

INTERCULTURAL CITIZENSHIP: A SURVEY ON KAZAKHSTANI EFL TEACHERS' PERCEPTIONS AND TEACHING PRACTICES

*Gerfanova E.F.¹, Rudik Z.F.²

¹PhD, assistant professor, Astana IT University, Astana, Kazakhstan

e-mail: elmira.gerfanova@astanait.edu.kz

²doctoral student, senior lecturer, Sh.Ualikhanov Kokshetau University, Kokshetau, Kazakhstan

e-mail: uzar2008@mail.ru

Abstract. Intercultural citizenship education aims at harmonious raising of individuals with multiple talents, skills, and expertise, by instilling moral ideals, commitment to peace, responsibility, and conscientiousness. All these contribute to a comprehensive and stable development of society and state.

This small-scale research aims to explore how English as a Foreign Language (EFL) teachers perceive the concept of intercultural citizenship and what teaching practices they employ to foster students' intercultural citizenship skills. The study collected data through an online questionnaire that included open-ended and close-ended items. The participants in the study were 23 EFL instructors from two universities in Kazakhstan.

The study's results identified several categories associated with intercultural citizenship, such as openness and respect towards others, a commitment to human rights, empathy, tolerance, humanism, and active engagement in intercultural dialogue. The study indicated that teaching practices related to the integration of the intercultural citizenship component in the EFL classroom were limited, with some teachers promoting it through specialized textbooks and extracurricular activities, including English language decades and reading clubs. However, some participants did not employ teaching practices to prepare students as intercultural citizens. Furthermore, the participants reported challenges in finding suitable teaching materials to develop students' intercultural citizenship skills. The findings of this study may provide insights for enhancing curricula, developing teaching resources, and implementing effective teaching practices to prepare students for active participation in a globalized society.

Keywords: intercultural citizenship, intercultural competence, EFL teachers, perceptions, categories, teaching practices, assessment, resources

Basic Provisions

The concept of intercultural citizenship was proposed by Byram in the early 1990s, but it has seen more active development in the past decade. Initially, the term was used to emphasize linguistic and intercultural dimensions complementing citizenship competence. Citizenship is often associated with a legal status of belonging to a specific nation-state, but as observed by M. Barret and I. Golubeva, individuals may experience a subjective feeling of belonging to various levels of the community – local, regional, national, transnational, or global – and they might participate in civic activities at any or all of these levels, which makes the phenomenon of intercultural citizenship a complex one [1]. Furthermore, to effectively communicate and function as a citizen in these communities, which are primarily multilingual and multicultural, a learner needs to become an intercultural citizen, that is, “a person who has the

attitudes, knowledge, and skills of intercultural competence which enable them to participate in multilingual and multicultural communities” [1, p.78]. In this sense, intercultural citizenship implies multiple forms of civic belonging and engagement across these various levels.

Introduction

The comprehensive framework of intercultural citizenship education was conceptualized by M. Byram in response to the need to integrate citizenship education and foreign language education [2]. The researcher recognized that while citizenship education traditionally aimed at equipping students with skills and knowledge for civic engagement at local and national levels, it often neglected the transnational and global ones. To bridge this gap, M. Byram proposed the concept of critical cultural awareness within his model of intercultural competence, where he emphasized the reflection and evaluation of cultural products, perspectives, and practices in both one’s own culture and the target language (TL) culture [3]. However, this model needed to address civic participation explicitly. Consequently, intercultural citizenship education emerged to integrate cultural understanding and civic action. This new curriculum area seeks to cultivate students’ intercultural and citizenship competence, enabling them to actively engage in civic activities at various levels, including transnational and global ones. By combining cultural practices and civic action, intercultural citizenship education provides a comprehensive framework for preparing students to navigate and contribute to an interconnected and diverse world. The primary aim of this new curriculum is “to ensure that those who leave an education system ... have a sense of belonging to an international community, a capacity to interact on socio-political matters with people of other languages and cultures, with a critical awareness of the particular nature of socio-political action and interaction in international and intercultural contexts” [2, p.185].

