

INTEGRATED SKILLS¹
and
LISTENING AND SPEAKING 2
Assessment specifications

Introduction: This course is obligatory for Semester 3 and 4 by 2-4 hours in a week. There are 8 credits are given to this course:

Ongoing assessment		Mid-term	Final assessment	Total
Integrated skills	Listening & Speaking			
Project 1 5%	Entry 1 5%	<u>Term 1</u> Listening test 10% Speaking test 10% (Pair- discussion) <u>Term 2</u> Listening test 10% Presentation 10%	<u>Term 1</u> Listening test 15% Debate 15 % Ref. writing 10% <u>Term 2</u> Listening test 15% Discussion 15% Ref. writing 10%	
Project 2 5%	Entry 2 5%			
Project 3 5%	Entry 3 5%			
Participation 5%	Participation 5%			
20%	20%	20%	40%	100%

TERM 1
PARTICIPATION 5%

To complete this task, you should not just physically participate but be active in the conducted activities on face to face/online classes. Participation is obligatory according to the regulation of higher education institutions.

PROJECTS

Students will be involved in student-centered project work done in small groups. The project will be planned, discussed, and later evaluated.

The percentage to be allocated to each criterion is determined by a teacher according to the content and scope of the project, and the specifications can be modified to cater for the project content, Ss' level, institutional requirements and others.

Projects	Instructions
Project 1	<p style="text-align: center;">Welcome to Uzbekistan.</p> <ul style="list-style-type: none"> · Students should create a project of a building with their mini groups; · Students can present it using their illustrations, models, ppts, poster presentations. <p>Instructions for students:</p> <ul style="list-style-type: none"> - Create a project of a building with your mini group. - Use books, illustrations and your own project drawings in order to present your dream project building.

¹ This module covers 2 sub modules:
 Integrated Skills
 Listening and Speaking

	<p>- Go through the information you collected and present it in content of (model, illustration, drawings, poster presentations).</p> <p>- Presentation time: 10-15 min.</p> <p>- Deadline end of September.</p>
Project 2	<p>Survey on Ecological issues. Students will do a survey within at least 50 people. Students should create a questionnaire and make a statistic and present the best solution of the ecological problem.</p> <p>Instructions for students: Do a research survey within at least 50 people (friends, neighbors, course mates, strangers, passerby). Make /give statistics on your survey (you can shoot a video and show it to the audience) State the problem after your statistics and give reasonable solution with your group. Time limit: 10-12 min. End of October</p>
Project 3	<p>Role Play Video Create a 5–7-minute video role plays on "Relationships between Teachers and Students." Divide roles equally within groups. Form 3-4 groups of 3-4 students, mixing skill levels. Clarify requirements and assessment criteria Each member must contribute: One writes the script. Another edits the video. Others act. Perform roles as per the script (focus on acting, not presenting). Choose a specific issue or combine several. Collaborate on the script. Include a list of contributions at the start or end (e.g., "Script by: Aziz"). Record parts individually, send to a group leader for compilation. Use any video editing software. Provide the task one week in advance and stress punctuality.</p>

Assessment criteria:

Criteria	Excellent 10-9	Good 8-7	Satisfactory 6-5	Needs Improvement 4-3	Unsatisfactory 2-0
Content	Strong examples and insights.	Relevant examples and connections.	Supports most claims; some connections.	Weak examples; few connections.	No examples; irrelevant claims.
Communication	Engaging and clear language.	Fluent language; good voice.	Basic language; some clarity.	Vague language; weak voice.	Unsuitable language; no clarity.
Organization	Well-organized; no errors.	Mostly organized; minor errors.	Some organizational issues.	Frequent errors; hard to understand.	Poorly organized; hard to follow.

