

Capstone Project

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1. Introduction

1.1. Purpose The main purpose of the project is to illustrate and highlight the implementation and effectiveness of experimented writing-based teaching practices in the context of a home institution and classes taught there. The scope of the project will be definition of the research question, methods used, experimented practices, implementation of certain writing-based pedagogical practices and their specific modification to serve the purpose of the class content, teaching methods, and language learners' needs, systematically analyzing evidence of learning and thinking, assessment of the effectiveness of practices through various indicators of student engagement in class work and writing exercises, and presenting data collected during the academic year of 2022–2023 from the classes taught at the American University in Bulgaria (AUBG). Conclusions will be drawn from the data presented and questions discussed on how writing-based teaching methods impact student learning, class engagement, and active participation.

1.2. Introduction The research in this project takes the approach to experiment, implement, and illustrate the effectiveness of wiring-based pedagogical practices in two dimensional and specific class content environments—(1) Content and theoretical rich class environment taught in English and (2) Foreign language learning (L2) methods and pedagogy.

The research begins with the inquiry that writing-rich pedagogies such as process writing and Writing to read in the zones used in the context of content rich and theoretical class work proved to impact student learning and influence active engagement as developed and illustrated in the first part of the project.

Although writing-based practices used in foreign language teaching and learning present challenges with their implementation in L2 class instructions, it was proved by the data and feedback presented that students' engagement and participation in class projects enhance their language skills and improve their linguistic performance. Process writing implemented in different language learning tasks specifically designed to meet the methodology of foreign language learning (to be explained below) could effectively be implemented in foreign language teaching and content-based teaching methods. These practices

also satisfy the requirements of the student-centered approach to instruction, develop critical thinking, and enhance students' confidence in everyday communication and linguistic performance.

The theoretical framework proposed in the texts shared through the CLASP Fellows Program will be used to define key concepts, discuss the theories and ideas of the researchers, and conceptualize writing-based pedagogical practices used for this project. Additional literature will be used as a supportive theoretical foundation concerning L2 (foreign language) teaching and learning methodology.

Writing-rich pedagogical practices that were experimented with in the context of my class are process writing in case studies, writing to read in the zones in theoretical class content, and process writing with video reflections in L2 learning content class environment. All practices were redesigned and enriched with the theoretical requirements of the class material to satisfy the learning objectives of both class environments and learning outcomes.

1.3. Research Question The research question will take two directions in this project, reflecting the two types of class content in the context of experimentation with writing-based innovations: (1) How were writing-based practices implemented in the content-based theoretical class environment where the learners are exposed to theoretical foundation of intercultural communication and what is their immediate application in real life cross-cultural conflict management, through implementation of the theoretical frameworks. The experimental writing-rich practices in this class environment aimed to foster critical thinking in cross-cultural conflict management and provide data of their effectiveness on student learning, and engagement and active participation in class activities.

The more challenging question will be also discussed: (2) How can methods and pedagogical practices, such as process writing, be implemented within the context of L2 teaching and learning class design, particularly Bulgarian language teaching and learning, for international learners? How did these practices foster student learning, class engagement, and active participation in a foreign language learning class? How did these practices improve the communicative competence and language acquisition of learners?

1.4. Institutional Context and Courses Taught American University in Bulgaria is a liberal arts institution offering education on the Bachelor's and Master's levels through excellent academic programs. Its aim is to educate students for personal and professional accomplishment and active engaged citizenship through excellent academic programs and community spirit, integrating critical thinking and a student-centered approach, as it is stated in the undergraduate catalog:

Students experience the benefits of a liberal education by pursuing intellectual work that is honest, challenging, and significant, and by preparing themselves to use knowledge and authority responsibly. A liberal education is not confined to any field of study. What matters is substantial content, rigorous methodology, and active engagement with the societal, ethical, and practical implications of learning. (Undergraduate Catalog, 2)

A student-centered approach is one that actively engages with student-centered learning community methodologies to be found in the university curricular and co-curricular environment, featuring collaboration among faculty and students in teaching and research.

My professional engagement is to teach three to four classes each fall and spring semester using various methods, approaches, and assessment tools to foster and enhance student thinking and learning. As a member of AUBG's Modern Languages and Arts Department, I am teaching two types of courses integrated into the academic curriculum and various programs:

(1) Theoretical content-based courses, such as MLL 1017 *Introduction to Language and Culture Studies* and MLL 2075 *Intercultural Communication* (WIC), both general education courses satisfying the Social and Cultural Analysis mode of inquiry, in addition to the *Intercultural Communication* course, which was approved to receive credits as a writing-intensive course. Both courses integrate rich content-based methodology of teaching and pedagogical practices, such as required class readings—book chapters, articles, case studies, analysis of case studies—and written assignments as part of course assessment and grading requirements, such as chapter question responses, discussion of case studies and articles, and in-class activities. The lectures present information on basic theoretical concepts while the case studies examine a variety of cases on selected topics and are assigned as turn-in homework assignments. The case studies highlight the relationship between culture and language, and the cross-cultural understanding of human behavior and they require students' active participation in class discussions and in-class work. Class assessment and grading is cumulative, evaluating all required assignments: group project research, and class presentation of a selected language its general structural features, and specific aspects

of related culture, and a case study research essay on a particular topic that is discussed and approved by the instructor in advance, based on its relatedness to the class content and requirements. Requirements of both class projects are included as part of the class syllabus and additional appendices, in addition to class projects to foster students' engagement, three to four turn-in homework assignments are also part of the assessment and grading requirements. In-class activities encourage students' active participation and allow them to explore various cases, reflect on them, discuss problems with their class peers, develop critical thinking on problematic topics, ask questions, discuss ideas, use the theoretical frameworks and knowledge they learn in class and implement them in real-life cases. Students are expected to contribute ideas and actively participate. Active participation is part of their assessment and final grade requirements. Students' active participation in class work usually accounts for 10% of the overall grade.

(2) Foreign language courses with a focus on Bulgarian language and culture for beginners, intermediate and advanced levels. MLL 1035 *Introduction to Bulgarian Language and Culture I*, MLL 1036 *Introduction to Bulgarian Language and Culture II*, MLL 2035 *Intermediate Bulgarian Language—Perspectives on Bulgarian Culture* (Social and Cultural Analysis Gen. Ed. mode of inquiry), and MLL 2037 *Intermediate Bulgarian Reading* (Textual Analysis general education mode of inquiry. Note that this course is offered once every two years, thus I did not have a chance to experiment with writing-based practices in this course).

The courses implement the student-centered approach. Class instructions, activities, assignments, and projects are designed to foster and promote student active learning and engagement in curricular and extracurricular activities in accordance with the requirements and methodology of L2 teaching and learning. The content-based language instructions implement various foreign language didactic strategies and pedagogical practices that focus on various topics to improve students' communicative competence, as defined below, in parallel with language proficiency level acquisition. The approach in Bulgarian language and culture courses is content-based language instruction, integrating the methodology of language learning based on meaning and practice and not only integrating grammar instructions focused on grammatical complexity of the language. Thus, the students will acquire the foreign language in a more practical manner, which they can use and apply immediately after leaving the classroom and feel confident with their language skills. Through integrating various topics of everyday life and culture of society students, gain communicative competence to behave and interact with the native speakers in competent conduct. In parallel with these learning objectives, the class works and activities train all four skills of language proficiency—reading, writing, listening, and speaking. Class instructions assimilate foreign language

pedagogical practices into in-class activities, assignments, tasks, and class projects, by integrating content-based teaching and language learning through meaningful exposure to the target language and engagement with subject-specific content. The content can vary depending on the topic covered—everyday practices, restaurants and shopping, communication with peers, educational environment, social organization, cultural events, traditions, celebrations, literary events, mass media topics, etc. The language instruction is not taught in isolation but is embedded within the context of the content being studied. For example:

1. Language skills are developed alongside the acquisition of subject-specific knowledge and skills. Language instruction is integrated into the content rather than being taught separately.
2. Authentic materials, such as textbooks, articles, videos, and audio recordings related to the content area are used to provide learners with real-world examples and exposure to authentic language use.
3. Learners engage in meaningful tasks and activities related to sociocultural competence and linguistic practice and apply language skills in a purposeful context. These tasks can include discussions, presentations, research projects, experiments, debates, and problem-solving activities integrating the linguistic knowledge on a certain level.
4. Vocabulary and language instruction are provided to support learners in understanding and expressing the content knowledge effectively. Language-focused activities may include vocabulary exercises, language analysis, and explicit language instruction as needed.
5. Language development goals are aligned with both the content objectives and the language proficiency goals of the learners. The focus is on developing the language skills necessary to understand, discuss, and express ideas related to the content area.

Language instruction is designed in compliance with the Common Framework Scale for language acquisition². The skills of language proficiency levels are mentioned in [Appendix D](#) below.