EFL teachers play a crucial role in cultivating the attitudes and perspectives of their students. To foster intercultural citizenship education, teachers should be aware of their status as intercultural citizens [4]. This self-awareness is essential for teachers to assess and determine the appropriate teaching practices and the extent to which they should incorporate the intercultural citizenship component within their curriculum [5]. In this context, this study aims to explore EFL teachers’ perceptions and practices of integrating the intercultural citizenship component into language teaching. This may provide insights into how teachers understand the concept under consideration and instill intercultural citizenship in their students. Following this, the study *hypothesizes* that teachers who actively incorporate intercultural citizenship practices into their teaching are more inclined to have positive perceptions of intercultural citizenship.

The significance and relevance of intercultural citizenship education have intensified with the increasing internationalization of universities, technological advancements, and students’ growing involvement in a global network. The UNESCO program document “Intercultural Competences: Conceptual and Operational Framework” highlights that intercultural citizenship is built upon the responsible conduct of individuals in the contemporary world [6]. This conduct leads to

recognizing that in a world with constantly expanding geopolitical and socio-cultural boundaries, individuals' words, actions, and beliefs can have far-reaching effects on people residing in other cities, states, and countries. Intercultural citizenship entails the harmonious coexistence of multiple identities and contexts, the ability to participate in intercultural dialogue, and the demonstration of respectful attitudes toward cultural differences.

As observed by F. Fang and W. Baker, intercultural citizenship includes elements of intercultural communicative competence combined with a feeling of being connected to and responsible for the global community [7]. Intercultural communicative competence entails the skills to effectively communicate with individuals from diverse linguocultural backgrounds [8]. G. M. Chen and W. J. Starosta recognize it as "the ability to acknowledge, respect, tolerate, and integrate cultural differences that qualifies one for enlightened global citizenship" [9, p.367]. In this line, intercultural communicative competence aligns with the concept of intercultural citizenship.

M. Byram states that intercultural citizenship comprises the following aspects [2]:

1. Promoting intercultural citizenship experiences and exploring additional social and/or political involvement possibilities. This entails cooperating with others towards shared objectives;

2. Fostering individual growth and development, including cognitive, attitudinal, and behavioral changes. These transformations involve self-awareness, interactions with individuals from diverse social backgrounds, and an awareness that specific contexts and universal principles influence the changes experienced.

Over the past decade, several surveys have been conducted to investigate the perceptions and practices of EFL teachers regarding the intercultural citizenship component. In a study by F. Basarir, the perceptions of thirteen EFL teachers concerning the incorporation of the intercultural citizenship component into English language courses were investigated [10]. Most participants acknowledged that they did not actively employ specific teaching practices to educate their students as intercultural citizens, viewing EFL classes and citizenship education as unrelated. The researcher concluded that EFL teachers need more knowledge and skills related to intercultural citizenship education.

R. Roux examined the views of ten EFL teachers regarding intercultural citizenship education [11]. More specifically, the research examined the participants' understanding of intercultural citizenship and their perception of the feasibility of implementing the intercultural citizenship component in their institutional settings. The data revealed three distinct notions of intercultural citizenship: informed traveler, adaptable individual, and critical thinker. However, none of the participants viewed intercultural citizenship as viable within their programs and universities.

I. Hosack investigated how EFL teachers think they can contribute to intercultural citizenship education [12]. The findings revealed that the teachers held a cosmopolitan view of citizenship. They acknowledged that EFL teachers can and should play an essential role in bringing up their students as intercultural citizens. However, they see their main contribution as centered around fostering their students' knowledge and

values rather than developing intercultural citizenship skills. In this study, I. Hosak has identified several interrelated ways in which EFL teachers can contribute to intercultural citizenship education [12]. First, the researcher observes that the instructional materials employed in the EFL classroom should involve students in contemporary social themes. By connecting language learning with local and global issues, students become aware of their responsibilities as citizens and develop skills necessary for participation in local and global communities. Furthermore, by integrating language learning with content related to social issues, EFL teachers cultivate students' critical thinking, empathy, and respect for other people. Another significant way for EFL teachers to contribute to intercultural citizenship education is by encouraging the development of students' intercultural competence, which entails the ability to interact with individuals from diverse cultures effectively. Introducing young people "to the experience of other ways of thinking, valuing and behaving" is one of the principal goals of foreign language education [2, p.18]. Learning a foreign language allows students to explore the beliefs, values, attitudes, and behaviors of people from different cultural backgrounds, thus allowing them to encounter "otherness." This experience inspires respect and tolerance for other cultures. It promotes a "critical cultural awareness," which is defined as "an ability to evaluate critically and on the basis of explicit criteria perspectives, practices, and products in one's own and other cultures and countries" [3, p.53].

