APPLICATION OF TANDEM LEARNING AS A METHOD FOR THE EVALUATION OF COMMUNICATION SKILLS IN FOREIGN LANGUAGE LEARNING AT THE LITHUANIAN UNIVERSITY OF HEALTH SCIENCES

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Abstract

The tandem learning technique is one of the foreign language learning techniques that especially motivate students for communication skill improvement. For this reason, the adapted version of this technique is included into the cumulative evaluation formula of the Professional Lithuanian as a Foreign Language program as one of the components of (self-)assessment. The classes are organized on the university (the Lithuanian University of Health Sciences (LSMU)) and the inter-university (Vytautas Magnus University (VDU) and Klaipėda University (KU)) levels, taking into consideration the main criterion – the level of the students' foreign language skills. This paper focuses on the advantages and disadvantages of experimental groups that apply some components of tandem learning not only as an additional fun alternative to some conventional foreign language learning techniques, but also as compulsory (self-)assessment of language skills involving at least four methods.

Key words: *foreign language teaching/learning, tandem learning, (self-)assessment, evaluation*

1. INTRODUCTION

At Kaunas University of Medicine (since 2010 – the Lithuanian University of Health Sciences, LSMU), the possibility of organizing joint (Lithuanians and foreigners) language classes on an institutional level emerged relatively recently, when new study programs in a foreign (mostly, English) language were approved at the University several decades ago. Since then, there has been a continuously growing influx of students coming to study to Lithuania from various European countries as well as from outside Europe. However, it was only in 2011 that an almost ideal medium formed for the practical application of the elements of *tandem language learning/exchange* (subsequently, TLE) when organizing such classes at this University. This was for two reasons: 1) sufficiently numerous groups of foreign students coming to study medicine for six years and speaking German, Swedish, Russian, French, Spanish, and other languages; 2) the demand for these languages (as elective subjects) and their popularity among Lithuanian students of medicine at the LSMU *Department of Languages and Education*. Thus, in 2011, the first practical institution-level classes of Spanish-speaking and Lithuanian-speaking students of medicine were organized, allowing them to check their foreign language knowledge and skills through direct communication with native speakers. Later on, this unconventional method of communication was introduced in a broader context – on the inter-university level, through cooperation with other higher education institutions (Vytautas Magnus University (subsequently, VDU) and Klaipėda University (subsequently, KU)). Over several years, after the TLE proved to be successful as a complementary but highly motivating language learning technique, it was improved, and some of its components were included into the cumulative evaluation formula of the *Professional Lithuanian as a Foreign Language* program.

Thus, the main *object* of this work is the application of tandem learning method for the evaluation of communication skills in foreign language learning. The study had two aims: 1) to present which common TLE components should be integrated into institutional (e.g. the LSMU) language teaching/learning programs as part of the formative assessment; 2) to discuss how/which assessment techniques could be applied during such classes. The *methods* applied in this work were analysis of scientific literature and a qualitative study based on this analysis.

2. ADAPTED TLE (SELF)-ASSESSEMENT CLASSES IN ORAL COMMUNICATION AT THE LSMU

In the International Tandem Network, the *Language Learning in Tandem* (TLE) is defined as "a form of open learning, whereby two people with different native languages work together in pairs in order to learn more about one another's character and culture, to help one another improve their language skills, and often also to exchange additional knowledge for example, about their professional life" (Brammerts, 1996). The primary idea and aim to organize joint assessment classes with native speakers when teaching foreigners Lithuanian as a specialty foreign language at the LSMU fully coincided with the principal aim of TLE – to apply theoretical knowledge in practice for the maximally effective working process and results. The second stimulus to help students fill gaps in their theoretical knowledge and to acquaint them practically with the operating principles of TLE arose from the presumption that TLE itself is not only insufficiently known among the LSMU students, but in general, studies of this technique are sparse in Lithuania. This presumption was confirmed by a quantitative survey conducted in 2014 – its results showed that only 1/5 of the students knew about the existence of such learning technique (Cvilikaitė, 2014).