1.5. Human Subject Research Policies and Procedures

At the beginning of Academic Year 2022/2023, I consulted with the Modern Languages and Arts Department chair at AUBG about the inclusion of a special notice in both MLL 1075 and MLL 2075 classes, stating that an important part of the courses will be the experimental use of some writing-based practices and activities incorporated into

² Common European Framework of Reference for Languages (CEFR): [coe.int] and ACTFL: [actfl.org]

the classwork and class assignments, for the purpose of my research. Writing-based practices were introduced at the beginning of each semester and students were properly informed that their work would be used as evidence supporting my CLASP capstone project. A special consent form for using in-class activities were not required, since according to AUBG Human Subject Review Policies and Procedures my class work and materials used are under the exempt category of review:

Research that is exempt from review deals with non-sensitive topics, involves subjects who are able to consent to participate, and the anonymity and confidentiality of subjects is maintained. This includes the type of research normally carried out in educational settings, such as research on instructional effectiveness and surveys of service satisfaction. Visuals used as evidence of students' engagements and examples of students' works are used with the consent of the participants, all students enrolled in my classes during fall and spring semester of the 2022-2023 AY at AUBG.

1.6. Format of the Project, Methods, and Assessment

I decided to present my project as a multimodal text that, along with the research questions mentioned above, includes images, videos, and other forms of text, graphs, charts of data representation, student evaluations and feedback interpretation. Data used will be gathered from various sources—student feedback (focus groups and follow-up interviews, surveys, institutional teaching evaluations and stats presented, and illustrations of student engagement using indicators proposed by CLASP consultants Ben Kerman and Mary Byrne McDonnell. Additional supportive materials, such as class planning, assignments design and instructions, grading rubrics, etc. will be used in the analysis too. Data analysis will be mainly qualitative, presented as a compilation of all types of data gathered during the experimentation period (fall 2022, spring 2023).

To effectively assess students' participation and engagement, I use assessment rubrics of active participation, self-assessment, my reflections of class environment and student engagement, setting learning goals, visuals of class work, examples of students work, analysis of learning outcomes and their achievement, etc. Indicators measuring students' engagement will be mentioned in the sections below. Note: due to the limitation of this project, and my extensive collection of archives and artifacts of students' works, it will not be possible to include and mention all indicators of students engagement and learning outcomes achieved, rather I will include some examples within the text as tables, graphs and visuals as evidence in support of the research questions, mentioned above.

1.7. Participants The participants of this study are all students enrolled in my classes during the fall 2022 and spring 2023 semesters:

Fall 2022

- MLL 1075 *Intro to Language and Culture Studies*: 20 enrolled students,
- MLL 1036 *Intro to Bulgarian Language and Culture II*: 11 enrolled students (A1–A2 level of language proficiency)

Spring 2023

- MLL 2075 *Intercultural Communication*: 21 enrolled students,
- MLL 1036 *Introduction to Bulgarian Language and Culture I*: 6 enrolled students (A1–A2 level of language proficiency),
- MLL 2035 *Intermediate Bulgarian—Perspectives on Bulgarian Culture*: 6 enrolled students (A2–B1 level of language proficiency)

2. Writing-Rich Pedagogy

2.1. Writing-Based Practices Experimented With in the Theoretical Courses Two writing-based practices were introduced and experimented with within the theoretical courses MLL 1075 *Introduction to Language and Culture Studies* (fall 2022) and MLL 2075 *Intercultural Communication* (spring 2023)—process writing and writing to read in the zones.

2.2. Process Writing Process writing is used to reflect on and think about what a writer writes and how they did it. To quote Alfred E. Guy: “Process writing is a practice of using writing to step back from an activity and assess how that activity is going when you use it in your classwork and when your students work on their assignments.” (Guy 53).

Process writing is an approach to writing instruction that focuses on the various stages and steps involved in producing a written piece. It emphasizes the idea that writing is a recursive and non-linear process that evolves through multiple drafts and revisions. In process writing, the emphasis is placed on the writer’s engagement in pre-writing activities, such as brainstorming, outlining, and researching, as well as the subsequent stages of drafting, revising, editing, and proofreading.

The goal of process writing is to help writers develop their ideas, organize their thoughts, and refine their written expressions. It encourages writers to generate multiple drafts and encourages experimentation and exploration during the writing process. Process writing recognizes

that writing is a dynamic and creative endeavor that involves discovery and growth.

Process writing often involves the use of strategies like freewriting, clustering, outlining, and peer feedback. It also emphasizes the importance of revision and self-reflection, encouraging writers to critically evaluate their own work and make necessary improvements. By focusing on the process rather than solely on the final product, process writing fosters a deeper understanding of writing as a means of communication and personal expression (Guy 53–70).

I implemented process writing pedagogy in my MLL 1075 *Introduction to Language and Culture Studies* class focused on the assignment on a “cultural symbol research essay” and students’ preparation for their research, reflection, and drafting of the essay.

Intro to Language and Culture Studies (taught in English) is a class fostering critical thinking through various case study analyses and discussions, helping students to analyze, understand and articulate their thoughts on issues such as the cultural relativism approach to understanding cultural values, beliefs, and worldviews of individuals living in diverse cultural environments, and the role of mass media as an agent of producing (or reinforcing) stereotypes, prejudice, and discrimination. During the fall 2022 semester, I used process writing with the following in-class activity aimed at fostering students’ critical thinking on the case study and facilitating understanding of issues that included cultural relativism and human rights and the cultivation of empathy and acceptance towards cultural differences.

2.2.1 In-Class Activity 1. Process Writing in Case Study Reflection and Discussion I introduced a case in class (“Why Footbinding Persisted in China for a Millennium”), discussing the controversial issues of cultural relativism and the cultural values of the specific cultural group under study, with a focus on the perception of human rights. The students had to work on the case in groups of 3–4, analyzing the case, developing their understanding, critically evaluating cultural relativism theory through the critical issues presented in the case, and expressing their ideas.

Objective: To integrate process writing into the case study reflection and discussion, allowing participants to analyze, critically evaluate, and articulate their ideas effectively.

Instructions:

1. Read the case, take a few minutes to brainstorm and jot down your initial thoughts, ideas, and reactions related to the case study.

Process Write:

Prompts: What are the cultural values and beliefs presented in the case? Why is this practice so important to the Chinese people, with thousands of Chinese women still engaging in the tradition? How does the case present critical issues in relation to the cultural relativism theory? Take 10 min. to write your ideas in your notebooks individually.

Share:

2. Now, in your small groups take turns and share your ideas exchanging insights, and identifying key issues presented in the case. Generate an outline that organizes your main points, arguments, and critical issues based on the case study. You need to select a scribe to write your ideas on the flipchart paper. (20 min.)

3. Students exchange their outlines with their peers from the group and provide constructive feedback to one another, focusing on strengths, critical ideas, and suggestions for change of the perspective of case discussion. This feedback will be used to revise and finalize your written piece.

4. Take 10 min. to finalize the group's ideas by considering your peers' suggestions from the group. Outline your groups' ideas on the flipchart and write them down.

Debriefing:

5. All groups come back together for debriefing and discussion. Each group assigns a speaker to share their ideas (for excerpts, bracket and share in case we run out of time) and engage in a collective analysis and evaluation of the case study. Here we can all engage in discussion highlighting main arguments, illustrating supportive evidence from the theories studied in class.

Reflective Writing:

6. Reflect on your experience with the process writing approach during the case study activity.

Prompts: How did you do what you did? What is your present sense of it? What worked well, what did not? If you had more time, what would you do better?

Share:

7. Share your insights gained, challenges faced, and the overall effectiveness of the activity. How

can you transfer this knowledge to your class project on the cultural symbol research essay?

The case represented a cultural symbol, particularly for traditional Chinese culture, illustrating not only critical issues around cultural relativism theory but also giving students an insight into how cultural symbols can be analyzed, and how cultural symbols reveal cultural values, beliefs, historical development, identity, and the moral and religious values of the society that is identifying with the cultural object. This exercise prepares students on how to read, critically evaluate issues, reflect on their ideas, and generate coherent, logical, and argumentative reflection on the cases under study. The exercise showed what steps students can take in the research, evaluation, and drafting of their class projects due at the end of the semester. According to class organization and requirements, they submit their first draft of the essay during mid-November as a follow-up reflective work. I organize one-to-one essay discussions and feedback with each student and at the end of the semester they submit their final draft of the cultural symbol research essay.

The learning outcomes of this activity are communicated at the beginning of the course and students know what will be expected from them as a product at the end, and what they will take from their participation, thus class engagement and participation was 100% of the student enrolled. Factors indicating students' engagement are illustrated below. I can only mention my observations here that the indicators of effective engagement that I observed during the activity were participation with enthusiasm and positive interaction with peers; these were signs of confidence in defending their idea at the debriefing part of the assignment.

2.3. Writing in the Zones "Writing to Read in the Zones" is a writing practice used by scholars and teachers to invite students to deconstruct a text from various angles, to help them organize their thoughts, ideas, and insights derived from engaging with various sources of information, such as books, articles, lectures, discussions, or personal reflections. The main purpose of the practice is to encourage active engagement with the text and problems introduced and to develop a coherent and well-organized response to the problem. It involves a structured approach to note-taking that encourages the exploration of different arguments, perspectives, and contradictions and at the end finding solutions and proposing strategies that could be experimented in different contexts.