Exploring teachers' perceptions and practices on relevant issues in the EFL classroom helps identify and address gaps, contributing to the effectiveness of intercultural teaching and learning processes. Previous research in Kazakhstan has focused on examining teachers'/students' perspectives and practices related mainly to intercultural communicative competence [13-15]. However, the studies still need to explore EFL teachers' understanding and practices of intercultural citizenship in the EFL classroom.

Materials and Methods

The study aimed to explore EFL teachers' perceptions of intercultural citizenship and their teaching practices. A quantitative research method was employed to achieve this objective. The empirical part of the study focused on the following research questions:

RQ 1. What are EFL teachers' perceptions of "intercultural citizenship"?

RQ 2. What teaching practices do EFL teachers employ to develop their students as intercultural citizens?

Procedure

The study involved the analysis of data obtained from an online questionnaire, which the authors of the present paper elaborated through a literature review. The questionnaire in English comprised close-ended and open-ended items and was structured into two sections: 1) a background information section (4 questions); 2) a section on teachers' responses related to their perceptions of the concept of "intercultural citizenship" and their practices of incorporating intercultural citizenship

component into EFL classes. The second section included 32 questions based on the Likert scale, one multiple-response item, and one open-ended item.

Participants

The research involved 23 English language instructors employed at two universities in Kazakhstan during the academic year 2022-2023. The participants' ages varied between 25 and 50 years old, and their teaching experience varied from 1 year to over 20 years. Among the instructors, 85,7% held a Master's degree, while the remaining 14,3% held a PhD or Candidate of Science degree.

Validity

The validity of the questionnaire was established by considering two criteria: (a) content validity and (b) comprehension validity, which was evaluated through expert assessment. The experts were carefully chosen based on specific qualifications: (a) expertise in the key areas of the research (intercultural education, foreign language education), (b) a deep understanding of the research problem, and (c) substantial professional experience in higher educational institutions. Thus, two experts from Seattle Pacific University (USA) and two from Kazakhstani universities (Sh. Ualikhanov Kokshetau University and Astana IT University) were selected to evaluate each of the 43 items initially presented in the questionnaire. The experts assessed the questionnaire items using a 5-point Likert scale and reviewed the phrasing. The experimental version of the questionnaire, an assessment template, and an introductory letter explaining the research rationale, theoretical background, and assessment instructions were electronically distributed to the experts. The experts evaluated the questionnaire for clarity, relevance, and appropriateness. Consequently, based on the experts' feedback, the number of questions was reduced from 43 to 32.

Reliability

Cronbach's alpha was employed to assess the questionnaire's reliability (internal consistency) (Table 1). A Cronbach's alpha value higher than 0.70 is acceptable for most research purposes.

Table 1 - Coefficient Alpha Reliabilities (Likert-scale questions)

Section	Coefficient alpha	Number of items
Teachers' perceptions of IC	0,731	13
Teaching practices	0,768	19

Cronbach's alphas of 0.73 and 0,77 indicate a satisfactory degree of internal consistency among the items in the questionnaire.

Results

RQ 1. What are the EFL teachers' perceptions of "intercultural citizenship"?

The first research question identified the EFL teachers' awareness of "intercultural citizenship" and their perceptions of it. The results for the teachers' confidence with the term and the frequency of categories describing the essence of intercultural citizenship are presented in Tables 2 and 3.

