

DEVELOPING INTERCULTURAL COMPETENCE IN FOREIGN LANGUAGE TEACHING

Assessment specifications¹

Introduction. This course is obligatory for Semester 6 by 4 hours in a week. There are 4 credits (120 hours) are given to this course:

40%-48 hours			60%-72 hours
Ongoing process	Midterm assessment	Final assessment	Self-studies of all assessments
Two sections exercises completion during the classes	Small group role play, where students should choose one English speaking country and by comparing it to Uzbek culture have to make a Larping live action role play. They will organize and work on it independently.	Portfolio which consists of independent works and public speech. All materials should be gathered periodically till the Final examination.	The course content divided into logic 6 units and for each part is given independent work, where learner may develop his/her knowledge. The independently studied and created materials by students will organize the Portfolio. The results of 60% of self-study tasks can be seen in Mid term and Final assessment tasks.
10%	15%	15%	60%

Evaluations	Descriptions	Deadlines	%	Score
Class activities	Your participation will be assessed based on your readiness, contributions to class discussions, and completion of the exercises. Being prepared will also enhance your understanding and ability to contribute meaningfully. You should come to class by comprehending the pre-lesson materials. The course includes itself 24 lessons. In each lesson students will have discussions, debates and exercises to develop their knowledge. All class activities are equal to 48 hours.	Each lesson	10%	20
Midterm	This activity encourages students to deepen their understanding of cultural diversity by exploring the traditions, holidays, taboos, and accents of different countries. Through role play, students will gain insight into the cultural practices and social norms of their chosen country.	Week 7	15%	20
Final examination	On Final examination, students should bring their Portfolio which consists of	Exam timetable will	15%	60

¹ *Note: To successfully complete the course, you must achieve at least 69.9% of the total 100% score.

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	independent works and public speaking topic. All materials should be gathered periodically till the Final examination. Student will have the public speech based on his/her experience.	be shared		
Self-study materials	The course content divided into logic 6 units and for each part is given independent work, where learner may develop his/her knowledge. The independent studied and created materials by students will organize the Portfolio. The results of 60% of self study tasks can be seen in Mid term and Final assessment tasks.	Deadlines will be given based on the assessment type	60%	Self-study tasks can be seen as one part of Portfolio
			100%	100 points

Final portfolio

The final portfolio will consist of several key components, including:

1. **Six Independent Projects:** These are individual projects that you will have completed throughout the course. Each project will showcase your knowledge, skills, and ability to apply what you've learned in a practical, independent context.(You will find out the requirements and specifications of the project works in self-study part)
2. **Public Speech Presentation:** A presentation that demonstrates your ability to communicate effectively in a public speaking setting. This will highlight your presentation skills, clarity of thought, and the ability to engage an audience.
3. **Report List:** A comprehensive list of reports you have created during the course, summarizing key findings, analyses, and conclusions drawn from the various projects and activities. This will serve as a record of your work and progress over the duration of the course.

Together, these components will represent your overall learning and achievements, providing a clear picture of your skills and competencies.

Assessment criteria: 60 points (15% is given for demonstrating the portfolio other 45% is equal to self-study tasks for final portfolio)

Quality and Depth of Independent Projects	Effectiveness and Impact of Public Speech	Comprehensiveness and Clarity of Report	Synthesis and Integration of Ideas	Creativity and Presentation	Self-Reflection & Improvement
12 points	18 points	10 points	10 points	10 points	10 points

Midterm assessment

The midterm assessment requires students to work in small groups and select one English-speaking country for an in-depth analysis. The group will describe the following aspects of the chosen country and compare them with Uzbek traditions:

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1. **Traditions:** The group will explore and describe the key cultural traditions of the selected English-speaking country. These may include family customs, celebrations, and other significant cultural practices. The group will then compare these traditions with those of Uzbekistan, highlighting similarities and differences.
2. **Holidays:** The group will identify and explain the major holidays celebrated in the chosen country, such as national holidays, religious observances, or public celebrations. They will then compare these holidays with those observed in Uzbekistan, discussing any similarities, unique features, or cultural significance.
3. **Taboos:** The group will research social taboos in the selected English-speaking country, such as behaviors or actions that are considered inappropriate. They will compare these taboos with those in Uzbekistan, noting cultural differences in social expectations and behaviors.
4. **Governmental Requirements:** The group will examine important governmental policies or regulations in the selected country, such as laws related to citizenship, immigration, or other societal rules. They will then compare these requirements with those in Uzbekistan, pointing out key similarities and differences in governance and legal structures.
5. **Accents:** The group will explore regional accents within the chosen English-speaking country, noting how accents differ across areas and any cultural significance tied to these variations. They will compare this with the accents and dialects found in Uzbekistan, considering how language variations influence communication in both countries.

