

UDC 378.1

IRSTI 14.35.09

<https://doi.org/10.48371/PEDS.2026.80.1.014>

ENHANCING STUDENTS' LANGUAGE SKILLS THROUGH A TRILINGUAL INTERCULTURAL COURSE

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Abstract. This study explores the role of intercultural communication in enhancing foreign language among students in Kazakhstani higher education. In a globalized world, intercultural communication defined as the ability to communicate effectively across cultures—is essential for navigating diverse cultural landscapes, cognitive awareness, affective openness, and behavioral flexibility. Kazakhstan's multilingual context, with Kazakh, Russian, and English as primary languages, presents unique opportunities and challenges for integrating IC into language curricula. The research examines pedagogical strategies, curricular frameworks, and institutional policies to highlight how foreign language education can enhance students' intercultural awareness, empathy, and communication skills.

The study employs a mixed-methods approach, including an experimental module on "Intercultural Communication" for first-year non-linguistic students at Miras University. This 3-credit module, integrated into the standard "Foreign Language" course, combines trilingual (Kazakh, Russian, English) instruction with innovative technologies like project-based learning, and digital storytelling. Pre- and post-testing using the CEFR scale revealed significant improvements in language proficiency.

Key findings underscore the importance of culturally relevant content, experiential learning, and teacher training in IC development. Challenges include inadequate instructional materials, low baseline proficiency, and limited institutional support. The study advocates for policy reforms, interdisciplinary collaboration, and digital tools to sustain IC integration.

This research contributes to global discourse on language education by demonstrating how trilingual, IC-focused curricula can prepare students for multicultural environments. It calls for further longitudinal studies and context-sensitive pedagogies to bridge theory and practice in Kazakhstani higher education.

Keywords: intercultural competence, motivation, language instruction, instructional module, trilingual education, Kazakhstan, higher education, CEFR

Introduction

The globalization of the 21st century has highlighted the importance of intercultural competence in higher education, especially in multilingual and multicultural contexts like Kazakhstan. This shift requires not only linguistic proficiency but also the ability to interpret cultural meanings, negotiate values, and adapt communication strategies in multilingual academic and professional settings. In countries with established multilingual policies, such as Kazakhstan, intercultural competence becomes a core educational outcome rather than a supplementary skill. As a nation that bridges Europe and Asia, Kazakhstan's higher education system has increasingly focused on equipping students with the skills necessary to navigate diverse cultural landscapes. This study examines the role of foreign language instruction in fostering intercultural competence among students in Kazakhstani higher education [1].

Byram's model of intercultural communicative competence emphasizes the importance of knowledge, attitudes, and skills in achieving effective intercultural interactions. This framework serves as a foundation for understanding how foreign language education can facilitate intercultural competence [2].

The concept of intercultural competence (IC) has been extensively explored across various pedagogical disciplines. IC is recognized as a multidimensional construct involving cognitive, affective which enable individuals to interact effectively and appropriately with people from diverse cultural backgrounds [3].

Intercultural competence encompasses a range of abilities that enable individuals to interact effectively across cultures. Contemporary studies highlight the importance of integrating linguistic proficiency with cultural understanding. For instance, Huang underscores the role of cultural metacognition in enhancing students' ability to navigate intercultural interactions, suggesting that reflective practices are essential in developing IC [4].

Furthermore, research by Moore and Diaz indicates that conceptual clarity about IC is essential for curriculum design. Their study found that inconsistent definitions of intercultural competence across institutions lead to fragmented instructional goals and evaluation standards. A unified theoretical framework, therefore, is necessary to ensure that language educators can purposefully integrate IC into their teaching and assess its outcomes in a systematic manner [5].

It is important to note that Kazakhstan has a rich linguistic heritage having bilingual instruction in higher education. The government has recognized the need for a multilingual workforce and has initiated policies aimed at enhancing foreign language teaching. Research indicates that foreign language instruction is

not merely about language acquisition but also encompasses cultural education, which is vital for developing intercultural competence [6].

The integration of intercultural competence into foreign language curricula not only enhances students' linguistic abilities but also fosters a deeper understanding of global citizenship. This approach encourages learners to engage with diverse cultural narratives, promoting empathy and adaptability—qualities essential for successful intercultural interactions. For instance, incorporating project-based learning that involves collaboration with international peers can provide students with practical experiences that challenge their preconceived notions and biases, thereby enriching their educational journey. As students navigate these multicultural exchanges, they develop not only language skills but also the critical thinking necessary to address complex global issues, ultimately contributing to a more cohesive and tolerant society in Kazakhstan and beyond. This multifaceted approach to foreign language instruction aligns with the growing emphasis on intercultural communicative competence in educational frameworks globally, reflecting the interconnectedness of language and culture in learning environments [7].

Several studies highlight the significant role of foreign language instruction in developing intercultural competence. According to research, language learning provides students with opportunities to engage with different cultures, fostering empathy and traditional awareness. Such instructional strategies are crucial for preparing students to engage effectively in an increasingly globalized world [8].