The writing to read in the zones exercise was introduced in class MLL 2075 *Intercultural Communication* during spring 2023. The course was approved last semester for granting writing-intensive credits students showed engagement and interest in the activity, which will be illustrated by the analysis of engagement indicators and student feedback and responses on the anonymous sur-

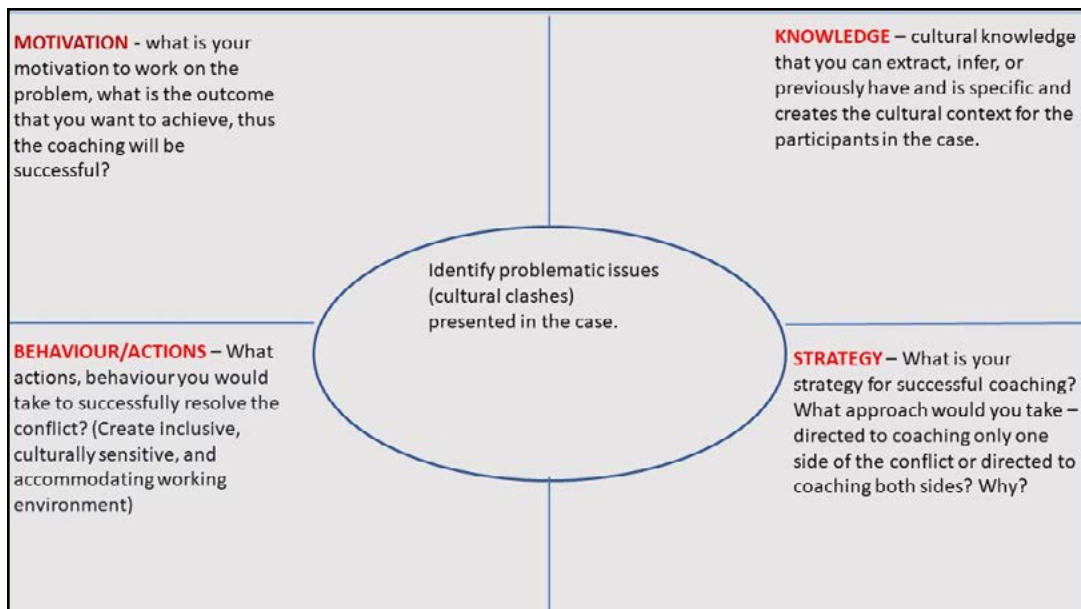


Figure 1. Writing to Read in the Zones in Cross-Cultural Coaching

vey conducted at the end of the semester. The activity was used twice in one semester and modified to serve the learning objectives set in the class syllabus. Here I mentioned some (not all) of the learning objectives of the course:

- Demonstrate the ability to critically evaluate and manage cultural conflicts in various settings and lead people from diverse backgrounds.
- Compare communication behavior, verbal and non-verbal, of diverse cultural groups and interpret the behavior through culture.
- Use practical frameworks in cross-cultural conflict management.
- Identify ways of reducing barriers in communication and integrate theoretical concepts and techniques discussed in class into their behavior.

The activity was applied in two different case study discussions and cross-cultural conflict management exercises aimed at equipping students with easily transferable tools for real-life cross-cultural management strategies.

2.3.1 In-Class Activity 2. Writing to Read in the Zones in Cross-cultural Conflict Management Strategies Writing to Read in the Zones in Cross-cultural Coaching. A case

study discussion on cross-cultural misunderstanding was introduced at the beginning of the class by asking the students to read the case and the additional information included in the handout. After that, the students were divided into smaller groups (3–4 students), and each group was asked to assign a scribe. I presented the writing to read in the zones exercise, introduced the model with prompts included in the zones, (see [Figure 1](#)) and asked students to write down their ideas by instructing the class to strictly follow the order of zones to be written in.

The central theme should include students' understanding of the connection between all zones and what will be the central approach in their strategy to cross-cultural conflict resolution. The examples received are illustrated below and the analysis of the written exercise and students' feedback will be mentioned below in [Appendix D](#). In their feedback, students report that they can easily apply the knowledge gained in this exercise to cross-cultural situations and episodes when they happened in real life in working, educational, or any other professional environments. Thus, what they learned in this exercise equips them with a tool that can be used in their future cross-cultural conflict management strategies. Some of their comments, feedback and engagement indicators will be illustrated in the chart below and analyzed.

Examples of students' works:

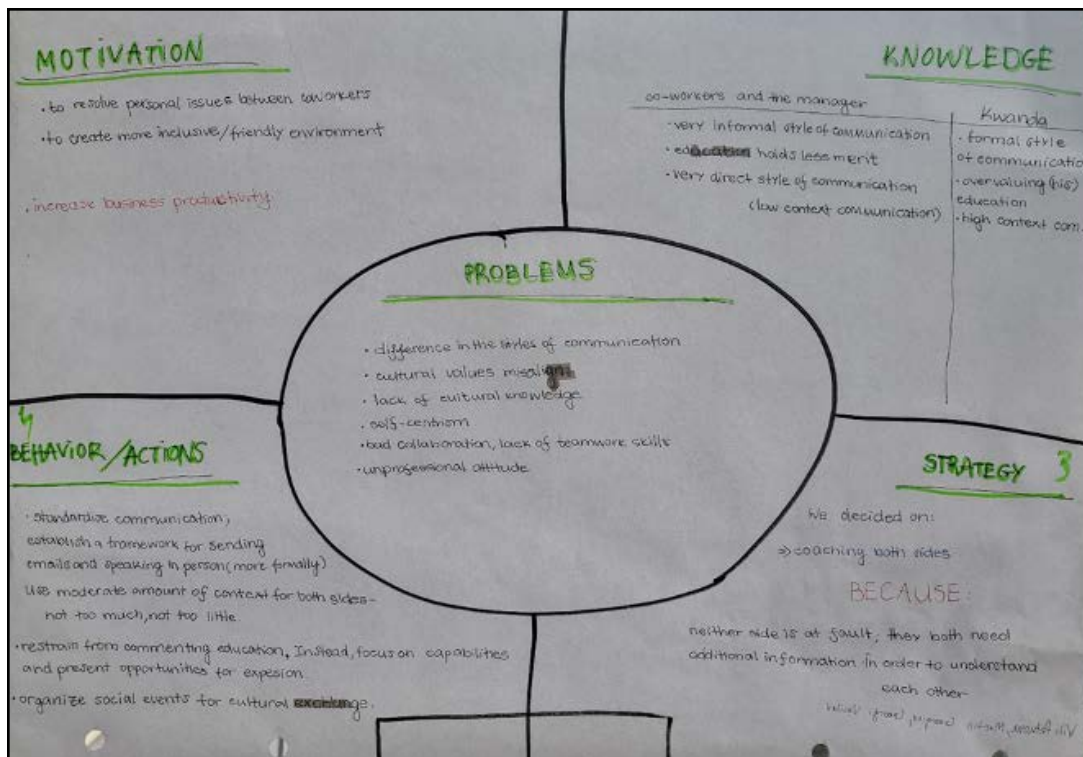


Figure 2. Student Example of Writing in the Zones

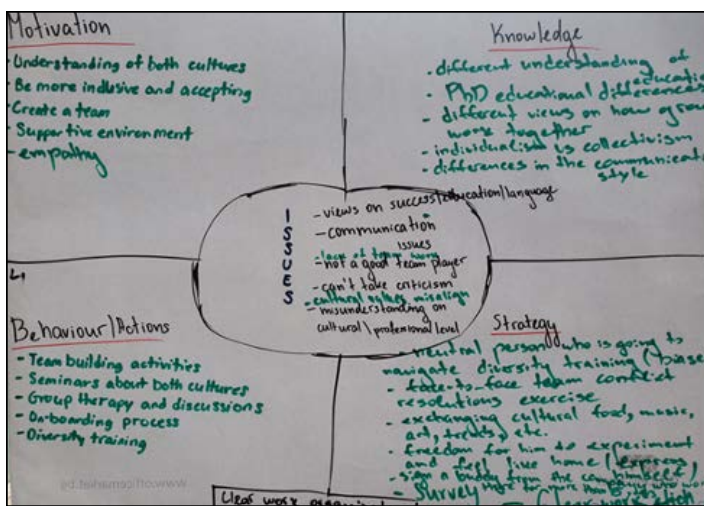


Figure 3. Student Example of Writing in the Zones

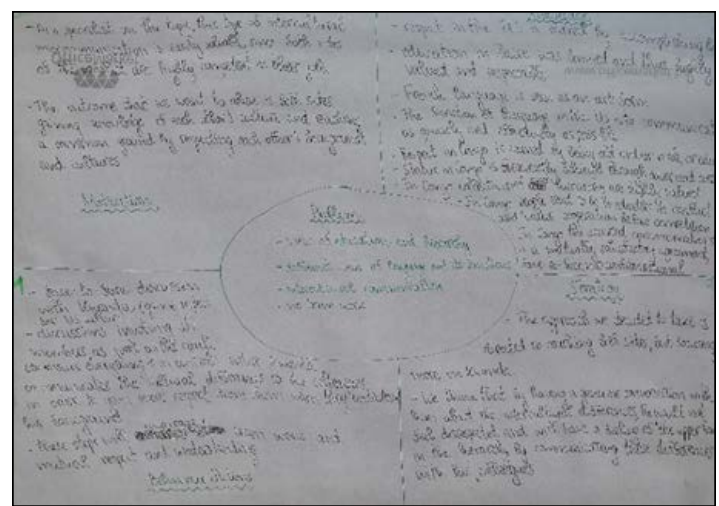


Figure 4. Student Example of Writing in the Zones

2.3.2. Writing to Read in the Zones with application of theoretical framework in cross-cultural conflicts management

The second instance of an experimental application of the writing to read in the zones practice was during the second half of the semester when the level of the class's knowledge of class learning objectives was near completion and students were equipped with the necessary theoretic background and preparation required for the semester. They were asked to apply their knowledge in creation of effective strategies in cross-cultural conflict management by application of the transformative communication strategy introduced in the case study titled