Table 2 – EFL teachers’ perceptions of IC

	Min	Max	Mean	SD
How confident are you about the term ‘intercultural citizenship’?	2,00	4,00	2,8696	,62554
Intercultural citizenship education can be taught through English	2,00	3,00	2,2174	,42174
Intercultural citizenship skills and behaviors can be acquired in the academic context	3,00	4,00	3,2174	,42174

Table 3 - Frequency: categories of IC

Categories	Frequency	%%
knowledge of one’s own culture	19	13,3%
knowledge of the TL culture	20	14,0%
successful participation in intercultural dialogues	13	9,1%
intercultural conflict resolution	16	11,2%
empathy	15	10,5%
tolerance	15	10,5%
humanism	11	7,7%
patriotism	12	8,4%
active citizenship	15	10,5%
participation in various social organizations	7	4,9%
Total	143	100,0%

The findings indicate that the EFL teachers had a moderate confidence level in understanding the term “intercultural citizenship” in the context of language learning/teaching (mean=2.8). The mean of 2.2 for the second item demonstrates that the participants expressed a relatively lower agreement with the statement that intercultural citizenship can be taught through English. This suggests a need to integrate the intercultural citizenship component into professional development courses for teachers. By incorporating this component into teacher training programs, educators can deepen their understanding of intercultural citizenship and develop the necessary knowledge and skills to incorporate it into their teaching effectively. However, at the same time, the teachers believe that intercultural citizenship skills and behaviors can be acquired in the academic context.

As seen from Table 3, the category of knowledge of the TL culture received the highest frequency of 20. It is closely followed by the “knowledge of one’s own culture” category with the frequency of 19, suggesting that the EFL instructors consider understanding and knowledge of cultural norms, assumptions, and behaviors both of one’s own culture and that of the TL culture as the basis for intercultural citizenship. This aligns with the principles of intercultural education, which emphasize the importance of the ability to navigate and engage with diverse cultural contexts. The

categories of intercultural conflict resolution, empathy, tolerance, and active citizenship are also essential aspects of intercultural communication and intercultural citizenship. While these categories have not received the highest frequency, they are crucial in promoting a harmonious multicultural society. Other factors mentioned by the teachers include successful participation in intercultural dialogues, humanism, patriotism, and participation in the community's social and civic affairs. These aspects are essential for fostering mutual understanding, respect, and effective communication across cultures.

RQ 2. What teaching practices do EFL teachers employ to develop their students as intercultural citizens?

The second research question sought to identify EFL teachers' practices regarding the integration of the intercultural citizenship component within the EFL classroom. This section of the questionnaire included 19 Likert-scale questions, one open-ended item asking the teachers to mention what teaching methods/ approaches they think are most effective in developing students' intercultural citizenship, and one multiple-response item regarding the assessment of intercultural citizenship development in EFL classes.

Six Likert-scale questions in this section assessed the importance of including activities that develop specific aspects of intercultural citizenship in EFL classes (Table 4). The mean scores for these items range from 3,47 to 3,82, indicating that, on average, the teachers attribute high importance to these aspects. This indicates their recognition of the significance of fostering qualities/skills such as being open and respectful towards others, coping with unexpected situations, taking the perspective of others, establishing positive relationships, being analytical and critical, valuing diversity and human rights.

Table 4 - EFL Teachers' Perceptions of the Importance of Developing Intercultural Citizenship Qualities/Skills

	Min	Max	Mean	SD
In English lessons, how important do you think it is to include activities that develop the following:				
Being open and respectful towards others	3,00	4,00	3,8261	,38755
Being able to cope with unexpected situations	2,00	4,00	3,7391	,54082
Taking the perspective of others	3,00	4,00	3,4783	,51075
Establishing a positive relationship with others	3,00	4,00	3,7826	,42174
Being analytical and critical	3,00	4,00	3,6957	,47047
Valuing diversity and human rights	3,00	4,00	3,6522	,48698

As seen from Table 4, EFL teachers generally consider developing intercultural citizenship qualities/skills important in EFL classes. While there is some variation in teachers' perceptions, the mean values for all the skills are relatively high, indicating a consensus on their significance. This suggests that EFL teachers recognize the importance of incorporating intercultural citizenship education into the language curriculum.

Some participants acknowledged that they did not employ any particular method/approach to foster students' development as intercultural citizens. They justified this by observing that English lessons and citizenship education are irrelevant.

The distribution of teaching practices used to enhance students' intercultural citizenship skills is presented in Table 5.