Building on these conceptual foundations, various pedagogical approaches have been proposed to foster IC in foreign language classrooms. Efthimiadou and Sansoniou offer an Intercultural Communicative Competence-based learning model specifically designed for English as a Foreign Language (EFL) learners, which integrates cultural themes into language instruction to promote mutual understanding and reflective dialogue. Complementing these classroom-based strategies are digitally mediated initiatives, such as the Erasmus+ Virtual Exchange. These virtual exchanges create opportunities for students to communicate in multilingual environment, thereby providing authentic contexts for intercultural communication [9].

While instructional strategies for IC development are advancing, the assessment of intercultural learning outcomes remains a complex challenge due to the multidimensional nature of the construct. To address this, researchers have sought to design valid and reliable instruments for measuring IC. Dimas introduced the Intercultural Communicative Competence Evaluation Instrument (ICCEI), which assesses students across various domains of intercultural understanding and communication. The development of such tools not only facilitates more precise evaluation of pedagogical interventions but also enables educators to identify specific areas where learners require additional support, thus enhancing the overall efficacy of IC-focused instruction [10].

Despite the progress in pedagogy and assessment, several persistent barriers hinder the effective implementation of IC development in higher education. Ismoilov et al. identify structural limitations such as inadequate teacher training in intercultural methodologies and a lack of institutional incentives for adopting IC-oriented curricula [11].

Moreover, Uibu and Tagamets point to the limited availability of culturally diverse teaching materials and the difficulty of measuring subtle intercultural learning outcomes as further obstacles. These challenges indicate a gap between theoretical advancements in IC education and their practical application within academic institutions [12]. Teachers often feel ill-equipped to navigate the complexities of intercultural education, particularly when they lack professional development in this area. As reported by Thapa, educators may default to presenting culture through static stereotypes or token traditions, rather than promoting critical intercultural dialogue. Addressing this issue requires ongoing teacher training and curriculum support to build educator confidence in facilitating culturally sensitive learning experiences [13].

Thus, interdisciplinary collaboration between language educators, sociologists, and digital technologists can foster more comprehensive and impactful IC programs. Research by Sleptsova et al. suggests that holistic approaches—combining linguistic, cultural, and technological dimensions—are most effective in cultivating intercultural competence [14]. Future work should also prioritize the voices of learners themselves, examining how students from diverse cultural backgrounds perceive and experience IC development in their language learning journeys. Despite the progress made, challenges remain in the effective integration of intercultural competence into foreign language instruction. Teachers often lack training in intercultural pedagogy, which can hinder the development of these competencies in students [15].

Additionally, the focus on standardized testing may marginalize the cultural aspects of language learning. However, there are opportunities for improvement through professional development programs for educators and the incorporation of experiential learning activities, such as study abroad programs and intercultural exchange.

Materials and methods

This study employed a mixed-methods experimental design to investigate the development of intercultural competence through foreign language instruction (with trilingual elements) among 226 first-year non-linguistic students at Miras University in Kazakhstan. The research focused on the implementation and assessment of an additional instructional course (3 modules) titled “Intercultural Communication”, integrated into the standard “Foreign Language” course within the general education curriculum.

The instructional intervention spanned one semester and included a 3-credit Intercultural Communication module embedded within the 5-credit “Foreign Language” course. The course followed a trilingual instruction model (Kazakh, Russian, and English) using innovative pedagogical technologies and was specifically designed to foster both linguistic and intercultural competencies.

According to the standard curriculum of general education disciplines in higher education institutions of the Republic of Kazakhstan, the «Foreign Language» course is a mandatory component of the general education cycle for first-year students in non-linguistic specialties, with duration of 5 credits per semester (150 academic hours).

The “Foreign Language” curriculum encourages the integration of trilingual elements, aligning with the demands of a multilingual and multicultural world. However, several challenges hinder effective trilingual education for non-linguistic students in the context of Kazakh-Russian (or Russian-Kazakh) bilingualism, prompting the need for experimental intervention. These challenges include:

- The lack of methodological guidelines tailored to students’ varying language proficiency levels;
- Insufficient instructional materials incorporating innovative technologies within psycholinguistic-pedagogical frameworks to enhance trilingual acquisition in foreign language courses;
- Low baseline language proficiency among non-linguistic students;
- Inadequate student motivation in learning languages and cultural traditions of other countries.

The “Intercultural Communication” module includes a structured syllabus comprising the following components:

- Course curriculum;
- Textbook and instructional materials;
- Methodological guidelines for practical sessions (for instructors);
- Guidelines for independent and supervised student work (ISW and ISWT);
- Sample examination questions.

Program Objectives: To develop intercultural-communicative competence among non-linguistic students through trilingual foreign language instruction.

Learning Outcomes:

- Proficiency in conversational skills on intercultural topics in three languages (Kazakh, Russian, English);
- Awareness of native and Anglophone cultures, enabling effective cross-cultural communication and conflict resolution;
- Mastery of lexical and linguistic features across the three languages.

