 2012, 58)

To start with, pronunciation skills are described as “the ability to pronounce words and phrases clearly”. (Goh and Burns 2012, 59) To be more specific, it says pronunciation is based on a clear articulation of individual sounds, vowels, and consonants. Furthermore, learning about stress and intonation is significant as it has an impact on intelligibility. (Goh and Burns 2012, 60) There are different ways to develop pronunciation skills such as imitation of the teacher or audio-recorded native speaker, reading aloud, or phonetic drilling. (Council of Europe 2001, 153)

The inevitable part of learners’ pragmatic competence is knowledge of expressing and interpreting speech functions which include, for instance, disagreement, explaining, describing, offering, giving instructions and others. Learners can usually find the list of these phrases in language syllabuses or coursebooks. (Goh and Burns 2012, 60) Development of speech function skills should be done with respect to the cultural background which is connected with pragmatic and sociolinguistic competence. Furthermore, when learners are having a conversation, it is important for them to know how to smoothly move to another topic. This is a part of interaction-management skills which include a recognition of non-verbal clues, for instance, body language and gestures. (Goh and Burns 2012, 61)

Discourse-organization skills involve coherence which indicates the quality of speech, and it enables the listener to understand the message without problems. In discourse-organization skills, there is cohesion as well which indicates that speech is meaningfully structured. Because of that, learners need to focus on the development of discourse markers, for instance, *on top of that*, *on the other hand* or *to conclude*. (Goh and Burns 2012, 62)

To conclude the core speaking skills chapter, the pragmatic and cultural aspects are closely connected with speech functions, interaction management and discourse organisation skills which show how complex the second language competence is. (Goh and Burns 2012, 63)

1.1.1.3 Communication Strategies

During a face-to-face interaction, learners can experience some difficulties in terms of the inability to express themselves as they want. This can cause discomfort and can lead to stopping communicating or giving up completely. Because of this, learners need to be aware of communication strategies and keep an interaction going as it reflects learners' strategic competence. (Goh and Burns 2012, 63)

The authors describe two types of communication strategies that help to compensate for the expression problem. The first type is reduction strategies and learners can use them to avoid further communication. These strategies can be also called avoidance strategies. (Bygate 1991, Hedge 2000, Thornbury 2005) The second type is achievement strategies which help to achieve the communication goal by substitution and improvisation. (Goh and Burns 2012, 63; Bygate 1991, 42) Goh and Burns classified three categories of communication strategies which are: cognitive, metacognitive and interaction strategies. (2012, 64)

Cognitive strategies are for manipulating information mentally and achieving communication goals. When learners do not know the word during the communication, they can paraphrase which means they characterize the thing or person in order to convey the correct meaning or they create a new word. An approximation can be also included in this category. (Goh and Burns 2012, 64, 66) Another strategy is about using language chunks or it can be labelled as time-creating devices such as the fillers or pauses which lead to taking more time. (Bygate 1991, 18; Goh and Burns 2012, 64)

Metacognitive strategies are used for the control of thinking and speech production. Learners may prepare in advance what they want to say or make notes in order not to feel completely unprepared. During the interaction, the learner may observe that the other speaker does not understand completely, for instance, because of some mispronounced words. This can lead to a self-evaluation when the learner can realise the mistakes and work on them later. (Goh and Burns 2012, 64)

Interaction strategies include "making comprehension checks, repeating an utterance, giving examples, and using gestures and facial expressions". (Goh and Burns 2012, 65) During communication, listening is vital as well because problems can emerge in both ways. For this reason, when learners do not understand, they can use interaction strategies, for instance, asking for repetition, which helps them to understand fully what has been said. As interaction strategies may not be natural to everybody, it is essential to develop them during the lessons

in order to rise knowledge of these strategies and use them in communication. (Goh and Burns 2012, 65)

To sum up, this chapter discussed communicative competence, furthermore the construct of Second language speaking competence by Goh and Burns. Speaking requires the ability to overcome various communicative problems, therefore learners should know how to cope with them. SLSC requires not only knowledge of the target language but also skills for using communication effectively and appropriately based on the communicative purpose. Learners need to develop linguistic knowledge which includes knowledge about grammar, pronunciation, words and their definitions, and discourse. Having a wider linguistic knowledge involves pragmatic knowledge and sociolinguistic knowledge. Core speaking skills involve skills for pronunciation, managing interaction and organizing discourse. Lastly, speaking competence involves the ability to use various strategies which may compensate for gaps in knowledge or ineffective speaking skills. These strategies are called communication strategies and they involve cognitive or psycholinguistic strategies, metacognitive strategies, and interactional strategies. (Goh and Burns 2012, 67)

2. SPEAKING TASKS

Developing speaking skills is done through different speaking tasks. According to Lee, a task is a classroom activity or exercise that has an aim that is feasible by interaction with other participants, focuses on meaning exchange and language learning effort that requires learners to comprehend, manipulate and produce the targeted language as they perform. (2000, 32) Learners are provided with opportunities to develop their second language speaking competence through speaking tasks. It is essential for them to stay active as much as possible as speaking involves creating and conveying a message and interacting with other participants. (Ur 2012, 117; Lindsay and Knight 2006, 57)

When having a speaking activity, it is important to achieve the aim which is a production of English. In order to achieve the aim, it can be done through the interaction between participants during task-based activities when learners can be in groups, pairs or individually and they need to obtain the observable outcome, for instance, notes, a drawing, or a spoken summary. During this task, there is a high level of cooperation as learners need to get a result together which means there is more talking and balanced participation. (Ur 2012, 121) These tasks should be set that way to activate actions that learners need to perform outside the classroom. According to Nunan, this involves comprehension, manipulation, production, or interaction in the target language to achieve the aim. (2014, 458)

As far as division and description of different speaking tasks is concerned, in Framework Programme for Basic Education in the Czech Republic, there is no overview of speaking tasks, only expected outcomes which are described in chapter 2.3 -Rating Scales.

In CEFR there is an overview of speaking tasks that are in a category of oral production, but they seem rather be types of performances that activate learners' communicative competence. This overview can be used as a support for designing speaking tasks. According to CEFR, the tasks can involve "reading a written text aloud, speaking from notes, or from a written text or visual aids (diagrams, pictures, charts, etc.), acting out a rehearsed role, speaking spontaneously, singing." (Council of Europe 2001, 58) In interactive activities, there is an overview as well which include "transactions, casual conversation, informal discussion, formal discussion, debate, interview, negotiation, co-planning, practical goal-oriented co-operation." (Council of Europe 2001, 73)

CEFR Companion Volume was established in 2018 and the following subchapter deals with a division of speaking tasks according to this document – production and interaction activities.

2.1 Production Activities

The overview of activities in this section involves monologic tasks and they are organized in terms of three macro-functions (interpersonal, transactional, evaluative) and two more specialised genres: Addressing audiences and Public announcements. The other types are sustained monologues – Describing experience, Putting a case (e.g. in debate) and Giving information. (CEFR Companion Volume 2018, 69)

According to Goh and Burns, monologic tasks can be defined as “an extended piece of discourse that an individual produce for an audience in formal or informal situations”. (2012, 211) These tasks are performed individually but it is also beneficial to have these tasks in small groups as it may reduce anxiety and stress that learners can experience. (Goh and Burns 2012, 211) When a learner performs a monologic task, he/she speaks about a specific topic and is not interrupted. Harmer, Lazaraton and Thornbury label this type of task as “presentations”. (Harmer 2015, 391; Lazaraton 2014, 113; Thornbury 2005, 94) In CEFR CV it is in Describing experience or Giving information where the learner can narrate or describe, for instance, plans, routines, or provide factual information on a familiar topic. (CEFR Companion Volume 2018, 70-71) These presentations are recommended to be prepared beforehand, so the learner is ready to talk without a script, just with the notes. (Harmer 2015, 391) The familiar topic, which is also mentioned in CEFR CV, is desired as it encourages the learner to talk about something that he/she likes, therefore it is easier for him/her to present something. (Lazaraton 2014, 113) Harmer and Lazaraton highlight the necessity of not only active speaking but also active listening, therefore they recommend giving a task to listeners, for instance, evaluating the strengths and weaknesses based on given criteria. (Harmer 2015, 391; Lazaraton 2014, 113) Moreover, this can lead to questioning, sharing personal experiences, and discussing the topic. (Goh and Burns 2012, 212) When the speaker finishes his/her speech, it is essential to receive feedback from the teacher or listeners in order to analyse the performance and evade mistakes next time. (Harmer 2015, 391)

Another type of monologic task is storytelling which is a vital part of people’s lives. (Goh and Burns 2012, 213; Harmer 2015, 393) Harmer emphasizes the importance of storytelling for language learners because it can be more natural for them rather than other activities. It can be easier for them because they can talk about a book they have read recently or what happened during their day. (2015, 393) Hence, personalized narrating tasks can be found in coursebooks and in terms of young learners, the stories should be based on topics and genres which they know. (Thornbury 2005, 96; Goh and Burns 2012, 212) According to Framework Education

Programme for Basic Education in the Czech Republic, it is required and expected for learners to be able to tell a simple story: “tell a simple story or event; describe people, places and things from daily life.”¹ (MŠMT 2021, 27) In CEFR CV, storytelling can be classified to Describing experience part, where learners are expected to be able to “tell a story or describe something in a simple list of points” or “can give short, basic descriptions of events and activities”. (CEFR Companion Volume 2018, 70)

Tasks can be also divided into two categories, guided and unguided tasks, based on the degree of teacher’s involvement. On one hand, a guided task means that the teacher provides examples, useful language items or comments to the organisation of the task. On the other hand, during unguided tasks, learners are left without guidance or assistance in order to speak without boundaries as it is in real-life situations. (Scrivener 2011, 235)

The unguided tasks are discussed in the following subchapter as it deals with tasks that may occur in real-life situations.

2.2 Interaction Activities

In CEFR CV the overview starts with a table concerning understanding the other speaker and ability to negotiate the meaning. In the SLSC model, this is included in communication strategies as learners need to decide what to do in order to get the piece of information they need. The other tasks included in this part are conversation, informal discussion (with friends), formal discussion (meetings), goal-oriented cooperation (organising an event etc.), obtaining goods and services, information exchange, interviewing and being interviewed, and using telecommunications. (CEFR Companion Volume 2018, 85-92)

These all tasks can be included in communication-gap tasks as these tasks draw from usual real-life situations when participants do not share same information and through communication the need to fill some of the gaps. (Goh and Burns 2012, 203; Thornbury 2005, 80; Lindsay and Knight 2006, 65) Goh and Burns divide communication-gap activities into information-gap and context-gap tasks. (2012, 203) During information-gap tasks, an individual or a group has a certain piece of information whereas the other participant of the interaction has complementary information and through questions, clarification, confirmation, or repetition they need to get the missing piece of information. (Bohlke 2014, 128; Goh and

¹ This part was translated from the Czech language to English by the author of this thesis.

Burns 2012, 203; Pica, Kanagy, and Falodun in Richards and Rodgers 2001, 234) From CEFR CV, information exchange or interviewing can be placed in information-gap tasks or just simply a conversation. On the contrary, during context-gap tasks, learners of both groups have the same piece of information, for instance, a set of photos. This kind of task enables learners to create a context for information they share, for instance, the learner tells a story based on the photos. Nevertheless, the groups have the same photos, the learners have to listen carefully to the story in order to catch and understand the context. (Goh and Burns 2012, 204) Speaking based on pictures is one of the oral productions in CEFR, therefore it is one of the expected outcomes. (Council of Europe 2001, 58)

Opposed to Goh and Burns, Prabhu, Clark, and Pattison identify three types of gap tasks: information-gap, reasoning-gap, and opinion-gap tasks. (in Nunan 1989, 66) Information-gap tasks have the same description as above. The reasoning-gap tasks concern “deriving some new information from given information through processes of inference, deduction, practical reasoning, or a perception of relationships or patterns”. (Prabhu, Clark and Pattison in Nunan 1989, 66) The authors provide an example of resolving a teacher’s timetable when having a timetable of a particular class. During opinion-gap tasks, such as a completion of a story or discussion, learners need to be able to identify and express their preferences, feelings, opinions, or attitude. (Prabhu, Clark and Pattison in Nunan 1989, 66) These types of tasks are not particularly mentioned in CEFR CV, but the opinion-gap task can be an informal discussion with friends.

As far as discussions are concerned, discussion tasks let learners express their personal ideas and draw from their experiences. Learners need to know how to negotiate and reach a solution that is suitable for all participants of the interaction. Therefore, an informal discussion with friends or formal meetings from CEFR CV can be placed here. A similar task to discussions is a formal debate where learners need to be prepared in advance because they need to have prepared arguments in favour of or against. According to Harmer, in a formal debate, there are two teams; one has well-prepared arguments while the others from the audience bring their ideas as the debate develops. (2015, 390) In contrast to Harmer, Thornbury describes a debate as two teams while the first one is in favour of and the second has arguments against. Both teams need to have prepared arguments in advance and at the end of the debate, the learners from the audience decide who the winner is. (2006, 69) Both authors describe the so-called balloon debate where each participant represents something, for instance, a job, hobby, or person, and one member must be sacrificed because they are too heavy for the balloon.

This leads to a discussion where each member has to make an argument why he/she should stay and it can escalate to many rounds but at the end, members of the debate need to vote who will be sacrificed. (Harmer 2015, 390; Thornbury 2006, 69)

Group-discussion tasks can be also conducted through simulations, such as meeting schoolmates after twenty years, which means learners are in simulated situations, but they represent themselves. (Thornbury 2006, 71; Thornbury 2005, 98; Littlewood 1991, 49) There are three parts of simulations: first, the context is introduced to the learners, second, learners are provided with the simulation itself where they represent themselves and they need to use their knowledge and experience in order to achieve the simulated goal. (Bygate 1991, 81; Goh and Burns 2012, 207) The last phase represents a follow-up work which includes sharing the outcome orally or in writing. (Bygate 1991, 81) From CEFR CV, goal-oriented cooperation (organising an event etc.), obtaining goods and services, and using telecommunications can be done through simulations where learners are themselves and these situations can happen to them in reality.

Some authors, for instance, Harmer (2015) and Hedge (2000), link simulations and role-plays together, but there are authors, for instance, Luoma (2004), Petty (1998), Scrivener (2005), who divide simulations and role-plays in separate categories. Role-plays are defined by the teacher who prepares the setting, materials, and roles but learners need to decide what language to use. (Hedge 2000, 279) When having a role-play task, learners become a different person and they need to put themselves in that person's shoes. Additionally, learners may get a role card where more information about the person can be found. (Thornbury 2006, 71; Lindsay and Knight 2006, 67)

According to Scrivener, role-play tasks contribute to the development of grammatical, functional, and lexical aspects of language concurrently. (2005, 156) Conversely, Ur sees restraints in role-playing such as the unwillingness of learners to cooperate, or it may seem so unnatural to them that they laugh and slow the conversation. Another problem is that learners may not know what the expected outcome is therefore it is up to them to develop the situation. If the task is successful, learners react spontaneously and they become more involved and interested, however, when they do not have the specific goal, it can lead to uncertainty about what to do afterwards. (1981, 10-11) Harmer believes there are other advantages in role-playing, for instance, it is motivating and fun. He emphasizes the fact, that it is also suitable for shy learners because they can pretend that they are someone else and it can encourage

their expressions. Moreover, it can broaden learners' range of language in different situations as they can experience them outside the class. (2015, 393)

2.3 Rating Scales

As far as the expected outcomes are concerned, there are different speaking scales according to which learners can be assessed. This thesis follows a consensus of developing communicative competence according to The Common European Framework (CEFR) and Framework Education Programme for Basic Education (FEP BE) which is a document where all expected outcomes are described for all subjects taught at basic schools in the Czech Republic. CEFR is a resource for teachers and learners which helps to determine aims for developing language skills. (Luoma 2004, 71) In CEFR there is a description of what learners need to learn in order to use a language for communication, furthermore, what knowledge and skills they need to achieve to be able to act effectively. Learning can be a life-long process therefore CEFR defines levels of proficiency that help learners to measure the progress at every stage of learning. (Council of Europe 2001, 1) There are six levels which learners can achieve: A1 (beginner), A2 (elementary), B1 (pre-intermediate), B2 (intermediate), C1 (upper-intermediate), C2 (advanced). (Luoma 2004, 71) Lower-secondary learners are expected to achieve A2 level after finishing basic school. Tables with an overview of what A2 learners should know according to CEFR are included in the appendices and expected outcomes according to FEP BE can be found there as well. (see appendix C and D)

A speaking rating can be done through various rating scales, however, the most common are holistic and analytic scales. "Holistic scales express an overall impression of an examinee's ability in one score." (Luoma 2004, 61) When using holistic scales, the examiner can focus on different features of the performance or overall impression. (Luoma 2004, 61) The advantage of holistic rating can be clarity as the descriptions of categories are brief and the examiner can quickly go through them and decide about the final score. These categories can be identified with pronunciation, phonological control, grammar and accuracy, vocabulary, fluency, and organization. If the assessment includes evaluation of interaction, it may also include turn-taking, cooperative strategies, and clarification request. The disadvantage is when it comes to the examinee's strengths and weaknesses, the holistic scales do not analyse them, and the descriptors are not explanatory enough. (Luoma 2004, 62; Council of Europe 2001, 190; Ginther 2012, 3) An example of the holistic assessment rubric can be seen in appendix E.