2.1 Similarities and differences between the ideal and the adapted TLE (self-) assessment

A number of experts have noticed that perfect TLE is understood as communication between *only two* equal partners, leaving no place for the third professional language expert (e.g. a teacher). However, when adapting this method as an assessment technique on the institution level, the teacher's role is far from minimal because the teacher is one of the initiators, additionally performing the role of an organizer or a coordinator. Thus, these assessment classes partially *violate* several key principles of TLE: a) *the Principle of Learner Autonomy*, according to which "all tandem partners are responsible for their own learning: they alone determine what they *want to learn* and *when*, and they can only expect from their partner the support that they themselves have defined and asked for" (Little, Brammerts, 1996). However, this violation is only partial because some researchers have also recognized an alternative role of a teacher as a consultant, an observer, or a manager (Vassallo, Telles, 2006); b) the principle of flexibility, according to which the tandem partners rather than the teacher, can mutually or individually change undesirable or boring content (topics). The same applies to the results of theoretically ideal TLE, which indicated that students have opportunities for all aspects of language learning, including vocabulary, grammar, and phrase/sentential expressions (Kabata, Edasawa, 2011), whereas during adapted classes, attention is not equally focused on all individual aspects of the language (e.g. all components of language learning). Most attention is focused on the communication component – understanding, listening, and speaking – as this component is most closely related to the aims of *the Professional Lithuanian as a Foreign Language* program. Meanwhile, reading is not so important in this aspect, whereas writing in such assessment classes is nearly irrelevant.

2.2 Order of the class organization

Such classes are organized 1-2 times per academic year, approximately every 5 months (during the fall semester – in January, and during the spring semester – in June). The duration of a single class is about 3 academic hours (~ 140 min). An auditorium is a suitable place for such classes, yet if the students wish and the season permits, another convenient and acceptable location may be chosen (e.g. a park, a valley, etc.); preferably, the site should offer some privacy. Contrary to the individual TLE process where learning is possible in a crowded café or mass gatherings, the adapted classes require minimizing interference (outsiders, music, etc.). Date and time of the classes are coordinated and adjusted by the teacher, taking into consideration all participants' preferences. Among the shortcomings of such classes are continuously changing timetables of other subjects and the fact that students usually come from different groups and different programs, which makes the coordination of the time of the classes complicated. The optimal number of the participants is 20 (10 + 10). In larger groups, students become tired faster, and the overall effectiveness of the classes drops. Differently from the concept of *ideal* TLE where learners freely choose the content according to their interests and desires, in these classes, the content is defined by the teacher because it directly correlates with the aims and the content of *the Professional Lithuanian as a Foreign Language* program. Concerning the

topics, the vocabulary required during the 1st assessment class (e.g. a patient's registration at the clinic (personal data, address, place of residence, social status, occupation, workplace, etc.) and subtopics related to the *anamnesis vitae*: a) childhood's diseases, vaccination, traumas, etc.; b) familial (genetic) diseases; c) the patient's lifestyle (nutrition, physical activity, (harmful) habits, work, activity, etc.)) is similar to that encountered by students upon reaching level A1 (according to the *Europass* system) (Appendix 1).

2.3. The parts, the course, and the content of the classes

The first class consists of three parts. Part I has components characteristic of the group tandem. The process is presented in Scheme A: (2 students+ 2 students) x 5 = 20 / (4 min + 4 min) x 5 = 40 min. The students are randomly assigned to five groups of four students each. The topics are given on the blackboard/whiteboard in two languages (e.g. in Spanish and Lithuanian). It is advisable to maintain a direct contact between tandem partners (i.e. without any additional inventory, like tables, between them). At first, the students are briefly instructed about the aim of the class and the course of the process. Following that, a signal is given to begin conversations on given topics in one of the languages for 4 minutes, after which the students switch to the other language and talk for the same amount of time.