"Dialogue, Argument and Cultural Communication codes between Israeli-Jews and Palestinians"

The case was assigned for reading in advance. The students were asked to mark the major key ideas of the authors, also identify the intercultural conflict and what caused it, to learn the framework of the transformative communication approach in conflict resolution, and to research more information on the contact hypothesis outlined in the case. Thus, they were prepared for the class activity, which took the entire class session of 95 minutes, to be conducted in its full capacity. At the beginning of the class, I distributed a handout with instructions

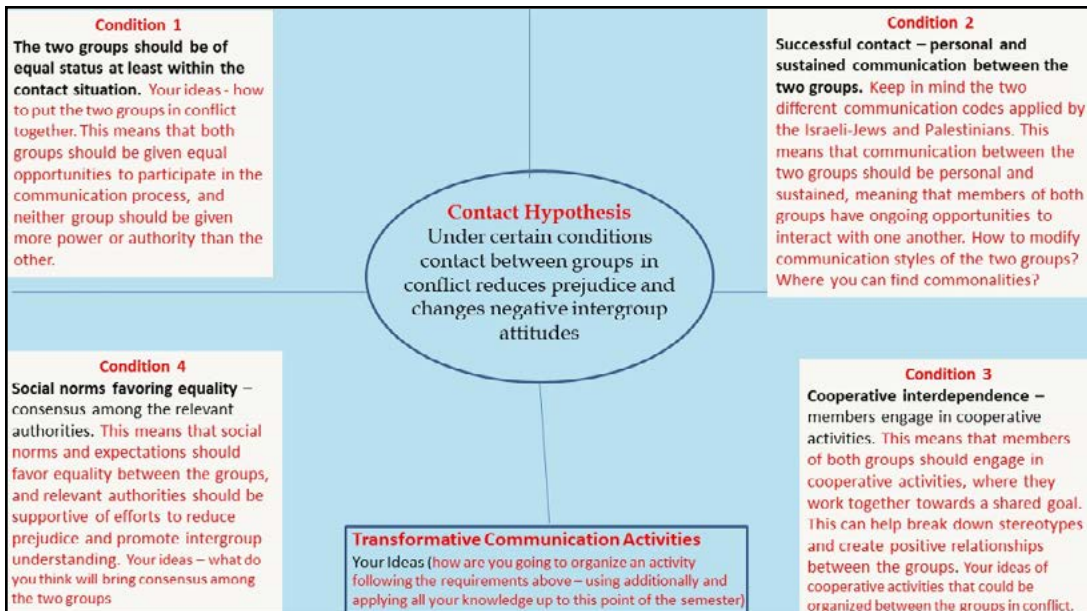


Figure 5. Writing to Read in the Zones in Cross-Cultural Conflicts Management

and shared the model for writing to read in the zones on-screen for class. I also distributed papers and markers to write on the paper and divided the class into groups. The model of the writing to read in the zones is illustrated in Figure 5.

Examples of students' works will be included below with the presentation and analysis of the effectiveness of the practice and the ideas generated by the activity. All

participants in the activity gave positive feedback on its effectiveness and engagement. In addition, the follow-up debriefing of the generated ideas provided the entire class with ready-to-use cross-cultural conflict resolution case scenarios which were presented in class as a toolkit of practices.

Students works examples are included below:

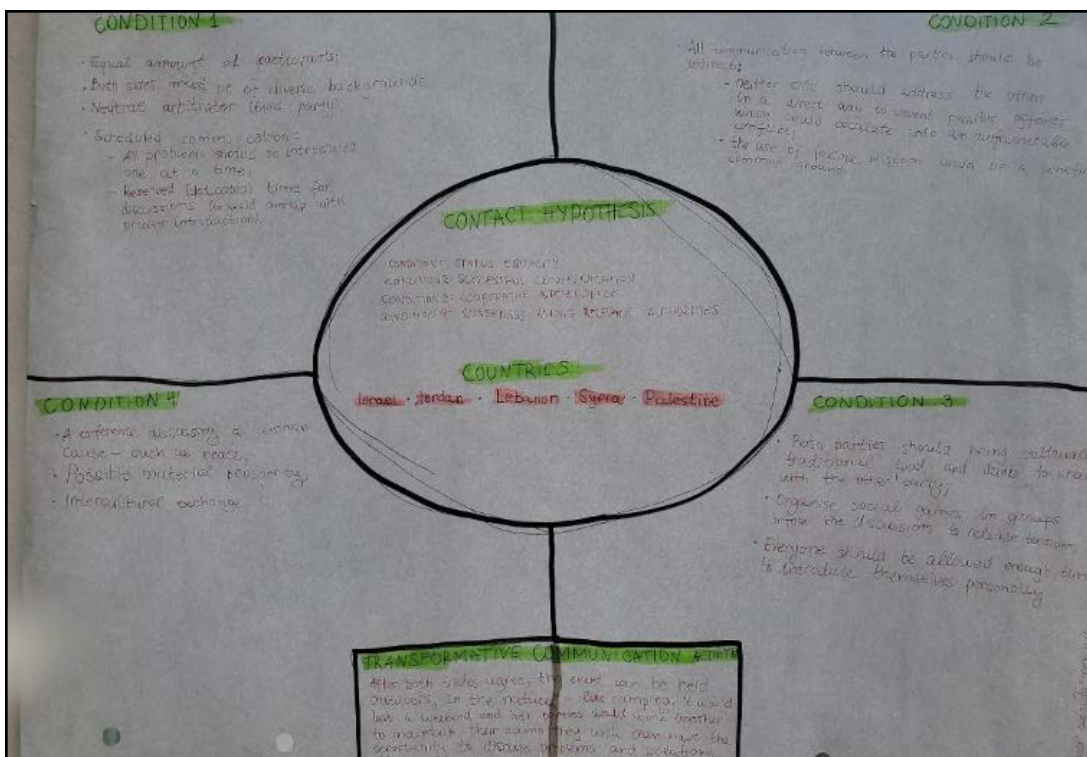


Figure 6. Student Example of Writing in the Zones

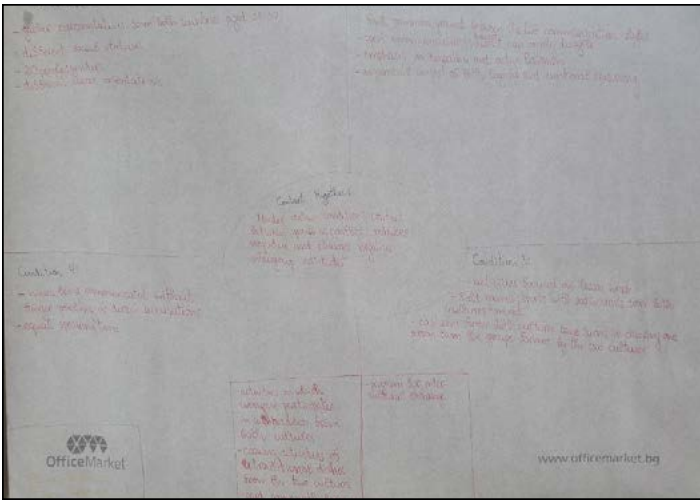


Figure 7. Student Example of Writing in the Zones

2.4. Evaluation of the Activity and Students’ Feedback

An anonymous survey was conducted at the end of the semester, including questions that targeted students’ understanding, use, and effectiveness of the activity³.

Questions 4–9 address directly the writing-rich practices used in class, their effectiveness, coherence of the prompts, and accessibility and transfer of the practices in various other contexts in cross-cultural conflict management. The responses to the questions focusing on the effectiveness and evaluation of the writing practices are included in Appendix D. *Student evaluation of the effectiveness of writing to read in the zones practices used in MLL 2075 Intercultural Communication.*

Appendix D illustrates responses to the questions targeting writing to read in the zones practices used in the class work activity as they are described in detail above. The majority of students’ responses and comments were positive. The survey was conducted at the end of the semester and it reflects only the responses that are relevant to the purpose of this study.