Analytic scales assess different aspects separately, they offer more detailed feedback but can be seen as less practical. “Analytic scales contain a number of criteria, usually three to five, each of which has descriptors at the different levels of the scale.” (Luoma 2004, 68) Based on the purpose of the assessment, the chosen descriptors may vary. The advantage is separate categories which push the examiner to observe closely. The disadvantage is that for examiners it is problematic to keep the categories separate from a holistic rating. (Council of Europe 2001, 190; Ginther 2012, 3) An example of the analytic assessment rubric may be seen in appendix F. Moreover, as it was mentioned earlier, this thesis follows a consensus of developing communicative competence according to CEFR and the scale in CEFR has five criteria: range, accuracy, fluency, interaction, and coherence, therefore it is an analytic type of scale. (Luoma 2004, 72)

To sum up, when developing speaking skills, it is essential to provide learners with opportunities to develop them through speaking tasks. Learners stay in active roles, and they create and convey a message while interacting with other participants. (Ur 2012, 117; Lindsay and Knight 2006, 57) Tasks can be divided into two categories – production activities and interaction activities according to CEFR CV. Furthermore, speaking can be assessed through various rating scales but the most common are holistic and analytic scales. There are advantages and disadvantages in both scales, but this thesis follows a consensus of development of communicate competence according to CEFR which is the analytic type of scale. (Luoma 2004, 72)

3. FEEDBACK

3.1 Feedback Definition

Feedback can have different forms and people come across feedback on a daily basis. In a spoken interaction, people can express whether they get the message in numerous ways. During a call, listeners can show their incomprehension through intonation, tone of voice or lack of response. (Harmer 2015, 266) In a school environment, it is usually teachers who provide feedback, but they are not the only source of it (about this later). Feedback described in this thesis is a piece of information for the learners whether what they do is convenient in order to achieve their goals.

A short but clear definition of feedback is by Kluger and DeNisi who defined feedback as “actions taken by an external agent to provide information regarding some aspect(s) of one’s task performance”. (Kluger and DeNisi in Hattie 2011, 1) This definition states that feedback can be provided by anybody who is participating in the communication and there are various ways to do so. For instance, feedback can be delivered by a teacher, peer, self-assessment or through a written or oral form. Feedback is a crucial part of learners’ development, and it can significantly improve learning processes and outcomes if it is delivered correctly. (Shute 2008, 154) Similarly, Šed’ová defines feedback as information that immediately follows a learner’s performance and provides information about his/her learning that can be used to guide future actions and improve future performance. (Šed’ová, Švaříček, and Šalamounová 2012, 11) Furthermore, if feedback information is not provided correctly or not at all, it can negatively influence learning as Brookhart, Hattie and Mareš agree. (Brookhart 2008, 2; Hattie 2011, 2; Mareš 1955, 99)

The question which arises here is what effective feedback is. Firstly, there is no such feedback that would suit all learners every time. Secondly, the feedback is very variable because it depends on many things – on learners, the task, or the class atmosphere. (Brookhart 2008, 5) On the contrary, there are principles that help to deliver effective feedback and one of them is specificity. Effective feedback tells the learner concrete information about his/her performance, it suggests possible ways to achieve a better performance, and this all is done without judging and personal notes related to the learner. (Luoma 2004, 174, 189; Shute 2008, 157; Brookhart 2008, 26; Mertin and Krejčová 2016, 255) Good feedback can be very powerful if provided well. It gives learners information on where on their way to the aim they are and what to do next. Once learners feel they know what they do and why, the

development of feeling that they have control over their learning can occur. This can be motivating for them, and they can move to the next phase of their development. (Brookhart 2008, 2; Skalková 2007, 177; Williams and Burden 1997, 136; Kalhous and Obst 2009, 407)

Another important aspect of delivering and receiving feedback is comprehension. The provider of feedback must be sure the learner is able to understand what is being said, and he/she pays attention to the message in order to support future development. (Brookhart 2008, 2) It is essential to make sure the learner is calm and can receive information. (Mertin and Krejčová 2016, 256) In addition to this, giving feedback is also dependent on the audience hence the provider of feedback must decide whether to provide feedback to the whole class or only to individual learners. (Brookhart 2008, 17)

Lastly, the timing of providing feedback is another essential question for the provider of feedback. The advantages and disadvantages of immediate and delayed feedback must be considered in order to provide the most suitable feedback in the ongoing situation. Harmer (2015) and Ur (2012) use the term online (on-the-spot) correction which can be better known as an immediate correction. This occurs when the learner is interrupted and expected to correct himself or somebody else corrects the learner and ensures the learner understands the correction. (Harmer 2015, 158-159; Ur 2012, 96) Offline (after-the-event) correction or delayed correction is provided after the activity. It may be difficult to remember what learners have said therefore the providers of feedback write down notes to which they refer afterwards. (Harmer 2015, 159-160; Ur 2012, 96)

3.2 Feedback in Alignment with Aims

Feedback is an expression of the results of teaching and learning activities concerning the intended aim. (Vališová and Kasíková 2011, 249) Feedback should inform learners about their performance, about positive aspects of performance as well as what could have been improved in order to let them know what needs to be done to achieve the aim. (Starý and Laufková 2016, 80) Skalková believes that when learners receive feedback, it can evoke positive emotional reactions and it can encourage them to work more intensively and believe in themselves. (2007, 177) This means that feedback can help and motivate learners to achieve these aims.

There have been defined three questions that help to describe what information feedback should convey. The questions were defined by Hattie and are as follows:

1. “Where am I going? (What are the goals?)
2. How am I going? (What progress is being made towards the goals?)
3. Where to next? (What activities need to be undertaken to make better progress?)”
(2011, 4)

The first question “Where am I going?” says that when learners understand their goals, feedback is more powerful. When learners do not know their goal, feedback can be misunderstood, confusing or interpreted as something personal and not about the task work.

The second question “How am I going?” is about progress. It reflects what has been done in order to fulfil the goals. Feedback about progress or personal performance can be the most salient to this question.

The third question “Where to next?” says that learners should not be without goals or challenges because these are bottomless. When the goal is achieved, learners should set a new one. If they have a problem with it, the teacher’s or somebody else’s feedback can help.
(Hattie 2011, 4)

3.3 Types of Feedback

This subchapter introduces different types and providers of feedback. As different kinds of feedback are not the main topic of this thesis, there are not all of them introduced and some of them are described just briefly and not in detail.

Feedback is information that tries to decrease the gap between what is happening now and what should or could be. Furthermore, it is information provided by somebody – a provider of feedback. The provider can be for instance a parent, teacher, peer, self, or experience. (Hattie 2011, 3) It is important to provide feedback in time, so learners have an opportunity to improve. As Brookhart says “Feedback isn’t “feedback” unless it can truly feed something. Information delivered too late to be used isn’t helpful.” (2008, 57) This claims that the feedback provider needs to know when the most suitable time is to provide feedback to learners in order to be utilized and facilitate learners’ next performance.

3.3.1 Praise

As far as praise is concerned, it should be well considered in advance. The feedback provider may say “Good”, but the learner does not know what it refers to. It can be a response to the correct usage of present perfect. It can show the provider’s satisfaction with the learner’s effort to answer the question, or it may just be an expression of encouragement. (Harmer 2015, 154) On the contrary, Gavora says that praise words such as “good job”, “great” are words to accept the learner’s answers and not to praise him/her because these words do not fulfil the motivational potential of praise. (2005, 87)

Praise should be effective; therefore, it needs to be work-specific which means the provider explains what the learner did well. It should be based on truth, and it should encourage learners to think about themselves and how to achieve their aims. (Scrivener in Harmer 2015, 154; Šed’ová and Švaříček 2012, 135) It is essential to be aware of the fact that positive and negative aspects of a learner’s performance should be provided and communicated on a positive note. (Nelešovská 2005, 87)

3.3.2 Corrective Feedback

As implied earlier, learners’ performance weaknesses should not be omitted as there is a potential for improvement and development. Corrective feedback is essential because it can prevent mistakes from fossilization (that is to become permanent) and more importantly, feedback should not make learners afraid of making mistakes. (Starý and Laufková 2016, 81; Ur 2012, 89) According to Bartram and Ur, the feedback provider should stay patient, positive and motivate learners in favour of a simplification of the learning process. (1991, 19; 2012, 89)

There are different techniques for corrective feedback. Some techniques involve learners’ active participation, some of them not. The techniques are recasts, elicitation, clarification request, metalinguistic feedback, explicit correction, and repetition. (Ur 2012, 94-96) As corrective feedback is not the main topic of this thesis, that is why the techniques are just listed.

3.4 Feedback Provided by Learners

To make the overview of feedback provision complete, it is necessary to discuss other types of feedback as a teacher does not need to be the only one who provides feedback in the classroom.

3.4.1 Self-assessment

Self-assessment is defined as an evaluation of own performance by the learner. The learners can use given criteria and grading systems and they reflect on their process and tools which helped them. Self-assessment can be very valuable because it encourages learners to think and reflect on their learning. Learners identify their strengths and weaknesses, and they plan what to do next in order to achieve an improvement, therefore they set realistic goals and procedures for the future. Moreover, learners take responsibility for the evaluation of their learning and progress. (Ur 2012, 169; Brookhart 2008, 58; Starý and Laufková 2016, 34)

On the contrary, William and Leahy see advantages in self-assessment as well as disadvantages. They believe that social pressure can influence learners and their self-assessment. Learners tend to overestimate themselves because there can be high competitiveness between them, or they can be afraid of the judgement of the teacher when they admit a low level of understanding. (2016, 168) The same can be seen with underestimating when two learners have a similar level but one of them overestimates himself/herself whereas the other one underestimates himself/herself. (William and Leahy 2016, 169) Learners should get the impression that time spent on self-assessment is not wasted because it develops the learner's overall personality. Quality self-assessment leads to all-around personal development, it supports the learner's learning process and ultimately saves time. (Kratochvílová 2012 in Starý and Laufková 2016, 35)

Self-assessment should not be considered as a natural part of a learner's performance therefore it is the teacher's responsibility to practice the process of monitoring, evaluating, and setting aims with the learners. (Pollard 2005, 327; Brookhart 2008, 60) In addition to this, Harris and McCann highlight that: "If students are encouraged to assess their own work, to think about their own mistakes and to try to correct them, they are more likely to improve than when only the teacher assesses and corrects." (1994, 64) Ideally, receiving teacher feedback (external feedback) and self-assessment (internal feedback) can help learners to control their learning. (Brookhart 2008, 58)

To sum up, leading learners to self-assessment activity is vital as it can impact learners' autonomous learning. For a learner, it is essential to be able to set the aim, suggest the steps and self-assess towards achieving the aim.

There is one more type of feedback when feedback is provided by learners. It is peer feedback and because this is the main topic of this thesis, it is discussed in a separate chapter.

4. PEER FEEDBACK

Peer feedback is being discussed extensively at the moment, sources accentuate it a lot and along with self-assessment, it is a desirable trend. However, in Czech literature, it is quite difficult to find detailed information about peer feedback (more about this topic later). Furthermore, in Czech scientific magazines, such as *Pedagogická orientace*, there can be found some studies based on peer feedback, but they have a different focus than this thesis, for instance, different age groups (students of teaching) or different subjects (biology). International research studies focused on speaking and peer feedback seem to be very rare, these studies mostly focus on writing and peer feedback, therefore this chapter uses some sources repeatedly. Furthermore, most of the principles of peer feedback coincide with the previous chapter about feedback generally but peer feedback has its specifics such as positive classroom climate or starting with small steps when implementing it in the English lessons and this will be discussed in this chapter.

Peer feedback is feedback exchanged between equals. In a school environment, this means learners provide feedback to other classmates. The main difference between the teacher and peer feedback is that peers are not experts, unlike the teachers. (Gielen et al. 2010, 305) Muncie says that when learners get feedback from the expert (teacher) they might feel obliged to do what is suggested because of authority even though these are only suggestions. Whereas when the feedback comes from the peers, learners are more likely to be provoked into thinking about their work. (Muncie in Harmer 2015, 165) On the contrary, the accuracy of peer feedback may vary because peer judgements may be partially correct, incorrect, or misleading. (Gielen et al. 2010, 305) Furthermore, peer assessment can be counterproductive if it reinforces learners' fears. It is clear that peer assessment is very sensitive to the relationships between learners, whether there is friendship or hostility, support, or rivalry. (Starý and Laufková 2016, 30) As soon as teachers try formative assessment, they could see it brings a better work climate and learners stop seeing the teacher as an authority but rather as a learning assistant. (Starý and Laufková 2016, 22) Therefore, when implementing peer feedback into the lessons, it is essential to take some action before doing so. Peer feedback can hardly be implemented if relationships and classroom climate are not positive, therefore the first step should be a diagnosis of the climate. (Starý and Laufková 2016, 90)

What is more, peer feedback can be very beneficial as it supports cooperative learning and self-assessment. There are disadvantages as well such as learners are enemies or on the contrary, they are best friends who support each other in every situation. Because of these

problems, there should be settled rules beforehand which would include respectfulness, courtesy, a recognition of a classmate and constructive feedback. (Starý and Laufková 2016, 31) If learners have a list of criteria, peer feedback can be easier for them. When peer feedback is effective and appropriately integrated into the classroom, it can lead to more active learner engagement in the learning process. (Sivan in Rokos and Lišková 2019, 49)

Furthermore, learners have different relationships with each other which can lead to the fact that they are stricter to each other than the teacher is. This implies that peer feedback provided correctly can be more effective and powerful than feedback from the teacher. Learners tend to follow feedback from their peers rather than their teacher. (William and Leahy 2016, 140) On the other hand, William and Leahy contradict themselves because they say that many learners would see comments from peers and teachers as a disruption of their work or as an indication of insufficient quality of their work. (2016, 141) Therefore, it is again necessary to make sure, there is a positive classroom climate and learners are able to provide peer feedback effectively. When learners gain some knowledge of peer feedback, they also gain some control of their learning. Teachers usually have too much control in the classroom but when learners are able to work independently and ask their peers for feedback, they are cultivating their individual growth and following their ideas and collaborating with others without fear. (Sackstein 2017, 13)

When the teacher starts with peer feedback, he/she must let the learners get used to this type of feedback because it may not come naturally. In the lessons, learners should learn where feedback comes from and all necessary strategies for providing peer feedback. This is very convenient as learners learn the strategy and at the same time, they learn how to improve their work. (Brookhart 2008, 60) In the beginning, peer feedback is provided in a written form and anonymously, so it gives the learner enough time to think and not to feel bad because of criticizing a friend. After some time, when the learners know the rules and are able to provide constructive feedback, they can start providing peer feedback orally. (Starý and Laufková 2016, 31) Furthermore, feedback can be learnt when learners have plenty of opportunities to use feedback and it gives them opportunities for their growth. It is essential for teachers to provide opportunities for learners to use peer feedback fairly soon they learn it. (Brookhart 2008, 73; Sackstein 2017, 89)

4.1 Peer Feedback in Educational Documents

In the Czech Republic, there is one main document that describes an educational system, key competences, subjects and expected outcomes. This document is called Framework Education Programme for Basic Education (FEP BE). Based on this document, basic education aims to help learners to form and progressively develop key competences and to provide dependable basics in general education, oriented in particular to situations close to life and practical behaviour. (MŠMT 2021, 8) The purpose and goal of education are to equip all learners with a set of key competences at the level which prepares them for further education and employment in society. The level of key competences that learners achieve at the end of basic education cannot yet be considered complete but the acquired key competences form an inalienable basis for the learners' lifelong learning, entry into life and work. The key competences do not stand in isolation, they are intertwined in different ways, they are multifunctional, transversal and only ever acquired as a result of an overall process of education. Therefore, all educational content and the activities that take place in school must be directed towards and contribute to their formation and development. In the primary education phase, the following are considered key competences: competences for learning; problem-solving competences; communicative competences; social and personal competences; civic competences; work competences; digital competences. (MŠMT 2021, 10)

Peer feedback is not explicitly mentioned in this document but based on the description of each competence the learner is expected to be able to evaluate other's work, participate in creating a pleasant atmosphere in the team, based on consideration and respect in negotiations contributes to strengthening good interpersonal relations with other learners, values other learners, respects different points of view, and learns from what other people think, say, and do. (MŠMT 2021, 12) This all helps learners to provide better peer feedback and prepare them for future life as providing constructive feedback can be necessary for different jobs. FEP BE wants learners to be ready for entering into life and work but providing constructive feedback and the ability to do that is not included.

