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ENHANCING LINGUOCULTURAL COMPETENCE IN FUTURE LANGUAGE TEACHERS

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Abstract. Linguocultural competence plays a crucial role in preparing future foreign language teachers by integrating both linguistic skills and cultural understanding necessary for effective communication across cultures. We suggest that linguocultural competence is composed of three interconnected subcompetences: sociocultural, cognitive-conceptual and professional-cross-cultural subcompetence. Despite a wide interest in various educational techniques applied to enhance linguocultural competence, little attention has been given to the case-study method. The purpose of this study is to explore the effectiveness of the case-study method in the improvement of the linguocultural competence of future foreign language teachers. The study has an experimental pre-test/post-test design and involves third-year students enrolled in the Bachelor's program specializing in two foreign languages at Makhambet Utemisov West Kazakhstan University, Kazakh being the language of instruction. Methodologically, the study combined qualitative analysis of students' essays and quantitative analysis of the students' results for their essays based on paired and unpaired *t*-tests. The findings of the unpaired *t*-tests show that the experimental and control groups were generally comparable in their pre-tests, in contrast to very and extremely significant discrepancies in their post-test. The findings of the paired *t*-test demonstrate notable advancement in the linguocultural competence of the participants of the experimental group. The experimental findings indicate that the case-study method, as an active learning strategy, serves as an effective educational tool for improving linguocultural competence in future foreign language teachers, boosting their intercultural and communication abilities and enhancing their readiness for professional engagement. A key factor in the successful implementation of the case-study method is the careful selection and adaptation of case materials to meet students' specific needs and to familiarize them thoroughly with real-life professional scenarios they are likely to encounter in their future activity.

Keywords: competence-based education, linguocultural competence, educational technologies, active learning, case-study method, foreign language teaching, pedagogical training, professional growth

Introduction

The competence-based approach is essential in foreign language education as it bridges the gap between higher education and the demands of the professional world outside academia [1]. This approach emphasizes the cultivation of practical skills and abilities that allow learners to communicate effectively in real-life contexts, as well as the development of active professional competencies required for their future careers [2]. It aligns language instruction with the needs of contemporary society, where merely possessing isolated knowledge is inadequate, and the capacity to apply language skills across diverse situations is critical.

Recent studies have highlighted the importance of integrating communicative and cultural competences in foreign language teaching [3]. Intercultural competence, defined as “the attitudes, skills and knowledge required in appropriate communications when interacting across difference” [4, p. 5], has become a key focus in higher education. Preparing students to become interculturally competent communicators [5] with intercultural sensitivity [6] is crucial, enabling them to engage effectively with people from different linguistic and cultural backgrounds [7].

A fundamental component of intercultural competence is linguocultural competence, which includes not only linguistic knowledge but also a deep understanding of the cultural norms, values, and worldviews embedded in the target language. Developing this competence is vital in training future foreign language teachers. We propose that linguocultural competence consists of three interrelated subcompetences: (1) sociocultural subcompetence, where learners thoroughly analyze sociocultural aspects and incorporate cultural examples, traditions, and customs into their speech while avoiding stereotypes and errors; (2) cognitive-conceptual subcompetence, which involves the ability to clearly explain key concepts, demonstrate profound understanding, and offer original insights on topics; and (3) professional-cross-cultural subcompetence, characterized by effectively comparing cultural phenomena, grasping contextual and intercultural differences, and using examples that reflect a deep appreciation of diverse cultures.

A number of recent studies have proposed using different techniques to enhance linguocultural competence, among which are project-based learning, experiential learning, cultural assimilation, as well as combinations with multiple learning resources and activities [8]. Yet, to the best of our knowledge, little attention has been given to the case-study method used for developing linguocultural competence. This method has gained recognition as an effective pedagogical approach that situates learners in real-world contexts requiring problem-solving and language use [9]. Moreover, it aligns with task-based learning and communicative language teaching frameworks, promoting active student engagement through the analysis and discussion of complex, context-

rich scenarios [2]. By working on case studies, students not only enhance their linguistic skills but also develop critical thinking, collaborative abilities, and intercultural competence, as they negotiate meaning and propose solutions in English [10].

In this paper, we intend to examine the effectiveness of the case-study method in regard with the development of linguocultural competence. To achieve this aim, we conduct an experiment that enables determining the role that the case-study method plays in enhancing future foreign language teachers' linguocultural competence.

Materials and methods

The present research has an experimental pre-test/post-test design and presents the results of an experiment conducted at Makhambet Utemisov West Kazakhstan University. The focus of the experiment was on the progress made in writing essays on intercultural topics by third-year undergraduate students of the educational program "Foreign Language: Two Foreign Languages". This program is aimed at training future foreign language teachers, who are fluent in two foreign languages, able to teach and learn, capable of designing and implementing the educational process taking into account social, age, psychophysical and individual characteristics in educational organizations of pre-school, primary, secondary general, post-secondary, technical and vocational education.