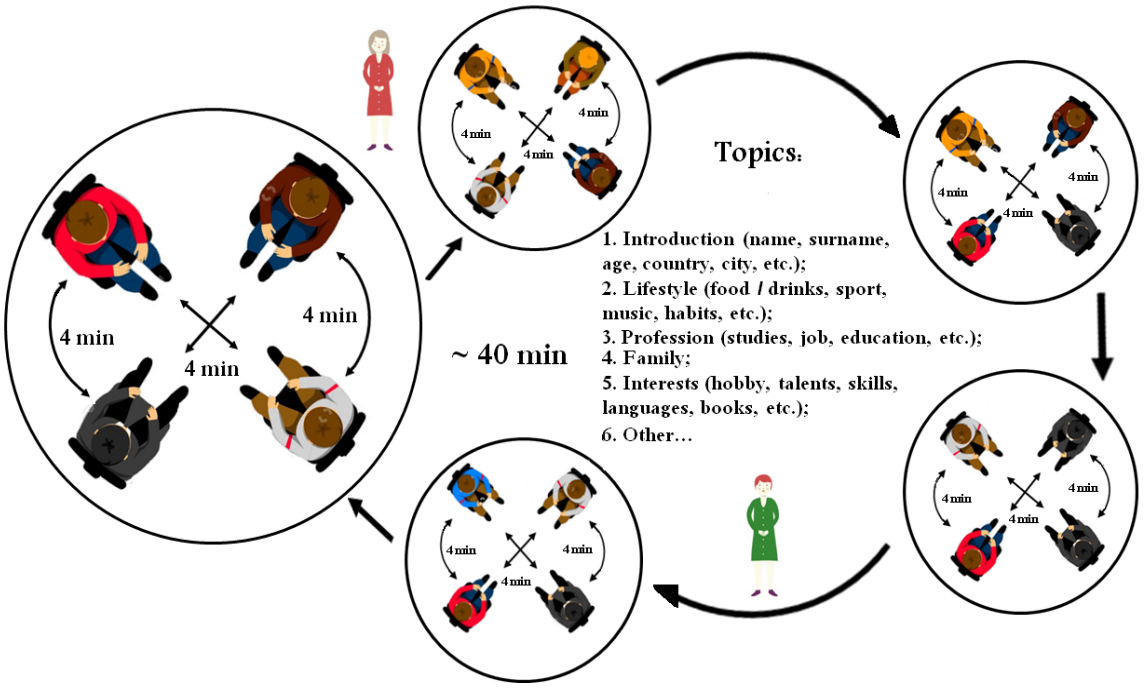

Table 1. Scheme A

It is advisable that the process of the conversation is moderated by a student in whose native language the conversation is currently held. The teacher's roles are the following: 1) an observer-moderator who minimally controls the sequence of the topics of the conversation, but maximally controls speaking in a concrete language; and 2) a consultant (if questions arise or something is not clear). Following these 8 minutes, after the teacher gives an agreed-upon signal, the students rotate (e.g. two Lithuanian students move to the next group clockwise). Subsequently, the process continues according to the same principle. The first part lasts around 40 min, using the audio-lingual language learning technique (when the same or similar information is repeated in a foreign language 5 times to different people). Such principle (Scheme A) allows for an informal assessment of communicative verbal competence, at the same time overcoming psychological barriers (e.g. fear of using a foreign language) and maintaining the principle of equality, where everyone has equal opportunities *to walk in a teacher's*

shoes, becoming a mentor or an expert in one language and a partner and a learner in the other (Vassallo, Telles, 2006).

Part II of the class (Scheme B) is the closest to the traditional definition of individual TLE: (1+1) / 15 min+ 15 min = 30 min. Students are distributed into pairs (e.g., by counting out in a foreign language or by drawing lots) – number one with number one, number two with number two, etc. Alternatively, students may choose their tandem partners themselves – this is closer to the principles of *ideal* TLE. However, in such cases there is a risk that several students will choose the same person, making the distribution of the others by maintaining the criteria of justice complicated. In this part, each student needs a pen and a sheet of paper with the same topic plan (from part A) on one side of the sheet, and the assessment criteria – on the other (see Appendix 1). The students are briefly instructed about the aim and the course of part II – e.g. to collect maximum information about the tandem partner according to the given topics within 30 minutes. As mentioned before, this part also deviates from the pure model of TLE: if *the Principle of Reciprocity* (equal input into the process, and balance) in part II is still possible, *the* 100% *Principle of Autonomy* – due to the presence of the 3rd person (the teacher) and the selection of the material for learning/discussion, the setting, the controlled time limit and other factors – is more of an imitation, even though the students have total freedom of controlling the duration of speaking within the set time limits and are responsible (albeit for a short time) for their own as well as their partner's successful collection of information and its presentation in a foreign language.

Thus, in this part, through familiarization with the general principles of the operation of TLE, the students receive probably most assistance in deciding whether such complementary language learning technique is acceptable to them and whether they would like to continue practicing this technique with a native speaker individually – e.g. by choosing face-to-face communication and/or possibilities provided by modern technologies (e-tandem, teletandem, e. mail tandem, etc.) (Little, Brammerts, 1996), and so on.