In addition to this, in the description of the subject called Ethics education, there is written that learners learn about self-concept which includes self-assessment and also positive assessment of other people – an expression of appreciation or effectiveness of praise. (MŠMT 2021, 123) Indeed these aspects are important but being able to express constructive negative feedback is essential as well.

As it was mentioned earlier learners need to have competences that help them to enter their life and work. Learners do not experience peer feedback just at school but also in their jobs, for instance, they get feedback from their colleagues. Yorke emphasises the importance of formative assessment in relation to employment as well, as learners' better understanding of the specifics of particular disciplines and the competencies associated with them (for instance social work, education, health) are commonly expected prerequisites for employment. It is in fields that require specific competencies that the preparation of future employees is more demanding and often requires practice, in which formative assessment is an ideal way for learners to receive feedback on their performance and to develop further. (Yorke in Rokos 2020, 319) Therefore, peer feedback can become an everyday part of somebody's work life and somebody who knows how to provide feedback effectively and correctly is one step further than the others.

Another important document for teachers is School Education Programme (SEP). Every school makes its own SEP which draws from FEP BE. SEP includes identification details, characteristics of the school, characteristics of SEP, syllabus, curriculum, and assessment. In characteristics of SEP, there is one subchapter about key competences where the school describes what they generally do in order to fulfil these competences. Not only key competences are described here but also in the curriculum. As every SEP is unique for each school, the following facts come from the SEP of the school where action research was conducted. More about this school is in the practical part of this thesis. In SEP of this school there is a description of the English syllabus and also there are discussed key competences in detail. In social and personal competences, it is said that learners will be able to evaluate the speech of a classmate in an acceptable way, respecting each other's differences and also, they will be able to evaluate their progress and manage their work of eliminating deficiencies.²

To sum up, peer feedback does not explicitly appear in FEP BE but all the expected outcomes cover the basics of peer feedback. On the other hand, in SEP of one particular school which draws from FEP BE, there is explicitly said that the school supports peer feedback in English lessons. Being able to deliver feedback to other learner and do it correctly can be challenging but it is rewarding as it prepares learners for their life and work.

² To preserve the anonymity of the school, no citation is given.

4.2 Peer Feedback in Books for Students of Teaching

Students of the teaching of any subject need knowledge of pedagogy in order to know what to do in which situation, how to react, how to assess learners and other useful things. Spilková et al. stress that it is necessary to prepare students of teaching for a new conception of their profession, especially in the sense of acquiring competences related to new concepts of teaching. (Spilková in Rokos 2020, 316) Students gain this knowledge at universities but there are many other sources from which they can draw, for instance, books. For the purpose of this thesis, in these books students of teaching should find information about assessing learners, how to provide feedback and what other options of feedback provision they have. For the following analysis, different books which focus mostly on pedagogy and didactics in the Czech language were chosen. The analysis aims to find out whether peer feedback is described, and whether the student of teaching can find information on how to implement peer feedback into his/her lessons in order to follow FEP BE and SEP. The Czech books for this analysis are: *Moderní pedagogika* by Průcha (2017), *Obecná didaktika* by Skalková (2007), *Školní didaktika* by Kalhous and Obst (2009), *Pedagogika pro učitele* by Vališová and Kasíková (2011), *Komunikace ve školní třídě* by Šed'ová, Švaříček and Šalamounová (2012), and *Nápady pro rozvoj a hodnocení klíčových kompetencí žáků* by Čechová (2009).

In *Moderní pedagogika* by Průcha there is no mention of peer feedback.

In *Obecná didaktika*, Skalková discusses working with a mistake and she emphasizes that an important part of working with a mistake is guiding learners to find mistakes in their own and others' work and to find correct solutions independently. (2007, 179) This could be seen as a beginning for peer feedback, but it is not discussed any further therefore students of teaching cannot find related information in this book.

In *Školní didaktika*, Kalhous and Obst mention different kinds of assessment and feedback, give ideas for different situations but all of this is for the teacher and his/her role of evaluator and feedback provider. Peer feedback is not mentioned. (2009, 403-413)

Dvořáková in *Pedagogika pro učitele* dedicates a whole chapter to assessment and feedback. As far as peer feedback is concerned, it is not mentioned there even though it is getting closer to that. Dvořáková says teachers should use descriptive language not judging language in order to provide as much information in feedback as possible, so the learner knows where on his/her way to the aim he/she is. (Vališová and Kasíková 2011, 259) Similarly, Dvořáková says that the school cannot accompany a person throughout his life, but it must equip him

with methods of self-education and self-learning – searching for and analysing knowledge, evaluating it, skills in applying this knowledge and, at the same time, methods of self-evaluation. (Vališová and Kasíková 2011, 253) This all is related to self which is one step from peer feedback, but peer feedback is not mentioned in this book.

Šedřová, Švařiček and Šalamounová in *Komunikace ve školní třídě* describe types of feedback, its parts as well as positive and negative feedback. Positive feedback is, for instance, acceptance of learner's answer or echoing, negative feedback is, for instance, interpretation of mistake or corrective feedback. (2012, 112) Feedback is a kind of communication in the classroom but in this book, feedback is just provided by the teacher.

There are more specialized books that focus on formative assessment or development and assessment of key competences. As far as key competences are concerned, Čechová claims that in order to develop learners' key competences, learners need to get quality and regular feedback which tells them what they are good at and what they need to improve. To achieve the requirement of FEP BE, teachers need to assess learners' competences in general, not just those that are subject-specific. The rules for this are the usage of descriptive language, no usage of general statements, or no comparison. Čechová suggests introducing these rules to learners so they can use them for peer feedback or self-assessment. (Čechová 2009, 15) This book is more teacher oriented as well but it mentions peer feedback and possible rules which learners should know before providing feedback to their classmates, therefore it takes into account key competences.

To conclude, students of teaching can find information about feedback in the chosen Czech books related to pedagogy and didactics, but these books do not take into consideration key competences and FEP BE related to peer feedback, therefore peer feedback is not explained, and students of teaching need to find different sources. On one hand, peer feedback seems desirable in educational literature but on the other hand, in chosen Czech educational literature peer feedback does not appear and in curricular documents peer feedback is mentioned implicitly.

The conditions and steps for implementing peer feedback into the class are discussed in the following subchapter in greater detail. The conditions which need to be complied involve a positive classroom climate and usage of descriptive language. The steps for implementation involve setting the rules together, starting anonymously, starting with pairs, a check from a teacher and a reaction on received feedback.

4.3 Conditions and Steps for Peer Feedback

4.3.1 Classroom Climate

Classroom climate diagnosis is vital because, as it was said previously, if the learners do not have good relationships, peer feedback cannot be constructive and correct.

Before going further, it is necessary to introduce some basic terminology problems. Different sources use different terms to describe socio-psychological features in the classrooms, for instance, *environment*, *climate*, and *atmosphere*. According to Mareš and Lašek environment is the most general term, and it has a wide extent. In the environment, there are different aspects that influence the everyday work of teachers and learners such as architectonic aspects (design of the classroom, equipment, furniture), hygienic aspects (illumination, heating, airing or cleaning quality), technical aspects (possibility of lightning and blackout, sound system, classroom equipment with an interactive whiteboard, computers, data projector), or ergonomic aspects (suitability of the furniture, workspace, arrangement of teaching aids), acoustic aspects (level of noise, repercussion of sound), and aesthetic aspects (wall colours, classroom decoration). (Mareš 2013, 589; Lašek 2001, 40)

Mertin and Krejčová claim that the words *climate* and *atmosphere* mean the same, therefore they can be used interchangeably. (2012, 222) Dörnyei (2001) makes no distinction between these two terms, but he uses them interchangeably. On the other hand, Grecmanová (2003, 3), Lašek (2001, 40), Mareš (2013, 590) and Nelešovská (2005, 40) state that there is a difference between the climate and atmosphere. The climate is a longer-term phenomenon and more permanent. Climate does not arise by itself, but it is created. On the contrary, the atmosphere is short-term and situationally conditioned. (Grecmanová 2003, 3; Lašek 2001, 40) Atmosphere can be very changeable because it can change during the day, the lesson or even during one break. (Mareš 2013, 590; Nelešovská 2005, 40)

The climate is being influenced by learners and teachers who teach in that particular class. In some classrooms, a positive climate can be encountered that brings students and teachers closer together and creates the conditions for the successful performance of school tasks and responsibilities. Elsewhere a negative climate can be encountered which can ultimately lead to the loss of motivation, poor learning outcomes or even health problems. (Grecmanová 2003, 4) The best type of classroom climate which is generally considered to best facilitate learners learning is one that has a purpose, task-oriented tasks, a sense of order and is relaxed, warm and supportive. (Kyriacou 2007, 68)

A positive classroom climate depends on the types of relationships between learners and also between learners and the teacher. The bonds between learners, the way they interact with each other, the division of the class into more or less friendly groups and the whole structure of the class significantly influence how each particular learner and teacher feel in the class. (Mertin and Krejčová 2012, 230) All relationships should be based on mutual respect and rapport in order to create a climate where learners' learning is most likely to flourish. (Kyriacou 2007, 74-75)

Some authors (Dörnyei, Kyriacou, Kalhous) also emphasize the usage of humour in order to improve the classroom climate. The main point about having humour in the classroom is not to tell the best jokes but rather to help to establish good rapport and a positive classroom climate. (Dörnyei 2001, 41; Kyriacou 2007, 76; Kalhous and Obst 2009, 383) Humour is connected with laughter but laughter has many intermediate stages. It can be enriching when the teacher comes with a smile on his/her face to the class, he/she is in a good mood and is friendly. It seems humour does not affect learning results, but it improves the atmosphere of the lesson, distorts relationships between teachers and learners and stimulates learners' interest in learning. (Kalhous and Obst 2009, 383) This all can in a long-term period lead to a better classroom climate.

For the purpose of this thesis, the climate is seen as something different from the atmosphere, therefore when speaking about climate it is meant the longer-term phenomenon, more permanent and is created by people in the classroom.

4.3.2 Descriptive Language

When learners start with peer feedback, they should be provided with a manual of what kinds of comments they should say or write. Before starting an activity, which is followed by peer feedback, it is advisable to show them different examples of evaluation comments and ask them to think which comments are useful to assess someone's work. Learners can think about these comments alone, in pairs, groups or all class can have a discussion with the teacher. This activity improves learners' comments because they think more about them, and they understand the features of effective feedback. Furthermore, this activity requires a certain level of responsibility as nobody wants to feel lousy when their peers say that comment is useless. (William and Leahy 2016, 141)

4.3.3 Set the Rules Together

To begin with peer feedback, it is suggested to start with a whole class session where peer feedback would be described and discussed. Moreover, learners with the teacher should create basic rules which can be posted in the classroom on a bulletin board or hand the rules to them when providing feedback. (William and Leahy 2016, 140)

In the beginning, the rules will be probably neutral and general, for instance, “make sure your comments are useful”. Once learners start becoming better at providing feedback, the rules will change to a more sophisticated and useful summary of the rules. (William and Leahy 2016, 142)

Brookhart suggests rules which are for written feedback, but they can be adjusted to the oral one. The ground rules are:

- “Read your peer’s work carefully.
- Compare the work with the rubric.
- Talk about the work, not the person.
- Don’t judge (e.g. don’t say “That’s bad”); rather, describe what you think is good about the work and what’s missing or could be done better.
- Make specific suggestions.
- Tell what you think, and then ask what the author thinks.”

(2008, 70)

Learners might have problems with “how to start providing feedback”. The teacher with learners can prepare the beginnings of sentences that could lead them. The sentences could be something like this:

“I liked the way you.....”

“I think it was very effective when you....”

“I was a bit confused about....”

“I think it would be better if you.....” (William and Leahy 2016, 142)

Learners can keep these sentences with them and when they feel unsure how to provide feedback to their classmates, they can look at these sentences and choose the one they are in alignment with at that moment.

4.3.4 Start Anonymously

When the teacher wants to start implementing peer feedback into the lessons, it is necessary to make sure the learners feel comfortable about receiving feedback from classmates. The first step can be starting with providing feedback to the work of an anonymous learner. Providing and receiving feedback is a process full of emotions and it is emotions that often distract from more important aspects of work quality. Anonymity also eases the anxiety of sharing learners' work with others. That is why it is better to start with an anonymous piece of work because learners will not feel emotionally involved and it will lead to the provision of the best feedback. (William and Leahy 2016, 142) Nelešovská attributes learners' reluctance to negatively evaluate their classmates to a possible change in classroom relationships, therefore it is essential to know whether learners get on well with each other. (Nelešovská in Rokos and Lišková 2019, 67) "Receiving feedback from peers can lead to positive affect relating to reputation as a good learner, success, and reduction of uncertainty, but it can also lead to negative affect in terms of reputation as a poor learner, shame, dependence, and devaluation of worth." (Harelli and Hess in Hattie 2011, 10) If learners have good relationships, feedback, especially critical feedback, can be considered constructive rather than hurtful. (Bradbury and Fincham in Hattie 2011, 10)

Once learners are used to giving feedback to anonymous learners, the teacher can start encouraging learners to provide feedback to somebody in the class. For instance, when a task is finished, the teacher can choose two or three volunteers to present their work to subsequent feedback. Once learners become familiar with the process and get used to it, they are happy to have their work selected for assessment. William and Leahy say that when learners specifically ask for feedback, it is a turning point in learners' development as learners see feedback as an opportunity for improving their performance and achieving the aim. (2016, 140)

4.3.5 Start with Pairs

When implementing peer feedback, it is better to start with it in pairs. Sometimes it is easier to conduct the activity in pairs rather than in groups and peer feedback can take five to ten minutes, so it is not necessary to divide learners into groups just for peer feedback. Furthermore, when learners work in pairs, their roles are much clearer because one learner provides feedback while the other one is listening. As all learners either speak or listen, the

level of learners' engagement is generally higher. (William and Leahy 2016, 139) Furthermore, peer feedback should be done during the activity in order to receive feedback immediately afterwards. Learners can act out roleplays or simulations and two of them act out while the other pair can provide them with feedback about their performance and then they can change roles. Moreover, when learners feel more confident in peer feedback they can act out in front of the class and the other learner can provide feedback on the overall performance of the pair. (Harris and McCann 1994, 80)

4.3.6 A Check from a Teacher

When implementing peer feedback, it is necessary to bear in mind that learners are not professionals as teachers, therefore peer feedback may be partially correct, fully incorrect, or misleading. (Gielen et al. 2010, 305) As a consequence, learners may feel uncertain about receiving peer feedback, they may think they will receive feedback which is unfair. To reduce this problem, it is vital to moderate the process of peer feedback. Teachers are recommended to check whether the feedback is constructive, specific, justified, and relevant or not. When peer feedback is lacking at any level it is desired to add the teacher's perspective. (Edsurge 2018)

4.3.7 A Reaction on Received Feedback

When learners receive feedback, sometimes it can be incorrect or misunderstood. For this reason, learners need to have a space to express their opinion on received feedback and maybe explain some misunderstandings. Misunderstood peer feedback can also be a consequence of the inability to express oneself clearly from the side of the feedback provider. This reaction can help learners to realise how their comments are perceived and it can allow them to work on their feedback-giving skills. (Edsurge 2018)

4.3.8 Enhancements

The steps above provide more general rules for implementing peer feedback but in literature, there can be found specific techniques as well, for instance, a technique called "two stars and one wish". This technique means that learners choose two positive aspects of work ("stars") and one suggestion of what to improve ("a wish"). This technique gives learners a structure

that helps them to learn to provide feedback to their schoolmates in a sensitive and constructive way. (William and Leahy 2016, 140)

Moreover, depending on the proficiency of the learners in working with others, it can be useful to provide learners with time limits for activities that include peer feedback. The format of such procedures depends on the type of the task, its difficulty, and learners' proficiency. But a 20-minute structure for peer feedback in pairs could look like this:

- 1) Three minutes for learners to read the piece of work of the other student.
- 2) One minute for coming up with a question for any clarification.
- 3) Two minutes for each learner for questions and answers. (x2)
- 4) Two minutes for each learner for creating appropriate feedback.
- 5) One minute for learners to read feedback and create questions that they want to ask.
- 6) One minute for each learner for asking and answering questions related to feedback. (x2)
- 7) Five minutes for learners to incorporate the feedback into their work.