The structure and content of the educational module are designed to interconnectivity address intercultural, communicative, cognitive, developmental,

and educational objectives, fostering the development of intercultural communicative competence among non-linguistic major students.

The topics of the module were selected based on the following criteria:

1. Alignment with standard curriculum: The topics are included in the modules of the standard general educational program for the “Foreign Language” course in the first year of non-linguistic specialties at universities in the Republic of Kazakhstan.

2. Meeting higher education requirements: The selection supports the goal of teaching highly qualified and culturally competent professionals capable of adapting to the multicultural environment (see Table 1).

Table 1 – Thematic Intercultural Communication plan

No	Topics	Number of hours			Total
		Practical classes	ISW	ISWT	
Module 1. Social and cultural sphere of communication: Customs and Traditions					
1	Phenomenology of the concept of «Culture»	2	3	1	6
2	Culture and Traditions of Kazakhstan, Russia and Great Britain: Wedding Ceremonies	2	3	1	6
3	Traditional holidays of Russia and Great Britain: New Year, Christmas	2	3	1	6
4	Traditional holidays of Kazakhstan: Nauryz	2	3	1	6
5	Superstitions of different nations	2	3	1	6
6	National clothes of Russia and Great Britain	2	3	1	6
7	National clothes of Kazakhstan	2	3	1	6
Module 2. Social and everyday sphere of communication: Man and his health					
8	Traditional sports games of the USA, Russia and Great Britain	2	3	1	6
9	Traditional sports games of Kazakhstan	2	3	1	6
10	National dishes	2	3	1	6
Module 3. Socio -cultural sphere of communication: Art, music, literature					
11	Poetry and Art of Russia and Great Britain	2	3	1	6
12	Poetry and Art of Kazakhstan	2	3	1	6
13	Music in our lives	2	3	1	6
14	Music in the culture of Kazakhstan, Russia and Great Britain	2	3	1	6
15	Test	2	3	1	6
Total		30	45	15	90

As illustrated in Table 2, foreign language classes incorporating trilingual elements consist of classroom instruction, independent student work (ISW), and supervised independent work with a teacher (ISWT). Collectively, these components account for 90 academic hours out of the 150-hour standard curriculum for general education disciplines in higher education institutions of the Republic of Kazakhstan (Appendix B).

In addition to this instructional module, specialized projects and assignments utilizing innovative technologies have been carefully selected and integrated to enhance practical classes, extracurricular activities, and independent student work (ISW).

The chosen topics and instructional methods, as outlined in Table 1, are designed to foster intercultural and communicative competence, equipping future professionals with the skills necessary for effective interaction in a multicultural environment.

Table 2 – Tasks based on forming intercultural communication competence

No.	Topic	Types of innovative technologies
1	Phenomenology of the concept of «Culture»	Project Method, «Artists», WebQuest «Virtual Tour»
2	Culture and Traditions of Kazakhstan, Russia and Great Britain: Wedding Ceremonies	Debates in the form of a talk show
3	Traditional holidays of Russia and Great Britain: New Year, Christmas	WebQuest «Culture Capsule»
4	Traditional holidays of Kazakhstan: Nauryz	The Saw Method, Dictation on the Run
5	Superstitions of different nations	Didactic game «Translator»
6	National clothes of Russia and Great Britain	Online games
7	National clothes of Kazakhstan	Project Method, «Parallel Texts»
8	Traditional sports games of the USA, Russia and Great Britain	Round Table Method
9	Traditional sports games of Kazakhstan	
10	National dishes	Game «Cook»
11	Poetry and Art of Russia and Great Britain	Online games, WebQuest game «Poet»
12	Poetry and Art of Kazakhstan	
13	Music in our lives	Methods: «Guess the melody», «Composer»
14	Music in the culture of Kazakhstan, Russia and Great Britain	
15	Test	

The integration of modern innovative technologies into our instructional model successfully addresses the core requirements for establishing effective psycholinguistic-pedagogical conditions in trilingual education. Our analysis demonstrates that these technologies not only support language acquisition but also create an environment conducive to developing higher-order cognitive and metacognitive skills. The trilingual module, with its communicative, intercultural,

and professionally oriented approach, has proven particularly effective in fostering both linguistic proficiency and essential cognitive processes such as critical thinking, problem-solving, and creative reasoning among students of non-linguistic specialties.

The selection and organization of educational materials were guided by three principal criteria: relevance to students' professional and personal needs, methodological diversity, and content richness. These criteria ensured that the materials were not only educationally valuable but also engaging and applicable to real-world contexts. To facilitate implementation, we developed a specialized electronic textbook that serves as both a primary resource and a flexible tool for adapting to diverse learning environments. This digital solution has significantly enhanced the accessibility and effectiveness of trilingual instruction, particularly in settings with varying levels of technological infrastructure.