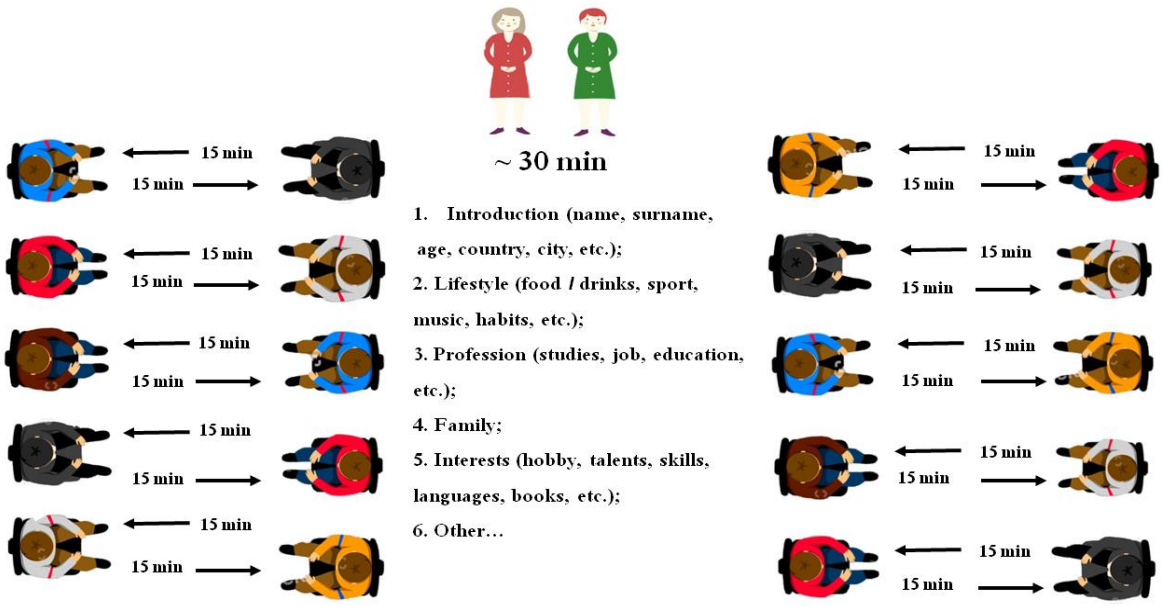

Table 2. Scheme B

Part III of the classes (Scheme C: (1 + 19 + 2) / ~ 2 min x 20 = 40 min)) is most distant from the definition of *ideal* TLE because it is related to the formal generalizing (self-)assessment and the evaluation results in general (a more detailed discussion on this topic will be presented in the second

part of the article). This is similar to a generalized mini verbal examination, where the tandem partners, using a foreign language, publicly present the results of the day (directly) and the whole semester(s) (indirectly). From the topic perspective, the student presents his or her tandem partner to the group in more detail (or plays a physician presenting the case of his or her patient to other physicians during the morning five-minute conference, etc.). In part III, the students still have the possibility to use the topic plan, and yet contact with the audience, a coherent presentation, and other elements of *criteria-based* assessment are desirable and are focused upon during the assessment (a more detailed discussion on this topic will be presented in the second part of the article). This is the shortest (lasting only 2-3 min), but psychologically the most challenging part of the classes. The relieving factor in this situation is the fact that the assessment does not directly affect the final results, but instead is a part of *formative* assessment. This is something like an intermediate stop for the assessment of the linguistic competence, a marker for both the student and the teacher pointing the direction in which they should proceed, which things should be taken into consideration, and how to further improve the (foreign) language learning process.

The second class (and all subsequent classes) may have the same structure, or only B and C or A and C schemes could be applied because the tandem partners already know each other, and more time and attention can be devoted to individual (1+1 or 2+2) practice, the *role-play* technique (Skelton, Hammond, Wiskin, Fizmaurice), and the final presentations. The teacher remains the coordinator of the whole process, controlling the organizational issues, the topics, timing, etc.