The final presentation should be well-organized, engaging, and supported by clear explanations, visuals, or multimedia where appropriate. The assessment will evaluate the group's ability to collaborate, conduct research, make relevant comparisons, and effectively present their findings.

Assessment criterias: 20 points (15% is given for performing the role play, 15% is equal to self-study preparation)

Cultural Understanding	Authenticity and Relevance	Communication Skills	Creativity and Engagement	Collaboration	Knowledge of Cultural Differences
4points	4points	3points	3points	3points	3points

Class activities

Students are expected to come to each lesson having thoroughly reviewed and understood the pre-lesson materials, such as readings, videos, or any assigned resources. They should demonstrate comprehension of the materials through thoughtful participation in class discussions and activities. This includes being able to reference key concepts, examples, or ideas from the materials during the lesson. If students encounter difficulties in understanding the pre-lesson materials, they should proactively ask questions or seek clarification during the lesson to ensure full comprehension.

Also, they should actively contribute to class discussions, sharing their perspectives and insights related to the lesson's content. Contributions should be thoughtful, relevant, and demonstrate an understanding of the pre-lesson materials. Learners are expected to participate actively in group activities and exercises, contributing ideas, listening to others, and collaborating effectively with peers to achieve group objectives. Students are expected to complete all in-class exercises and tasks on time, ensuring that their work is accurate and meets the outlined requirements.

Assessment criterias: 20 points (10% is given for being active in class activities)

Exercises completion	Readiness to the lesson(pre-lesson materials)	Active participation	attendance
5points	5points	5points	5points

Self-study (72 hours=60%)

Table of Independent works		
N	Content	Hours
1.	"Cultural Connections: Model" Independent research work which will include itself following themes:	
	A .Notions of culture, cross-cultural awareness and intercultural competence	2 hours
	B. Culture shock to adaptation	2 hours
	C. Culture clashes	2 hours
	D. Hofstede's Five-Dimension Model	2 hours
2.	Choosing and analyzing the topic for role play	2 hours
3.	Reviewing the scientific article "Recognizing and reassessing the stereotypes" by Roger Anderson	2 hours
4.	Analyzing cultural features. Independent report work which wil include itself following themes:	
	A. The five-step 'RADAR' technique for recognizing and overcoming cross-cultural misunderstandings	2 hours
	B. Stereotypes	2 hours
	C. The nature and importance of symbols	2 hours
	D. Comparison of greetings, ways of expressing politeness of Uzbekistan and English speaking countries	2 hours
5.	Discussing the chosen topic in small group, material analyzing for role play	2 hours
6.	"Cultural Compass: A Guide to Traditions, Taboos, and Food in English-Speaking Countries and Uzbekistan"	
	A. Traditions, rituals, food and taboos in British culture	2 hours
	B. American culture: traditions, food and taboos	2 hours

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	C. Extra linguistic cultural issues in Canada, Australia and New Zealand	2 hours
	D. Comparison of cross-cultural communication of Uzbekistan and English speaking countries (the UK, the USA)	2 hours
7.	Reading and discussing “The stories that shape us; The Lifelong Process of Developing Intercultural Competence” by Lily A. Arasaratnam-Smith	2 hours
8.	Rehearsal of the role play	2 hours
9.	"Roots and Branches: Exploring the Linguistic Landscape of the English Language" Book of language origin will include itself following themes:	
	English as an international language its history, globalizing and nativizing	2 hours
	Language change and factors that influence it	2 hours
	Peculiarities of English as a first language (UK, USA)	2 hours
	Peculiarities of English as a first language (Canada, Australia, New Zealand)	2 hours
10.	“English Idioms and expressions that can cause the misunderstanding” Analysis which will include itself the following themes:	
	Idioms and expressions of English speaking countries and Uzbekistan	2 hours
	Code switching and style shifting	2 hours
11.	Reading the theme: Otherization by Adrian Holliday, Martin Hyde and John Kullman, “Intercultural Communication an Advanced Resource Book”	2 hours
12.	Choosing the topic for public speaking, based on the articles which are given for self-study.	2 hours
13.	Reading and preparing for public speaking on scientific article “Intercultural Competence in Foreign Languages—The Intercultural Speaker and the Pedagogy of Foreign Language Education” by Michael Byram.	2 hours
14.	Analyzing the topics for public speaking, researching the effective ways	2 hours
15.	Reading and reviewing scientific article “Methodological Issues in Researching Intercultural Competence” by Fons J. R. Van de Vijver and Kwok Leung-	2 hours
16.	Exploring the Differences in Public Speaking Styles: A Comparative Analysis"	4 hours