This study involved a research sample of 8 participants in the experimental group, all third-year students enrolled in the Bachelor's program specializing in two foreign languages at Makhambet Utemisov West Kazakhstan University, where Kazakh was the medium of instruction. To assess the initial level of essay writing skills and strengthen the reliability of the results, a control group was also formed, which did not undergo the experimental intervention. This control group included 8 third-year undergraduates studying the same specialization, with instruction similarly delivered in Kazakh. Informed consent was obtained from all participants in both groups for their involvement in the study and the use of their responses in this research.

The participants of the experiment worked on two writing assignments in the form of essays: a pre-test before the intervention and a post-test after the intervention. Prior to the writing assignments, the students had had classes of different aspects of their professional activity: English language levels A1-C1, Practical phonetics of the English language, Practical grammar of the English language, Analytical reading and writing, Business English, Fundamentals of professional activity (3 credits); as well as subjects devoted to the culture of the countries of the studied language and intercultural communication: Country studies and cultural studies of English-speaking countries (3 credits), Fundamentals of intercultural communication (3 credits).

The requirements for the two writing assignments were as follows: the participants of the experiment had 60 minutes to produce answers to questions related to their future profession, and their answers had to be around 300 words long. Both the essays were written in class; no dictionaries or electronic devices

were allowed. The topics for the essays were as follows: “How is the connection between language and culture important for a future foreign language teacher?” (pre-test), “How do you understand the role of a foreign language teacher in solving intercultural conflicts?”.

This research combined qualitative analysis of students’ essays and quantitative analysis of the students’ results for their essays. Regarding the qualitative analysis, the written essays produced by participants from both the experimental and control groups were independently evaluated by the researchers. To ensure the reliability of the qualitative analysis, the assessors reached consensus on the evaluation criteria. The participants’ task performance was judged based on three primary categories referring to the three subcategories identified within linguocultural competence: sociocultural subcompetence, cognitive-conceptual subcompetence and professional-cross-cultural subcompetence. For each subcompetence, the students’ works were rated from 1 to 5, with the total score for the three subcompetences equal to 15. The essay grade is given based on the degree of presence of the specified feature relating to each subcompetence: from a minimum degree (1 point) to a maximum degree (5 points). Inter-rater reliability was established using the consensus method [11], according to which the agreement between raters, reflected in consensus scores exceeding 70%, was deemed sufficient to confirm the credibility of the evaluations. When discrepancies arose, the raters discussed and agreed upon a common score to ensure consistent conclusions.

To analyze the quantitative data, paired *t*-tests were conducted to examine differences within both the experimental and control groups across two time points: Essay 1 and Essay 2. A *p*-value below 0.05 indicated a statistically significant difference between the pre-test and post-test mean scores. Additionally, if the absolute value of the *t*-test statistic exceeded the critical value corresponding to the *p*-value, this also signified a significant difference between the pre- and post-test means. Unpaired *t*-tests were used to assess differences between the two groups according to standard criteria. To confirm the validity of the data, pre-test scores from the experimental and control groups were compared to verify that both groups began with comparable proficiency levels.

Results

The findings of the present research offer an in-depth examination of the role the case-study method plays in improving linguocultural competence in future foreign language teachers. This section describes the results of the quantitative analysis of the writing assignments generated by the participants of both the experimental and control groups. The quantitative results were obtained from the qualitative analysis of the students’ essays.

Table 1 presents the differences in mean scores along with the statistical values of *p* and *t* for both the experimental group (EG) and the control group (CG) at two time points (Essay 1 and Essay 2), evaluated across three criteria corresponding to the subcompetences of linguocultural competence: sociocultural, cognitive-conceptual, and professional-cross-cultural subcompetences. The

unpaired *t*-test results indicate that there was no statistically significant difference between the experimental and control groups at the point of Essay 1, as the two-tailed *p*-values exceeded 0.05. This implies that both groups were generally comparable across all three criteria prior to the intervention.

Table 1 – Students’ Performances in the Experimental (EG) and Control (CG) Groups

Linguocultural competence	Sociocultural subcompetence	Cognitive-conceptual subcompetence	Professional-cross-cultural subcompetence	Total
<i>Essay 1</i>				
EG mean	2.88	3.13	2.88	8.88
CG mean	3.00	3.50	2.63	9.13
p value	0.7266	0.2244	0.4051	0.7068
t value	0.3568	1.2710	0.8584	0.3839
<i>Essay 2</i>				
EG mean	3.75	4.38	4.00	11.88
CG mean	3.13	3.63	2.88	9.63
p value	0.0089	0.0346	0.0135	0.0044
t value	3.0349	2.3406	2.8259	3.3845

For Essay 2, the differences in scores between the experimental and control groups across three criteria were highly or extremely statistically significant, with two-tailed *p*-values well below 0.05. These disparities can be attributed to the increased complexity of the second task, which the control group participants struggled to complete without clear, step-by-step guidance. Consequently, the experimental group significantly outperformed the control group on all measured criteria, with their strongest performance observed in the professional-cross-cultural subcompetence.