A critical factor in the successful implementation of this model was the comprehensive training provided to instructors. Our preliminary workshops with English teachers at Miras University revealed important insights about current pedagogical challenges. Specifically, we found that traditional communicative exercises, while useful, often fail to engage students fully unless complemented by activities that stimulate creative thinking and independent idea generation. These findings underscore the importance of balancing structured language practice with opportunities for creative expression in trilingual education.

During the experimental phase, the electronic textbook "*Intercultural Communication*" served as a supplementary resource to the standard foreign language curriculum. Its effectiveness stemmed from several key features: alignment with national educational standards, a strong focus on intercultural competence, and the incorporation of multimodal learning materials. The textbook's content, which covered diverse cultural aspects of English, Russian, and Kazakh-speaking countries, was particularly effective in enhancing students' motivation and cross-cultural understanding. Moreover, the inclusion of authentic audio-visual materials and interactive exercises contributed significantly to the development of practical language skills and communicative confidence.

The instructional design employed in this study featured a bilingual delivery approach, with lessons tailored to students' linguistic backgrounds (English-Russian for Kazakh groups and English-Kazakh for Russian groups). This methodology proved effective in maintaining linguistic balance while ensuring comprehension and participation across different proficiency levels. Each lesson followed a carefully structured format comprising three main components: an engaging introduction to activate prior knowledge and stimulate interest, a vocabulary development section with audio-supported pronunciation practice, and a core activity segment featuring innovative task types designed to develop all four language skills. Particularly noteworthy were the case-based problem-

solving activities and structured debates, which not only enhanced language proficiency but also fostered critical thinking and collaborative learning skills.

Our findings suggest that this integrated approach to trilingual education, combining innovative technologies with carefully designed pedagogical strategies, offers significant advantages over traditional methods. The observed improvements in students' linguistic competence, intercultural awareness, and cognitive skills highlight the potential of such models to transform language education in multilingual contexts. Future research could explore the long-term effects of this approach and its applicability to other linguistic combinations and educational settings.

Results and discussion

The results of the experiment demonstrated that students' low language proficiency is not solely due to ineffective foreign language learning as a third language in secondary schools, but primarily stems from the lack of high-quality instructional and methodological materials at the university level. To identify the root causes of this issue, a formative phase of the experimental study was conducted.

Based on this background, the following research objectives were established:

- To observe and analyze the data collected during the formative phase of the experiment;
- To assess the effectiveness of psychological and pedagogical conditions, incorporating innovative technologies, in the process of foreign language learning within a trilingual educational framework.
- To evaluate the effectiveness of an additional 3-credit program integrated into the "Foreign Language" course for first-year non-language major students, Miras University was selected as the research site.

The primary research method employed was testing, with a sample size of 226 students. Two groups were selected for the study to obtain reliable data. The experimental group (EG) consisted of 113 students with initially low foreign language proficiency majoring in *Teacher of Chemistry and Biology*, while the control group (CG) comprised 113 students from non-language majors such as *Information Technology, Radio Engineering, Electronics, and Telecommunications*.

Both a placement test and a final test were organized to evaluate the English language proficiency of students in both groups. The test results were obtained from the university's testing center.

The primary objective of the testing was to assess the English proficiency levels of first-year non-language students at Miras University because a higher level of foreign language competence is widely recognized as an indicator

of sustained improvement in linguistic skills and a significant factor in the development of intercultural communication abilities. Two stages of testing were conducted to monitor the progress of the students with systematic recording of CERF proficiency levels for comparative analysis.

Subsequently, the dynamics of students' language proficiency development were tracked over the course of one academic semester, and the results were calculated using the formula proposed by V. I. Andreev.

Throughout the semester, additional intercultural practical sessions incorporating trilingual components and innovative teaching technologies were implemented as part of a specialized course developed specifically for first-year non-language specialties at Miras University. This course aligns with the standard curriculum for general education disciplines in universities across Kazakhstan, supporting the implementation of trilingual education in foreign language classes, and serves as supplementary material to the primary "Foreign Language" course.

The semester started with the Placement Test which evaluated initial English proficiency among the 1st year students. The final test, conducted at the semester's end, evaluated students' mastery of the newly introduced modules, which integrated trilingual elements and focused on "Intercultural Communication" within the core "Foreign Language" curriculum.

Students' language proficiency has been assessed based on the Common European Framework of Reference for Languages (CEFR). Table 3 below presents Miras University students' proficiency levels after one semester, based on CEFR criteria.

Table 3 – English proficiency levels among Miras University students

<i>English language proficiency</i>	<i>Placement</i>				<i>Final</i>			
	<i>EG</i>		<i>KG</i>		<i>EG</i>		<i>KG</i>	
Advanced (C1)	–	–	–	–	–	–		
Upper-inter (B2)	–	–	–	–				
Intermediate (B1)	12	10,6	18	15,9	13	11,5	19	16,8
Pre-inter (A2)	31	27,4	37	32,7	34	30,1	37	32,7
Elementary (A1)	48	42,5	39	34,5	52	46,0	39	34,5
Beginners	22	19,5	19	16,8	14	12,4	18	15,9
n/%	113	100%	113	100%	113	100%	113	100%
Total	1.2920		1.4779		1.4071		1.5044	
G	1.86				973			

Table 1 presents the distribution of 113 students across six proficiency levels within both the Experimental Group (EG) and the Control Group (KG) at two assessment points: placement (initial) and final (post-intervention).