ENTRIES (15%)

Entries	Instructions
Entry 1	<p>Reflection on what kind of listener I am</p> <p>Instruction: For this entry you will have to write a reflective paragraph (no less than 100 words) addressing the following issues:</p> <ul style="list-style-type: none"> ◆ What do you usually listen to in English? ◆ How often do you listen to spoken English? ◆ What difficulties do I have with listening? ◆ What helps me understand while listening?
Entry 2	<p>Listening diary / Listening log</p> <p>Instruction: For this task students should work on their Listening skill every week. They are recommended to watch and listen 15 videos or audios given by their teacher and keep a diary to take short notes. Students can listen to songs, audio books, and films, audio recordings with conversations, talks, TV/radio news, and podcasts. Students write one entry (diary notes) every week. The following structure can be used for the Log:</p> <p>Week: _____ Date: _____ What have I listened to? _____ For how long? _____ How much could I understand? _____ I listened to get (please tick the appropriate and give some details)</p> <p>a. main idea _____ _____</p> <p>b. specific information _____ _____</p> <p>What helped me to understand? _____ _____</p> <p>What did I like about the recording? _____ _____ _____</p> <p>Other comments _____ _____</p>
Entry 3	<p>Simulations:</p> <p>Students will create a talk show on a hot topic from the syllabus (e.g., "Nature vs. Nurture: How to Raise a Genius Child").</p> <p>Roles:</p> <ul style="list-style-type: none"> ◆ Guests (3-4 students): Choose roles related to the topic (e.g., mother, psychologist, teacher, scholar). ◆ Presenter (1 student): Leads the talk show. ◆ Audience (remaining students): Participate as audience members. <p>Talk Show Procedure:</p> <ol style="list-style-type: none"> 1. Introduction (2 min): Presenter introduces the topic and guests. 2. Guest Positions (2 min each): Each guest states their position and justification. 3. Q&A (5 min each): Audience asks questions and comments on the guest's answers, facilitated by the presenter. 4. Closing (2 min): Presenter wraps up the show.

MIDTERM (20%)

1. LISTENING TEST

Students will complete a listening assessment with three listening passages of different text types.

For example:

- ♦ **Passage 1:** A dialogue (1-2 minutes long).
- ♦ **Passage 2:** A lecture (5-7 minutes long).

Tasks:

- ♦ Each passage will have **10 questions**, using a maximum of **two task types** (e.g., multiple choice, True/False, note-taking).
- ♦ Total of **30 items** (10 for each passage).
- ♦ Each correct answer is worth **0.5%**, contributing to a total of **5% for each Listening passage**. (TOTAL 10%)

Timing:

- ♦ **30 minutes total:**
 - **1 minute** before each passage to review questions.
 - **5 minutes** after Listening test to copy answers to the answer sheet

2. SPEAKING TEST

In this exam task, you will engage in a collaborative discussion with a partner based on a set of provided images. Your objective is to analyze the images together, share your opinions, and reach a consensus.

Assessment Criteria:

Criteria	Excellent 10-9	Good 8-7	Satisfactory 6-5	Needs Improvement 4-3	Unsatisfactory 2-0
Engagement 2,5%	Actively engages and encourages dialogue.	Participates well; responds to ideas.	Some participation; may be passive.	Limited participation; often quiet.	No engagement; does not contribute.
Clarity 2,5%	Ideas are very clear and well expressed.	Generally clear; minor issues.	Some clarity; ideas may be disorganized.	Often unclear; hard to follow.	Very unclear; difficult to understand.
Support for Opinions 2,5%	Strong examples and reasoning provided.	Mostly relevant examples; some reasoning.	Few examples; limited support.	Rarely supports opinions.	No support for opinions given.
Consensus 2,5%	Achieves clear consensus effectively.	Works towards consensus; some synthesis.	Attempts consensus; limited success.	Minimal effort to agree.	No attempt to reach consensus.

FINAL ASSESSMENT² (40%)

² Final Assessment of this module consists of three parts:

Part 1: Listening test

Part 2: Speaking test: Debate

Part 3: Reflective writing on the projects students have conducted

1. LISTENING TEST

Students will complete a listening assessment with three listening passages of different text types.

For example:

- ♦ **Passage 1:** A dialogue (1-2 minutes long).
- ♦ **Passage 2:** A lecture (5-7 minutes long).

