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DEVELOPING A LANGUAGE CURRICULUM FOR MULTICULTURAL CONTEXTS: INSIGHTS FROM INTERNATIONAL PARTNERSHIP

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This study examines how the international internship program “500 Scholars” of the Bolashak Scholarship contributed to the revision of the Kazakh Language Course Curriculum (KLCC) through the first author's participation in the Visiting Scholars Program at the College of Education and Human Development of the University of Minnesota (UMN). A sequential mixed-methods design—surveys (n=30 students; n=6 educators), follow-up interviews (n=8 students), and comparative curriculum analysis—addressed three research questions on learner needs, curriculum gaps, and transferable practices. Survey results indicate substantial dissatisfaction with the current KLCC (40% dissatisfied; 10% satisfied) and highlight preferred improvements: stronger real-world application (40%), deeper coverage of specific skills (20.6%), and more interactive methods such as hands-on tasks or group projects (16.6%). Beneficial elements included teaching approaches (23%), assessment procedures (20%), and practical relevance (17%), while 33%

reported no beneficial aspects. Interview data elaborate these patterns, citing insufficient cultural content, limited interdisciplinary integration, and a lack of interactive learning opportunities. A comparative analysis between the KLCC at U-1 (name withheld for confidentiality) and the UMN English curriculum (Beginning Reading & Composition; Grammar; Oral Skills) reveals key structural differences: broader formative assessment, clearer scaffolding of literacy skills, and more explicit integration of cultural competence at UMN. These elements provide a chain of evidence for three pedagogical implications: 1) differentiated pathways for learners with and without Cyrillic literacy, 2) continuous assessment structures rather than summative-heavy models, and 3) expanded authentic communicative tasks grounded in cultural context.

Keywords: international partnership, visiting scholars program, multicultural communication, curriculum development, Kazakh language course curriculum, mixed-methods, syllabus structure.

МӘДЕНИЕТАРАЛЫҚ БІЛІМ БЕРУ ЖАҒДАЙЫНДА ТІЛДІК ОҚУ БАҒДАРЛАМАСЫН ЖЕТІЛДІРУ: ХАЛЫҚАРАЛЫҚ ӘРІПТЕСТІК ТӘЖІРИБЕСІНЕН АЛЫНҒАН ТАЛДАУ

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Бұл зерттеуде «Болашақ» бағдарламасының «500 ғалым» халықаралық тағылымдамасы алғашқы автордың Миннесота университетінің (UMN) Білім беру және адам дамуы колледжінің Visiting Scholars Program бағдарламасына қатысуы арқылы қазақ тілін оқыту бағдарламасын (Kazakh Language Course Curriculum, KLCC) жаңартуға қалай ықпал еткені қарастырылады. Зерттеу аралас әдістерге негізделген дәйекті дизайнды қолданды: сауалнама (n=30 студент; n=6 оқытушы), студенттермен жүргізілген тереңдетілген сұхбаттар (n=8) және оқу бағдарламаларын салыстырмалы талдау. Осы әдістер оқушылар қажеттіліктері, оқу бағдарламасындағы олқылықтар және басқа контекстерден тасымалдауға болатын педагогикалық тәжірибелерге қатысты үш зерттеу сұрағына жауап беруге мүмкіндік берді. Сауалнама нәтижелері қазіргі KLCC-ке қатысты айқын қанағаттанбаушылықты көрсетті (40% – қанағаттанбаған; 10% – қанағаттанған) және жақсартуға басым бағыттарды белгіледі: курстың практикалық қолданбалы мазмұнын күшейту (40%), кейбір дағдыларды тереңірек дамыту (20,6%) және практикалық жұмыстар мен топтық жобалар сияқты интерактивті әдістерді кеңейту (16,6%). Пайдалы деп танылған элементтер қатарында оқытудың әдістемелік тәсілдері (23%), бағалау рәсімдері (20%) және практикалық маңыздылығы (17%) аталды, ал 33% ешбір пайдалы аспектіні көрсетпеді. Сұхбат нәтижелері бұл тенденцияларды нақтылай түсіп, мәдени мазмұнның жеткіліксіздігі, пәнаралық байланыстардың шектеулілігі және интерактивті мүмкіндіктердің аздығын атап өтті. U-1 университетіндегі (атауы этикалық себептермен көрсетілмеген) KLCC және UMN-дегі ағылшын тілінің курстары (Beginning Reading & Composition; Grammar; Oral Skills) арасындағы салыстырмалы талдау бірнеше құрылымдық айырмашылықтарды анықтады: формативті бағалаудың кең қолданылуы, тілдік дағдыларды кезең-кезеңімен қалыптастырудың айқынырақ жүйесі және мәдени құзыреттілікті оқу процесіне айқын кіріктіру. Алынған деректер тізбегіне сүйене отырып, үш педагогикалық тұжырым жасалды: 1) кирилл графикасын меңгерген және меңгермеген студенттер үшін дифференциалды оқу траекторияларын әзірлеу қажеттілігі; 2) жиынтық емтихандарға сүйенетін модельдерден әрі үздіксіз бағалау жүйелерін қолданудың тиімділігі; 3) мәдени контекстке негізделген аутентті коммуникативтік тапсырмалар аясын кеңейту.