The time limits in this structure add up only 18 minutes, not 20 because every activity of the teacher with learners takes longer than intended. That is why a ten per cent reserve is included. Once learners get used to these procedures, the need of measuring the time will reduce and the procedure will become a checklist that will guide the learners through the activity. Moreover, this checklist continues to be useful as it highlights the need for learners to explain to each other how they meant they work and also, they should clarify their feedback to each other. (William and Leahy 2016, 143)

What is more, learners can play the role of a mediator who helps the teacher to make his/her feedback more acceptable to other learners. For learners, feedback can be full of emotions, therefore one technique is to write down feedback, one learner reads the piece of work of the assessed learner and teacher's feedback and this learner interprets feedback into suggested recommendations and improvements. On the other hand, it is necessary to assess the situation correctly. Some learners may prefer to receive feedback in private rather than have the critique of their work read by others. This problem can be mitigated if feedback is focused on improvements of work rather than work quality. Even when learners receive feedback directly it can be useful to give them an opportunity to comment and better understand it – if the learners want to. (William and Leahy 2016, 144)

CONCLUSION OF THE THEORETICAL PART

This thesis deals with speaking and peer feedback in lower-secondary English classes therefore the first chapter describes firstly the history of communicative competence and then in detail second language speaking competence construct by Goh and Burns.

As the development of speaking skills is essential for this thesis, the second chapter discusses different types of speaking tasks that provide opportunities for learners to use their knowledge and express themselves in different situations. Furthermore, assessment of speaking based on rating scales is discussed.

Feedback is the topic of the third chapter as feedback is an inevitable part of a learning process. There are different types of feedback while feedback can be provided by different providers. Feedback provided by learners; so-called peer feedback is discussed in detail as it is the main topic of this thesis. Peer feedback can be very valuable because it supports cooperative learning and self-assessment, and it is widely discussed and encouraged to use in the lessons. For this reason, peer feedback in Czech educational documents is discussed and it is identified as a part of learners' preparation for their future life after school. Furthermore, as teachers and students of teaching are encouraged to use peer feedback, there is a subchapter concerning an analysis of seven Czech books for teachers which are explored in order to find out whether teachers and students of teaching can find useful information and learn more about peer feedback.

This all is finally followed by conditions and steps for implementing peer feedback. When implementing peer feedback, it is essential to make sure there is a positive classroom climate. A positive classroom climate is vital as learners need to be honest and not enemies who try to hurt each other no matter what. Another condition is that learners have knowledge of the descriptive language as they need to be able to describe what they observe not what they think or how it makes them feel. Different steps for implementing peer feedback are discussed, the steps are set the rules together, start anonymously, start with pairs, a check from a teacher, a reaction on received feedback and extra enhancements.

PRACTICAL PART

5. ACTION RESEARCH

5.1 Introduction

The practical part of this thesis involves action research, which was conducted by the author of this thesis, a student of the programme English Language Teacher Education. Action research was conducted in a selected class of a lower secondary school in the Pardubice region, from September to December 2021. In the School Educational Programme of this school, there can be found a list of competencies and in social and personal competencies, there is explicitly written that learners will be able to evaluate classmate's speech and provide feedback. To keep the school's anonymity, the citation is not used here. After this discovery, I firstly did observations in the lower-secondary classes to see how it works but, in the end, I found out learners are not taught to use peer feedback. For this reason, my aim shifted to the implementation of peer feedback after speaking activities in English lessons and it is all described in the following subchapters.

5.2 Research Aim

The overall aim was to find out whether learners of lower secondary classes are used to providing peer feedback and if not, the aim shifts to the investigation of implementation of peer feedback after speaking activities in English lessons in a selected class. Furthermore, the implementation includes small steps to prepare learners for realising what peer feedback is and how to provide it effectively. All research was done in the Czech language because the aim is not communicative but a metacognitive one. This research develops learners' metacognitive development, and I see it as one of the situations when it is legitimate to use the Czech language.

Based on the aim of the practical part of this thesis, the following research questions were set as follows:

- 1) What is the situation in the class concerning peer feedback?
- 2) Does the implementation of the intervention plan lead to the learners' ability to accept and provide peer feedback?

5.3 Action Research Methodology and Timeline

Due to the combination of procedures towards the research aim and set research questions, this subchapter aims to describe *collaborative action research* as the main research approach of this thesis. Furthermore, it discusses the methodology of the research with its timeline.

Action research involves a series of steps that teachers do, perhaps because they want to change something about their teaching, or they want to assess the suitability of some activities or procedures. It can also involve a problem in the classroom and the teacher wants to decide what to do about it. (Harmer 2007, 414) Action research focuses on a specific, practical matter and aims to find a solution to that problem through systematic procedures involving gathering data in order to improve teaching or learning or solve other problems. (Mills 2011 in Creswell 2012, 577)

There are different authors providing a definition of action research, and one of them is also Anne Burns who defined characteristic features of action research:

- “1) Action research is contextual, small-scale, and localised – it identifies and investigates problems within a specific situation.
- 2) It is evaluative and reflective as it aims to bring about change and improvement in practice.
- 3) It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.
- 4) Changes in practice are based on the collection of information or data which provides the impetus for change.“ (1999, 30)

These features suggest there is practicality as it deals with real-world problems, it requires a change, it is conducted in a cyclical process, and it requires active participants. As far as participants are concerned, action research in this thesis is conducted as collaborative action research which means that the author of this thesis collaborated with a teacher who implemented and observed all designed steps into the lessons. This teacher’s role was both a participant and an observer. This teacher knows her learners very well because she has spent many years teaching them therefore, she is able to notice small, unusual details. Burns says that collaborative action research can be more empowering because it offers a strong framework for whole-school change. (1999, 13) In this case, the aim was not a whole-school change but a small change in the English lessons in one class and maybe it would show the

teacher how to do it so she could start implementing peer feedback in other classes as well. (about this later).

Burns defined principles of collaborative research which include three parts – initiation, execution, and dissemination. The initiation part is described as stating the problem, need, concern or requirement of all parties involved. The problem should have its origins in the problems encountered in the daily life of the participants and the research methodology should be based on the issue investigated, available resources and the target research population. (1999, 207) Based on observations in spring 2021, I found out the learners in lower-secondary classes are not used to peer feedback in English lessons even though they should be according to the SEP. As a result, from June to August 2021 I was preparing data collection instruments and also it was necessary to decide in which class action research would be conducted. As it was mentioned in the theoretical part, a positive classroom climate is essential for providing peer feedback, therefore at the beginning of September, I distributed questionnaires to learners in 8th and 9th grade (more details about this later). Based on these results, I decided to conduct research in 9th grade.

The second part, execution, involves the preparation of practitioners who need to undertake knowledge necessary for the research and they should be provided with support and assistance during all the phases and follow-up stages of the research. The research conducted by teachers should be conducted in their own workplace. Finally, the evaluation part should be incorporated into the research project. (Burns 1999, 207-208) Denscombe emphasizes the fact, that practitioner must be a participant not just in the sense of being a person taking part in the research but in the sense of being a partner in the research. Moreover, participants in the research are all equal and must be involved in every stage of the research. (2007, 126) All these requirements were fulfilled, as the collaborative teacher was introduced by the plan of the research, she was involved in every stage of the research, and I was open to any comments from her side as well as she was provided with support and assistance through all the parts of the research. The research took a place in the workplace of the collaborative teacher, and she knows it there very well. Lastly, the evaluation part was done through feedback sessions which were done once a week where the last steps and problems were addressed and evaluated. Furthermore, the next steps were introduced and described, which is what is expected to be done in the following lessons.

The third part, dissemination, involves presenting the results of the research while using the networks available within the educational institution where the research was undertaken. (Burns 1999, 208) This phase was fulfilled but not exactly as Burns describes it. The results of the action research are presented in this thesis which is available to everybody who is interested in this topic. Furthermore, the collaborative teacher talked to other teachers at schools about this action research and the steps which she undertook but it was not in an official way such as a presentation.

As far as the cyclical process is concerned, it has different parts which include:

- Planning
- Action
- Observation
- Reflection

(Richards and Lockhart 1996, 12)

The planning was done after observations and finding out learners are not aware of peer feedback in English lessons. Then two cycles of action were done from September to December 2021 when each cycle was planned for six weeks. In the middle of December, research was concluded by reflecting on this experience from the perspective of the teacher and the learners. The action and observation were done by the collaborative teacher while reflection and analysis were done by the author of this thesis.

5.4 Research Population

Action research was conducted in the selected class of the lower secondary school in the Pardubice region. This school has approximately 700 learners and there are usually three classes in each grade. For English lessons, learners are divided into three groups based on the results of the tests which they take at the beginning of the school year and in the middle. The first group has the fastest pace, while the third one has the pace adapted to the learners who are in that group. For my action research, the class of 9th graders was chosen, and it was group number two. Even though they are group number two, there are more advanced than learners at their age, because the textbook used in the lessons is not enough for them, therefore the teacher sometimes uses activities for B1 level. The learners are mixed from different classes, but they know each other well as they usually started together in the 5th grade. There are 15

learners in this group. The learners have three lessons of English per week and one lesson of English conversation, so in total, they spend four lessons per week with the English teacher. In action research, the research sample (learners) is unrepresentative, and it can be changed at any time. (Janík 2003, 8)

5.5 Tools for Data Collection and Analysis

Regarding the aim of this thesis to investigate the implementation of peer feedback in the lower-secondary English classes, this part introduces tools which are used for data collection and analysis. Moreover, the analysis and its interpretation should enable answers to the research questions.

Qualitative data collection was chosen, and the features of data collection are that the collection takes place non-dogmatically and the methods of data collection can be changed at any time. (Janík 2003, 8) I worked with different tools – questionnaires, a reflective journal, and interviews. Questionnaires are described as “written sets of questions used to gain responses in non-face-to-face situations; questions are usually focused on specific issues” (Burns 1999, 117) The predetermined questions are in a written form and every person reads the same questions thus adequate literacy skills are required. An identical set of questions makes the processing of the answers easier. (Burns 1999, 129; Denscombe 2007, 153) There were two questionnaires used, the first one concerned the classroom climate, and it was used from the project *Cesta ke kvalitě*. (*Cesta ke kvalitě* 2012) There was nothing changed in it and it is divided into 11 areas while each area has approximately 5 statements. Learners are supposed to choose a number from a scale of 1-5 if they agree or not with the statement. For illustration, these are some of the areas in the questionnaire: cooperation with classmates, support from the teacher, competition among classmates, what happens during breaks or the opportunity to discuss during the lesson. For illustration, one filled questionnaire can be found in appendix G.

The second questionnaire was concerning the classroom climate as well but from the teacher’s perspective. Unfortunately, in the project *Cesta ke kvalitě*, there is no such questionnaire, therefore I created one. The teacher’s questionnaire is a modified version of the learners’ questionnaire. The teacher chooses a number on a scale of 1-5 based on the fact, how she agrees with the statements. The modified questionnaire can be found in appendix H.

The second tool, reflective journal, was used to reflect on action research steps from the collaborative teacher's point of view and my analysis. The reflective journal is an alternative to field notes, and it provides perceptions and critical issues spotted in the classroom. Also, the journal contains more personal reflections and interpretations. (Burns 1999, 88) Finally, interviews were conducted in order to find out teacher's opinions on peer feedback as well as learners' as interviews involve "face-to-face personal interactions which generate data about the research issue and allow specific issues to be discussed from other people's perspectives." (Burns 1999, 117) The interviews are discussed in detail later. My intention was to have audio recordings of these interviews, as recordings provide objective first-hand data for analysing (Burns 1999, 96), but I could not get consent from all the participants, therefore no recordings were made.

For the purposes of analysis, checklists, handouts, and interviews were used. Three kinds of checklists were used to implement peer feedback into the lessons and to help learners to realise what peer feedback is and how to make it constructive without being offensive. Next, learners received different handouts concerning rules for providing feedback and a handout dealing with descriptive language. Lastly, short interviews were used to make sure, each step was understood and there had been no problems. Moreover, after each lesson, the teacher sent me a short voice message about how the lesson went and once a week we had a feedback session to discuss all problems or questions.

5.6 Intervention Plan

The action research started in March 2021 and finished in December 2021. The following plan and steps were planned by the author of this thesis and the particular steps in the lessons were implemented by the collaborative teacher. The observations were done by the collaborative teacher who was a participant and observer in one person and analysis was done by the author of this thesis.

1. Diagnosis I

This phase involves a decision about what data to collect, how many people will be studied and what to expect from them. (Creswell 2012, 581) There are different techniques for data collection and one of them is the technique The Three Es – Experiencing, Enquiring, Examining. Experiencing means observation and taking field notes; Enquiring involves

asking people for information and Examining involves using and making records. (Mills 2011 in Creswell 2012, 590) In this first diagnosis, the technique Experiencing was used.

This phase was planned for the spring of 2021 when observations were made in the lower-secondary English classes. The observations were focused on learners in the 8th and 9th grades and the aim was to find out whether learners are used to giving and receiving peer feedback in English lessons. Furthermore, whether peer feedback is used after speaking activities. This phase also aimed to answer the first research question which was “What is the situation in the class concerning peer feedback?”. Diagnosis revealed that there had been no peer feedback and the teacher does not use it in English lessons.

2. Data analysis I

This phase involves data analysis when the researcher can decide whether he/she will analyse data by himself/herself or will ask for the help of other educators. The main point of this step is to keep the data analysis manageable in order to be able to identify useful information which can contribute to formulating an action plan. (Creswell 2012, 591) “Data analysis involves describing (the “what” of the research) and explaining (the “why” of the research)”. (Burns 1999, 153) The “what” aspects lead the researcher to set out what the data show where the “why” aspects lead to explanations for what rises from the descriptions. (Burns 1999, 153) The timing of analysis is not set, furthermore, data collection and analysis surely overlap, therefore it is not necessary to wait till the end of the data collection before starting the analysis. (Burns 1999, 154) The results are available soon, they are valid “here and now”, and they are subjective. (Janík 2003, 8) After the data collection cycle, I analysed the data by myself. The results revealed that learners are not used to peer feedback in English lessons even though it is written in the SEP they would be led to that. After this finding, I started reading and consulting literature and thinking about different steps which would help to the gradual implementation of peer feedback. This phase was done from June to August 2021.

3. Diagnosis II and data analysis

For the implementation of peer feedback, I needed more information, therefore in September 2021, there was another diagnostic cycle. The aim was to decide in which class the research would be conducted, therefore an Enquiring technique was used, and learners of 8th and 9th grade, and the teacher of English received classroom climate questionnaires. Based on the results I had an interview with the teacher to ask additional questions about the classroom

climate. Furthermore, all of this was followed by an interview with the learners about peer feedback and it was conducted by the collaborative teacher.

4. Implementation I

The researcher implements the plan of action to see if it makes a difference. This means, the researcher tries out a possible solution to the issue and monitors whether there has been any impact. It can happen there has not been achieved an adequate solution, therefore there need to be tried out another idea to see it makes a difference. (Creswell 2012, 591)

From the end of September to the end of October 2021 the prepared steps were being implemented by the collaborative teacher. During this phase, data analysis was conducted as well, as the collaborative teacher was sending me voice messages after each lesson and also there were weekly feedback sessions that provided immediate data to analyse.

5. Implementation II - Modification of the previous phase

Based on the reflection and data analysis after each step in the first cycle, there was created a modified plan which aimed to improve the implementation of peer feedback after speaking activities. The modification was planned based on the comments of the collaborative teacher, her observations, and interviews with the learners. The second implementation was planned from November to the middle of December 2021.

6. Reflection and evaluation

In the middle of December, the whole action research was concluded by a final reflection and evaluation based on my action research journal entries, comments of the collaborative teacher and also there was a final interview with the teacher. I planned to have a final interview with the learners as well, but at the end of the research they were in quarantine and many of them were ill so unfortunately, they were not in a condition to have an interview. The final evaluation aims to answer the research questions set at the beginning of the research.