Tasks:

- ♦ Each passage will have **10 questions**, using a maximum of **two task types** (e.g., multiple choice, True/False, note-taking).
- ♦ Total of **30 items** (10 for each passage).
- ♦ Each correct answer is worth **0.5%**, contributing to a total of **5% for each Listening passage**.
- ♦ **30 minutes total:**
 - **5 minutes** after Listening test to copy answers to the answer sheet

2. DEBATE – 15%

This task involves organizing and executing a formal debate on a debatable topic. The class will be divided into a Proposing team and an Opposing team, each with 4 speakers. A Moderator and a Timekeeper will also be appointed to facilitate the debate. The debate will follow a structured format with timed speeches, rebuttals, and a Q&A session. At the end, Judges will assess the teams based on the provided rubric and announce the results.

Instructions:

- Choose a debatable topic from the list provided.
- Divide the class into a Proposing team and an Opposing team, each with 4 speakers.
- Appoint a Moderator and a Timekeeper to manage the debate.
- The Proposing team will have 3 minutes per speaker to present their position and arguments.
- The Opposing team will have 3 minutes per speaker to present their position and arguments.
- Each Proposing and Opposing speaker will have 2 minutes to present their remaining arguments.
- The final Proposing and Opposing speakers will each have 2 minutes for rebuttal.
- The Moderator will then facilitate a 10-minute Q&A session, where both teams can ask and answer questions.
- The Judges will then announce the results of the debate based on the assessment rubric.

Example debate Topics:

- It's better to be the oldest child in the family. Agree or disagree.
- In a full household, dinner should be a family meal. Agree or disagree.
- In a two-parent household, parents should decide punishments together. Agree or disagree.
- It's always best to live as close as possible to your family and relatives. Agree or disagree.
- School Uniforms: Should they be mandatory?
- Social Media: Is it more harmful than beneficial?
- Animals in Zoos: Should they be kept in captivity?
- Homework: Is it necessary for learning?
- Technology in Classrooms: Does it enhance education?
- Single-Use Plastics: Should they be banned?
- Curfews: Are they necessary for teenagers?
- Fast Food: Should it be marketed to children?
- Video Games: Do they promote violence?
- Climate Change: Should countries prioritize it over economic growth?
- Arts Education: Is it as important as STEM subjects?
- Censorship: Should there be limits on free speech?

Assessment Rubric

Criteria	Excellent 10-9	Good 8-7	Satisfactory 6-5	Needs Improvement 4-3
Organization	Clear structure, logical flow, and well-timed speeches.	Mostly organized with minor lapses in flow.	Some organization but lacks clarity or logic.	Disorganized, difficult to follow, poor timing.
Accuracy of Information	All arguments are factually correct with strong supporting evidence.	Most information is accurate with some minor errors.	Some factual inaccuracies present that weaken the arguments.	Many inaccuracies, undermining credibility.
Rebuttal Quality	Strong, well-reasoned rebuttals that effectively counter opposing arguments.	Good rebuttals that address some opposing points.	Limited rebuttal effectiveness, misses key opposing arguments.	Weak or no rebuttals provided.
Respect for Other Team	Highly respectful language and conduct throughout the debate.	Generally respectful, with few minor issues.	Some disrespectful language or conduct noted.	Disrespectful language, interruptions, or unprofessional behavior.
Engagement and Participation	All team members actively engage and contribute throughout the debate.	Most members participate, with some engagement issues.	Limited participation from some members, uneven engagement.	Little to no contribution from team members.

3. REFLECTIVE WRITING

Write a reflection (300-400 words) addressing the following questions:

- ◆ What have you learned from the project regarding language skills and intercultural awareness?
- ◆ What difficulties did you face during the project?
- ◆ Describe your role and contributions to the project.
- ◆ How has your understanding of the target culture changed since the beginning of the semester?

Use specific examples to support your points.

Assessment Criteria

Criteria	Excellent 10-9	Good 8-7	Satisfactory 6-5	Needs Improvement 4-3
Task Fulfillment	Clear writing style; meets word limit; highly candid.	Generally clear style; meets word limit; mostly candid.	Acceptable style; meets word limit; some candidness.	Unclear style; exceeds/falls short of word limit; lacks candidness.
Support with Examples	Strong, relevant examples that enhance points.	Relevant examples mostly support points.	Some examples provided; relevance may vary.	Few examples; weak support for points.
Quality of Reflection	Deep insights; strong critical thinking & self-evaluation.	Good insights; some critical thinking & self-evaluation.	Basic reflection; limited critical thinking.	Minimal reflection; lacks critical thinking.