Түйінді сөздер: халықаралық әріптестік, шақырылған ғалымдар бағдарламасы, мультикультуралық коммуникация, оқу бағдарламасын әзірлеу, қазақ тілін оқыту бағдарламасы, аралас әдістер, силлабус құрылымы.

РАЗРАБОТКА ЯЗЫКОВОГО УЧЕБНОГО ПЛАНА ДЛЯ МУЛЬТИКУЛЬТУРНЫХ КОНТЕКСТОВ: ВЫВОДЫ МЕЖДУНАРОДНОГО ПАРТНЁРСТВА

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В данном исследовании рассматривается, каким образом международная стажировочная программа «500 стипендиатов» Болашақ способствовала обновлению учебного плана по казахскому языку (Kazakh Language Course Curriculum, KLCC) через участие первого автора в программе приглашённых учёных (Visiting Scholars Program) Колледжа образования и развития человека Университета Миннесоты (UMN). Последовательный смешанный дизайн включал: опросы (n=30 студентов; n=6 преподавателей), последующие интервью (n=8 студентов) и сравнительный анализ учебных планов. Эти методы позволили ответить на три исследовательских вопроса, касающихся потребностей обучающихся, пробелов в учебном плане и переносимых педагогических практик. Результаты опросов показывают значительную неудовлетворённость текущим KLCC (40% – недовольны; 10% – довольны) и обозначают предпочтительные направления улучшений: усиление практической направленности курса (40%), более глубокая проработка отдельных навыков (20,6%) и расширение интерактивных методов, таких как практические задания и групповые проекты (16,6%). Среди положительных элементов отмечены преподавательские подходы (23%), процедуры оценивания (20%) и прикладная значимость (17%), тогда как 33% не указали ни одного полезного аспекта. Интервью уточняют эти тенденции, указывая на недостаточное количество культурного содержания, ограниченную междисциплинарность и нехватку интерактивных возможностей. Сравнительный анализ KLCC в университете U-1 (название скрыто по этическим соображениям) и курса английского языка UMN (Beginning Reading & Composition; Grammar; Oral Skills) выявил ключевые структурные различия: более широкое применение формирующего оценивания, более чёткое поэтапное освоение навыков грамотности и явная интеграция компонентов культурной компетентности в UMN. На основе цепочки данных сформулированы три педагогических вывода: 1) необходимость дифференцированных траекторий обучения для студентов с владением и без владения кириллицей; 2) предпочтение систем непрерывного оценивания вместо моделей с преобладанием суммативных экзаменов; 3) расширение набора аутентичных коммуникативных заданий, опирающихся на культурный контекст.

Ключевые слова: международное партнёрство, программа приглашённых учёных, мультикультурная коммуникация, разработка учебных планов, учебный план по казахскому языку, смешанные методы, структура силлабуса.