Additionally, I conducted one-to-one interviews with the students discussing their class projects at the end of the semester. Their feedback was mostly positive, but I will not include data from these meetings since they do present a type of controlled response and feedback as the meetings were conducted at the end of the semester and the anonymity of the students was not relevant.

I also included questions concerning the writing to read in the zones (transformative communication activity) in the final exam, to be applied in a case study analysis and cross-cultural conflict management. Fifteen students out of 21 successfully integrated and used the activity for

³ A link of the survey can be found here: docs.google.com

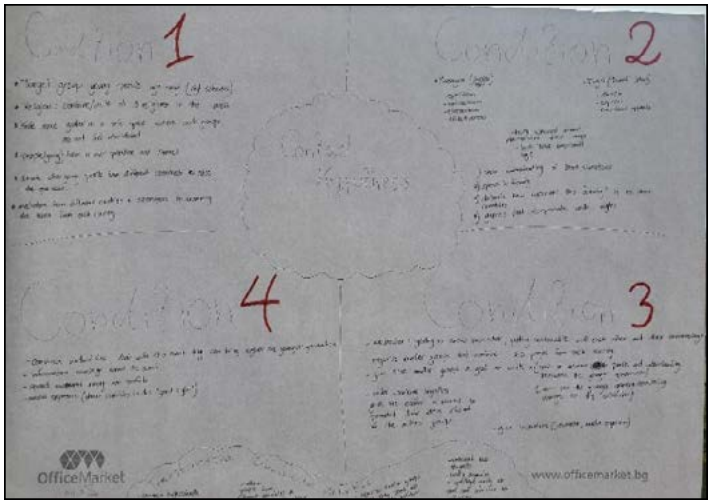


Figure 8. Student Example of Writing in the Zones

their cross-cultural management strategies and wrote their answers during the final exam.

More evidence of the effectiveness of these practices could be extracted from the AUBG Institutional teaching assessment rubrics in the part of class materials and class works evaluation, which were also positive in the majority. In the teaching evaluation survey, students mention their positive perceptions of the teacher support and positive perceptions of the learning goals achieved. These two indicators illustrate strong student engagement and their cognitive engagement and learning outcomes achieved. Students’ works examples are used as evidence of the learning outcomes achieved and successful integration of the writing to read in zones practice. The images included below illustrate examples after the successful completion of the assignment.

2.5. Evidence of Active Participation and Students’ Engagement

Behavioral Engagement:

- **Attendance:** Class attendance is a mandatory requirement for AUBG and students’ successful completion of the classes, thus the class was fully attended by every enrolled student, marking absences due to medical or some other excused reasons.
- **Homework completion:** Homework assignments consist of 15% of the overall final grade and is included in the class syllabus, thus all students worked on their assignments and submitted them with no exceptions.
- **Participation/involvement:** this indicator can be seen in the visual evidence of participation and presentation of the class work. In addition, students were encouraged to participate in class discussions as they mentioned this in their teaching evaluation survey and class effectiveness feedback.



The level of language command and use by the learners and participants in the experiments of the writing-based practices, according to the Common European Frame of Reference (CEFR) and American Council on the Teaching of Foreign Languages (ACTFL), is A1/A2, B1/B2, C1/C2, with the following language skills acquired in the aspect of reading and writing. (I only mention a few to introduce the context of writing-based practices experimented in my classes and the level of language use by the learners). The proficiency descriptors according to the mentioned frameworks are given in detail in [Table 1](#), including A1–A2 description of language proficiency levels and linguistic competence, illustrated by the learners as defined by the Common European Framework of Reference.

Figures 9, 10, 11, 12, 13. (clockwise) Illustrating student participation and engagement in class work

3. Writing-Based Practices Experimented in L2 Learning Class Environment

3.1. Foreign Language Learning We all know that L2 teaching and learning methods require specific training around different skills – speaking, listening, reading, and writing – and the teacher cannot use the same practices as they are used with native speakers, at least not at the beginning level. The researcher must consider several important aspects of foreign language teaching and learning.

The focus of the project is integration of the writing-rich pedagogies in second language learning class, particularly on level L1–L2. Although we know that the low proficiency language learners have limited productive language abilities and these practices present great challenges, it is worth experimenting with some of the practices designed specifically for the goals of the learning process and analyzing learners’ feedback.

Also, I will not consider the interaction and language learners’ response due to their various L1 grammar capacity and its influence in the process of language acquisition, as such indicators are illustrated by the response

Level	Description
Level A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way, provided the other person talks slowly and clearly and is prepared to help. Can write positions of the object, possession of the object, personal information, filling-in documents with personal information, writing timetable, daily routine, working/academic schedule, basic notes, messages, etc.
Level A2	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 Basic need. writing directions, colors, clothes, personal belongings, describing physical appearances, family members, things in the room, buildings; writing everyday expressions and daily routines; writing future plans and past events, writing about cultural specificities of Bulgarian society.
Level B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise while traveling in an area where the language is spoken. Can produce simple, connected text on topics that are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

Table 1. Descriptions of language proficiency levels (A1–A2) in the Common European Framework of Reference

of the learners. Neither psycholinguistic errors will be mentioned here, nor language structure acquisition due to learners first language influence. The multilingual diversity of the participants creates a good environment for these aspects of research, but this will not be the scope of this project here.

3.2. Framework of Foreign Language Learning In the framework of foreign language teaching and learning the concept of communicative competence refers to the ability of language learners to use a second language (L2) effectively and appropriately in various real-life communication situations. It encompasses not only linguistic knowledge but also the skills, strategies, and cultural awareness necessary to interact successfully with others using the target language.

Communicative competence is often broken down into four main components:

1. Linguistic Competence: This involves the understanding of grammar, vocabulary, sentence structure, and pronunciation. It is the foundational knowledge of the language's rules and structure.
2. Sociolinguistic Competence: This aspect focuses on understanding and using language appropriately in different social and cultural contexts. It includes knowledge of formal and informal language, politeness levels, and cultural norms for communication.
3. Discourse Competence: Discourse refers to the way language is organized and structured in longer pieces of communication, such as conversations or written

texts. Discourse competence involves the ability in production of coherent and cohesive discourse, such as using appropriate connectors, organizing ideas logically, and maintaining a conversation or text's coherence.

4. Strategic Competence: This pertains to the ability to manage communication breakdowns and cope with various challenges during interaction. Language learners with strategic competence can use strategies like paraphrasing, asking for clarification, and using non-verbal communication to navigate situations when they lack the necessary vocabulary or encounter misunderstandings. (Kanwit, Solon 7)

According to the contemporary conceptualization of the concept, understanding of communicative competence is that it goes beyond mere grammatical accuracy and vocabulary knowledge. It emphasizes the learner's ability to function effectively as a communicator in real-life situations within the sociocultural environment, demonstrating a deep understanding of the language's contextual and social dimensions. Effective language learners not only acquire the theoretical knowledge of the language but also develop the practical skills needed to engage in meaningful and successful interactions with native speakers and other L2 learners.

The content of Bulgarian language and culture class is organized within this framework—topics, vocabulary, grammar, assignments, in-class exercise, and extracurricular activities are built upon the framework of building effective communicative competence for the learners of Bulgarian as a second language and the processes of language acquisition and language learning strategies

are designed to meet these requirements on the level of language proficiency.

The most challenging level of writing-based practices experimentation, such as freewriting, focused freewriting, and process writing, is the A1 level of language learners, where the language use and level of proficiency are limited, and students do not feel comfortable expressing their thoughts freely. Those with fluent linguistic capacity, such as native speakers or knowledgeable learners, are on a higher level of language proficiency. That is why the experimental writing-rich practices in foreign language and cultures classes did not include language learners at the beginning level, rather focusing only on A1/A2 level and B1 level of language proficiency.

As I said above, in fall 2022 and spring 2023, I taught three foreign language classes on level from absolute beginners (A1) to elementary-pre-intermediate (A1/A2) to intermediate (B1/B2) (AUBG academic curriculum and undergraduate catalog signature such as MLL 1035 *Introduction to Bulgarian Language and Culture I* (absolute beginners to A1), MLL 1036 *Introduction to Bulgarian Language and Culture II* (A1 to A2 level of language proficiency), and MLL 2026 *Intermediate Bulgarian – Perspectives on Bulgarian Culture* (B1–B2, spring semester only). The experimented assignments integrating process writing were implemented in the two higher level classes—MLL 1036, and MLL 2026 due to the specific role and learning objectives of the assignment and language competency of the participants in the class work. At this level of foreign language instruction, teaching methods should be directed to a higher level of communicative competence instruction and work and the focus of the assignment was a combination of training listening, writing, and speaking skills in parallel with vocabulary and grammatical structures acquisition.