PARTICIPATION 5%

To complete this task, you should not just physically participate but be active in the conducted activities on face to face/online classes. Participation is obligatory according to the regulation of higher education institutions.

PROJECTS

Students will be involved in student-centered project work done in small groups. The project will be planned, discussed, and later evaluated.

The percentage to be allocated to each criterion is determined by a teacher according to the content and scope of the project, and the specifications can be modified to cater for the project content, Ss' level, institutional requirements and others.

Projects	Instructions
Project 1	<p>Option 1: Gestures (Poster Presentation) Create an informative poster about gestures used in different cultures. Choose 5-7 gestures from various cultures. Create a visually appealing poster. Include images or illustrations of each gesture. Add a brief description for each gesture, explaining its meaning and cultural significance. Prepare a short talk (3-5 minutes) to present your poster to the class. Be ready to answer questions and engage in discussion about the gestures. Deadline: [Insert Date]</p> <hr/> <p>Option 2: Culture Shock (Guidebook for Exchange Students) Develop a guidebook to help exchange students navigate culture shock. Identify common challenges faced by exchange students (e.g., language barriers, social norms). Create sections on topics like adjusting to a new environment, communication tips, and coping strategies. Include personal anecdotes or testimonials from past exchange students if possible. Organize the guidebook in a clear, easy-to-read format. Use bullet points, headings, and visuals to enhance readability. Be prepared to present your guidebook to the class, highlighting key sections and tips. Deadline: [Insert Date]</p>
Project 2	<p>Option 1. "The Internet After 10 Years" (Radio Programme) For this project, you will create a radio programme discussing the evolution of the internet over the past decade. Start by researching key developments, trends, and changes in technology and user behavior. Outline your programme, including segments such as expert interviews, listener opinions, and discussions on privacy, social media, and online commerce. Ensure your content is engaging and accessible. Record your programme, aiming for a duration of 15-20 minutes. Be prepared to present it to the class on [Insert Date].</p>

	<p>Option 2. “Our Newspaper” (Small Group Newspaper) In this project, you will collaborate in small groups to create a newspaper. Each group should choose a theme or topic (e.g., local news, culture, sports). Assign roles such as writers, editors, and designers. Your newspaper should include articles, interviews, and visuals. Aim for at least 4-6 pages of content, ensuring a variety of sections (news, opinion, lifestyle). Layout and design your newspaper to make it visually appealing. Print or digitally publish your final product and present it to the class by [Insert Date].</p>
<p>Project 3</p>	<p>Option 1. “Plastic Surgery” (Scientific Conference): Prepare a presentation for a scientific conference on the topic of plastic surgery. Research current trends, techniques, and ethical considerations surrounding plastic surgery. Your presentation should include key findings, case studies, and visual aids (like slides or charts) to enhance understanding. Aim for a duration of 10-15 minutes, and be ready to answer questions from the audience. Submit your presentation materials by [Insert Date].</p> <hr/> <p>2. “Genetically Modified Food” (Scientific Conference): Develop a research paper and presentation on genetically modified (GM) food for a scientific conference. Focus on the science behind genetic modification, benefits and risks, and public perceptions. Include recent studies, statistics, and visuals to support your arguments. Your presentation should last 10-15 minutes, followed by a Q&A session. Ensure that your paper and presentation are submitted by [Insert Date].</p>

Assessment criteria:

Criteria	Excellent 10-9	Good 8-7	Satisfactory 6-5	Needs Improvement 4-3	Unsatisfactory 2-0
Content	Strong examples and insights.	Relevant examples and connections.	Supports most claims; some connections.	Weak examples; few connections.	No examples; irrelevant claims.
Communication	Engaging and clear language.	Fluent language; good voice.	Basic language; some clarity.	Vague language; weak voice.	Unsuitable language; no clarity.
Organization	Well-organized; no errors.	Mostly organized; minor errors.	Some organizational issues.	Frequent errors; hard to understand.	Poorly organized; hard to follow.