Introduction. Multicultural communication and rising international competition within higher education have encouraged universities to exchange course curricula globally [1, p. 53]. The importance of international internship programs for educational exchange cannot be overstated, particularly for collaboration, cultural exchange, and human development [2, p. 3]. The Bolashak scholarship program was established by the Government of Kazakhstan in 1993 to provide Kazakhstani students with opportunities to study and train in countries widely recognized as centers of academic and professional excellence [3]. One of the notable outcomes of the program is its role in expanding the linguistic competencies and intercultural awareness of its participants [4]. Upon returning from international internships, students often demonstrate improved language proficiency as well as a deeper understanding of cultural nuances, communication practices, and professional expectations [5]. Educators can gain invaluable experience through internship partnerships, where they can identify areas for curriculum expansion or adjustment to better align with learning requirements [6, p. 20].

During the Soviet period, Russian served as the main language of administration, education, and public discourse in Kazakhstan. This policy significantly reshaped the country's linguistic environment and established Russian as the dominant means of communication for many ethnic groups living in Kazakhstan [7, p. 18]. In this context, speakers from predominantly Russian-speaking backgrounds, including ethnic Kazakhs, often had to learn or improve their command of Kazakh for reasons related to cultural identity, professional advancement, or social integration [8]. At the same time, many Russian-speaking residents of Kazakhstan have shown growing interest in learning Kazakh in order to reconnect with local cultural traditions and respond to the changing social realities of post-Soviet Kazakhstan [9]. This historical background has significantly influenced the Kazakh language curriculum. There is a focus on written Kazakh, which uses the Cyrillic alphabet similar to Russian, rather than on other aspects of the language (e.g., phonetics or pronunciation).

Since gaining independence in 1991, Kazakhstan has made substantial efforts to promote the use of the Kazakh language across various domains to revitalize it while preserving its cultural heritage [10]. Efforts have been made to promote the use of Kazakh across various domains, including education, administration, media, and literature [11]. The government has also made it mandatory for officials to learn Kazakh and provided free language training courses to expand its use in government service. Furthermore, the Kazakh government has implemented various initiatives to promote language learning, particularly in Kazakh. These include introducing trilingual competence, with a focus on Kazakh, Russian, and English [12, p. 24]. Finally, there is a focus on multilingual content in Kazakh-language courses, with plans to teach

specific subjects in multiple languages [13]. These initiatives promote the acquisition of the Kazakh language across various spheres of society. This reflects a growing understanding of the importance of linguistic diversity and the benefits of Kazakh proficiency for personal and professional reasons. However, this has also presented challenges, particularly in the education sector, where concerns have been raised about the quality of textbooks and the qualifications of language teachers [14, p. 3390]. Therefore, the Kazakh language curriculum needs to adapt to this changing demographic of language learners in Kazakhstan. The current one-size-fits-all approach, primarily designed for Russian speakers, should be replaced with a more inclusive, flexible approach that caters to learners from diverse linguistic backgrounds [15, p. 350].

The current Kazakh language curriculum assumes that learners have proficiency and familiarity with Russian, creating barriers for those with a Russian-speaking background [16]. This is further complicated by the implementation of multilingual content in teaching Kazakh language courses [13], which may not adequately address the needs of non-Russian speakers. The shift from a prescriptive to a more diverse, descriptive approach to language teaching may also affect the curriculum's assumptions. Serna-Bermejo and Lasagabaster D. suggest incorporating multilingual practices, such as pedagogical translanguaging, into English language teaching to address these challenges [17].

This shift towards a more inclusive and flexible approach to teaching the Kazakh language is supported by various studies. Klyshbekova [18] and Mirzoeva [19, p. 123] both advocate for the use of multilingual practices, with Klyshbekova [18] explicitly highlighting the potential of pedagogical translanguaging. Aubakirov and Dolgoplova [20, p. 158] emphasize the importance of adapting teaching methods to accommodate learners from diverse linguistic backgrounds. They recommend Communicative Language Teaching as a modern and interactive method for Russian-speaking students.