The Experimental Group demonstrated significant upward mobility. Specifically, at the Beginners level, the EG decreased from 22 students (19.5%) at placement to 14 students (12.4%) at the final assessment, representing a reduction of 8 students or 36.4%. This decline indicates successful foundational skill development, with students advancing to higher proficiency bands. In contrast, the Control Group exhibited minimal change, decreasing from 19 students (16.8%) to 18 students (15.9%), a reduction of only one student or 5.3%.

At the Elementary (A1) level, the EG experienced an increase from 48 students (42.5%) to 52 students (46.0%), signifying a net gain of 4 students or 8.3%. This growth reflects both the advancement of students from the Beginners level and the consolidation of foundational competencies. The KG remained unchanged at 39 students (34.5%) at both assessment points, indicating that traditional instructional methods did not facilitate substantial upward mobility.

Similar patterns were observed at the Pre-Intermediate (A2) level. The EG increased from 31 students (27.4%) to 34 students (30.1%), a gain of 3 students or 9.7%. This upward trend suggests that the experimental intervention effectively supported transitions from elementary to intermediate proficiency. The KG maintained a constant enrollment of 37 students (32.7%), again demonstrating no change.

At the Intermediate (B1) level, both groups exhibited modest growth; however, the EG had a slight advantage. The EG increased from 12 students (10.6%) to 13 students (11.5%), representing a gain of one student or 8.3%. The KG also increased from 18 students (15.9%) to 19 students (16.8%), gaining one student, which corresponds to a 5.6% increase. These changes suggest that advancement to and beyond the intermediate level may necessitate additional time or alternative pedagogical strategies.

Neither group featured students at the Upper-Intermediate (B2) or Advanced (C1) levels at either assessment point. This reflects the initial proficiency profile of the participants and indicates that achieving advanced proficiency was beyond the intervention's scope. The absence of movement to these higher levels implies that progression from intermediate to upper-intermediate and advanced proficiency requires extended time or immersive experiences not available within the study's timeframe.

The calculated mean proficiency scores quantitatively support this trend, reflecting a gain of 1.86, which represents a substantial average improvement in learners' language proficiency over the course of the program. Visual representations of these findings are provided in Figures 1 and 2.

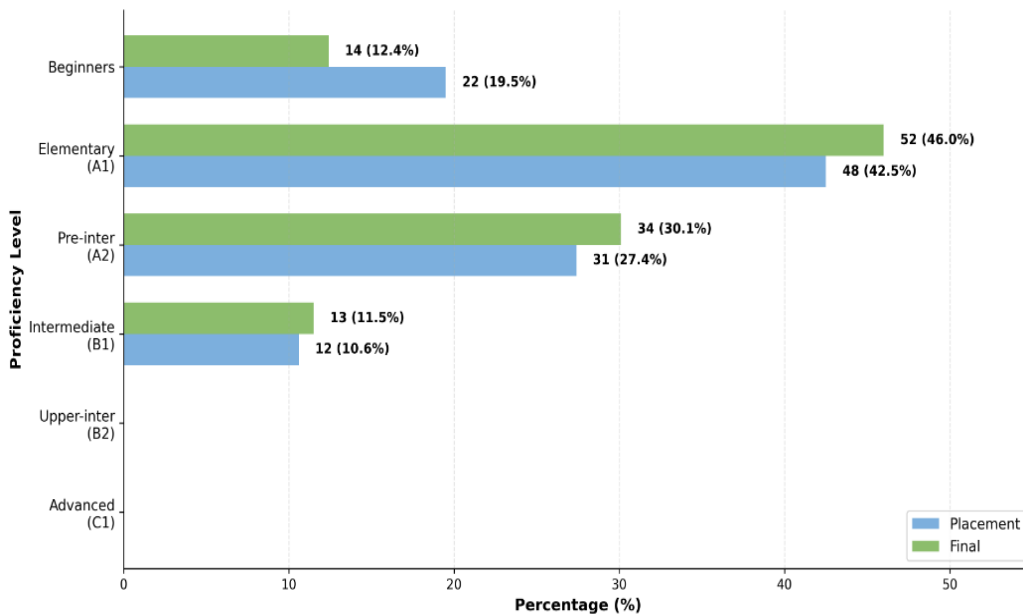


Figure 1 - Results of placement and final tests in Experimental Group (%)