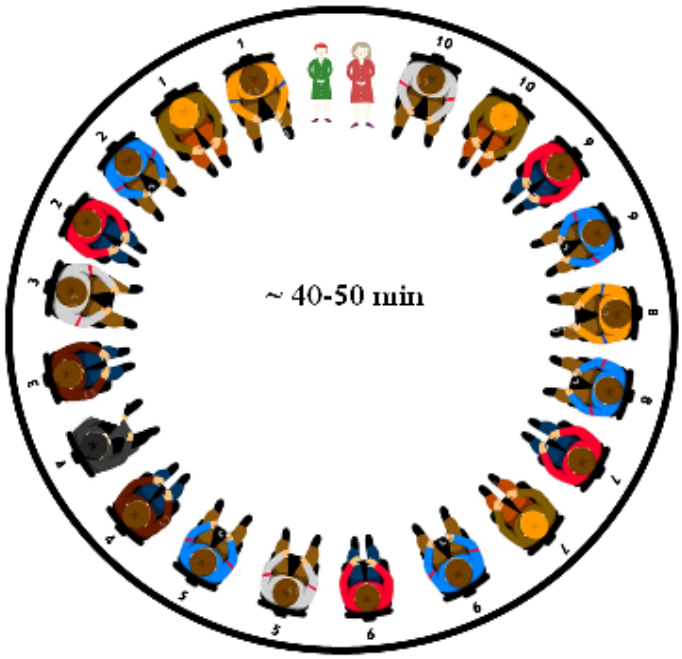

Table 3. Scheme C

2.4 Generalization:

Ideal TLE versus *adapted-assessment* TLE:

1. Similarities: A) Cooperation between two native speakers for the improvement of each other's communicative foreign language skills. B) Two roles: a teacher – a learner/an evaluator – the evaluated. C) The principle of reciprocity, which means a balanced input of both partners during the class (in terms of time). D) A non-monotonous and fun way to learn/check one's linguistic achievements. E) Development of competence in both the foreign and the native languages.

2. Differences: A) *The adapted-assessment* TLE violates the principles of *Autonomy* and *Flexibility*: a) *the adapted-assessment* TLE has a third formal person (the teacher) as a participant; b) in *the adapted-assessment* TLE, the course of the classes, the material, the environment, etc. are controlled by the teacher; B) In *the adapted-assessment* TLE, the partner is assigned rather than freely chosen (at least during class I). C) *The adapted-assessment* TLE includes the *formal* evaluation process.

3. INTEGRATION OF ASSESSMENT METHODS INTO TLE CLASSES

In every teaching/learning process, it is not only the students' attitude to the aims, the objectives, and the learning outcomes of the program that is of significance, but also their understanding of the evaluation system. The evaluation (especially *formal*) of students' achievement frequently causes stress. In order to familiarize students both theoretically and practically with some methods of *formal* (*normative, criterion-referenced*) and *informal* (*formative*) assessment with minimum negative emotions or psychological discomfort, we tried to integrate these methods into the unconventional (adapted) TLE classes. Because of the specificity of TLE – i.e. agreeing that "tandem learning is not work – it is not difficult or boring, which is frequently attributed to traditional learning, <...> and it gives positive emotions and the pleasure of communication" (Cvilikaitė, 2014) – we presumed that the evaluation process may be presented in a more interesting way – e.g. by using a semi-play technique. For this reason, these communicative-oral TLE classes were called *adapted-assessment* classes. By including several assessment variations into the TLE classes as a *role-play* technique (an equivalent to teacher ↔ student exchange) and informing the students that this will not directly affect their cumulative evaluation index/score in that program, one can expect a more positive approach of the student to evaluation in general. TLE classes help to understand students' individual attitudes towards evaluation and its methods, and create possibilities to see the students' strong points in linguistic competence as well as points that need improvement via the adjustment of the further direction of the teaching/learning process.