5.7 Diagnosis I

As mentioned earlier, I needed to decide in which class I would do my action research. Positive classroom climate is essential when providing peer feedback therefore, I distributed questionnaires concerning classroom climate (appendix G) in the 8th and 9th grades. Learners got the instructions that when filling in this questionnaire they should focus only on learners

who are in this group and also the teacher of English because the research was planned for English lessons only. I wanted to see how the classroom climate perceives the English teacher, too, therefore I gave her a similar questionnaire as to the learners' one (appendix H). The results of learners' and teacher questionnaires are not presented in detail here as classroom climate is not the main topic of this thesis.

Based on the results, I decided to conduct the research in the 9th grade because the answers showed there is a better classroom climate and healthier relationships than in the 8th grade. Similarly, the answers from the teacher showed the same result, therefore it was unambiguously clear that the 9th grade is more suitable for this action research. After the teacher's questionnaire, I had an interview with the teacher discussing the results and asking additional questions. The interview was conducted because the classroom climate questionnaire was done in the project *Cesta ke kvalitě* and I did not interfere in it. On the contrary, I was missing some questions, for instance, regarding humour, which can also contribute to the positive classroom climate as discussed in the theoretical part, therefore I decided to conduct an interview. The questions for the interview were:

- 1) How often do you include speaking activities?
- 2) Do you use peer feedback? Why (not)?
- 3) Do you use humour in the class in order to create a better atmosphere? How?
- 4) Do you work with learners on the appearance of the classroom to make them feel more comfortable?
- 5) Do you let learners decorate the classroom as they want?

The teacher said she tries to include speaking activities in every lesson, even when it is something really short. She emphasized she sees speaking as the most important in lower-secondary English classes. As far as peer feedback is concerned, she tried to use it at the beginning of her teaching career, but it seemed difficult to her therefore she dropped it and she hopes this research could show her how to do it well. The teacher uses humour in the class but not intentionally to create a better atmosphere but just sometimes when it is suitable, and she sees it can make the learners feel better and change the class atmosphere. She knows that the appearance of the classroom can contribute to the comfort of learners but unfortunately, they do not spend English lessons in the same class every lesson. That is why she and the learners cannot decorate the classrooms as it belongs to a different class. At school, they have one language classroom which is made that way, to bring positive feelings

with different learning areas but the learners spend only one lesson per week there as there are many English groups at that school and they all need to get there.

The interview with the collaborative teacher was followed by a group interview with the learners in the 9th grade. The interview was conducted by the collaborative teacher and the questions were:

- 1) How do you get feedback? (In all subjects generally and then in English)
- 2) When you receive a mark, do you know what you need to improve?
- 3) Have you ever assessed your classmates? (Mutual correction of tests does not count)
- 4) Can you imagine verbally assessing your classmates? How does it make you feel?
- 5) Can we use peer feedback in places other than school? (Yes, for instance at work)
- 6) What does “good job, great, you did it!” tell us?

The notes in the brackets were just additional information for the collaborative teacher. The first problem which arose here was not understanding fully to the questions therefore the teacher had to provide more details to the questions. I think this problem occurred because learners have never experienced peer feedback even though they should have therefore it was difficult for them to imagine it. Learners said they receive feedback in all subjects and that they sometimes know what they need to improve. Furthermore, they can imagine verbally assessing classmates and being assessed but they are not used to it, they have never done it therefore they do not know how to do it. Learners can imagine using peer feedback at work, at home or in other situations in their lives. As far as the last question is concerned, learners said these expressions can tell them they did something well but not always they know what they did correctly, but it brings positive feelings to them.

5.8 Action Points

Based on these hypotheses, I developed an intervention plan which consists of these action points:

- To introduce criteria for assessing speaking activities followed by an application on videos.
- To work with checklists that lead learners to the provision of peer feedback.
- To explain and show learners what descriptive language is and why it is essential for them to use it when providing feedback.

- To be able to focus on two positive and one negative aspect of somebody's speaking performance.

These action points were set in order to fulfil the aim which is to implement peer feedback after speaking activities in English lessons and to answer the research questions.

5.9 Implementation I

The primary plan of this phase was to introduce and implement peer feedback after speaking activities step by step. It was planned from the middle of September till the end of October. Due to covid and quarantines, the first phase was extended for three weeks, therefore it finished on 19th November. The extension was made as the collaborative teacher did not want to implement the following steps during online lessons because sometimes, she did not know who there is with learners and she wanted to make the learners feel relaxed and safe that nobody would listen to them. That is why she decided she wants to do the action research only face to face in the classroom.

Rules for peer feedback

As it was discussed in the theoretical part, there needs to be set some rules for providing peer feedback. For this purpose, I prepared an activity called "rules for peer feedback" which involves a handout with suggested rules for the learners. There are three free blank spots left for learners' ideas. The rules suggested are:

- usage of descriptive language
- beware of false praise and excessive feedback
- having an opportunity to react to received feedback
- be accurate and provide feedback in that way that the person knows what to improve (suggestions can be included)
- not favour your friends, be objective
- consideration, courtesy, recognition of a classmate
- a check from the teacher that feedback is constructive, specific, justified, and relevant

The learners were in groups of four and at the bottom of the handout, they could find a task and question. Firstly, learners were encouraged to read these rules and suggest their own ones

if they wanted. After that, learners chose three rules which were the most important for them or they were interested in them. Next, learners introduced these rules to the rest of the class with a brief comment on why they had decided for these rules. The following question asked what advantages learners can see in peer feedback. This question had been chosen to push learners to think about feedback in a positive way, not something bad. For illustration, the handout of one group is included in appendix I.

The handouts were anonymous, at the end of the lesson the collaborative teacher collected them and gave them to me for the analysis. Based on the voice message of the collaborative teacher, I found out that learners had problems with making their own rules even though it was not compulsory. The own rules which learners suggested were *honesty, not being vulgar, being quiet when the other person is speaking, not trying to embarrass the other person, learn something from provided feedback, and being able to accept criticism*. This shows learners may be aware of the fact, that when they are receiving feedback, it is for them, and it is something that can facilitate their future development. The top three most important rules which learners chose were descriptive language, being accurate and providing feedback in that way that the person knows what to improve (suggestions can be included), and consideration, courtesy, recognition of a classmate.

Concerning the question about the advantages of peer feedback, learners came up with these ideas: *sometimes it is better to receive feedback from a classmate rather than a teacher, if we are honest, we can see people in a different light, we can get a different opinion*. These answers show that learners are aware of the fact that peer feedback can build relationships based on honesty, they can receive a unique point of view, and it may ease the fear that they can experience when receiving feedback from a teacher.

To conclude, learners were a bit confused by the activity concerning the rules, therefore this needs to be modified in the second cycle. When learners created their own rules, it showed they are mostly concerned about politeness but also about their future development as they mentioned: “learn from provided feedback”. Moreover, learners came up with valid reasons why peer feedback can be useful.

Criteria for assessing speaking

After setting the rules, it was necessary to introduce criteria for assessing speaking. Firstly, the teacher asked learners what they can assess during speaking activities. Learners made a list of suggestions mentioning grammar, vocabulary, how the people react to each other, or getting the piece of information that they want. The last point was essential as the teacher explained to the learners what a communication goal is. She provided an example – when you want to make an appointment at the doctor's, the communication goal is to make the appointment, negotiate the date which is suitable for you and after that be able to say when and what time to come. As it is recommended to start with an anonymous piece of work, learners were encouraged to watch a video and think about what they could assess. The video shows a speaking part of the Cambridge exam at the level A2 which is the level the learners are supposed to achieve at the end of the 9th grade.³ The collaborative teacher said that learners were really interested in the topic of assessing speaking and they focused on their task. After watching the video, they discussed the aspects of speaking that they can assess. The teacher also mentioned that learners asked questions regarding grammar areas in the video. In the following lessons, the collaborative teacher chose some videos on her own so she could have practiced these criteria with the learners.

Introducing the criteria for assessing speaking is the ground base for the next steps as learners need to know what they need to focus on and why it is important. Learners start applying the criteria on a video as to easy fear which they may experience when being assessed by a classmate. This strategy was chosen in order to support slow habituation to feedback and later on, it will get to the next step – getting used to providing and receiving feedback from classmates.

First checklist

For another step, the first checklist was made (it can be found in appendix J) which involves two questions with multiple choice answers in order to make it easier for learners. The learners are not immediately pushed into writing that is why they are asked to tick their answers. The strategy of ticking answers was chosen as peer feedback can be scary to some of the learners or they may have various reasons and I did not want to stress the learners with writing their answers so that is why they are just asked to tick the answer which they like.

³ <https://www.youtube.com/watch?v=ZjGt6r8XSTg>

The first question is “*Was a communication goal fulfilled?*”. There are three options to tick – *yes, no, yes but...*, learners may add a comment if they do not think the goal was completely fulfilled. The second question is “*How was the communication?*” and again there are three options – *the students were able to reach an agreement without much difficulty, there was a misunderstanding which was overcome, there was a misunderstanding that could not be overcome*. The ticking options and simple questions were chosen so the small steps could be implemented gradually.

After distributing the checklist, learners were divided into groups of four and they got a role-play handout as well (it can be found appendix K). At this moment, it is for the first time when learners try to provide feedback to their peers.

I decided to use role-playing because, as I had noticed, role-playing often took place in the lessons. Moreover, role-plays are defined in advance by somebody else, but learners need to decide what language to use. (Hedge 2000, 279) During a role-play task, learners become different people and they need to put themselves in that person’s shoes. Additionally, learners may get a role card where more information about the person, setting or situation can be found. (Thornbury 2006, 71; Lindsay and Knight 2006, 67) This shopping role-play handout is from British Council and the level is B1. I chose this level of role-playing as the collaborative teacher uses B1 handouts as well because learners are on a higher level, and they are eager to learn more. In the handout, there are always two cards to provide enough information to learners about the situation they are going to play. On the first card, the learner becomes a shopkeeper, and there is information about the type of shop and what the learner has in stock. There is also an additional piece of information concerning answers to possible questions of customers. On the second card, the learner becomes a customer, and he/she has a shopping list with different kinds of things he/she needs to buy. There is one additional instruction that the learner needs to follow. For instance, “you also need to find out what time it is, as you have lost your watch.” (British Council 2021) Learners got enough time to read through their cards or ask questions if there was something they did not understand before getting into the play.

The first pair played their role-play, while the second pair observed them and filled in the first checklist. After that, the observers provided feedback to the first pair. After this, the roles changed, the first pair became observers, and the second pair played their role-play followed by providing feedback.

Learners successfully used the first checklist where they focused on the communication goal and the process of communication. Based on the observation of the collaborative teacher, she said she was really surprised by how well the learners worked and collaborated. There was no problem with the first checklist, furthermore, learners were not shy, and they provided comments to their classmates with whole sentences, not just one-word information. There was no problem with the concept of role-playing as learners are used to it and they know what to expect.

In the eight following lessons, the collaborative teacher was using the first checklist after speaking activities as she wanted. She had two weeks for that, and I did not limit her when she had to do it. At that time, the teacher practiced giving presentations which are identified as production activities. A presentation can also be labelled as a monologic task as it is “an extended piece of discourse that an individual produce for an audience in formal or informal situations”. (Goh and Burns 2012, 211) Furthermore, when a learner performs a monologic task, he/she speaks about a specific topic without being interrupted. Learners did presentations about English speaking countries and after that, they received feedback on their performance from their peers. Learners did not have problems with providing feedback and, according to the words of the collaborative teacher, learners provided “decent feedback” which means they were polite, and they took the task seriously. It was something completely new to them, but they were slowly getting used to giving peer feedback.

Second checklist

Before implementing the second checklist into the lessons, an interview with learners was held. The interview served as verification of whether everything is good or whether learners experience some problems. There were two questions – *Is it more difficult to give or receive feedback for you? Is there anything unclear to you about the first checklist?* Learners agreed that the most difficult for them is giving feedback even though when they have the checklist it is easier for them. There was no complication with the first checklist, therefore learners proceeded to the second checklist.

The second checklist looks the same as the first one, but there is one more area added – accuracy. Learners are encouraged to notice inaccuracies and write them freely at the bottom of the checklist (the checklist can be found in appendix L) Also, at this stage, a reaction on received feedback is introduced to the learners– learners can react to received feedback and

maybe explain some misunderstandings. The collaborative teacher used the video from the previous step and let learners use this checklist. Based on her voice message, learners did not have any problems with that, and they were paying attention to the video completely. She also mentioned, “that learners seem to be very interested in the topic of peer feedback as they always do what they are supposed to do, and they even ask questions”.

After practising with the video, the collaborative teacher was implementing the second checklist in the eight following lessons. She was doing interaction activities with learners - discussions and debates. According to her, nobody had problems with providing feedback and also noticing mistakes. She was pleased to see that even some learners provided tips and ideas on how the other person can improve his/her performance based on their experiences. On the other hand, nobody used the option of having a possibility to react to received feedback, learners always said they accepted it.

At that moment, learners knew what to assess during speaking activities and the second checklist brought accuracy to their attention. Clearly, learners need to have the same command of English in order to be able to identify the inaccuracies. When they are on the same level and they spot inaccuracies, it is also appropriate to explain the correct version to the assessed learner. In contrast to that, the provider of feedback can be wrong, therefore learners were introduced with the option of having a possibility to react to the received feedback and maybe explain some misunderstandings.

Third checklist

Before moving to the next step, learners had an interview with the collaborative teacher. The questions were: *Is it more difficult to give or get feedback for you? And why? Has anything changed lately? Is it positive for you to have the possibility to react to received feedback?* The answers showed that for a few learners it was still difficult to give feedback but more of them agreed they are becoming more comfortable in it. Learners mentioned that when they provide feedback on inaccuracies it pushes them to think about what the correct answer is and how to explain it to the other learner. Moreover, learners mentioned it is a good idea to have the possibility to react to received feedback, but they feel that provided feedback is fair therefore they do not need to react to it.

The third checklist is the last one in the process of implementation and as learners are used to these checklists, the option of tick boxes disappeared, and it requires more writing from the learner. The accuracy space remains but the technique “two stars and one wish” is implemented. Learners are required to write two positive things and one thing which needs to be improved about the assessed learner’s performance. The third checklist can be found in appendix M)

With the technique “two stars and one wish” descriptive language is connected as learners need to describe what was done correctly and what needs to be improved. At the beginning of this action research, learners were not sure what “good job, great” tells us, therefore I prepared an activity concerning descriptive language. Firstly, learners were asked whether they know what descriptive language is and how it can help us with giving feedback. Learners said they use descriptive language when they describe things and that we can describe what we see when providing feedback. To help them to realise what descriptive language really is, they were divided into groups of four and they got a handout with different statements. Their task was to decide whether these statements involve descriptive language or not. All statements can be found in appendix N. Here are some examples: *This was better than the last time. Great start, I like how you tried to use different synonyms when student B did not understand. Next time, try harder.*

The activity went well, the learners quickly understood what descriptive language is, but they complained they do not know how to start with providing feedback with the technique “two stars and one wish”. This note was said at the right time because I had supposed learners would have trouble with that, therefore I had prepared a “cheat sheet” with starter sentences. The “cheat sheet” was created for learners so they could keep it with them all the time and they could use it when they were not sure how to start with giving feedback. All starter sentences can be found in appendix O. Here are some examples: *I liked the way you....., I was a little confused about....., I think it would be better if you....*

After a discussion of what descriptive language is and how we can start giving feedback, the collaborative teacher played a video⁴ in order to put learners’ knowledge into practice. The video is similar to the previous one, this time, there are just different students at the A2 level. Learners watched it from the third minute because there is an interview between those two students which may be more realistic as learners have interviews in English lessons as well.

⁴ https://www.youtube.com/watch?v=dNiCwVR6dNU&ab_channel=CambridgeEnglish

The teacher described that the learners really paid attention to the video, and they were making notes. On the other hand, some of the learners had problems identifying mistakes or problems in the video because they had difficulties understanding those speaking students for their accents.

After this introductory lesson, the collaborative teacher was using the third checklist in the five following lessons. She said that after two lessons, learners did not need the checklist because they knew what to focus on and they just needed a piece of paper to write down the mistakes. In appendix P there is the third checklist filled for illustration – the learners made short notes but then they used the “cheat sheet” which helped them to put their notes in sentences and the context with additional comments. In the attached checklist, we can see that the learner noticed two grammatical mistakes which he/she also included in the area which needs to be improved (“one wish). In the part “two stars” – two positive things, there is a quick reaction and also effort to help the other person when he/she does not understand. This shows that the learners are aware of communication strategies and that feedback does not need to be just about grammar or vocabulary problems. According to the collaborative teacher, learners tried to use descriptive language as much as possible and when they did not know how to describe something, they were not afraid to ask for help.