Table 5 - Teaching practices and intercultural citizenship

Teaching practices	N	%
communicative language teaching	16	15,2%
task-based language teaching	15	14,3%
problem-solving	12	11,4%
integrating intercultural tasks	12	11,4%
debates	10	9,5%
group/ pair work	10	9,5%
peer assessment	8	7,6%
classroom discussions	6	5,7%
movie or text analysis	5	4,8%
essay writing	7	6,7%
no specific teaching practices	4	3,8%
Total	105	100,0%

Regarding the assessment of students' intercultural citizenship, the participants were also asked about their practices. Half of the teachers (50%) do not assess citizenship education within their English classes. 28,6% mentioned using observations as a means of assessment, while 7,1 % incorporated self-assessment activities. Another 7,1 % stated that the assessment approach depends on the specific lesson objectives and highlighted the inclusion of student self-assessment activities. 7,2 % acknowledged not including intercultural citizenship education in their English language classes. The results are presented in Figure 1 below.

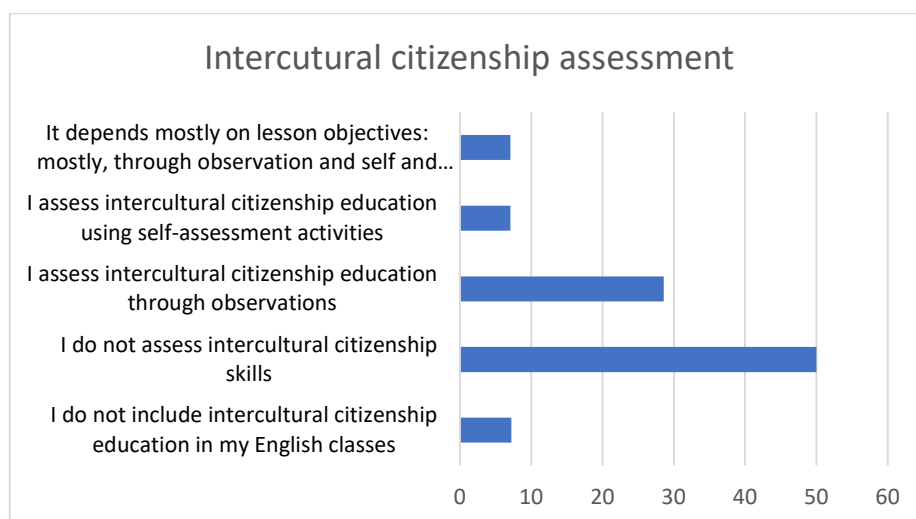


Figure 1 – Intercultural Citizenship Assessment

The data presented highlight a limited range of assessment methods employed by the participants in assessing students' intercultural citizenship. The findings indicate that a significant proportion of teachers do not assess this specific aspect within their

English classes. This emphasizes the need for further exploration and discussion on effective assessment tools for evaluating students' intercultural citizenship skills. Expanding the variety of assessment methods enables educators to gain a more profound understanding of students' intercultural competence and provide better support for their development as intercultural citizens. Moreover, addressing the non-inclusion of intercultural citizenship education in EFL classes is crucial, as it signals a potential gap in fostering intercultural citizenship among students.

Two questionnaire items focused on teaching materials. The participants were asked to rate the difficulty of finding resources for promoting intercultural citizenship in their students and the level of satisfaction with the intercultural citizenship content of the teaching materials they employ. The results are presented in Table 6:

Table 6 - Perceived Difficulty and Satisfaction with Resources for Intercultural Citizenship Integration

	N	Min	Max	Mean	SD
How difficult is it to find resources suitable for integrating intercultural citizenship education into language learning?	23	1,00	3,00	2,3478	,77511
Rate the level of your satisfaction with the intercultural citizenship content of the teaching materials that you use in your classes	23	1,00	5,00	2,7826	,85048

The mean value of 2,34 for the item “How difficult is it to find resources that you consider suitable for integrating intercultural citizenship education into language learning?” indicates that, on average, the respondents find it moderately challenging to find resources that they consider suitable for promoting intercultural citizenship skills and behaviors. Along with it, the mean value of 2,78 for rating the level of satisfaction with the intercultural citizenship content of the teaching materials demonstrates a moderate level of satisfaction. These findings indicate that the respondents face challenges finding suitable and adequate resources to integrate the intercultural citizenship component in EFL classes.