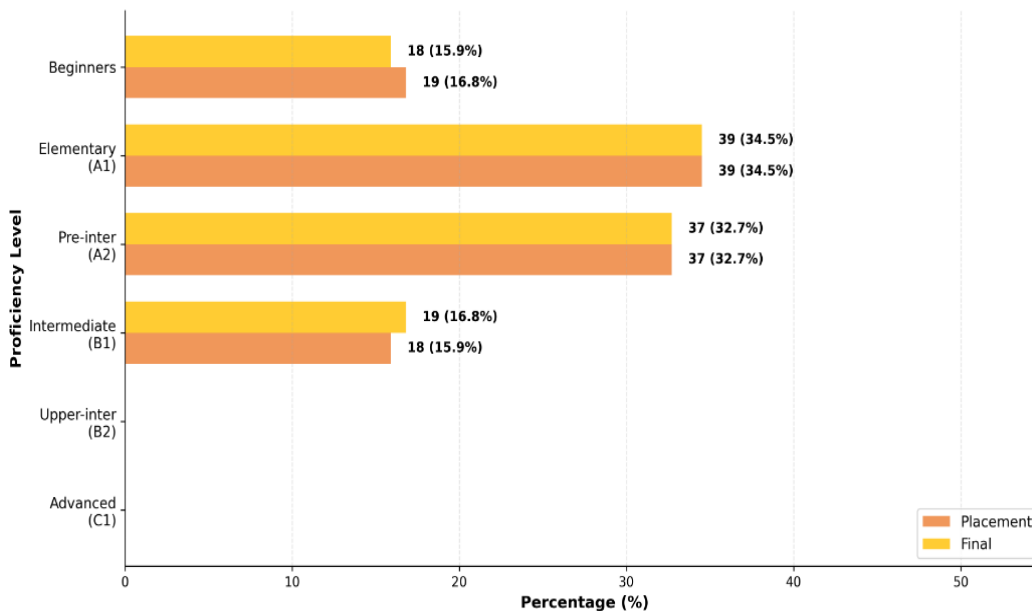


Figure 2 - Results of placement and final tests in Control Group (%)

Figures 1 and 2 illustrate the comparative effectiveness of experimental and traditional pedagogical approaches. At the Beginner level, Figure 1 demonstrates a 36.4% reduction in bar length, while Figure 2 indicates a mere 5.3% reduction.

This disparity suggests that the experimental intervention significantly enhances foundational learning for novice learners.

At the Elementary and Pre-Intermediate levels, Figure 1 reveals an increase in bar length at the A1 and A2 levels, whereas Figure 2 exhibits static bars. This finding implies that the experimental intervention incorporates elements such as improved scaffolding and increased feedback, which are often absent in traditional methodologies, particularly for learners at lower and intermediate proficiency levels.

At the Intermediate (B1) level, both figures indicate minimal change, suggesting that the benefits of the experimental intervention diminish as proficiency increases. This observation implies that distinct strategies may be necessary to facilitate progression from intermediate to advanced proficiency, or that such advancement may require a longitudinal approach beyond the timeframe of the current study.

Overall, the figures corroborate the quantitative findings: the Experimental Group experienced greater upward mobility at lower proficiency levels, while the Control Group exhibited stagnation. The dynamic distribution portrayed in Figure 1 starkly contrasts with the stable distribution illustrated in Figure 2, underscoring the efficacy of the experimental intervention.

Consequently, these results indicate a significant upward shift in English language competence, suggesting that the instructional program “Intercultural Communication” effectively facilitated linguistic development across various proficiency levels. The data reveal distinct patterns of student progression and demonstrate the superiority of the experimental pedagogical intervention in comparison to traditional methods.

IBM SPSS Statistics was used to assess the statistical significance of differences and to compare English proficiency levels between the placement test and the final test using a Chi-square (χ^2) test of independence.

Furthermore, Cramer's V coefficient was calculated as an effect size measure to quantify the strength of the association between assessment time (Placement and Final) and proficiency level distribution. These analyses were conducted to evaluate the impact of pedagogical interventions on student proficiency progression across the two groups.

The Chi-square test of independence is employed to evaluate whether two categorical variables are independent or associated. In the context of this study, the test was utilized to determine whether the distribution of students across various proficiency levels (Beginners, Elementary A1, Pre-Intermediate A2, and Intermediate B1) exhibited significant differences between Placement and Final assessments. The null hypothesis (H_0) asserts that there is no association between the timing of assessments and the distribution of proficiency levels, whereas the alternative hypothesis (H_1) posits the existence of such an association.

The calculation of the Chi-square statistic is performed using the formula: $\chi^2 = \sum[(O - E)^2 / E]$, where O denotes the observed frequencies and E signifies the expected frequencies under the null hypothesis. The significance level was established at $\alpha = 0.05$.

Cramer's V serves as a measure of association between two categorical variables, providing an effect size that ranges from 0 (indicating no association) to 1 (indicating perfect association). It is counted using the formula:

$V = \sqrt{(\chi^2 / n \times \min(r-1, c-1))}$, where n represents the total sample size, r denotes the number of rows, and c indicates the number of columns in the contingency Table 2.

The interpretation of Cramer's V adheres to Cohen's (1988) guidelines: for degrees of freedom equal to 3, a value of $V < 0.06$ signifies a negligible effect, $0.06 \leq V < 0.17$ indicates a small effect, $0.17 \leq V < 0.29$ denotes a medium effect, and $V \geq 0.29$ suggests a large effect.