One practical approach to improving Kazakh-language education is to diversify teaching methods and materials. Introducing multimedia resources, interactive activities, and real-life communication scenarios can make the learning experience more engaging and relatable for learners from diverse backgrounds. Several innovative methods have been proposed to reform Kazakh language education. Omarova [21] suggests using mnemonic techniques to improve memorization of lexical and grammatical material. Aripzhan et al. [22] highlight the use of elements from Kazakh national games to develop communicative competence among English language learners. These studies underscore the importance of diversifying teaching methods and materials to make the learning experience more engaging and relevant for diverse learners. Previous studies suggest that successful second or foreign language learning depends not only on mastering linguistic forms, but also on the development of communicative competence within an intercultural context [23]. This may be supported through interdisciplinary learning, the cultivation of self-confidence, and greater attention to sociolinguistic aspects of communication [24]. Researchers have also proposed practical ways of integrating cultural content into language teaching, including the use of legends, historical materials, and traditional practices [25, p. 240]. In addition, culturally oriented activities such as games, role play, and classroom discussion can contribute to the development of both communicative and linguistic competence [26, p. 15]. In this regard, raising cultural awareness and acknowledging cultural diversity in language education remain essential conditions for effective intercultural communication. Eren [27, p. 790], in turn, emphasizes the importance of intercultural competence in higher education, particularly in relation to language teaching, international experience, virtual interaction, and collaborative learning. Taken together, these studies broaden the discussion of current trends and challenges in curriculum development and intercultural education.

The aim of this study is to examine the potential of international academic partnership for informing the redesign of the Kazakh Language Course Curriculum (KLCC) for beginner-level learners in multicultural higher education contexts. More specifically, the study seeks to: (1) identify learners' perceptions of the current KLCC and determine the extent to which it addresses their academic, communicative, and professional needs; (2) examine the main structural, methodological, and content-related gaps in the existing curriculum; (3) compare the KLCC with selected English language courses offered at the University of Minnesota in terms of syllabus structure, assessment practices, skill development, and cultural integration; and (4) formulate pedagogical implications for developing a more flexible, inclusive, and communicatively oriented Kazakh language curriculum.

Materials and methods. The decision to redesign the Kazakh language curriculum arose from a combination of pressing issues that demand a more adaptable and practical approach to language education. Firstly, the changing demographics of potential Kazakh language learners require a shift away from exclusive reliance on the Cyrillic alphabet. Individuals from diverse linguistic backgrounds, such as Uzbeks, Afghans, Bangladeshis, Chinese, Nigerians, and Kenyans, are interested in learning Kazakh. Secondly, the realization that the more traditional grammar-translation teaching approach may not adequately meet the needs of contemporary learners prompts a reconsideration of pedagogical methods [28, p. 83]. This conventional approach often focuses on rote memorization and grammatical rules, neglecting communicative competence and real-world language use. Therefore, there is a growing recognition of the need to adopt a Communicative Cognitive method focusing on the 4C modeling approach, centered on communication, critical thinking, collaboration, creativity, and cooperative learning [29, p. 93].

In accordance with the objectives of the study, an exploratory mixed-methods design was employed. This design made it possible to combine quantitative and qualitative data in addressing the research

questions. At the first stage, a student survey was administered to examine perceptions of the existing curriculum and its effectiveness. The use of questionnaires was appropriate for identifying strengths and limitations of the program. As Blank [30, p. 93] notes, reliable and consistent data are essential for evaluating teaching practices and revising curricula in response to social needs. Boyle [31, p. 380] and Bhatnagar et al. [32, p. 687] likewise point to the value of surveys as a means of gathering feedback for program improvement. The analysis in Part 1 drew on survey data collected from 30 prospective interns, international students enrolled at two universities in Kazakhstan, U-1 University (U-1) and U-2 University (U-2). These data helped reveal gaps in the existing language courses and provided empirical support for the study's conclusions. In the second stage, the language course curricula of the University of Minnesota (UM) and U-1 University were compared. The combined use of survey data and curriculum comparison allowed for a more grounded evaluation of the programs and their potential improvement.

Results. Part 1. Quantitative research study

The result for the first question [Figure 1] shows that 40% (n=12) of respondents expressed dissatisfaction with the current course curriculum. A smaller number of respondents, 26,6% (n=8), indicated dissatisfaction with the curriculum. A moderate number of respondents, 23,3% (n=7), chose the neutral option, indicating neither satisfaction nor dissatisfaction. Few respondents, 10% (n=3), reported being satisfied with the current curriculum, while none selected the very satisfied.