3.3. Process Writing as Foreign Language Teaching Pedagogy A short film video reflection assignment is required as a class assignment to be worked on in class and submitted by students as part of their overall assessment and grading class policies, thus all students participated and worked on the assignment. The short film video reflection assignment also incorporates the communicative approach in foreign language instruction as it should be based on and respond to learners' communicative needs, where the learner must be granted the opportunity to engage in meaningful communication in real-life situations integrating sociocultural practices and not focusing only on grammatical accuracy. One of the requirements of the communicative approach is that foreign language learners are exposed to real-life language use and arbitrary aspects of communication to strengthen their use of a combination of the four language skills (listening, speaking, reading, and writing) that we train in the language learning environment.

3.3.1 In-Class Activity 3. Process Writing in L2 teaching and learning class in short film video reflection assignment A short film (Bulgarian cultural theme, contemporary, presenting various contexts and sociocultural problematic issues, character description or events) is presented in target language in class. The film is presented with English subtitles for better understanding. Design of the activity:

Instructions:

1. Watch the film (10 min.) and pay attention to ideas, characters, think about how are you going to describe them, sociocultural problems presented, anything that you find interesting, and that presents Bulgarian cultural themes.
2. By pairs—process write and reflect on (use the target language) the following prompts (write them on the board or include them in the handout with exercise description).

Prompts:

1. What are the author's ideas?
2. What is the topic of the film?
3. Describe the characters of the film – physical appearance, age, their occupation, their personal characteristics?
4. What happens in the film? Problematic issues, sociocultural problems presented in the film?
5. What is the historic era illustrated in the film? How does this theme reflect the mood of the main characters? How did you know? (20 min.)

Share:

3. Share some of your ideas with the class. (Chose what you would like to share)

Process Writing:

4. Write... the most important expressions, phrases, words used in the film. (10 min.)
5. What phrases used in the film can be used in everyday communication? Pick up some expressions you have written and use them in a composed short communication situation. (10 min.)
6. Share with the class (5 min.)
7. Exchange your notebooks/papers with the other group in the class and ask 5 questions about the

ideas written by your classmates. Write the questions in the notebook of your classmates. (7 min.)

Follow-up work (homework assignment):

8. Watch the film again and using what you have learned in your collaborative work in class today, your ideas and the questions written by your classmates, write a written reflection of the film expressing your ideas, considering what you have learned from your classmates as well.

9. Using your reflection as a prompt (but not reading it) make a video reflection of your film review speaking about the film and including your understanding and description of the film. (not more than 3-4 min. video)

10. Send me the video and bring your written reflection in class for discussion.

In class Process Write: Take 10 minutes after our class discussion of the assignment and write about the process.

Prompt: How did you do what you did? What did you learn? What did you change in your written reflection after reading the questions of your classmates in your notebooks? What would you do better if you had time?

It should be mentioned here that my project will not include research on the interaction between the learners of Bulgarian (their L2) and their L1 (native) language. This could be the focus of other more detailed research. It is important, however, to give information about the multicultural and multilingual environment of the classes integrating various L1 students due to the unique environment provided by the diverse AUBG student body. For the period of the study in Bulgarian classes, learners' linguistic diversity was represented by native English speakers, as well as Azerbaijani, Vietnamese, Georgian, Russian, Albanian, Italian, and Ukrainian speakers. The total number of students participating in the experiment exercises is 20. Their level of language proficiency is at the beginning of the semester—16 students with A1 beginner level and 7 students with A2 (mid-intermediate) level. At the end of the semester, the goal is that A1 level students reach A2 language proficiency and A2 level reach B1 (upper intermediate). Thus, the task with short film reflection as a language skills training tool proved to be useful and even more effective in a multilingual class environment since students in their reflections and revisions can reflect on grammatical errors, suggest corrections, and at the same time correct their own vocabulary and structure uses. Task-based learning is organized and sequenced by means of manipulating learners' cognitive abilities—their conceptual, attention, memory, and rea-

soning capacities. During and after the task, the learners provide support to their peers based on the needs that arise naturally during the project preparation. Grammar, vocabulary, and pronunciation issues are addressed in context, making the learning experience more relevant and memorable. Here, I should mention that not all participants felt comfortable sharing and watching their video reflections in class, thus I worked individually with the ones that were not comfortable sharing their products and oral expressions.

Learning outcomes resulted from this project are multidimensional and are mentioned below:

1. Language Proficiency:

- Students improved their speaking, listening, and writing skills by engaging in short film discussions and working on their written reflections.
- Students can easily apply learned vocabulary and grammar structures in their guided writing task.
- Students can show improved pronunciation and intonation through self-assessment during their video reflections (and/or class discussions of the reflections).

2. Cultural Understanding:

- Gain insight into the target culture by analyzing the short film that highlights various cultural practices, traditions, and perspectives.
- Identify cultural nuances in language use registers, body language style, and communication styles as observed in the short film.

3. Communication Skills:

- Engage in meaningful discussions with peers while reflecting on the video content, expressing personal opinions and interpretations using target language to compose meaningful expressions.
- Enhance active listening skills by comprehending the cultural and linguistic content and responding to fellow students' viewpoints.

4. Critical Thinking:

- Analyze cultural and language content to extract key themes and ideas and synthesize these insights into reflective responses.
- Evaluate the cultural context and biases within the plot, fostering students' critical awareness of media representation.

5. Reflective Practice:

- Develop the ability to self-evaluate oral expressions, identifying strengths and areas for improvement through discussion, sharing ideas, writing reflections, and reviewing video recordings.
- Reflect on a personal learning journey by comparing language proficiency and communication skills of others.

6. Collaborative Learning:

- Collaborate with peers by engaging in group discussions related to the film content, sharing diverse perspectives and insights.
- Provide constructive feedback to classmates on their written reflections, encouraging a supportive learning community.

7. Self-Directed Learning:

- Take ownership of the learning process by setting personal goals for language improvement and reflection frequency.
- Develop a habit of independent learning through regular reflections.

8. Cultural Sensitivity:

- Enhance students' cultural sensitivity and intercultural communication skills by reflecting on cultural misunderstandings and how to navigate such situations effectively.

3.4. Evaluation of the Effectiveness of the Class Activity and Learning Outcomes Achievement

Assessing whether the learning outcomes of a task integrating video reflection in L2 learning have been fulfilled requires a combination of assessment methods aligned with the task's specific goals. I will use multimodal assessment methods and mostly qualitative analysis of students' works, indicators of student engagement, students' feedback of the effectiveness of the projects used in the form of a survey, teaching evaluations of the effectiveness of the class work. I will also include class artifacts as evidence of the assessment of the goals achieved at the semester's end.

To provide evidence of the achievement of these learning outcomes, I maintain records of students' written and spoken reflections, group discussions, video recordings, self-assessment reports, and various other artifacts that demonstrate their progress. Additionally, the rubrics included below tailored to each learning outcome are

used as standardized assessment of the class learning outcomes and provide constructive feedback to students.

Regular feedback and communication with students about their progress and areas for improvement are essential components of this assessment process. This comprehensive approach ensures that the goals of the learning outcomes are effectively assessed and demonstrated, and the students will receive adequate feedback from their professor on their progress, and skills needed to improve.

The following assessment rubrics are used as indicators of learning outcomes achievement:

1. Language Proficiency Assessment: Language proficiency assessment is two dimensional—(1) assessment of oral communication skills, and (2) written skills—an assessment of their reflection on selected topics in writing produced by the students and their language use.

◦ Assessment of oral communication skills—At the end of the semester (spring 2023) as part of class assessment and grading, I conducted oral assessments and one-on-one conversations to evaluate students' speaking and listening skills. The assessment and grading criteria included content assessment of how the students reflected on required aspects of the assignments according to the requirements mentioned in the rubrics and oral presentation of the speaker evaluating their pronunciation, vocabulary use, grammatical expressions and use, consulting with the written text, etc.

Assessment rubrics of the short video reflection project also included an oral presentation assessment, pronunciation, grammatical use of the expressions, consultation with the written text, and comprehension of cultural context of the short film.

Appendices B and C, included as a supplement at the end of this project, contain and illustrate samples of the evaluation and assessment rubrics of oral exam (B1 level of language proficiency) and short video reflection project (A2 level of language proficiency).

Evaluate written reflections for the use of appropriate vocabulary, grammar, and sentence structures.

◦ Written skills—assessment of their reflections of short video reflection project in writing produced by the students and their language use.

2. Cultural Understanding Assessment:

- Review students' reflections for insights and observations about cultural practices, traditions, and perspectives.
- Assess the accuracy of students' interpretations of cultural nuances in the short film.

3. Communication Skills Assessment:

- Evaluate the quality of students' contributions during group discussions related to the video content.
- Monitor active listening skills and the ability to respond thoughtfully to peers' viewpoints.