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17.	Reading the Chapter I. Acquiring confidence before an audience. The book, Art of public speaking by Dale Carnegie	4hours
18.	Special occasions: Wedding speech, Funeral eulogy, Birthday congratulations, Award speech templates (Student should create the ready templates for special occasion speech)	4 hours
19.	"The Art of Effective Communication: Outlining and Organizing Your Speech"	4 hours
	Total: 72 hours	

"Cultural Connections: Model" Independent research project

In our interconnected world, understanding and navigating cultural differences are essential skills for effective communication and building meaningful connections. This independent work delves into various aspects of intercultural understanding, including greetings, culture shock, culture clash, idioms, and Hofstede's Five-Dimension Model.

Your task is to make a report which will include following steps. For each step you should give your comments based on your research. At the end of your report provide some references. Report's word limit 500-700 words.

◆ **Step 1: Greetings as Cultural Signifiers**

- 1.1 Importance of Greetings: Examine the significance of greetings as cultural symbols and the role they play in establishing social connections.
- 1.2 Cultural Variations: Explore diverse greeting customs worldwide, from formal bowing to handshakes, hugs, and cheek kisses, highlighting how cultural norms shape these interactions.
- 1.3 Nonverbal Communication: Investigate the role of nonverbal cues, such as eye contact, body language, and gestures, in greetings across different cultures.

◆ **Step 2: Culture Shock: Navigating the Unknown**

- 2.1 Definition and Stages: Define culture shock and explore the emotional and psychological experiences individuals undergo when encountering unfamiliar cultural environments.
- 2.2 Cultural Adaptation: Examine strategies for managing culture shock, including seeking social support, developing cultural empathy, and embracing cultural differences.
- 2.3 Personal Reflection: Share personal experiences or case studies that illustrate the challenges and rewards of adapting to a new culture.

◆ **Step 3: Culture Clash: Bridging Differences**

- 3.1 Understanding Culture Clash: Explore the concept of culture clash and its implications for intercultural interactions, focusing on conflicts arising from differing values, beliefs, and behaviors.
- 3.2 Case Studies: Analyze real-life examples of culture clash, examining the reasons behind the conflicts and potential resolutions.

◆ **Step 4: Idioms: Unveiling Cultural Expressions**

- 4.1 Cultural Significance of Idioms: Explore how idiomatic expressions reflect cultural values, beliefs, and traditions, providing insights into the cultural fabric of a society.
- 4.2 Idioms Across Languages: Compare and contrast idiomatic expressions in different languages, highlighting the unique cultural perspectives embedded within them.
- 4.3 Interpretation and Misinterpretation: Investigate the challenges of translating idioms across languages and the potential for miscommunication and cultural misunderstandings.

◆ **Step 5: Hofstede's Five-Dimension Model: A Framework for Cultural Analysis**

- 5.1 Overview of Hofstede's Model: Introduce Geert Hofstede's Five-Dimension Model, which assesses cultural dimensions including power distance, individualism vs.

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collectivism, masculinity vs. femininity, uncertainty avoidance, and long-term vs. short-term orientation.

5.2 Application of the Model: Analyze how the model can be used to understand and compare cultural differences and predict behaviors in various cultural contexts.

5.3 Critiques and Limitations: Discuss the criticisms and limitations of Hofstede's Model, including its potential for oversimplification and generalization.

"Cultural Compass: A Guide to Traditions, Taboos, and Food in English-Speaking Countries and Uzbekistan" independent project work

The world is a tapestry of diverse cultures, each with its unique traditions, taboos, and culinary delights. This guide, "Cultural Compass," serves as your navigational tool to explore and understand the rich cultural heritage of both English-speaking countries and Uzbekistan. Whether you're a traveler, a student, or a curious explorer, this comprehensive guide will help you navigate the intricacies of traditions, avoid cultural taboos, and savor the flavors of these vibrant societies.