Table 4. Comparative analysis of Chi-square test and Cramer's V results

<i>Statistical Measure</i>	<i>EG</i>	<i>KG</i>
Chi-square (χ^2)	2.116	0.054
Degrees of freedom	3	3
<i>P</i> -value	.549	.997
Cramer's V	.097	.016
Effect size interpretation	Small	Negligible

While neither the Experimental Group nor Control Group demonstrated in Table 4 statistically significant associations between assessment time and proficiency distribution ($p > .05$), important differences emerge in the effect size measures. The EG's Cramer's V of .097 (small effect) was larger than the KG's V of .016 (negligible effect), indicating substantially greater change in proficiency distribution patterns despite the lack of statistical significance.

The absence of statistical significance can be attributed to several factors. First, the overall sample size ($n = 113$ per group) may have been insufficient to detect significant associations when students were distributed across four proficiency levels. Second, the relatively short intervention period may have limited the magnitude of changes, particularly at higher proficiency levels where advancement requires extended time. Third, the expected frequency distributions were relatively similar to observed frequencies, reducing the Chi-square statistic.

Thus, these findings reveals the combination of modest effect sizes in the EG and negligible effects in the KG, alongside other analyses demonstrating substantial group differences in proficiency advancement, collectively support the conclusion that experimental pedagogical program produce superior outcomes compared to traditional instructional methods. It demonstrates conclusively that forming intercultural competence through foreign language instruction is not only pedagogically sound but empirically effective.

Conclusion

The study confirms that foreign language instruction integrated with intercultural and trilingual components can serve as an effective tool for enhancing students' communicative competence in Kazakhstan's multilingual higher education context. The implementation of the "*Intercultural Communication*" module not only addressed linguistic deficiencies but also stimulated students' cognitive, cultural, and communicative development.

The literature indicates that foreign language instruction within Kazakhstani higher education is instrumental in the enhancement of intercultural competence. However, the effectiveness of this instruction largely depends on the alignment between methodological design, instructional materials, and assessment tools. The experimental results suggest that trilingual and technology-supported models provide more favorable conditions for intercultural competence development than traditional approaches.

While there are challenges to be addressed, the potential for enhancing students' intercultural skills through innovative teaching practices and curriculum design is significant. As Kazakhstan continues to position itself in the global arena, fostering intercultural competence through effective foreign language education will be essential for preparing students to thrive in diverse environments which require structured curricular interventions rather than isolated cultural elements. Systematic integration of intercultural objectives into language courses enables measurable progress in both linguistic proficiency and intercultural awareness.

The experimental findings demonstrate that the integration of intercultural content and trilingual instruction into foreign language education significantly enhances students' linguistic and cultural competencies. The "*Intercultural Communication*" module, implemented as part of the general education curriculum, provided students not only with improved English proficiency but also with deeper cultural awareness and greater communicative flexibility in multilingual contexts.

The substantial improvement in CEFR-based language proficiency scores—validated through robust statistical analysis—underscores the pedagogical value of combining culturally relevant content, experiential learning, and digital tools in language instruction. These results affirm that effective foreign language education in multilingual societies like Kazakhstan must move beyond traditional methods to embrace integrated, context-sensitive, and learner-centered approaches.

Moreover, the program's success highlights the importance of institutional support, teacher training, and the development of adaptable educational resources. The findings contribute to the broader discourse on language education and intercultural competence, offering a replicable model for higher education institutions seeking to prepare students for global engagement.

Future research should examine the long-term retention of language skills and the transferability of intercultural competence into professional and social settings. Expanding this model to diverse linguistic and institutional contexts could further validate its efficacy and inform national language education policies.

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СТУДЕНТТЕРДІҢ ТІЛДІК ҚАБІЛЕТТЕРІН ҮШТІЛДІЛІК НЕГІЗІНДЕГІ МӘДЕНИАРАЛЫҚ КУРС АРҚЫЛЫ ЖЕТІЛДІРУ

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Аңдатпа. Бұл зерттеуде Қазақстанның жоғары оқу орындарының студенттері арасында шет тілін оқытудың тиімділігін арттыруда мәдениетаралық коммуникацияның рөлі қарастырылады. Жаһандану жағдайында когнитивті саналылықты, аффективті ашықтықты және мінез-құлық икемділігін қамтитын мәдениетаралық коммуникация әртүрлі мәдениеттердің өкілдерімен тиімді өзара әрекеттесуге ықпал етеді және мәдени контекстердің көптүрлілігінде сәтті бағдарлаудың қажетті шарты болып табылады. Қазақ, орыс және ағылшын тілдері негізгі тілдер болып табылатын Қазақстанның көптілді ортасы мәдениетаралық құзыреттілікті тілдік оқу бағдарламаларына біріктіру үшін бірегей мүмкіндіктер жасайды және сонымен бірге белгілі бір қиындықтарды туғызады. Зерттеуде шет тілін оқыту студенттердің мәдениетаралық хабардарлығын, эмпатиясын және коммуникативтік дағдыларын дамытуға қалай ықпал ететінін анықтау мақсатында педагогикалық стратегиялар, оқу жоспарлары және институционалдық саясат талданады.