4. Reflective Practice Assessment:

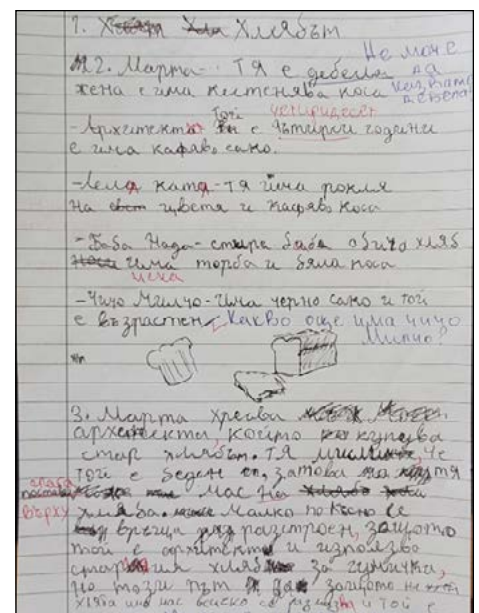
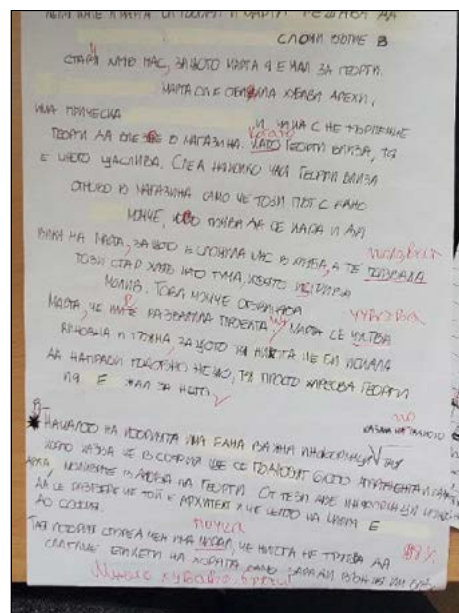
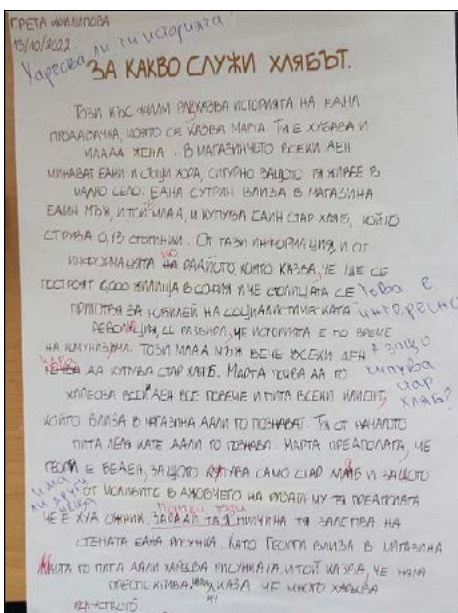
- Review students' video reflections to assess their ability to self-assess language use and identify areas for improvement.
- Analyze the extent to which students reflect on their learning journey and progress over time.

5. Collaborative Learning Assessment:

- Observe the level of engagement and participation in group discussions related to the video content.
- Review feedback provided by students to their peers' video reflections for constructive and meaningful input.

Appendix E included below exemplifies qualitative analysis of the learning outcomes and the level of students' language proficiency achieved at the end of the semester, based on the complex analysis of the assessment and grading rubrics, percentage of the assignment completion, and grading of the short film video reflection assignment, Test 1 grade integrating tasks reflecting the assignment and language comprehension illustrated by the student, and overall grade of the class. Examples of the written assignment and video reflections will be included in the project, illustrating students' works and successful completion of learning outcomes.

Figure 17 presents an example of AUBG Institutional teaching evaluation and class effectiveness rubrics based on which faculty teaching methods are evaluated and assessed by the Dean of Faculty.



Figures 14, 15, 16. Example of written reflections of the Short Film Video Reflection Assignment (L2 learners, A2 language level proficiency)

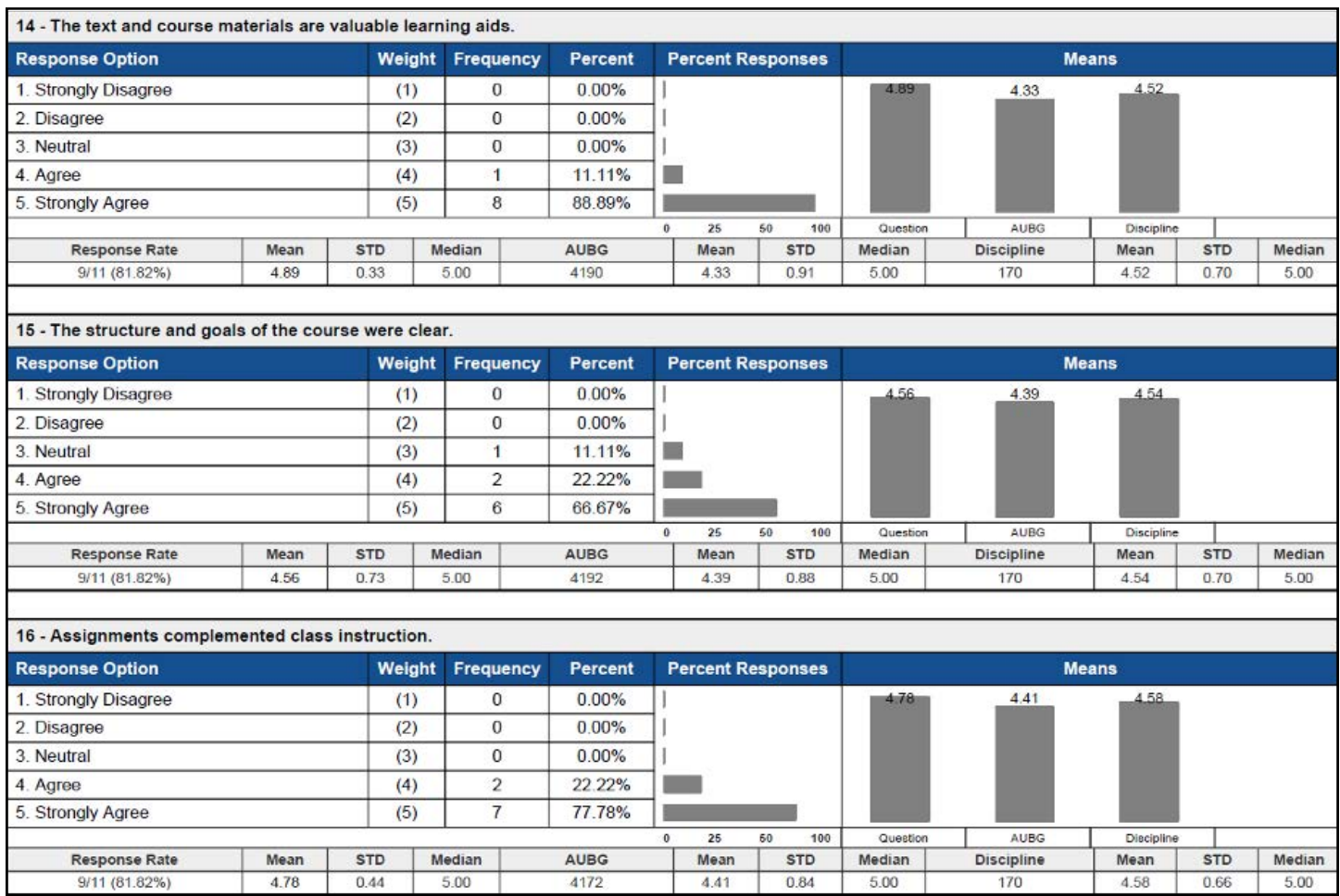


Figure 17. Teaching evaluation rubrics student evaluation of text and course materials integrating class projects and activities during the semester

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Appendix A. Short Film Video Reflection – Video produced by Student 4 - included in Appendix E. <https://clipchamp.com/watch/l7qzxREo5WE>

Appendix B. Evaluation and Assessment Rubrics of Short Film Reflection Project

Contents:

- The speaker presented the essential ideas of the video well 1 2 3 4 5
- The speaker clearly presented his arguments 1 2 3 4 5
- The speaker gave specific examples of the plot 1 2 3 4 5
- The speaker presented their ideas with comprehensive pronunciation 1 2 3 4 5
- The oral presentation was coherent and well organized 1 2 3 4 5
- The speaker used difficult words and expressions 1 2 3 4 5
- The speaker used phrases and expressions from the plot to express their ideas 1 2 3 4 5

The presenter:

- Spoke understandably, with clear pronunciation 1 2 3 4 5
- Spoke naturally, without long or frequent pauses 1 2 3 4 5
- Consulted their notes effectively (little reading) 1 2 3 4 5
- Used the vocabulary correctly 1 2 3 4 5
- Used grammar correctly 1 2 3 4 5
- Respected the speaking time during the presentation (2-3 min. per person) 1 2 3 4 5

Рубрики за оценяване на устен изпит по български език, пролетен семестър 2023

- Устен изпит, 12 май

Граматика и лексика	
Употреба на правилна граматика, включително времена, местоимения, предлози	Използва много правилно бъдеще и минало време; Има нужда от упражняване на граматичните правила в усната реч на по-високо ниво.
Разнообразие и точност в употребата на лексиката, включително подходяща лексикална грамотност и употреба на синоними и антоними.	Грети много добре се справя с употребата на разнообразна лексика, използва синоними. Има нужда от обогатяване на лексиката на по-високо ниво, но ще работим допълнително.
Умение за перифразиране, когато се затруднява да открие правилната дума	Да, перифразира, когато не може да открие правилната дума
Разбиране и комуникативни умения	
Разбира въпросите и инструкциите	Отговаря правилно на всички въпроси и инструкции.
Изразява идеите си без прекъсвания и големи паузи	Да, говори ясно и без големи паузи.
Отговаря ясно и конкретно на въпросите, използвайки подходящи примери и обяснения	Да, участва в импровизиран разговор, не само по предварително подготвени теми, но и по спонтанен разговор по различни теми.
Подрежда и свързва идеите си чрез подходящи свързващи думи и изрази.	Да, много правилно.
Изразява идеите с примери от личен опит. Използва релевантни примери	Да, използва успешно усвоената лексика за изразяване на личен опит.
Прозношението и правилно за ниво A2-B1	Има нужда от практикуване в прозношението на съвременен български език, но ще работим върху това.