Section 1: Traditions

1.1 English-Speaking Countries:

- ◆ Festivals and Celebrations: Discover the most significant festivals and celebrations in English-speaking countries, their origins, and cultural significance.
- ◆ Social Customs: Explore common traditions related to greetings, gift-giving, and social interactions, providing insights into the cultural fabric of these countries.
- ◆ Rites of Passage: Learn about important life events and ceremonies, including weddings, births, graduations, and funerals, and their associated customs.

1.2 Uzbekistan:

- ◆ Cultural Celebrations: Uncover the diverse festivals and celebrations in Uzbekistan, such as Navruz (Persian New Year), Independence Day, and traditional folk festivals.
- ◆ Social Etiquette: Gain an understanding of Uzbek social customs, including greetings, hospitality, and gift-giving norms.
- ◆ Weddings and Family Traditions: Explore the unique customs and rituals associated with Uzbek weddings, engagement ceremonies, and family celebrations.

Section 2: Taboos and Cultural Sensitivities

2.1 English-Speaking Countries:

- ◆ Language and Communication: Discover taboo words, phrases, and sensitive topics that should be avoided in conversations to maintain cultural sensitivity.
- ◆ Social Etiquette: Understand cultural norms and behaviors to avoid inadvertently offending or disrespecting others.
- ◆ Religious and Cultural Sensitivities: Learn about the diverse religious practices and beliefs in English-speaking countries, fostering cross-cultural understanding and respect.

2.2 Uzbekistan:

- ◆ Cultural Taboos: Uncover the cultural taboos specific to Uzbekistan, including religious sensitivities, social behaviors, and communication norms.
- ◆ Dress Codes and Modesty: Understand the clothing customs and modesty expectations in different settings to show respect for local traditions.
- ◆ Gender Roles and Interactions: Learn about gender dynamics and appropriate behavior in Uzbek society to navigate social interactions respectfully.

Section 3: Food and Culinary Delights

3.1 English-Speaking Countries:

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- ◆ Traditional Dishes: Explore iconic dishes and regional specialties from English-speaking countries, including their historical and cultural significance.
- ◆ Dining Etiquette: Master dining etiquette, including table manners, tipping customs, and mealtime traditions.

3.2 Uzbekistan:

- ◆ Uzbek Cuisine: Discover the diverse and flavorful dishes of Uzbekistan, such as plov, manti, and lagman, along with their preparation methods and cultural importance.
- ◆ Tea Culture: Explore the significance of tea in Uzbek culture and learn about tea etiquette and traditional tea ceremonies.

"Cultural Compass" should be designed as mini guide book which includes itself above mentioned criterias. Please make it colourful and interesting with photos and information. I believe it will serve as learners' trusted guide, helping them navigate the rich tapestry of traditions, taboos, and culinary delights in English-speaking countries and Uzbekistan. By understanding and respecting cultural nuances, you can engage with local communities, forge meaningful connections, and approach your cultural exploration with sensitivity and appreciation. So, embark on this journey, armed with knowledge, curiosity, and an open mind, and let the vibrant cultures of these destinations unfold before you. Bon voyage and enjoy the delightful cultural mosaic that awaits!

"Exploring the Differences in Public Speaking Styles: A Comparative Analysis" Independent project work

This independent work aims to explore and analyze the various public speaking styles that individuals employ when delivering speeches. By examining the characteristics, strengths, and weaknesses of different speaking styles, this study provides insights into the diverse approaches used in public speaking. Understanding these variations can help speakers develop their own unique style and enhance their effectiveness in delivering impactful and engaging presentations.

Your task is to make a table with the peculiarities of public speaking styles. In the table you should explain the differences between informative, demonstrative, persuasive, entertainment, motivational and special occasion speakings. You have to mention all specific differences among them. Any kind of tables are welcome. The only requirement is creativeness and accuracy.

"The Art of Effective Communication: Outlining and Organizing Your Speech" independent project work

Public speaking is a powerful tool for conveying ideas, inspiring change, and connecting with an audience. However, a well-structured and organized speech is essential for effectively delivering your message. This independent work focuses on the art of outlining and organizing a speech, equipping you with the necessary skills to captivate your audience, maintain coherence, and deliver a memorable presentation.

Your task is to organize and make an outline to your future speech. Your outline should be done following the given criteria.

◆ **A) Understanding the Purpose and Audience**

Defining the Speech Objective: Identify the primary goal of your speech, whether it's to inform, persuade, entertain, or inspire, and align your content and structure accordingly.

Analyzing the Audience: Explore techniques for understanding your audience's demographics, interests, and knowledge levels to tailor your message effectively.