The Pearson Correlation Coefficient was calculated to identify the possible relationship between teachers' perceptions of intercultural citizenship and their teaching practices to promote it (Table 7).

Table 7 – Pearson's correlation

	Teaching practices	
Perceptions of IC	Pearson's correlation	,573
	Sig. (2-tailed)	0,004
	N	23

*Correlation is significant at the 0.01 level (2-tailed)

The analysis indicates a significant positive correlation between teaching practices and perceptions of intercultural citizenship ($r=,573$, $p \text{ value} < 0,01$). It implies that teachers who actively incorporate intercultural citizenship practices into their teaching are more inclined to perceive intercultural citizenship positively. Therefore, the correlation contributes to the acceptance of the study's hypothesis.

Discussion

Communicative language teaching, task-based language teaching, and problem-solving approaches are seen as effective teaching practices among the participants. These approaches emphasize the importance of fostering communication skills in language learning, providing opportunities for students to participate in meaningful exchanges with individuals from diverse cultural backgrounds.

The next effective practice highlighted by the participants is integrating intercultural tasks in the EFL classroom. Such tasks promote intercultural understanding and cooperation, which are significant intercultural citizenship skills. The teachers also mentioned debates, group/ pair work, peer assessment, and classroom discussions, which provide students with the platform to express their opinions, share experiences, and engage in topics related to intercultural citizenship. Some teachers also highlighted the use of movie or text analysis. Through analyzing culture-related texts or movies, students develop their intercultural awareness and understanding of perspectives that may differ from their own. Essay writing on intercultural citizenship topics was another teaching practice mentioned by the participants. Writing an essay on global issues encourages students to explore different viewpoints and develop a deeper understanding of the interdependencies of the globalized society.

The teachers were also asked to describe how they integrated the intercultural citizenship component into their EFL classes. The answers were grouped under the following categories:

1. *Promoting reasonable citizenship*: Six teachers emphasized the importance of developing a sense of responsibility in students and tolerant and open attitudes to other people's viewpoints and beliefs.

The intercultural domain of language is developed in class, for articles that we read and discuss, TED talks on various issues that we analyze, listening to podcasts, and reading fiction - all these aspects play a significant role in developing not only a future FL specialist but a person who understands others, who is more tolerant and open to other people's viewpoints, beliefs and traditions.

Considering various global issues in the classroom, and discussing these with students, I make them understand that our world is interconnected and that we all are responsible for what is happening around us.

By working on various aspects in the classroom, such as language development, cultural understanding, and self-reflection, teachers aim to help students see themselves as responsible citizens. This approach connects intercultural citizenship with personal growth and accountability.

2. *Engaging in extracurricular activities*: Four teachers mentioned using extracurricular activities, including decades of English and reading clubs. Such

activities provide students with additional opportunities to explore the target language culture outside the regular classroom setting.

I use extracurricular activities when we have decades of English and prepare literature parties devoted to famous writers, artists, and public figures.

Extracurricular activities play a significant role in my teaching. When we have English decades, I organize events that promote intercultural understanding and help students enhance their language skills and develop a deeper appreciation for diverse cultures.

3. *Employing specific materials:* Two teachers have elaborated a special textbook focusing on the target language culture. As stated by these teachers, the textbook goes beyond “surface” aspects of culture and includes elements of “deep culture,” providing students with a more comprehensive understanding of the target language culture. Teaching about deep-level aspects of culture enhances students’ intercultural awareness and fosters a greater appreciation for the complexities and nuances of the TL culture.

I have elaborated a special textbook with my colleague focused on the TL culture "Speak the Culture". This textbook reflects not only surface culture aspects but also deep culture, giving students a better understanding of the TL community.

In my classes, I often refer to the “Speak the Culture” textbook, which we have elaborated with my colleague. The textbook covers essential material necessary for studying the TL culture. This textbook can greatly assist in developing students’ intercultural communicative competence, as it contains all the relevant information about the culture and traditions of the TL country.