5.10 Conclusion of Implementation I

To conclude the first implementation phase, the biggest shift which was made was implementing peer feedback after speaking activities. Learners proved that when introducing peer feedback step by step and providing them with the tools, they are able to provide peer feedback. However, obviously, some struggles appeared in terms of the research itself, for instance, learners were in quarantine, which led to the extension of the first phase. Moreover, there were problems related to peer feedback – the rules activity which was confusing for learners and usage of the descriptive language as learners are not used to it. Based on analysis of the first phase, a modification was planned and implemented which is described in the following subchapter 5.11 Implementation II.

5.11 Implementation II

The second implementation has the same beginning as the first one – an identification of the problem and planning the steps for the improvement which is desired. Based on the

observations of the collaborative teacher, voice messages and feedback sessions I decided to repeat a few steps in the second cycle. For the second cycle, we had four weeks as the Christmas holiday was coming as well as the end of the research. In these four weeks, I planned to modify the previous step concerning establishing rules as it seemed confusing for learners. Furthermore, I planned to modify the work with the third checklist – the checklist itself did not cause problems to learners but descriptive language and the technique “two stars and one wish” did.

Rules for peer feedback

In the second cycle, the activity concerning rules when providing peer feedback started differently than in the first cycle. In the first cycle, learners were confused therefore this activity was firstly done without the handout. Without any hints, learners were encouraged to say what rules they would want to have if a classmate would provide feedback to them. In the first cycle, I prepared the rules because I thought it would be difficult for learners to come up with their own rules, but it proved the rules were restrictive and learners were confused. While learners were sharing their own rules, the collaborative teacher made notes of these rules: *not to tell bad things just because we are not friends, be nice, give me also positive comments not just negative ones, be honest*. After sharing their own rules, learners got the same handout as in the first cycle and they were supposed to discuss why these rules could be important. As learners experienced receiving feedback from a classmate in the first cycle, it was very easy for them, and they were able to explain why these rules were important. The collaborative teacher said that it seemed like the learners “grew up” because they were able to talk about these rules and explain to others why they should follow them.

Descriptive language and the technique “two stars and one wish”

For this activity, my collaborative teacher gave me an idea. In the previous lessons, learners practiced reading comprehension and they read a fairy-tale. There were many characters, and they showed their personalities through different behaviour. Learners were asked to choose a character from the story, describe his/her appearance and behaviour and provide him/her feedback as they would be classmates. Feedback focused on the character’s behaviour and suggested what to do differently. It was not feedback after the speaking activity, but the

collaborative teacher commented on the fact that it was easier for learners as they had spent a long time with the story, so learners knew the characters very well. Furthermore, learners practiced the technique “two stars and one wish” when they commented on two positive things the character did (and why) and one thing the character should do differently next time. For instance, there was feedback concerning bravery and helping older people and also the naivety which led the character into trouble. As mentioned, it was not peer feedback after a speaking activity, but it gave an opportunity to the learners to practice the techniques which they knew from a bit different perspective, and they assessed behaviour, not language.

When talking about peer feedback, learners said they understood it theoretically, but they were not used to it and also, they did not use descriptive language in other subjects very much therefore they felt they needed more time and opportunities to practice. As a consequence, the collaborative teacher started to do more speaking tasks in her 10 following lessons to provide more opportunities for learners. This intense practice led to the situation when learners did not need the third checklist and the “cheat sheet” as they got used to the phrases which they could use, and it became more natural for them. Learners also commented on the fact, that they noticed how they say things in their personal lives, for instance, talking to their friends, feeling more confident, and they are not afraid to tell them things that may not be so positive because they know how to say it in order not to hurt their friend. This shows that peer feedback is not used just for learning at school, but it is also an essential part of our everyday lives as we want to share feedback on different aspects of our life.

5.12 Reflection and Evaluation

The whole research process was concluded by a final reflection and evaluation with the aim to answer the research questions. For this part, three instruments were used: my reflective journal, interview with the collaborative teacher and filled checklists. I planned to do the interview with learners as well but at the end of the second cycle they got into quarantine again and most of them were ill, therefore I drew from comments of the collaborative teacher and the filled checklists.

To begin with, as it was stated at the beginning of the practical part, there is a mention of the ability to provide peer feedback in SEP of the school where the action research was conducted. However, the learners in this class did not know what peer feedback was until the 9th grade, therefore the aim was to implement peer feedback after speaking activities in

English lessons. This answers the first research question which was “What is the situation in the class concerning peer feedback?”. The observations in spring 2021 and then the autumn interview with learners revealed that learners are not used to peer feedback, and they had never experienced it before.

My journal entries reflect voice messages from the collaborative teacher and analysis of materials filled by the learners. Based on my journal entries, it is obvious that the biggest limit was time and also quarantines. On the contrary, implementing peer feedback after speaking activities was successful based on the comments of the collaborative teacher. We had the last feedback session where she expressed her comments and ideas and I asked additional questions which were:

- Do you think all learners are able to provide peer feedback? Can you describe an example?
- Will you keep using peer feedback after this action research?
- In your opinion, what remains as the biggest difficulty for learners?

The collaborative teacher believes all learners in this class are able to provide peer feedback after speaking activities. She emphasized the fact, that even introverted learners were able to provide feedback as they relied on the checklist and the “cheat sheet” with starter sentences. More extroverted learners were able to provide feedback even without any supportive tools. It was because the collaborative teacher started to do more speaking activities in her lessons during the second cycle as she wanted to give the learners to practice peer feedback as much as possible. As an example, according to the teacher, learners were aware of peer feedback, and she did not need to say anything. When having a speaking activity, learners started providing feedback after the activity by themselves and she did not need to encourage them, they got used to it and did it automatically. Moreover, they were trying to notice the negative aspects but also the positive ones. The learners mentioned that sometimes it is easier to find the mistakes rather than the positive aspects of the performance. Another learner wanted to comment on that, and he/she said it is because in other subjects only negative aspects are pointed out, not the positive ones, therefore it is a bit unnatural for them to focus on the good. This answers the second research question which was “Does the implementation of the intervention plan lead to the learners’ ability to accept and provide peer feedback effectively?”. Based on the interview with the teacher and filled checklists, it shows learners

are able to provide peer feedback effectively when they are given tools which guide and help them on the way to the effective peer feedback.

As far as the second question for the teacher is concerned, the teacher would like to continue with peer feedback. She was worried it could take a lot of time but now she could see that when learners are used to it, it does not need to take a whole lesson. She would like to also start with peer feedback in other classes so that in the 9th grade the learners are professionals. She sees the benefits in the ability to provide constructive feedback not just at school furthermore, that all the feedback responsibility is not just on a teacher, but the learners become responsible as well. For these reasons, she would like to continue with peer feedback after speaking activities and, maybe later, she would add peer feedback after different areas in English.

Consequently, the teacher sees the biggest difficulty in descriptive language but on the other hand, learners proved that when they have enough time to learn something, they can be good at it. The teacher thinks this problem is because learners do not have a big range of vocabulary in English, therefore they have difficulty expressing themselves clearly with correct words. She believes that with practice it will improve and that is also the reason why she wants to continue with peer feedback in the future.

In spite of the positive results, it is necessary to address some limitations. Undoubtedly, conducting such small-scale research, generalizations cannot be formulated. The implementation steps may work differently with other learners, especially younger ones, and it could bring in different results. Also, more activities regarding descriptive language and focus on giving suggestions on how to improve the performance could be done. These activities were not included in this action research because of time limitations and the whole demandingness of the research regarding covid quarantines. Furthermore, a disadvantage can be seen from the side of the collaborative teacher, because the action research involved extra burden of work for her, especially at the early stages before the benefits came in. (Denscombe 2007, 131) Nevertheless, having implemented peer feedback after speaking activities, the basis for the development of peer feedback concerning other aspects of English was established and it can be further polished in the future.

5.13 Final Evaluation of Action Points

In this subchapter, the action points established in September 2021 and their fulfilment is evaluated. The first action point was to introduce criteria for assessing speaking activities which then learners would try to apply on video. This action point was successfully fulfilled as learners got to know what a communicative goal is and they were able to apply this knowledge later on. They started applying their knowledge to different videos to get used to it and later they proceeded to the stage where they evaluated their peers.

The second action point, to work with checklists that lead learners to the provision of peer feedback, was achieved as well. Learners worked with different checklists which led them, step by step, to the final provision of peer feedback. These checklists were used as a tool to guide learners when providing feedback while also they showed them what peer feedback should include. At the end of the second cycle, learners were able to work without the checklist as they knew what constructive feedback should involve, therefore they just needed a piece of paper to notice some inaccuracies if any occurred.

In terms of descriptive language and the technique “two stars and one wish”, a difference was noticed as well. With the third checklist, learners got to the point when they were given more responsibility as the peer feedback after speaking activities was the only one the learners received because the collaborative teacher did not provide feedback to the learners after speaking so it all was up to the learners. Also, learners were provided with starter sentences which helps them to be more confident when providing feedback. Furthermore, they learnt to focus on both, positive and negative aspects of someone’s performance which also encouraged them to think about alternative ways to do or say something, so that they could suggest some ideas on how to help the other person in a comprehensive way.

To conclude, all the action points were addressed, and positive changes associated with them were possible to observe. As previously indicated, peer feedback after speaking activities was supported by both implementation phases, thus the action research can be considered beneficial. The action research also taught something valuable to the learners and it developed their key competences because of using descriptive language or commenting on positive things as well. Moreover, peer feedback is something which learners can definitely use in their future, in their life after school and they can also benefit from it at work or just with their friends.

CONCLUSION

This master's thesis deals with the topic of speaking and peer feedback in lower-secondary English classes. The thesis is divided into two parts – the theoretical and practical part.

The theoretical part aimed to set a theoretical framework for the practical part which provided criteria and steps for implementation of peer feedback after speaking activities. In the theoretical part, there is briefly discussed communicative competence and more in detail a construct of Second language speaking competence by Goh and Burns. The speaking skills are being developed through different speaking tasks which can be divided into two categories- production and interaction activities. Without a doubt, learners cannot be left without feedback as it facilitates their learning process. This thesis focuses on peer feedback and discusses its effectiveness, furthermore it provides necessary conditions and steps for implementation of peer feedback in English classes.

The practical part, as the second half of this thesis, starts with an introduction to action research. The action research was done as collaborative action research as the author of this thesis collaborated with a teacher of English in a school in the Pardubice region. The aim of this research was to investigate the implementation of peer feedback after speaking activities in English lessons in the 9th grade. The action research consists of a diagnostic cycle, first implementation and second implementation. The diagnostic cycle revealed certain action points which were later addressed through thoroughly planned intervention. Each step of intervention was analysed and evaluated which led to the modification of some steps. Finally, the whole peer feedback implementation was reflected and evaluated as well as the action points and research questions. The results have shown that learners are able to provide peer feedback if they are systematically taught to that and they have opportunities to practice that. Furthermore, learners have learnt something valuable and there has been a development of key competences because of descriptive language or ideas on how to provide negative feedback without being offensive but constructive.

As the results are positive, it is necessary to mention some limitations. As small-scale research was conducted, generalizations cannot be formulated. The intervention plan can work differently with other learners; therefore results can be also disparate. It would be beneficial to include more activities regarding descriptive language but because of the covid pandemic, there were time limits which made it more time demanding. Additionally, an extra burden that was given to the collaborative teacher can be seen as an advantage. However, the

basis for further development of peer feedback was established and it can be cultivated in the future.

RESUMÉ

Tato diplomová práce se zabývá mluvními aktivitami a vrstevnickým hodnocením v hodinách anglického jazyka na druhém stupni základní školy. Práce se skládá z teoretické a praktické části. Cílem teoretické části bylo poskytnout teoretický rámec pro akční výzkum, který byl realizován v praktické části. Cílem praktické části bylo prozkoumat implementaci vrstevnického hodnocení do hodin anglického jazyka jedné vybrané třídy na druhém stupni základní školy.

V první kapitole teoretické části je stručně představena komunikační kompetence a její historie, dále různé pohledy a přístupy k této kompetenci. Více diskutovaný je tu model komunikační kompetence od Goh a Burns z roku 2012, který se skládá ze tří částí a jejich dílčích částí.

Druhá kapitola se zabývá mluvními aktivitami. Mluvní aktivita je definována jako taková aktivita, která má cíl, který je proveditelný skrz interakci s dalšími účastníky. Žák se zaměřuje na výměnu informací, musí jeho myšlenku správně zformulovat, vyjádřit a vhodně reagovat během interakce. Aktivity jsou rozděleny dle CEFR Companion Volume z roku 2018 na produktivní a interaktivní aktivity. Produktivní aktivity zahrnují monologické aktivity, kam se řadí prezentace, kdy je na žákovi něco přednést před celou třídou na základě předem připravených poznámek nebo rovnou na místě. Dalším typem monologické aktivity je vyprávění příběhů. Vyprávění příběhů je důležitou součástí našich každodenních životů, a proto tato aktivita může být pro žáky přirozenější. Mohou totiž mluvit například o knize, kterou dočetli anebo o tom, co se dělo celý den. Během interaktivních aktivit, je žák v interakci s dalším žákem, kdy má za úkol vykomunikovat určitou informaci. Tyto aktivity připomínají každodenní situace, kdy potřebujeme zjistit určitou informaci, kterou má jiný člověk, např. koupení si lístku na nádraží, objednání se k lékaři, plánování a zařizování určité události. Dále se sem řadí diskuse a hraní rolí, kdy se žák musí vcítit do určité role nebo simulované situace.

Co se týče hodnocení mluvení, existují různé hodnotící škály, ale nejběžnější jsou holistické a analytické škály. Pokud zkoušející používá holistickou škálu, znamená to, že se zaměřuje na různé oblasti žákova výstupu nebo na celkový dojem. Každá kategorie má svůj popis, který usnadňuje zkoušejícímu udělení finálního skóre. Analytické škály hodnotí každý aspekt výstupu zvlášť, nabízí detailnější zpětnou vazbu, ale mohou být méně praktické. Výhodou

může být, že oddělené kategorie nutí zkoušejícího pečlivě výstup sledovat a žák dostane detailnější zpětnou vazbu.

Třetí kapitola pojednává o zpětné vazbě, její definici a diskutuje efektivní zpětnou vazbu, která, když je podána špatně nebo vůbec, může negativně ovlivnit celý učební proces. V následující části je popsáno, co je efektivní zpětná vazba, která by měla být v souladu s cílem aktivity a měla by pouze hodnotit žáka a jeho pozici na cestě k vytyčenému cíli. Následující podkapitola se zabývá typy zpětných vazeb a jejich efektivitou. Je zde zahrnuta chvála, korektivní zpětná vazba, a dále zpětná vazba prováděna žáky a to, sebehodnocení a vrstevnické hodnocení.

Protože vrstevnické hodnocení je hlavní téma této diplomové práce, je detailněji popsáno ve čtvrté kapitole. Nejprve se zde diskutuje, co vrstevnické hodnocení je a jaké jsou výhody a nevýhody. Dále se tu rozebírá vrstevnické hodnocení z pohledu kurikulárních dokumentů. V ŠVP vybrané školy je explicitně napsáno, že žáci jsou vedeni k vrstevnickému hodnocení (toto je poté blíže okomentováno v praktické části). Další podkapitola se zabývá studenty pedagogických oborů a jejich možnostmi, kde najít více informací o vrstevnickém hodnocení. V dnešní době je vrstevnické hodnocení hodně diskutované a doporučované ale jak analýza vybraných českých pedagogických knih ukázala, studenti učitelství v nich téměř nemají žádnou šanci informace získat. Další část kapitoly se zabývá podmínkami a kroky pro implementaci vrstevnického hodnocení. První podmínkou je příznivé klima ve třídě, aby si žáci schválně neškodili. Další podmínkou je znalost popisného jazyka, díky které žáci mohou poskytovat efektivní zpětnou vazbu. Kroky, které vedou k implementaci vrstevnického hodnocení jsou: určení si pravidel společně, začít anonymně, začít ve dvojicích, kontrola zpětné vazby od učitele, reakce na obdrženou zpětnou vazbu a další tipy na obohacení implementace vrstevnického hodnocení.