ENTRIES (15%)

Entries	Instructions
Entry 1	<p>TED Talks</p> <p>Choose a Topic:</p> <ul style="list-style-type: none"> ◆ Select one topic from the provided list: <p><i>The Impact of Technology on Modern Education</i></p> <p><i>The Importance of Emotional Intelligence in Teaching</i></p> <p><i>Overcoming Learning Disabilities: My Personal Story</i></p> <p><i>The Role of Mentorship in Shaping Young Minds</i></p> <p><i>Rethinking Standardized Testing: Is It Still Relevant?</i></p> <p><i>Breaking Down Barriers: My Experience with Social Inequality</i></p> <p><i>The Power of Empathy in Creating Social Change</i></p> <p><i>Mental Health Awareness: Reducing Stigma and Promoting Support</i></p> <p><i>The Impact of Social Media on Mental Health</i></p> <p><i>Building Inclusive Communities: Strategies for Success</i></p> <p><i>The Art of Effective Communication in Relationships</i></p> <p><i>Navigating Conflict Resolution in Personal and Professional Settings</i></p> <p><i>The Importance of Empathy in Building Strong Relationships</i></p> <p><i>Breaking Down Generational Barriers: Intergenerational Connections</i></p> <p><i>The Power of Vulnerability in Forming Deeper Connections</i></p> <p><i>The Impact of Climate Change on Local Communities</i></p> <p><i>Sustainable Living: Simple Changes for a Bigger Impact</i></p> <p><i>The Role of Individual Action in Combating Environmental Issues</i></p> <p><i>Environmental Education: Why It Matters for Our Future</i></p> <p><i>Rethinking Consumerism: The Environmental Cost of Fast Fashion</i></p> <p><i>The Ethics of Artificial Intelligence in Healthcare</i></p> <p><i>The Moral Dilemma of Animal Testing: Is It Justified?</i></p> <p><i>The Ethics of Social Media: Privacy and Accountability</i></p> <p><i>The Importance of Informed Consent in Medical Research</i></p> <p><i>The Ethical Implications of Genetic Engineering</i></p> <ul style="list-style-type: none"> ◆ Gather information, statistics, and personal anecdotes related to your chosen topic. Look for credible sources to support your points. ◆ Create an outline that includes: <ul style="list-style-type: none"> ☞ Introduction: Introduce your topic and grab the audience's attention. ☞ Main Points: Identify 2-4 key points you want to discuss. Support each point with evidence or stories. ☞ Conclusion: Summarize your main ideas and leave the audience with a strong takeaway or call to action. ◆ Focus on clarity, pacing, and body language. Aim for a duration of 5-10 minutes. ◆ Deliver your TED Talk to the class or a small group. Use visual aids if desired (e.g., slides, props). ◆ After your presentation, write a short reflection (100-150 words) on what you learned from preparing and delivering your talk.
Entry 2	<p>Listening diary / Listening log</p> <p>Instruction:</p> <p>For this task students should work on their Listening skill every week. They are recommended to watch and listen 15 videos or audios given by their teacher and keep a diary to take short notes</p> <p>Students can listen to songs, audio books, and films, audio recordings with conversations, talks, TV/radio news, and podcasts.</p> <p>Students write one entry (diary notes) every week.</p>

	<p>The following structure can be used for the Log:</p> <p>Week: _____</p> <p>Date: _____</p> <p>What have I listened to? _____</p> <p>For how long? _____</p> <p>How much could I understand? _____</p> <p>I listened to get (please tick the appropriate and give some details)</p> <p>a. main idea _____</p> <p>_____</p> <p>b. specific information _____</p> <p>_____</p> <p>What helped me to understand? _____</p> <p>_____</p> <p>What did I like about the recording? _____</p> <p>_____</p> <p>_____</p> <p>Other comments _____</p> <p>_____</p> <p>After completing the listening diary/log, reflect on the different listening strategies you used. In a 1-2 paragraph response, address the following:</p> <ul style="list-style-type: none"> ◆ Which listening strategies did you find most effective in improving your comprehension? ◆ How will you continue to develop and apply these strategies in the future? ◆ What new listening strategies did you discover or want to try out?
<p>Entry 3</p>	<p>GIVING PEER FEEDBACK</p> <p>For this task students should record an interview with their friend and give feedback to each other.</p> <p>Suggest your students to take the following steps:</p> <p>Find a friend and make arrangements for the recording (on mobile phone, tape-recorder, etc.)</p> <p>In turns interview each other for about 10 min. Ask your peer his opinion on two of the following:</p> <ul style="list-style-type: none"> smoking in public places the environment violence in films traffic in your city separate education for boys and girls your perfect place to live the typical characteristics of a person from your country your experience of learning English the responsibilities and working conditions of your ideal job. <p>Then listen to the recording and evaluate your peer's speech taking notes in the form below. You can agree with your peer to add any other criteria you would like to focus on.</p> <p>Give oral constructive and non-judgmental feedback to your peer and record it as well.</p> <p>Submit the recordings and the completed feedback form.</p>