For the experimental group alone, the difference in mean scores between Essay 1 and Essay 2 was found to be highly and extremely statistically significant. Following explicit instruction using the case-study method, participants showed substantial improvement in their essay writing across all three evaluated aspects. This indicates that during the intervention, the participants acquired the necessary knowledge to enhance their competence. Consequently, the quantitative analysis of the experimental group’s scores demonstrated notable advancement in their linguocultural competence. Table 4 displays the score differences for the experimental group between the two assessment points (Essay 1 and Essay 2).

Table 2 – Improvement of Linguocultural Competence in the Experimental Group

Linguocultural competence	Sociocultural subcompetence	Cognitive-conceptual subcompetence	Professional-cross-cultural subcompetence	Total
Essay 1 mean	2.88	3.13	2.88	8.88
Essay 2 mean	3.75	4.38	4.00	11.88
p value	0.00002	0.0016	0.0016	0.0003
t value	7.0000	5.0000	4.9651	6.4807

Discussion

The results of the present research indicate that the case-study method is a reliable and effective technique to improve future foreign language teacher’s linguocultural competence. The success of the method was conditioned by the use of carefully prepared case materials that were adapted to the students’ needs and related to their future real-life professional situations. These results show overall agreement with similar studies of the effectiveness of the case-study method in increasing intercultural competence in general.

The article by Shokhidova [12] discusses the application of the case-study method in EFL classrooms to develop students’ intercultural communicative competence. It emphasizes using real-life scenarios that require learners to consider contextual factors of communication. The case-study method was found to effectively engage students in meaningful intercultural communication, enhancing their ability to navigate cultural differences beyond linguistic knowledge. It promotes critical thinking and deeper cultural understanding in language learning.

The study by Safina and Salieva [13] combined theoretical analysis and experimental application of the case-study method in foreign language teaching, involving the preparation of authentic, culturally rich cases adapted to students’ language levels and using them to simulate real-life professional situations. Pre-language training was provided to equip students with necessary terminology and structures. As shown by the researchers, the case-study method proved effective in developing students’ intercultural competence by fostering skills such as cultural comparison, critical analysis, communication, and decision-making. Success depended on careful case preparation, authentic content, and preliminary language support.

Common findings emphasize that case studies provide authentic, context-rich scenarios that promote critical cultural awareness, self-reflection and practical communication skills. They also stress the importance of careful case design, preparatory language support and reflective activities to maximize learning outcomes. Together, these works support the use of the case-study method as a powerful tool for enhancing intercultural competence in diverse educational settings.

This research is the first work showing the practical effect of the case-study method for improving linguocultural competence as an essential

constituent of intercultural competence. Being novel in its object of research, this study is consistent with prior investigations, which ensures its reliability and trustworthiness.

Conclusion

This study highlights the crucial role of linguocultural competence in the professional training of future foreign language teachers. The experimental results show that the case-study method as an active learning approach is an effective educational technology in the enhancement of linguocultural competence among future foreign language teachers. The findings demonstrate that the case-method study as an active and interactive technique significantly enhances students' intercultural and communication skills, fostering their ability to engage in professional activity effectively. A significant role in achieving success in applying the case-study method is performed by carefully selecting case materials and their adaptation to tailor the students' needs and well acquaints them with their future real-life professional situations.

Future studies should investigate the integration of innovative teaching methods, such as those utilizing artificial intelligence and various digital technologies, in the application of the case-method technique in order to enhance the development of linguocultural competence in training future foreign language teachers. By embracing these technological advancements, educational institutions can more effectively prepare future foreign language teachers with the skills required for successful professional performance in an increasingly dynamic digital environment.

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БОЛАШАҚ ШЕТ ТІЛІ МҰҒАЛІМДЕРІНІҢ ЛИНГВОМӘДЕНИ ҚҰЗЫРЕТТІЛІГІН ЖЕТІЛДІРУ

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Аңдатпа. Лингвомәдени құзыреттілік болашақ шет тілі мұғалімдерін дайындауда шешуші рөл атқарады, ол тиімді мәдениаралық қарым-қатынас үшін қажетті тілдік дағдылар мен мәдени түсінікті біріктіреді. Біз лингвомәдени құзыреттілік үш өзара байланысты субқұзыреттіліктен тұрады деп болжаймыз: әлеуметтік-мәдени, когнитивті- концептуалды және кәсіби-мәдениаралық субқұзыреттілік. Лингвомәдени құзыреттілікті арттыру үшін қолданылатын түрлі оқу әдістеріне деген кең қызығушылыққа қарамастан, оқиғаны талдау әдісіне аз көңіл бөлінеді. Бұл зерттеудің мақсаты – болашақ шет тілі мұғалімдерінің лингвомәдени құзыреттілігін жетілдіруде кейс-стади әдісінің тиімділігін зерттеу. Зерттеу алдын ала/кейінгі тестілеудің эксперименттік дизайнына негізделген және Махамбет Өтемісов атындағы