V praktické části je nejdříve představen cíl akčního výzkumu, kterým je prozkoumat implementaci vrstevnického hodnocení do hodin anglického jazyka vybrané třídy na druhém stupni základní školy. V ŠVP této školy je napsáno, že žáci jsou vedeni k vrstevnickému hodnocení, ale na základě observací ve dvou třídách na druhém stupni, se ukázalo, že tomu tak není, proto cíl byl zaměřen na implementaci. V další části je popsána metodologie a časový plán pro akční výzkum, dále je zde zmíněno, že se jedná o kolaborativní akční výzkum, kdy autorka spolupracovala s učitelem na dané základní škole. Výzkum probíhal od března 2021 do prosince 2021 a proběhly dva cykly. V další kapitole je popsána třída, kde se

výzkum uskutečnil – jedná se o devátý ročník, kde je 15 žáků a mají týdně čtyři hodiny anglického jazyka. V další části autorka vysvětluje, jaké nástroje pro sběr dat použila a proč, jedná se o dotazníky, reflektivní deník, rozhovory a kontrolní seznamy. Na základě diagnostického cyklu je představena výzkumná otázka a akční body, které dovedou žáky k vrstevnickému hodnocení.

Analýza odhalila čtyři hlavní body pro akční plán: přestavit kritéria pro hodnocení mluvních aktivit, která se trénují na videích, pracovat s kontrolními seznamy, které dovedou žáky k poskytování zpětné vazby, vysvětlit a ukázat co je popisný jazyk a proč je důležitý a zaměřit se na dvě pozitivní věci a jednu, na které je potřeba zapracovat. Ukázalo se totiž, že žáci nevědí, co je popisný jazyk a jaká zpětná vazba je efektivní.

Následně byla naplánována první intervence, kde se začínalo s pravidly pro poskytování zpětné vazby, s diskusí ohledně hodnocení mluvních aktivit, s aplikací prvního kontrolního seznamu na videa, se zaměřením se na nepřesnosti v mluveném projevu, dále na popisný jazyk, reakci na obdrženou zpětnou vazbu a na konec poskytování zpětné vazby s dvěma pozitivními aspekty a jedním, na kterém je potřeba zapracovat. První cyklus ukázal, že žáci jsou schopni poskytovat vrstevnickou zpětnou vazbu, když vědí, jak na to. Nicméně nastalo zdržení kvůli karanténám, kdy první cyklus musel být prodloužen a také problémy s první aktivitou – pravidla a také popisný jazyk, proto byla naplánována modifikace.

Druhá fáze akčního plánu se tedy zaměřila na modifikování aktivity ohledně pravidel a poskytlo se více možností pro žáky trénovat popisný jazyk. Aktivita ohledně pravidel se změnila tak, že žákům nebylo předem nic dáno a měli za úkol vymyslet vlastní pravidla, protože předchozí vymyšlená pravidla pro ně byla svazující. Jelikož žáci potřebovali procvičovat popisný jazyk a poskytování zpětné vazby, tak kolaborativní učitel zařadil více mluvních aktivit do hodin, aby žáci měli intenzivní trénink.

V poslední části proběhla reflexe a hodnocení celého akčního výzkumu a zodpovězení výzkumných otázek vytyčených na začátku výzkumu. Reflexe proběhla skrz rozhovor a zpětnou vazbu od kolaborativního učitele a skrz reflektivní deník. V plánu byl i rozhovor se žáky, ale kvůli opětovné karanténě nebylo možné tento rozhovor provést. Z rozhovoru s kolaborativním učitelem vyplývá, že si myslí, že všichni žáci jsou schopni provést vrstevnické hodnocení, někteří k tomu už ani nepotřebují kontrolní seznamy. Učitel by rád pokračoval ve vrstevnickém hodnocení a přiznává, že se toho na začátku bál, ale teď vidí,

jaké benefity to může přinést. Na druhou stranu, popisný jazyk stále zůstává výzvou, proto žáci potřebují co nejvíce možností na procvičování.

V závěru jsou shrnuty hlavní poznatky, finální zhodnocení celé diplomové práce a také jsou zde popsány limitace výzkumu. Diplomová práce je doplněna seznamem použité literatury a přílohami.

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LIST OF APPENDICES

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Appendix B - four categories of core speaking skills according to the model SLSC

Appendix C – expected outcomes according to CEFR

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Appendix K – an example of a shopping role-play

Appendix L – second checklist

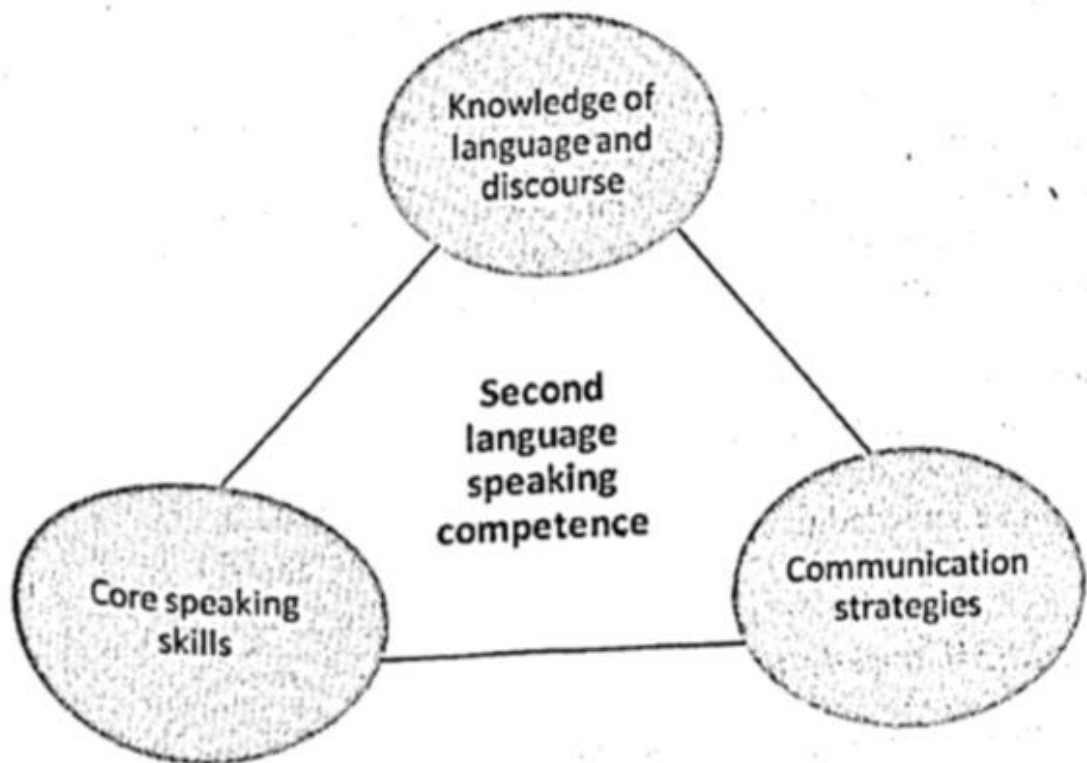
Appendix M – third checklist

Appendix N – descriptive language activity

Appendix O – starter sentences

Appendix P – third checklist (filled in)

Appendix A – model of Second language speaking competence by Goh and Burns



Source: Goh, Christine c. M., and Anne Burns. 2012. *Teaching speaking: a holistic approach*. New York: Cambridge University Press.

Appendix B – four categories of core speaking skills according to the model SLSC

Core skill	Specific skills*
<p>a. Pronunciation</p> <p>Produce the sounds of the target language at the segmental and suprasegmental levels.</p>	<ul style="list-style-type: none"> - Articulate the vowels and consonants and blended sounds of English clearly. - Assign word stress in prominent words to indicate meaning. - Use different intonation patterns to communicate new and old information.
<p>b. Speech function</p> <p>Perform a precise communicative function or speech act.</p>	<ul style="list-style-type: none"> - Request: permission, help, clarification, assistance, etc. - Express: encouragement, agreement, thanks, regret, good wishes, disagreement, disapproval, complaints, tentativeness, etc. - Explain: reasons, purposes, procedures, processes, cause and effect, etc. - Give: instructions, directions, commands, orders, opinions, etc. - Offer: advice, condolences, suggestions, alternatives, etc. - Describe: events, people, objects, settings, moods, etc. - Others.
<p>c. Interaction management**</p> <p>Regulate conversations and discussions during interactions.</p>	<ul style="list-style-type: none"> - Initiate, maintain, and end conversations. - Offer turns. - Direct conversations. - Clarify meaning. - Change topics. - Recognize and use verbal and non-verbal cues.
<p>d. Discourse organization</p> <p>Create extended discourse in various spoken genres, according to socioculturally appropriate conventions of language.</p>	<ul style="list-style-type: none"> - Establish coherence and cohesion in extended discourse through lexical and grammatical choices. - Use discourse markers and intonation to signpost changes in the discourse, such as a change of topic. - Use linguistic conventions to structure spoken texts for various communicative purposes, e.g., recounts and narratives.

*These are important speaking skills within each category of core skills. The lists are not exhaustive.

**Some linguists refer to this as “discourse management.”

Source: Goh, Christine C. M., and Anne Burns. 2012. *Teaching speaking: a holistic approach*. New York: Cambridge University Press.

Appendix C – *expected outcomes according to CEFR*

(Coherence and cohesion, grammatical accuracy, linguistic range, phonological control, sociolinguistic appropriateness, spoken fluency, vocabulary range, thematic development)

COHERENCE AND COHESION	
C2	Can create coherent and cohesive text making full and appropriate use of a variety of organisational patterns and a wide range of cohesive devices.
C1	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.
B2	Can use a variety of linking words efficiently to mark clearly the relationships between ideas.
	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution.
B1	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
A2	Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points.
	Can link groups of words with simple connectors like 'and', 'but' and 'because'.
A1	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.

GRAMMATICAL ACCURACY	
C2	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).
C1	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.
B2	Good grammatical control; occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.
	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.
B1	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.
	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.
A2	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.
A1	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.

GENERAL LINGUISTIC RANGE	
C2	<i>Can exploit a comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity . . . No signs of having to restrict what he/she wants to say.</i>
C1	<i>Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say.</i>
B2	<i>Can express him/herself clearly and without much sign of having to restrict what he/she wants to say.</i>
	<i>Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so.</i>
B1	<i>Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films.</i>
	<i>Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.</i>
A2	<i>Has a repertoire of basic language which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.</i>
	<i>Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information.</i>
	<i>Can use basic sentence patterns and communicate with memorised phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc. Has a limited repertoire of short memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.</i>
A1	<i>Has a very basic range of simple expressions about personal details and needs of a concrete type.</i>

PHONOLOGICAL CONTROL	
C2	As C1
C1	<i>Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.</i>
B2	<i>Has acquired a clear, natural, pronunciation and intonation.</i>
B1	<i>Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.</i>
A2	<i>Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.</i>
A1	<i>Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.</i>

SOCIOLINGUISTIC APPROPRIATENESS	
C2	<p>Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning.</p> <p>Appreciates fully the sociolinguistic and sociocultural implications of language used by native speakers and can react accordingly.</p> <p>Can mediate effectively between speakers of the target language and that of his/her community of origin taking account of sociocultural and sociolinguistic differences.</p>
C1	<p>Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; may, however, need to confirm occasional details, especially if the accent is unfamiliar.</p> <p>Can follow films employing a considerable degree of slang and idiomatic usage.</p> <p>Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.</p>
B2	<p>Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.</p>
	<p>Can with some effort keep up with and contribute to group discussions even when speech is fast and colloquial.</p> <p>Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.</p> <p>Can express him or herself appropriately in situations and avoid crass errors of formulation.</p>
B1	<p>Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.</p> <p>Is aware of the salient politeness conventions and acts appropriately.</p> <p>Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own.</p>
A2	<p>Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way.</p> <p>Can socialise simply but effectively using the simplest common expressions and following basic routines.</p>
	<p>Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies, etc.</p>
A1	<p>Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc.</p>

SPOKEN FLUENCY	
C2	<p>Can express him/herself at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right words to express his/her thoughts or to find an appropriate example or explanation.</p>
C1	<p>Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.</p>
B2	<p>Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.</p>
	<p>Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses.</p> <p>Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.</p>
B1	<p>Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and 'cul-de-sacs', he/she is able to keep going effectively without help.</p>
	<p>Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.</p>
A2	<p>Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.</p>
	<p>Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.</p>
A1	<p>Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.</p>

VOCABULARY RANGE	
C2	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.
C1	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.
B2	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.
B1	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.
A2	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.
	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.
A1	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.

THEMATIC DEVELOPMENT	
C2	As C1
C1	Can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
B2	Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples.
B1	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.
A2	Can tell a story or describe something in a simple list of points.
A1	No descriptor available

Source: Council of Europe. 2001. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge: Cambridge University Press.

<https://rm.coe.int/16802fc1bf>

Appendix D – expected outcomes according FEP BE

2. stupeň

Očekávané výstupy	
POSLECH S POROZUMĚNÍM	
žák	
CJ-9-1-01	<i>rozumí informacím v jednoduchých poslechových textech, jsou-li pronášeny pomalu a zřetelně</i>
CJ-9-1-02	<i>rozumí obsahu jednoduché a zřetelně vyslovované promluvy či konverzace, který se týká osvojovaných témat</i>
Minimální doporučená úroveň pro úpravy očekávaných výstupů v rámci podpůrných opatření:	
žák	
CJ-9-1-01p	<i>rozumí základním informacím v krátkých poslechových textech, které se týkají osvojených tematických okruhů</i>
CJ-9-1-02p	<i>rozumí jednoduchým otázkám, které se týkají jeho osoby</i>
MLUVENÍ	
žák	
CJ-9-2-01	<i>zeptá se na základní informace a adekvátně reaguje v běžných formálních i neformálních situacích</i>
CJ-9-2-02	<i>mluví o své rodině, kamarádech, škole, volném čase a dalších osvojovaných tématech</i>
CJ-9-2-03	<i>vypráví jednoduchý příběh či událost; popíše osoby, místa a věci ze svého každodenního života</i>
Minimální doporučená úroveň pro úpravy očekávaných výstupů v rámci podpůrných opatření:	
žák	
CJ-9-2-01p	<i>odpoví na jednoduché otázky, které se týkají jeho osoby</i>

Source: MŠMT. 2021. *Rámcový vzdělávací program pro základní vzdělávání*. Praha: MŠMT

<https://revize.edu.cz/files/rvp-zv-2021-s-vyznacenyymi-zmenami.pdf>

Appendix E – an example of holistic scale

Holistic Rubric

Score	Criteria
4	The essay presents a clear, creative and enjoyable story with an introduction and conclusion. It uses vivid and descriptive language and lacks any major errors.
3	The essay presents a clear story with an introduction, conclusion. It includes vivid and descriptive language with minor errors.
2	The essay presents a story that is lacking certain elements. There are mistakes throughout but the main point can still be conveyed.
1	The essay lacks a clear story and there are many mistakes that make it difficult to understand the purpose of the story.

Source: Eduflow. 2020. „Feedback Rubrics: A guide to creating effective feedback rubrics.“ Accessed August 15, 2021. <https://www.edufLOW.com/blog/encourage-better-peer-feedback-with-our-guide-to-feedback-rubrics>

Appendix F – an example of analytic scale

Analytic Rubric

	Exemplary	Accomplished	Emerging	Beginning
Focus	The essay presents a clear cohesive story that is also imaginative and creative.	The essay presents a clear, cohesive story.	The essay attempts to tell a coherent story but lacks some focus and clarity.	The essay lacks a clear story or direction.
Organization	The introduction is inviting, presents an overview of the paper. Information is relevant and presented in a logical order. The conclusion is strong.	The introduction states the main topic and provides an overview of the essay. A conclusion is included.	The introductions touches on the main topic. A conclusion is attempted.	There is no clear introduction, structure or conclusion.
Grammar & Spelling	The writer makes no obvious errors.	The writer makes a few errors in grammar and/or spelling but they do not interfere with understanding.	The writer makes several errors in grammar and/or spelling.	The writer makes numerous errors in grammar and/or spelling that interfere with understanding.
Word Choice	The writer uses vivid words and phrases. The placement of words seems accurate, natural and not forced.	The writer uses vivid words and phrases. The choice and placement of words is not always accurate and/or seems overdone at times.	The writer uses words and phrases that communicate ideas clearly but lack variety.	The writer uses a limited vocabulary.