◆ **B) Crafting a Clear Introduction**

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Grabbing Attention: Learn attention-grabbing techniques, such as storytelling, startling facts, or thought-provoking questions, to engage your audience from the outset.

Stating the Purpose: Clearly articulate the purpose and main idea of your speech, providing a roadmap for your audience and setting expectations.

◆ **C) Developing a Coherent Body**

Organizing Main Points: Explore different organizational patterns, such as chronological, topical, problem-solution, or cause-effect, to structure your main points effectively.

Supporting Evidence: Discuss strategies for incorporating relevant evidence, examples, statistics, and anecdotes to reinforce your main points and enhance credibility.

Transitional Devices: Understand the importance of transitional phrases, signposts, and visual aids to guide your audience smoothly through your speech and maintain coherence.

◆ **D) Engaging with Supporting Material**

Incorporating Supporting Materials: Explore various types of supporting materials, including quotes, expert opinions, visual aids, and multimedia, to enhance your speech's impact and appeal.

Credible Sources: Discuss the importance of using reliable and reputable sources, including academic journals, books, and credible websites, to strengthen your arguments and maintain credibility.

◆ **E) Summarizing and Concluding**

Summarizing Key Points: Learn techniques for summarizing your main points concisely, reinforcing your message, and ensuring that your audience retains the key takeaways.

Crafting a Memorable Conclusion: Explore strategies for creating a powerful conclusion, such as using a memorable quote, personal story, call to action, or thought-provoking statement, to leave a lasting impression on your audience.

◆ **F) Rehearsing and Delivering Your Speech**

Rehearsal Techniques: Discuss effective rehearsal strategies, including practicing in front of a mirror, recording yourself, or seeking feedback from peers, to improve your delivery and confidence.

Nonverbal Communication: Explore the significance of body language, vocal variety, eye contact, and gestures in delivering a compelling and engaging speech.

Managing Nervousness: Address common challenges of public speaking anxiety and explore techniques for managing nervousness, including deep breathing, positive visualization, and reframing techniques.

Sample outline template.

Informative Speech Outline Sample

General Purpose: To inform

Specific Purpose: Today I will inform you about the biggest mobile app in China called Wechat.

Introduction:

- I. Attention Getter: What if the American firewall blocks the access to facebook, google, youtube, venmo, or the other apps you use everyday? In China, the firewall blocks any foreign sites that the Communist Party does not think it can control.
- II. Motivation for Listening: Wechat is the biggest mobile app in China right now, and one of the biggest in the world. It is close to 900 million active users worldwide.
- III. Thesis Statement Today I will inform you about the biggest mobile app in China called Wechat.
- IV. Preview of Speech: To better understand what is happening I divided the features on Wechat into three categories: communication, life convenience, and

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entertainment. And these will be the three main points I am going to talk about.

Transition to body: First of all, I am going to talk about how people use Wechat to communicate.

Body: Main Point

I: Communication

A. Friend Seek According to whatiswechat.com, Wechat has close to 900 million active users worldwide. It allows people to add friends by a variety of methods, including searching by username or phone number. You can use the “friend radar” function to see nearby people who are also using the same service. With their “Private Group” function, you can act like James Bond and tell your friend to join the chat using your 4 digit password.

B. Movements The “Moments” function allows users to post images, text, comments, share music, articles and post “likes.” Just like what Facebook does. Transition: I’ve talked about how people use Wechat to communicate. Now let’s see what convenience Wechat brings to life.

II. Main Point 2: Life Convenience

A. Sending money

B. Paying utility bills

C. QR code

D. Renting bicycle

E. Taking taxi

F. Book rail or flight tickets

G. Buy movie tickets

H. Book a hotel

Transition: After talking about what life convenience Wechat has, now let’s see the entertainment inside Wechat.

III. Main Point 3: Entertainment

A. Official Account Admin Platform There is an Official Account Admin Platform where famous people or media promote their brands to billions of Wechat users. Once you subscribe a channel, you will know when they upload the latest news. Just like how you subscribe a magazine or newspaper! According to businessofapp.com, 80% of Chinese users follow an official account, which shows that the platform function actually meets people’s interest.

Conclusion:

- I. Video clip I will show you a video clip filmed by The New York Times that talks about how people use Wechat in daily life.
- II. Summary of main points As you can see, Wechat is everyone’s best friend in China. It improves the life quality in a fast way and people just love to use it everyday.

Works Cited

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