ASSESSMENT CRITERIA FOR ENTRIES

Criteria	Excellent 10-9	Good 8-7	Satisfactory 6-5	Needs Improvement 4-3
Content Knowledge	Clear main points; well-researched.	Good points; some research.	Basic points; little research.	Lacks clear points.
Organization	Clear structure; easy to follow.	Mostly organized; minor issues.	Some organization; hard to follow.	Disorganized; confusing.
Delivery	Confident and engaging presentation.	Good delivery; maintains interest.	Adequate delivery; lacks engagement.	Unclear delivery; disengaging.
Listening Skills	Detailed notes; shows understanding.	Clear notes; good understanding.	Basic notes; minimal understanding.	No notes or unclear.
Reflection	Insightful reflections; clear growth.	Good reflection; some insights.	Basic reflection; lacks depth.	No reflection provided.

MIDTERM (20%)

3. LISTENING TEST

Students will complete a listening assessment with three listening passages of different text types.

For example:

- ◆ **Passage 1:** A dialogue (1-2 minutes long).
- ◆ **Passage 2:** A lecture (5-7 minutes long).

Tasks:

- ◆ Each passage will have **10 questions**, using a maximum of **two task types** (e.g., multiple choice, True/False, note-taking).
- ◆ Total of **30 items** (10 for each passage).
- ◆ Each correct answer is worth **0.5%**, contributing to a total of **5% for each Listening passage**. (TOTAL 10%)

Timing:

- ◆ **30 minutes total:**
 - **1 minute** before each passage to review questions.
 - **5 minutes** after Listening test to copy answers to the answer sheet

4. SPEAKING TEST

Problem-Solving Discussion

In this exam task, students will work in pairs or small groups. Each group will receive a card with a specific problem. They must discuss the problem and collaboratively suggest a viable solution. After discussing, each group will present their problem and solution to the class.

Examples:

- ◆ Your community has a serious litter problem. What steps can be taken to improve the situation?
- ◆ Many students feel stressed due to heavy homework loads. How can the school address this issue?

- ◆ There is a lack of engagement in school clubs. What can be done to encourage more students to participate?
- ◆ Students are not eating healthy lunches at school. How can you promote healthier eating habits?
- ◆ Students spend too much time on their phones during class. What strategies can be implemented to reduce this?

Assessment Crit

Criteria	Excellent 10-8	Good 7-5	Satisfactory 4-3	Needs Improvement 2-0
Understanding of Problem	Clearly identifies the problem and its importance.	Identifies the problem but lacks depth.	Fails to identify the problem clearly.	Understanding of Problem
Proposed Solution	Offers a practical and relevant solution.	Suggests a solution but lacks feasibility.	Solution is unclear or irrelevant.	Proposed Solution
Clarity of Presentation	Ideas are presented clearly and organized.	Ideas are somewhat clear but disorganized.	Ideas are unclear and hard to follow.	Clarity of Presentation
Engagement with Class	Actively engages the audience and encourages discussion.	Some engagement with the audience.	Little to no engagement with the audience.	Engagement with Class

FINAL ASSESSMENT³ (40%)

1. LISTENING TEST

Students will complete a listening assessment with three listening passages of different text types.

For example:

- ◆ **Passage 1:** A dialogue (1-2 minutes long).
- ◆ **Passage 2:** A lecture (5-7 minutes long).

