Abstract:

The aims of this Master's thesis are (i) to examine the suitability of using peer-to-peer assessment in teaching writing skills in Czech B1-level courses and (ii) to suggest recommendations for tutors who are considering implementing the method in their Czech classes.

The theoretical part is concerned with the description of particular types and forms of assessment and it presents an overview of several studies, focusing on those conducted in the field of ESL teaching. The empirical part focuses on describing the design and execution of the experiment as well as on interpreting its results. The experiment was performed as an intensive online writing course in Czech; the participants were students preparing for a B1-level exam.

The investigation aimed at the quality of students' comments and at the implementation degree of their suggestions shows limited effectivity of using peer-to-peer assessment in teaching Czech on B1-level. However, based on the data, the study managed to identify several shortcomings in the way the peer-to-peer assessment method was used and it suggested recomendations for their elimination. If the tutors decide to follow these suggestions this could lead to a more succesful use of the investigated method in teaching.