Батыс Қазақстан университетінің екі шет тілін мамандандыратын бакалавриат бағдарламасында оқитын үшінші курс студенттерін қамтиды, оқу тілі қазақ тілі болып табылады. Әдіснамалық түрде зерттеу студенттердің эсселерінің сапалық талдауы мен эсселер нәтижелерінің сапалық және сандық талдауын, оның ішінде жұптық және жұпсыз t-тесттерді біріктірді. Жұпсыз t-тесті нәтижелері эксперименттік және бақылау топтарының алдын ала тестілері бойынша жалпы алғанда ұқсас болғанын, ал кейінгі тестілері бойынша айтарлықтай және өте маңызды айырмашылықтар болғанын көрсетті. Жұптық t-тесті эксперименттік топ қатысушыларының лингвомәдени құзыреттілігінде айқын ілгерілеуді көрсетті. Эксперимент нәтижелері кейс-стади әдісі, белсенді оқу стратегиясы ретінде, болашақ шет тілі мұғалімдерінің лингвомәдени құзыреттілігін жақсартуда, олардың мәдениаралық және коммуникативтік қабілеттерін арттыруда, сондай-ақ кәсіби қызметке дайындығын жоғарлатуда тиімді екенін көрсетті. Кейс-стади әдісінің сәтті жүзеге асырылуының негізгі факторы — студенттердің нақты қажеттіліктеріне бейімделген және оларды болашақта кездесетін кәсіби жағдайлармен мұқият таныстыруға арналған кейстердің мұқият іріктелуі және бейімделуі болып табылады.

Тірек сөздер: құзыреттілікке негізделген білім беру, лингвомәдени құзыреттілік, білім беру технологиялары, белсенді оқыту, кейс-стади әдісі, шетел тілін оқыту, педагогикалық дайындық, кәсіби өсу

ПОВЫШЕНИЕ ЛИНГВОКУЛЬТУРОЛОГИЧЕСКОЙ КОМПЕТЕНЦИИ БУДУЩИХ УЧИТЕЛЕЙ ИНОСТРАННЫХ ЯЗЫКОВ

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Аннотация. Лингвокультурологическая компетенция играет решающую роль в подготовке будущих учителей иностранных языков, интегрируя как языковые навыки, так и культурное понимание, необходимое для эффективного общения между культурами. Мы предполагаем, что лингвокультурологическая компетенция состоит из трех взаимосвязанных субкомпетенций: социокультурной, когнитивно-концептуальной и профессионально-межкультурной субкомпетенции. Несмотря на широкий интерес к различным образовательным методикам, применяемым для повышения лингвокультурологической компетенции, мало внимания уделяется методу изучения случаев. Целью данного исследования является изучение эффективности метода изучения случаев в улучшении лингвокультурологической компетенции будущих учителей иностранных языков. Исследование имеет экспериментальный дизайн предварительного/

последующего тестирования и охватывает студентов третьего курса, обучающихся по программе бакалавриата, специализирующейся на двух иностранных языках в Западно-Казахстанском университете имени Махамбета Утемисова, языком обучения является казахский. Методологически исследование объединило качественный анализ эссе студентов и количественный анализ результатов студентов по их эссе на основе парных и непарных t-тестов. Результаты непарных t-тестов показывают, что экспериментальная и контрольная группы были в целом сопоставимы в своих предварительных тестах, в отличие от очень и чрезвычайно значительных расхождений в их пост-тесте. Результаты парного t-теста демонстрируют заметный прогресс в лингвокультурологической компетенции участников экспериментальной группы. Экспериментальные результаты показывают, что метод кейс-стади, как активная стратегия обучения, служит эффективным образовательным инструментом для улучшения лингвокультурологической компетенции будущих учителей иностранных языков, повышения их межкультурных и коммуникативных способностей и повышения их готовности к профессиональной деятельности. Ключевым фактором успешной реализации метода case-study является тщательный отбор и адаптация материалов кейса для удовлетворения конкретных потребностей студентов и для их тщательного ознакомления с реальными профессиональными сценариями, с которыми они, вероятно, столкнутся в своей будущей деятельности.

Ключевые слова: компетентностное образование, лингвокультурологическая компетенция, образовательные технологии, активное обучение, метод кейс-стади, обучение иностранным языкам, педагогическая подготовка, профессиональный рост

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