4. *Using multimedia resources:* Seven teachers mentioned showing videos to promote intercultural competence and intercultural citizenship. This approach allows students to engage with culture-related content, encouraging them to analyze and reflect on various cultural contexts and peculiarities of intercultural communication.

I consider the age and needs of my students and develop their intercultural competence by showing culture-related videos and discussing different situations depicted in them.

One of the strategies I employ is incorporating culture-related videos into the classes. By watching these videos, students are exposed to various cultural situations. We always have discussions after watching. Students gain a deeper understanding of cultural nuances, perspectives, and practices through these discussions. This approach helps to enhance their intercultural competence by promoting critical thinking, empathy, and a broader understanding of different cultural perspectives.

Overall, the data reveals that most participants conflate intercultural competence with intercultural citizenship, which suggests a limited comprehension of “intercultural citizenship.” The teachers may not fully grasp the differentiation between these two concepts and the broader implications associated with intercultural citizenship beyond the scope of intercultural competence.

Conclusion

In conclusion, the study explored EFL teachers' perceptions of intercultural citizenship and their practices to promote it in EFL classes. Such perceptions as empathy, tolerance, engagement in intercultural dialogue, and peaceful conflict resolution align with the goal of FL education, which is to cultivate students' intercultural competence. The study revealed a limitation in teaching practices related to the integration of the intercultural citizenship component in the EFL classroom. While some instructors advocated for its inclusion through specialized textbooks and extracurricular activities, some participants did not employ any teaching methods/approaches to prepare students as intercultural citizens. Furthermore, the findings showed that assessment practices were limited, with half of the participants stating that they do not assess their students' intercultural citizenship skills. This, in turn, highlights the need for further exploration of appropriate tools for assessing students' intercultural citizenship. The satisfaction of teachers with the availability of teaching materials for promoting intercultural citizenship also varied. The participants acknowledged the difficulty in finding such resources. Regarding the intercultural citizenship content of the teaching materials, teachers expressed mixed levels of satisfaction with the materials they employ in the EFL classroom.

Overall, the study provides insights into teachers' understanding, practices, and challenges concerning the integration of the intercultural citizenship component into the EFL classroom. Future research could explore teachers' perspectives, knowledge, and practices related to intercultural citizenship and investigate ways to enhance their understanding and implementation of this concept in the EFL classroom. Such research would contribute to developing and refining intercultural citizenship education in language teaching and provide insights for curriculum design and teacher training programs.

The main limitation of this study lies in the use of the quantitative method; future research may employ the qualitative method by interviewing EFL teachers. Furthermore, this study is limited in scale, involving teachers from only two universities in Kazakhstan. Subsequent research may benefit from including a larger and more diverse sample size.

Funding

The research under IRN AP13268744 has been funded by the Ministry of Science and Higher Education of the Republic of Kazakhstan.

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МӘДЕНИЕТАРАЛЫҚ АЗАМАТТЫҚ: АҒЫЛШЫН ТІЛІ ПӘНІ МУҒАЛІМДЕРІНІҢ ҚАБЫЛДАУЫ МЕН ОҚЫТУ ТӘЖІРИБЕСІН ЗЕРТТЕУ

*Герфанова Э.Ф.¹, Рудик З.Ф.²

*¹PhD, ассистент-профессор, Astana IT University, Астана, Қазақстан
e-mail: elmira.gerfanova@astanait.edu.kz

² докторант, Шоқан Уәлиханов атындағы Көкшетау университеті, Көкшетау,
Қазақстан
e-mail: uzar2008@mail.ru

Аңдатпа. Мәдениетаралық білім берудің негізгі мақсаты – жаһандық қоғамның табысты және тұрақты дамуы үшін қажетті студенттердің дағдыларын, құндылықтары мен көзқарастарын дамыту. Студенттердің мәдениетаралық азаматтықты дамыту қазіргі заманғы

шет тілін оқытудың жаңа бағыты болып табылады, ол осы салада бірқатар зерттеулер жүргізу және оқыту тәжірибесін талдау қажеттілігін анықтайды.