Tasks:

- ◆ Each passage will have **10 questions**, using a maximum of **two task types** (e.g., multiple choice, True/False, note-taking).
- ◆ Total of **30 items** (10 for each passage).
- ◆ Each correct answer is worth **0.5%**, contributing to a total of **5% for each Listening passage**.
- ◆ **30 minutes total:**
 - **5 minutes** after Listening test to copy answers to the answer sheet

³ Final Assessment of this module consists of three parts:

Part 1: Listening test

Part 2: Speaking test: Debate

Part 3: Reflective writing on the projects students have conducted

2. Round Table Discussion – 15%

In this round table discussion, you will collaborate in groups to choose a topic, develop solutions for related issues, and select the best solution to present to the class.

First, you will be divided into groups of 4-6 members. Each group will choose one topic from the given list. Example situations:

- ◆ Uzbekistan's neighbors want to trade, but local businesses are worried about competition. How can Uzbekistan balance trade with protecting local businesses?
- ◆ A startup in Uzbekistan can't find investors because nobody knows about it. How can the startup get noticed and find funding?
- ◆ A factory in Uzbekistan is polluting a river, harming people and wildlife. What should the government do to stop the pollution?
- ◆ Uzbekistan and a neighbor are fighting over a border, affecting trade and travel. How can they resolve the conflict peacefully?
- ◆ A company in Uzbekistan has cultural misunderstandings between local staff and foreign managers. How can they improve communication?
- ◆ A news outlet in Uzbekistan spread false information, causing public unrest.
- ◆ A new medical technology is being introduced in Uzbekistan, but there are concerns about its ethics. How can stakeholders address the ethical issues?
- ◆ Schools in Uzbekistan lack resources and training to use technology. How can they get the resources and training they need?
- ◆ Many young people in Uzbekistan are unemployed, isolated, and struggling with mental health.
- ◆ What programs can be created to support these young people?

You will have 10-15 minutes to discuss your chosen topic and brainstorm potential solutions. Each member should prepare 1-2 solutions to share during the discussion.

After everyone has presented their solutions (approximately 2-3 minutes each), you will engage in a 10-minute discussion to evaluate the solutions. As a group, vote on the best solution based on feasibility, effectiveness, and potential impact.

One representative from your group will then summarize the chosen solution and present it to the class for 3-5 minutes, highlighting its key aspects and rationale.

Assessment Rubric

Criteria	Excellent 10-8	Good 7-5	Satisfactory 4-3	Needs Improvement 2-0
Engagement	Actively participates and encourages others.	Participates but is less engaging.	Minimal participation.	Rarely participates.
Clarity of Ideas	Ideas are clear and well-structured.	Ideas are mostly clear but may lack organization.	Ideas are somewhat unclear.	Ideas are confusing.

Critical Thinking	Shows deep understanding of the topic.	Shows good understanding but lacks depth.	Basic understanding.	Lacks understanding.
Team Collaboration	Works well with others and supports the team.	Collaborates but may not fully engage.	Some collaboration; minimal contribution.	Poor collaboration.
Presentation Skills	Communicates confidently and engages the audience.	Communicates clearly but with less engagement.	Lacks clarity in communication.	Struggles to communicate effectively.

3. REFLECTIVE WRITING

Write a reflection (300-400 words) addressing the following questions:

- ◆ What have you learned from the project regarding language skills and intercultural awareness?
- ◆ What difficulties did you face during the project?
- ◆ Describe your role and contributions to the project.
- ◆ How has your understanding of the target culture changed since the beginning of the semester?

Use specific examples to support your points.

Assessment Criteria

Criteria	Excellent 10-8	Good 7-5	Satisfactory 4-3	Needs Improvement 2-0
Task Fulfillment	Clear writing style; meets word limit; highly candid.	Generally clear style; meets word limit; mostly candid.	Acceptable style; meets word limit; some candidness.	Unclear style; exceeds/falls short of word limit; lacks candidness.
Support with Examples	Strong, relevant examples that enhance points.	Relevant examples mostly support points.	Some examples provided; relevance may vary.	Few examples; weak support for points.
Quality of Reflection	Deep insights; strong critical thinking & self-evaluation.	Good insights; some critical thinking & self-evaluation.	Basic reflection; limited critical thinking.	Minimal reflection; lacks critical thinking.