Зерттеуде «Мирас» университетінің бірінші курс, тілдік емес мамандықтар студенттері үшін арнайы әзірленген «Мәдениетаралық

коммуникация» атты эксперименттік модульді қамтитын аралас әдіс қолданылады. Бұл 3 кредиттік модуль стандартты «Шет тілі» курсына интеграцияланып, қазақ, орыс және ағылшын тілдеріндегі үштілді оқытуды жобалық оқыту және цифрлық тапсырмалар сияқты инновациялық технологиялармен ұштастырады. CEFR шкаласы бойынша жүргізілген алдын ала және кейінгі тестілеу студенттердің тілдік құзыреттіліктерінің айтарлықтай артқанын көрсетті.

Негізгі нәтижелер мәдени маңызы бар мазмұнның, тәжірибеге негізделген оқытудың және оқытушыларды МҚ-ға бейімдеп даярлаудың маңыздылығын атап көрсетеді. Қиындықтар қатарына оқулық материалдарының жеткіліксіздігі, бастапқы тілдік деңгейдің төмендігі және институционалдық қолдаудың шектеулілігі жатады. Авторлар білім беру саясатына реформа енгізу, пәнаралық ынтымақтастық орнату және цифрлық құралдарды белсенді қолдану арқылы МҚ-ны тұрақты түрде интеграциялауды ұсынады.

Бұл зерттеу тілдік білім беру саласындағы жаһандық ғылыми пікірталастарға үлес қосып, мәдениетаралық құзыреттілікке бағытталған үштілді оқу бағдарламаларының студенттерді көпмәдениетті ортаға дайындаудағы әлеуетін көрсетеді. Қазақстанның жоғары білім беру жүйесінде теория мен практиканы біріктіру үшін ұзақ мерзімді және контекстке бейімделген педагогикалық зерттеулердің қажеттілігі атап өтіледі.

Тірек сөздер: мәдениетаралық құзыреттілік, мотивация, тілдік оқыту, оқыту модулі, үштілді білім беру, Қазақстан, жоғары білім, CEFR

СОВЕРШЕНСТВОВАНИЕ ЯЗЫКОВЫХ НАВЫКОВ СТУДЕНТОВ НА ОСНОВЕ ТРИЛИНГВАЛЬНОГО МЕЖКУЛЬТУРНОГО КУРСА

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Аннотация. В данном исследовании рассматривается роль межкультурной коммуникации в повышении эффективности обучения иностранному языку у студентов высших учебных заведений Казахстана. В условиях глобализации межкультурная коммуникация, включающая когнитивную осознанность, аффективную открытость и поведенческую гибкость, способствует эффективному взаимодействию с представителями различных культур и является необходимым условием успешной

ориентации в многообразии культурных контекстов. Многоязычная среда Казахстана, в которой основными языками выступают казахский, русский и английский, создаёт уникальные возможности и одновременно определённые трудности для интеграции межкультурной компетентности в языковые учебные программы. В исследовании анализируются педагогические стратегии, учебные планы и институциональная политика с целью выявить, каким образом обучение иностранному языку способствует развитию у студентов межкультурной осведомлённости, эмпатии и коммуникативных навыков.

В исследовании используется смешанный метод, включающий экспериментальный модуль «Межкультурная коммуникация» для студентов первого курса неязыковых специальностей в Университете «Мирас». Этот 3-кредитный модуль, интегрированный в стандартный курс «Иностранный язык», сочетает трилингвальное (казахский, русский, английский) обучение с инновационными технологиями. Предтестирование и посттестирование по шкале CEFR выявили значительное улучшение языковой компетенции студентов.

Ключевые выводы подчёркивают важность культурно значимого содержания, обучения через опыт и подготовки преподавателей для развития межкультурной компетентности (МКК). Среди трудностей — нехватка учебных материалов, низкий исходный уровень владения языком и ограниченная институциональная поддержка. Авторы призывают к реформам в образовательной политике, междисциплинарному сотрудничеству и активному использованию цифровых инструментов для устойчивой интеграции МКК.

Данное исследование вносит вклад в мировой дискурс по проблемам языкового образования, демонстрируя, как трехязычные учебные программы, ориентированные на МКК, могут подготовить студентов к жизни в мультикультурной среде. Отмечается необходимость дальнейших исследований и контекстно-ориентированных педагогических подходов для объединения теории и практики в системе высшего образования Казахстана.

Ключевые слова: межкультурная компетентность, мотивация, языковое обучение, учебный модуль, трёхязычное образование, Казахстан, высшее образование, CEFR

Received / Мақала түсті / Статья поступила: 05.06.2025.

Accepted / Жариялауға қабылданды / Принята к публикации: 26.03.2026.

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