3.1 Types of assessment by aims and the object

Even though in the first part of the article we mentioned that in *ideal* TLE, the participation of the third person is a significant drawback in such type of learning, the situation in the *adapted* assessment language classes described in this paper (as discussed in the first part of the article) is the opposite – i.e. the teacher's role is important. Thus, looking from the teacher's position, such classes are closely related to the specificity of *formative* assessment, as they are an integral part of *formative* assessment. "*Formative assessments* take place during a learning activity to provide the instructor with information regarding how well the learning objectives of a given learning activity are being met - the point to evidence that high-quality *formative* assessment has a powerful impact on student learning. Most instructors intuitively use questioning as a method of *formative* assessment, but in large lecture classes, not every student can be questioned because of time constraints" (Black, William, 1998). Such method of assessment is *informal* because no final decisions are made (or recorded). Its purpose is to evaluate the success in achieving the aims of the studies, to encourage and stimulate the students, and to provide advice and constructive remarks. *Formative* assessment focuses on feedback about the learning process and helps the students to monitor themselves in the general (of a similar level) context of communication as well as to evaluate individually the progress made (if any), to be empathic (*to walk in the teacher's shoes*), and to check if they learned anything more, if they covered everything that had been planned or whether there are any gaps left, and more efforts will be required. This information is also significant for the teachers as it helps in the selection of the further strategy and course of the teaching. Both sides have to understand that assessment is an important part of the learning process, is based on cooperation, and helps the students analyze their achievements or failures without masking them. Such method of assessment creates the conditions for the emergence of students' positive attitude towards teachers and encourages the students to expect teachers' assistance in overcoming difficulties in learning. *Formative* assessment cannot be replaced by any other evaluation techniques; in fact, it cannot be associated with evaluation because its aim is to help students to learn rather than to control their learning (Zeilik, via internet link).

From the students' perspective, these assessment classes (especially part III) have very clear features of the generalizing (*formal*) evaluation, which in essence totally contradicts the concept of ideal TLE where "there should be no usual evaluation criteria characteristic of *formal* evaluation" (Cvilikaitė, 2014). This is like the incorporation of *formal* (*normative* – in all 3 parts of classes, and *criterion-referenced* – especially in part III of the classes) evaluation into the process of a broader – *informal* (*formative*) assessment, also including components of *diagnostic* assessment. Thus, when trying to integrate any evaluation techniques into such classes, one should properly do one's homework – i.e. prior to the classes, the teacher should thoroughly discuss the evaluation criteria with his or her students. This is essentially a more detailed repetition of the general and specific criteria of a concrete program. This is like a traditional theoretical review or presentation of several types of assessment. For this reason, theoretical preparation for the classes is highly important.

3.2 An example of the application of assessment types in the adapted TLE

As mentioned in the first part of the article, a similar level of communicative training of the tandem partners is one of the preconditions for parity-based classes. At the LSMU, the reference point for the first *adapted* assessment TLE class was set at level A2 (according to the *Europass* language skill system). Thus, during the preparatory class, the teacher with his or her students goes through three stages of preparation work:

1) Repeats the criteria for level A2 required for the future joint classes, and clarifies how each student understands/interprets these criteria – e.g. "Level A2 (basic): can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment); can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters; can describe in simple terms aspects of his/her background, immediate environment, and matters in areas of immediate need" (an internet link to *Europass*).

UNDERSTANDING	Listening	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.
	Reading	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.
SPEAKING	Spoken Interaction	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
	Spoken Production	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.

Table 4. Self-Assessment Grid

2) Discusses how each student understands/interprets more detailed parts of level A2 self-assessment grid (Table 4) and how they can apply those parts in topics presented in Scheme A and Appendix 1.

3) Discusses in maximum detail how each student understands/interprets the criteria presented in the *Assessment of the oral project* (Table 5 and Appendix 2). When analyzing the criteria presented in the tables, the students are familiarized with objects of the future assessment: a) self-assessment; b) assessment of the tandem partner; c) assessment of the other 19 students based on the presented criteria; d) the teacher's evaluation as part of the *formative* assessment.

CRITERION	SCORE	Student Nr. 1 (Me…)	Student Nr. 2 (……)	Student Nr. 3 (……)	Student Nr. 4 (……)	Student Nr. 5 (……)	Student Nr. 6 (……)	Student Nr. 7 (……)	Student Nr. 8 (……)	Student Nr. 9 (……)	Student Nr. 10 (……)	*Student Nr. 1 (Partner)*	*Student Nr. 2 (……)*	*Student Nr. 3 (……)*	*Student Nr. 4 (……)*	*Student Nr. 5 (……)*	*Student Nr. 6 (……)*	*Student Nr. 7 (……)*	*Student Nr. 8 (……)*	*Student Nr. 9 (……)*	*Student Nr. 10 (……)*
1. Proper structure (opening, exposition, summary). Within limits.	**1** **0,5** **0**																				
2. Proper according to the topic and sufficient (according to the course programme) vocabulary.	**3** **2** **1** **0**																				
3. Correct grammar forms.	**3** **2** **1** **0**																				
4. Understandable pronunciation and fluent speech.	**2** **1** **0**																				
5. Contact with audience (speaking, not reading).	**1** **0**																				
TOTALLY																					