Зерттеудің мақсаты - ағылшын тілі пәні мұғалімдерінің “мәдениетаралық азаматшылық” концептіні түсіну және олардың студенттердің мәдениетаралық азаматшылықтарын дамыту үшін пайдаланатын оқыту әдістерін зерттеу. Деректер ашық және жабық сұрақтардан құрылған онлайн-сауалнамалар арқылы жиналды. Сауалнамаға Қазақстанның екі жоғары оқу орнынан 23 ағылшын тілі пәні оқытушылары қатысты. Зерттеу нәтижесінде мәдениетаралық азаматшылық түсінігімен байланысты басқа адамдарға құрмет пен жайдарылық, эмпатия, шыдамдылық, гуманизм және мәдениетаралық диалогқа қатысу сияқты санаттар айқындалды. Зерттеу шеттілді білім беру үдірісіне мәдениетаралық азаматшылық компоненттің біріктіруімен байланысты оқыту әдістері шектеулі екенін көрсетті. Кейбір қатысушылар студенттердің мәдениетаралық азаматшылықтарын дамыту үшін арнайы-бағытталған әдістемені қолданбайтындарын атап өтті. Бұдан басқа, қатысушылар тиісті оқыту материалдарын іздестіруіне байланысты мәселелері жайлы айтты. Зерттеу барысында алынған нәтижелердің теориялық және практикалық маңызы бар. Оларды жаңартылған оқу бағдарламаларын әзірлеу кезеңінде, жаңа оқу материалдарын жасау және студенттерді мәдениетаралық деңгейде белсенді өзара әрекеттесуге дайындауға бағытталған оқытудың инновациялық әдістерін енгізу үшін пайдалануға болады.

Тірек сөздер: мәдениетаралық азаматшылық, мәдениетаралық құзыреттілік, мұғалімдер, қабылдау, әдіс-тәсілдер, категориялар, бағалау, ресурстар

МЕЖКУЛЬТУРНОЕ ГРАЖДАНСТВО: ИССЛЕДОВАНИЕ ВОСПРИЯТИЙ И ПРАКТИКИ ПРЕПОДАВАНИЯ КАЗАХСТАНСКИХ ПРЕПОДАВАТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА

*Герфанова Э.Ф.¹, Рудик З.Ф.²

*¹PhD, ассистент-профессор, Astana IT University, Астана, Казахстан
e-mail: elmira.gerfanova@astanait.edu.kz

²докторант, Кокшетауский университет им.Ш.Уалиханова, Кокшетау Казахстан
e-mail: uzar2008@mail.ru

Аннотация. Главной целью межкультурного образования является формирование навыков, ценностных установок и отношений обучающихся, необходимых для успешного и стабильного развития глобального общества. Развитие межкультурной гражданственности обучающихся является достаточно новым направлением в современном иноязычном образовании, что определяет необходимость проведения ряда исследований и анализа практик преподавания в этой области.

Данное исследование направлено на изучение понимания преподавателями английского языка понятия «межкультурная гражданственность», а также на анализ методов обучения, которые они используют для развития межкультурной гражданственности студентов. Данные были собраны с помощью онлайн-анкеты, состоящей из вопросов открытого и закрытого типов. В анкетировании приняли участие 23 преподавателя английского языка из двух вузов Казахстана. В результате исследования были определены категории, связанные с пониманием межкультурного гражданства. Данные категории включают в себя такие понятия, как открытость и уважение к другим, эмпатия, толерантность, гуманизм и участие в межкультурном диалоге. Исследование показало, что методы обучения, связанные с интеграцией компонента межкультурной гражданственности в иноязычный образовательный процесс, являются ограниченными. Кроме того, участники отметили, что сталкиваются с трудностями, связанными с поиском подходящих учебных материалов.

Результаты, полученные в ходе исследования, имеют как теоретическую, так и практическую значимость. Они могут быть использованы для разработки обновленных учебных планов, создания новых учебных материалов и внедрения инновационных методов обучения, которые будут направлены на подготовку обучающихся к активному взаимодействию на межкультурном уровне.

Ключевые слова: межкультурная гражданственность, межкультурная компетенция, преподаватели английского языка, восприятие, методы/ подходы, категории, учебные материалы, оценивание

Статья поступила 01.12.2023