Общо от устния изпит: 95%

Appendix D. Student evaluation of the effectiveness of Writing to Read in the Zones practices

4. The written assignments were effective and enhanced my ability to think critically about the subject and improved my understanding of cultural clashes and relationships between culturally different individuals.	5. How effective do you think was the Writing in Zones exercise which we used at the beginning of the semester?	6. How effective do you think was the exercise Writing in Zones - Transformative Communication technique, which we applied to the Contact Hypothesis and the case of Israeli Jews and Palestinians?	7. The prompts of the written assignments were clear and easy to understand what is required by me.	8. Do you think you can use and apply these writing practices in different contexts? Can you identify in which context you can apply these practices?	9. How effective these writing practices were to find the solution to the problem/conflict presented?
Yes	Somewhat effective	Somewhat effective	Yes	Yes, in the work atmosphere	Very effective
Mostly	It was useful but not that fun for me	Useful again, but not so fun	Mostly	Yes, certainly	In the case with Palestine, not very hahah (for the rest it was effective)
Yes	Mostly effective	Confusing at first, but after doing it, it made more sense and was effective	Yes	Yes; in dealing with other cultures in my future profession and everyday life	Effective
TRUE	Confusing at first but quickly became interesting to discuss problems and solutions	Effective for the same reason as the first exercise, although less relatable due to the nature of the problem	TRUE	Yes. These practices can be used in almost any workplace whether a person from a different country is hired or if you go to a different country.	Very effective, since at the start a solution seemed very unclear but towards the end there was a foundation for something that could potentially be done after discussion.
Yes	It was thought-provoking and interesting	It was again thought-provoking and interesting	Yes	Definitely. I am even interested in working something related to what we have studied	Very effective

I would say yes.	We did good work, not sure what effectivity is supposed to mean here.	We did good work, not sure what effectivity is supposed to mean here.	Yes, though I would prefer if they were a bit more concise. Like a bullet form with 2 to 3 words.	I guess when I make my own enterprise, because I expect to have a fair amount of international labour force.	They were nice, but I do not like homework.
Yes	I would say 7 out of 10	It was very effective	Yes	yes, I think I can apply some of the practices in different situations and contexts	Very effective
Yes, absolutely, the class environment stimulated thinking	It was very useful since it was a hands on experience	Very useful, not only from an experience stand point but also of how supportive and accepting the class environment was. When someone feels comfortable and confident they can do better.	Yes	Yes, I experienced that immediately after the classes. The course was helpful to even deeper understanding my other courses.	Very, even when tired the class environment stimulated activity.
Yes they were	It was effective	It was effective	Yes	Yea I think I can apply some of the concepts and knowledge in my future	The writings were pretty useful and related to each of the following assignments
Completely agree	I did not understand it fully at first and was a bit lost. I could not get what exactly to write on the different parts but with more practice and help I got used to it.	This one was easier but again a bit confusing at first.	Agree	Yes, they would be helpful when clashing with other cultures.	They were a great tool to organise the data and see the problem more clearly in order to find a solution.
yes	I believe it was very effective as it helped us understand what actually was required from us	Effective (I missed this class so I can't give a definite answer)	yes	Conflict resolution, management	very effective

Appendix E. Assessment and evaluation of students' performance and completion of learning outcomes of A2 and B1 level of language proficiency integrating. Short video reflection activity.

	Student 1 (L2 level – A2)	Student 2 (L2 level – A2)	Student 4 (L2 level – B1)	Student 5 (L2 level – B1)
Language Proficiency Assessment	The student communicates their ideas comprehensively, with effective use of examples from the plot; Uses phrases and vocabulary according in the correct context; Language structures use is free of grammatical errors; The student spoken language is comprehensive and with clear pronunciation; Written reflection illustrates minor grammatical errors;	The student communicates their ideas comprehensively. The examples from the plot used are not used within the contextual appropriateness; The student needs more practice to acquire the correct pronunciation of some longer phrases and expressions. Written reflection illustrates grammatical errors;	The student needs more practice to acquire expressions to enhance their communicative competence. Written reflection illustrates grammatical errors; Vague statements and expressions. Topic comprehension is not acquired in details and thus not included in the assignment.	The student communicates their ideas comprehensively, with effective use of examples from the plot; Uses phrases and vocabulary according in the correct context; Language structures use is free of grammatical errors; The student spoken language is comprehensive and with clear pronunciation; Written reflection illustrates minor grammatical errors;
Cultural Understanding Assessment	The student communicates comprehensively sociocultural issues presented in the video; Oral expressions reflect competently cultural problematic issues, critically evaluating ideas presented in the video; Cultural specifics are comprehensively reflected and with ease;	The student communicates comprehensively sociocultural issues presented in the video; Cultural specifics are comprehensively reflected and with ease; Oral expressions reflect level appropriate communication skills describing the ideas presented in the video;	The student communicates sociocultural issues presented in the video with some vague expressions; Cultural specifics are partly reflected in the written and oral part of the assignment; Oral expressions reflect B1 level of communication skills describing the ideas presented in the video;	The student communicates comprehensively sociocultural issues presented in the video; Oral expressions reflect competently cultural problematic issues, critically evaluating ideas presented in the video; Cultural specifics are comprehensively reflected and with ease;
Communication Skills Assessment	Student's communication skills illustrate deep understanding of adequate contextual use of language; Communicative competence illustrates adequate knowledge of appropriateness of language use;	Student's communication skills illustrate deep understanding of adequate contextual use of language; Communicative competence illustrates adequate knowledge of appropriateness of language use;	Student's communication skills illustrate understanding on adequate level of language use; Communicative competence illustrates adequate knowledge of appropriateness of language use;	Student's communication skills illustrate deep understanding the contextual use of language; Communicative competence illustrates knowledge beyond B1 level of language comprehension.

<p>Reflective Practice Assessment Prompts: What is the topic of the film?</p> <p>How would you describe the characters? – describe the main characters - protagonists' description - physical appearance, characters, age, occupation?</p> <p>What is the story - what happened and why?</p> <p>What Bulgarian sociocultural problems are presented in the film - the historical era, societal relationships, social characteristics etc.</p>	<p>Comprehensive and detailed information is presented; Linguistic description is on an adequate for the A2 level of language proficiency – detailed description is included The speaker included details from the plot; The speaker reflects in their oral presentation description of the historic period, social relationships and characteristics presented in the video;</p>	<p>Comprehensive and detailed information is presented; Linguistic description is on an adequate for the A2 level of language proficiency – detailed description is included The speaker included details from the plot; The speaker reflects in their oral presentation description of the historic period, social relationships and characteristics presented in the video</p>	<p>The information included in the two parts of the assignment is not as detailed as required, the student communicates ideas based on the prompts included, but including details. The speaker reflects on the plot, characters, sociocultural relationships, and characteristics with some faults. General idea of the plot is communicated comprehensively.</p>	<p>Comprehensive and detailed information is presented; Linguistic description is on an adequate for the B1 level of language proficiency – detailed description is included The speaker included details from the plot; The speaker reflects in their oral presentation description of the historic period, social relationships and characteristics presented in the video;</p>
<p>Collaborative Learning Assessment (visual evidence of students' works will be included in the text)</p>	<p>The student actively participated in the group discussion of the written part of the assignment; Included are comments and proposals as peer feedback on their classmates' works;</p>	<p>The student actively participated in the group discussion of the written part of the assignment; Included are comments and proposals as peer feedback on their classmates' works</p>	<p>The student actively participated in the group discussion of the written part of the assignment; Included are comments and proposals as peer feedback on their classmates' works;</p>	<p>The student actively participated in the group discussion of the written part of the assignment; Included are comments and proposals as peer feedback on their classmates' works;</p>
<p>Assignment grade</p>	<p>90%</p>	<p>85%</p>	<p>85%</p>	<p>98%</p>
<p>Test 1 grade</p>	<p>90%</p>	<p>80%</p>	<p>85%</p>	<p>95%</p>
<p>Oral Exam Grade</p>	<p>No oral exam for this level</p>	<p>No oral exam for this level</p>	<p>85%</p>	<p>95%</p>