Table 5. Assessment of oral project

During the first stage of the assessment, both the teacher and the students employ the *diagnostic* assessment technique because, as mentioned before, level A2 is the minimal precondition for the first class. "*Diagnostic assessments* (also known as pre-assessments) provide instructors with information about students' prior knowledge and misconceptions before beginning a learning activity. They also provide a baseline for understanding how much learning has taken place after the learning activity is completed. Instructors usually build concepts sequentially throughout a course" (Diagnostic and Formative Assessment via internet link). Thus, the (self-)assessment process begins even before the initiation of the joint practical classes with native speakers – i.e. the students check if they meet the criteria of level A2. *Diagnostic* assessment informs teaching and guides learning, and yet it is free of the horrible anxiety associated with high stakes testing, grading, and pass-fail decision-making. It is low stakes in the sense that the results are not used for judgmental or evaluative purposes such as assigning grades or selecting students for particular opportunities. This lowers stress levels and opens the door for the use of various self appraisal techniques since students would most likely be honest in providing information about areas in which they needed help (Reed, 2006).

When the classes begin, *normative* assessment is introduced – especially when performing self-analysis of linguistic achievements in the context of the level A2 group. Using *normative* assessment, a student may place him/herself and the others in a certain scale of language skills. This assessment technique manifests itself through (un)conscious observation and comparison of one's skills with those

of the others throughout the three parts of the classes. The teacher, in turn, may use this type of assessment in order to compare different groups and to monitor the speed, the directions, and the problems of the development of students' linguistic competence.

The classes also include a new – *criterion-referenced* type of verbal assessment. "*Criterion-referenced* tests and assessments are designed to measure student performance against a fixed set of predetermined criteria or learning standards – i.e., concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education" (via internet link: The Glossary of Education Reform, 2014). One of the aims of criterion referencing is to focus on individual assessment based on descriptions of performance across a range of levels. While norm-referencing provides information about an individual's performance against that of others, *criterion-referencing* is an attempt to provide information about standards by describing the knowledge and skills which are characteristic at a given level of attainment" (via internet link: The Glossary of Education Reform, 2014). A very clear example of such assessment would be classes of Scheme C. According to the predetermined and presented criteria (level A2) and the parameters presented in Table 2, students evaluate their own and their group mates' linguistic skills.

3.3 Generalization

One can conclude that various types of assessment may be integrated into TLE classes by selecting suitable TLE components. First, according to the object of the assessment, these components may be divided into 4 parts: a) self-assessment (the students evaluate themselves via comparison with their group mates (*diagnostic* assessment), they evaluate their achievements according to the criteria presented in the Table (*criterion-referenced* assessment), and evaluate the progress of their skills using the *normative* method; c) a student evaluates the other 19 students using the *criterion-referenced* assessment; d) the teacher's evaluation as part of the *formative* assessment. This whole process is marked by the intertwining of the elements of *diagnostic*, *formal* (*criterion-referenced* and *normative*), and *informal* (*formative*) assessment. Through evaluation, comparison, and analysis of their achievements, the students may notice their own and their group mates' progress (especially between the first and the second class, after some time), and may reach a better comprehension of the specificity of different methods of evaluation, the advantages of the specific evaluation system, and the principles of the evaluation process. *Walking in the teacher shoes* usually facilitates communication between teachers and students, helping to find a compromise and to identify barriers impeding the smooth teaching/learning process or motivation for learning.