Source: Eduflow. 2020. „Feedback Rubrics: A guide to creating effective feedback rubrics.“ Accessed August 15, 2021. <https://www.edufLOW.com/blog/encourage-better-peer-feedback-with-our-guide-to-feedback-rubrics>

Appendix G – classroom climate questionnaire (learner)

Klima školní třídy

U všech následujících faktorů je používána škála:

1	2	3	4	5
nesouhlasím	spíše nesouhlasím	těžko rozhodnout	spíše souhlasím	souhlasím

Dobré vztahy se spolužáky

1. V naší třídě mám hodně dobrých kamarádů/kamarádek.	1	2	3	4	5
2. Spolužáci se ke mně chovají přátelsky.	1	2	3	4	5
3. Když dostaneme nějaký společný úkol, spolupracuje se mi se spolužáky dobře.	1	2	3	4	5
4. Mám pocit, že většina spolužáků mě má docela ráda.	1	2	3	4	5
5. Když potřebuji, spolužáci mi pomohou.	1	2	3	4	5

Spolupráce se spolužáky

1. Svoje myšlenky nebo názory vysvětluji spolužákům.	1	2	3	4	5
2. Diskutujeme se spolužáky, jak by se daly vyřešit úkoly či problémy, které nám učitel/učitelka předložil/předložila.	1	2	3	4	5
3. Ostatní spolužáci se mě ptají, jak jsem postupoval/a při řešení určitého úkolu či problému.	1	2	3	4	5
4. V tomto předmětu se učím i od svých spolužáků.	1	2	3	4	5
5. Spolužáci se mnou chtějí spolupracovat na různých úkolech.	1	2	3	4	5

Vnímaná opora od učitele

1. Tomuto učiteli/Této učitelce na mně velmi záleží.	1	2	3	4	5
2. Tento učitel/Tato učitelka se mi snaží pomáhat.	1	2	3	4	5
3. Tento učitel/Tato učitelka bere v úvahu to, co prožívám, jak se cítím.	1	2	3	4	5
4. Tento učitel/Tato učitelka mi pomůže, když budu mít problémy s učením.	1	2	3	4	5
5. Tento učitel/Tato učitelka se mnou baví, nepřehlídí mě.	1	2	3	4	5

Rovný přístup učitele k žákům

1. Tento učitel/Tato učitelka věnuje stejnou pozornost mým otázkám jako otázkám ostatních; nedělá rozdíly.	1	2	3	4	5	✓
2. Tento učitel/Tato učitelka mi pomáhá stejně jako ostatním.	1	2	3	4	5	✓
3. Mám v tomto předmětu stejnou možnost se k věcem vyjadřovat jako ostatní.	1	2	3	4	5	✓
4. Tento učitel/Tato učitelka se ke mně chová stejně jako k ostatním spolužákům.	1	2	3	4	5	✓
5. Když se mi něco podaří, tento učitel mě pochválí stejně, jako spolužáky	1	2	3	4	5	✓

Přenos naučeného mezi školou a rodinou

1. To, co se dozvím nebo naučím od rodičů a sourozenců, mi pomáhá při učení ve škole.	1	2	3	4	5	✓
2. Co jsem se naučil/a ve škole v mnoha různých předmětech, se mi hodí doma.	1	2	3	4	5	✓
3. Co jsem se naučil/a v tomto předmětu ve škole, se mi hodí doma.	1	2	3	4	5	✓
4. Postupy, kterým jsem se naučil/a ve škole, se mi hodí, když na něčem pracuji doma.	1	2	3	4	5	✓
5. Rodiče nebo sourozenci mi pomáhají, když se doma připravuji do školy, když se učím, dělám úkoly.	1	2	3	4	5	✓

Preference soutěžení ze strany žáků

1. Vadí mi, když nedokážu pracovat tak dobře, jako někteří moji spolužáci.	1	2	3	4	5	✓
2. Rád soutěžím se svými spolužáky.	1	2	3	4	5	✓
3. Cítím se špatně, když se mi práce nezdaří tak dobře, jako ostatním spolužákům.	1	2	3	4	5	✓
4. Jsem rád, když se dozvím, jestli mi práce daří lépe než většině mých spolužáků.	1	2	3	4	5	✓
5. Raději se spolužáky soutěžím, než spolupracuji.	1	2	3	4	5	✓

Dění o přestávkách

1. Na přestávky se moc netěším. (Když se netěšíš, označ: souhlasím)	1	2	3	4	5	✓
2. O přestávkách si často přeji, aby už začala hodina.	1	2	3	4	5	✓
3. O přestávkách se u nás často dějí věci, které mi vadí.	1	2	3	4	5	✓
4. O přestávkách si často přeji víc klidu.	1	2	3	4	5	✓

Možnost diskutovat během výuky

1. Během hodiny můžu ostatním nahlas říkat svoje nápady a myšlenky k probíranému tématu.	1	2	3/	4	5
2. U tohoto učitele/učitelky můžu říct svoje názory k probíraným tématům, diskutovat s ní/m během hodiny.	1	2	3	4	5/
3. Tento učitel/učitelka se mě ptá, co si myslím.	1	2	3	4/	5
4. Tohoto učitele/Tého učitelky se mohu během hodiny na cokoli zeptat.	1	2	3	4	5/

Iniciativa žáků

1. Svoje nápady si ověřuji hledáním v knížkách, na internetu nebo nějakými pokusy.	1/	2	3	4	5
2. Snažím se najít odpovědi na otázky, které mi vrtají hlavou.	1	2/	3	4	5
3. Když nám dá učitel/učitelka složitější problém, snažím se zjistit si sám odpověď.	1	2	3/	4	5
4. Když mi něco vrtá hlavou, snažím se vyhledat někoho, kdo je na to odborník.	1/	2	3	4	5

Snaha žáků učit se

1. Snažím se, aby za mnou bylo vidět kus práce.	1	2/	3	4	5
2. Snažím se udělat vše, co jsem si naplánoval.	1	2	3/	4	5
3. Obvykle dávám pozor hned od začátku hodiny.	1	2	3/	4	5
4. Vím, co si chci v tomto předmětu naučit.	1	2	3	4	5/
5. Při vyučování v tomto předmětu dávám pozor.	1	2	3	4	5/
6. V tomto předmětu se snažím opravdu porozumět tomu, co se učíme.	1	2	3	4	5/
7. Vím, jak moc musím pracovat, abych předmět úspěšně zvládl/a.	1	2	3	4/	5

Snaha zalíbit se okolí

1. Říkám spíš to, co chce učitel/učitelka slyšet než to, co si doopravdy myslím	1/	2	3	4	5
2. Než na nějakou složitější otázku začnu odpovídat, nejdřív poslouchám, co říkají ostatní spolužáci.	1	2/	3	4	5
3. Říkám spíš to, co si myslí moji spolužáci než to, co si myslím já sám.	1/	2	3	4	5
4. To, co si doopravdy myslím, si nechávám raději pro sebe.	1/	2	3	4	5

Appendix H – *modified classroom climate questionnaire (teacher)*

U všech následujících faktorů je používaná škála:

- 1-nesouhlasím
- 2- spíše nesouhlasím
- 3- těžko rozhodnout
- 4-spíše souhlasím
- 5- souhlasím

Žáci se k sobě chovají přátelsky.

Když mají společný úkol, nikoho nevyčleňují.

Mám pocit, že se žáci mají rádi.

Když potřebuji, žáci mi pomohou. (nevím si s něčím rady, potřebuji zastihnout jiného učitele apod.)

Snažím se žákům pomáhat.

Beru v úvahu to, co žák prožívá, jak se cítí.

Bavím se se všemi, nikoho nepřehlížím.

Věnuji pozornost otázkám všech žáků, nedělám rozdíly.

Chovám se ke všem žákům stejně.

Žáci mezi sebou soutěží.

Rádi spolu soutěží radši, než spolupracují.

Někteří žáci se cítí špatně, když se jim nedaří jako ostatním.

Během hodiny žáci mohou nahlas říkat svoje nápady a myšlenky k probíranému tématu.

Ptám se žáků, co si myslí.

Žáci se mě mohou na cokoliv zeptat.

Žáci ví, jak pracovat, aby předmět úspěšně zvládli.

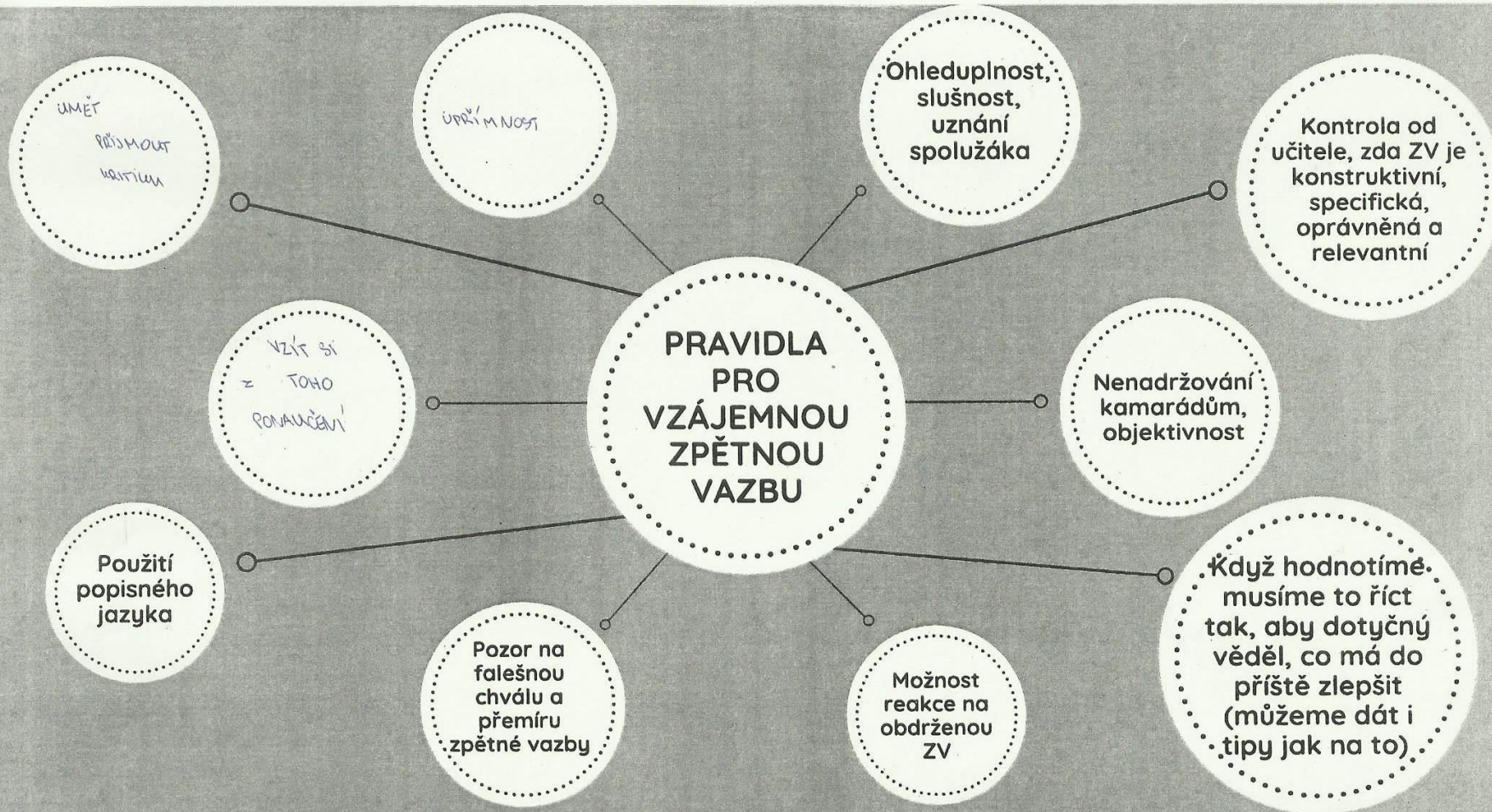
Při hodině dávají pozor.

Snaží se opravdu porozumět tomu, co se učíme.

Žáci říkají to, co si myslí, že chci slyšet, ne to, co oni si myslí.

Žáci opakují to, co říkají ostatní než to, co si oni sami myslí.

Appendix I – *Handout – rules for peer feedback (filled in)*



1) Podívejte se na pravidla, která se týkají poskytování vzájemné zpětné vazby. Do volných bublin můžete vepsat své návrhy. Vyberte 3 pravidla, která jsou pro vás nejdůležitější/ vás zajímají. Představte tato 3 pravidla ostatním s krátkým komentářem, proč zrovna tato pravidla jsou pro vás nejdůležitější.

ZV = zpětná vazba

2) Jaké výhody ve vzájemné zpětné vazbě vidíte?

1.

Checklist

VZÁJEMNÁ ZPĚTNÁ VAZBA

Byl splněn komunikační cíl?

Ano

Ano, ale

Ne

Jak komunikace probíhala?

Žáci se dokázali dohodnout bez větších obtíží

Došlo k nedorozumění, které se podařilo překonat.

Došlo k nedorozumění, které se nepodařilo překonat.

Další komentář

x x x x x x

x x x x x x

x x x x x x

Appendix K – an example of a shopping role-play

List 2

You have a **newsagent's**. You have the following in stock:

- Newspapers. You only have the 'Independent', 'The Sun' and the 'The Mirror'
- 'Film Review' magazine. This week if people pay extra they can get an extra guide to summer films
- Stamps. You have first and second class, in books of 10 and 20
- Chewing gum, cherry and peppermint flavour
- Telephone cards to make international calls, at different values

You let people put cards in your window but don't know what time it is, or where the nearest bank or post office is. You have no change.

List 2

Here are the things you need to buy

- A charger for your mobile phone
- This week's 'Film Review' magazine
- Some wholemeal bread
- Some bananas, but the ones used for cooking
- A good grammar practice book for your level

You also need to find out what time it is, as you have lost your watch.

Source: British Council. 2021. "A shopping role play." Accessed August 15, 2021.
<https://www.teachingenglish.org.uk/article/a-shopping-role-play>

2.

Checklist

VZÁJEMNÁ ZPĚTNÁ VAZBA

Byl splněn komunikační cíl?

Ano

Ano, ale

Ne

Jak komunikace probíhala?

Žáci se dokázali dohodnout bez větších obtíží

Došlo k nedorozumění, které se podařilo překonat.

Došlo k nedorozumění, které se nepodařilo překonat.

Přesnost

Všiml/a jsem si chyb:

X
X
X
X
X
X

X
X
X
X
X

3.

Checklist

VZÁJEMNÁ ZPĚTNÁ VAZBA

Byl splněn komunikační cíl?

Jak komunikace probíhala?

Přesnost

Všiml/a jsem si chyb:



Dvě pozitivní věci:

Jedna věc, na které je potřeba zapracovat:

Appendix N – *descriptive language activity*

Příště se snaž více.

Po celou dobu konverzace jsi udržoval/a oční kontakt, nyní je možná čas zapracovat na gestech.

Zvládl/a jsi dosáhnout komunikačního cíle, ale příště se zkus zaměřit na použití různých slovíček, ať dokola neopakuješ to samé.

Tohle bylo lepší než minule.

Špatně jsi pochopil/a domluvený čas schůzky, příště se neboj požádat o zopakování.

Hodně ses zlepšil/a.

Skvělá práce!

Jsi hodně blízko k plynulému projevu, příště zkus tolik nepřemýšlet nad gramatikou.

Hrozný.

Skvělý začátek, líbilo se mi, jak ses snažil/a použít různá synonyma, když student B nerozuměl.

Tohle ti nikdy nešlo a ani nepůjde.

Dobrá práce.

Myslím, že by bylo lepší, kdybys odpovídal celou větou a ne jednoslovně.

Appendix O – *starter sentences*

Dvě hvězdičky a jedno přání

Startovací věty pro inspiraci:

„Líbil se mi způsob, jak jsi.....“

„Myslím, že bylo velice efektivní, jak jsi....“

„Má nejoblíbenější část byla....“

„Překvapilo mě, že.....“

„Nerozuměl/a jsem.....“

„Byl/a jsem trochu zmaten/á z.....“

„Myslím, že by bylo lepší, kdybys....“

Source: William, Dylan, and Siobhán Leahy. 2016. *Zavádění formativního hodnocení.*

EDUkační LABoratoř, z.s.

Checklist

VZÁJEMNÁ ZPĚTNÁ VAZBA

Byl splněn komunikační cíl?
Ano

Jak komunikace probíhala?
Bez obtíží

Přesnost
Všiml/a jsem si chyb:
choose, pay

Dvě pozitivní věci:
*Zrychlil reakce
Uměl pomoci druhému (když nerozumí)*

Jedna věc, na které je potřeba zapracovat:
Nysoaridlovai slovesa

X
X
X
X
X
X