4. CONCLUSIONS

The *adapted-assessment* TLE classes are an interesting and unconventional project for enhancing linguistic competence. Live practice with native speakers increases the motivation for learning and the willingness to integrate oneself into the University or a foreign society, and enhances cross-cultural communication. In addition, the students acquire a possibility to familiarize themselves with various methods and techniques of language skill evaluation. These classes minimize stress for the students and promote teacher-student cooperation. The adapted classes mostly focus on the (inter)communication component: understanding, listening, and speaking – the parts that are most closely related to the aims of *the Professional Lithuanian as a Foreign Language* program. Various types of assessment may be integrated into TLE classes by selecting suitable TLE components – here the elements of *diagnostic*, *formal* (*criterion-referenced* and *normative*), and *informal* (*formative*) assessment intertwine. Through evaluation and comparison of their achievements, the students may notice their own and their group mates' progress, may employ different assessment techniques, and may identify the barriers that impede language learning or suppress the motivation for learning.

Despite certain institutional and organizational prerequisites for such classes, they can still be considered an unconventional form of language learning and (self-)evaluation of the acquired knowledge that is both useful and appealing to the students.

Name, last name	
Age, date of birth	
Year of studies, group, marital/social status…	
Continent, country, city/village…	
(Un)favorite **a) food/dishes** **b) drinks** **c) activity/work…** **Favorite** **d) actor/actress (movie)** **e) writer (book)** **f) sports (team, player)** **g) composer/musician (piece/song)…**	
Countries visited: impressions, adventures… The country of one's dreams (why?)…	
Leisure time: talents/hobby/habits…	
The work/profession of one's dreams (why?)	
Foreign languages spoken: how many/which?	
A phrase (a compliment, a poem, a tongue-twister…)	
Other	

Appendix 1. Topic plan of class I

Criterion	Score	Description
Understanding of the topic, task, question. Text structure. Time limit.	1	Very good understanding of the topic. All sections - introduction, presentation, and conclusions - are present. Understands and fully answers 70% or more questions related to the topic. Finishes within the permitted time.
	0.5	Good understanding of the topic, but some sections isn't present (or any one of the sections is not fully developed). Makes pauses when responding to questions related to the topic. Falls short of/exceeds the time limit by ≥ 3 minutes.
	0	The topic is not understood. The presentation lacks the required sections. The responses are incorrect or there is no response. Falls short of/exceeds the time limit by ≥ 7 minutes.
Proper language expression (vocabulary)	3	Proper use of the vocabulary. Fluent use of different, sometimes more complex constructions, e.g. subordinate clauses, etc.). Rich vocabulary. Few vocabulary mistakes.
	2	Proper use of the vocabulary. When speaking, more complex language structures are used with few mistakes. Sufficient vocabulary. Few vocabulary mistakes.
	1	The vocabulary is used properly with numerous mistakes. Simple structures of sentences are used. The vocabulary is limited and poor.
	0	Improper use of the vocabulary. The vocabulary is very poor. Many vocabulary mistakes.

Appendix 2. Assessment of the oral project, Part A

Proper language suitability (grammar)	3	Proper use of grammar. Few grammar mistakes.
	2	3-7 grammar mistakes (the same mistake doesn't count).
	1	The grammar is used improperly - 7-12 mistakes.
	0	Improper use of grammar. Many (12 >…) grammar mistakes
Pronunciation. Effectiveness of communication, fluency, expression (coherence)	2	The pronunciation is comprehensible, although the accent of the native language is frequently heard. Few pronunciation mistakes. Language use is good and effective. Speaks with fluency and coherence. The style is suitable depending on the listener and the changing situation. The language is fluent with short pauses to find suitable expressions. Many emotional expressions used in the monologue/dialogue.
	1	The pronunciation does not interfere with understanding of speaking, although the accent of the native language is clearly heard. Many pronunciation or accentuation mistakes. Language use is effective but limited, or the language is fluent and coherent, but the sentences are too short. Sentence relation mistakes and needless pauses. Speech duration is disturbed when looking for suitable expressions; the student experiences difficulty, although not necessarily pauses are made. The expression of emotions is present. The disadvantages do not prevent the listener from understanding the essence.
	0	The pronunciation interferes with the understanding of speaking. A lot of pronunciation or accentuation mistakes. Minimal communication. The sentences are short, the language is not fluent and lacks of coherence; the student almost fails to relate sentences, and experiences constant difficulty in looking for suitable expressions, thus making frequent pauses. The information is presented, but expression of emotion is absent.
Interaction	1	Good interaction skills during the defense of the project or with an examiner.
	0	Poor interaction or absence of interaction when communicating with an examiner or a colleague during the defense of the project.

Appendix 2. Assessment of the oral project, Part B

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