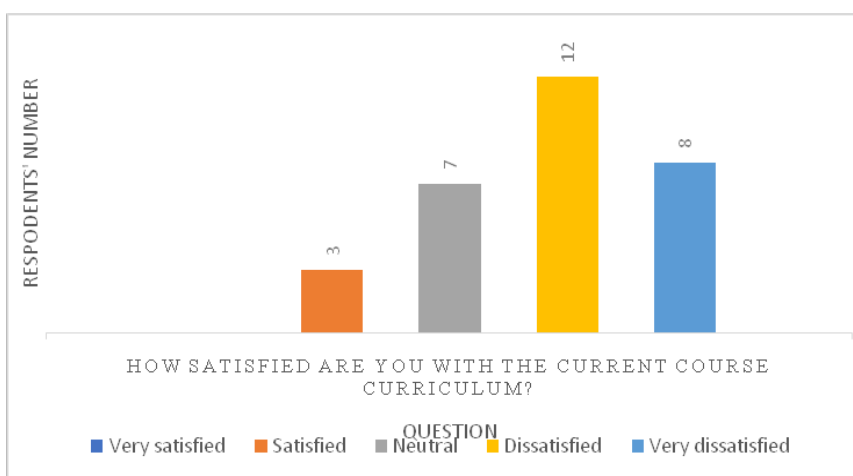


Figure 1 – Students' Satisfaction with the Current Course Curriculum

The second survey question [Figure 2] asked respondents to identify the aspects of the curriculum that are most beneficial. Regarding content coverage, 7% (n=2) indicated that the current curriculum's coverage was beneficial. 23% (n=7) of respondents highlighted teaching methods as the most effective features of the curriculum. This suggests that students value the instructional approaches employed in the course. 20% (n=6) identified assessment methods as an essential form of the curriculum. This indicates that the methods used to evaluate student learning and progress are perceived positively by many respondents.

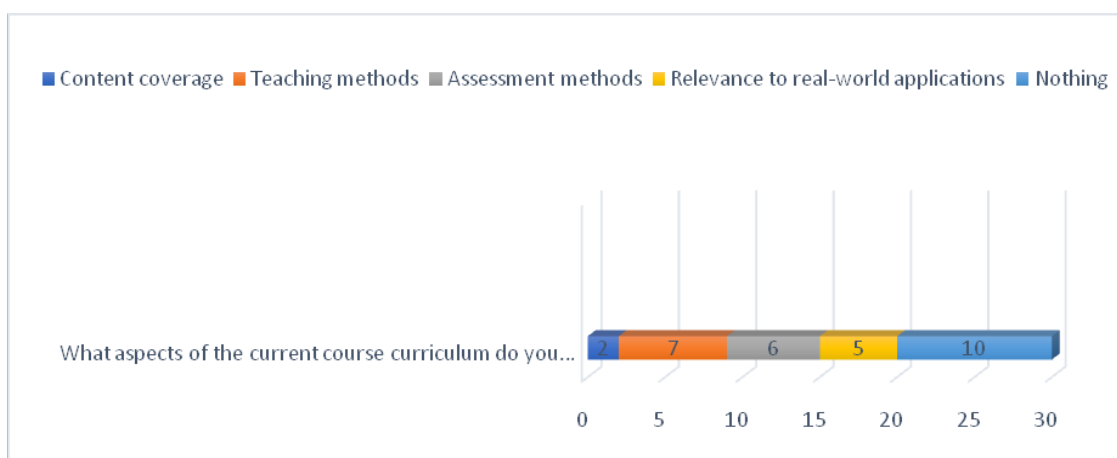


Figure 2 – Beneficial Aspects of the Current Curriculum

The third question [Figure 3] reveals respondents' varied perspectives on the beneficial aspects of the current course curriculum. Teaching methods are valued most by 23% (n=7) of respondents, while assessment methods are appreciated by 20% (n=6). Regarding relevance to real-world applications, 16,6%

(n=5) noted this as an advantage. Only 6,6% (n=2) find content coverage most beneficial. A significant 33,3% (n=10) find none of the aspects beneficial, indicating potential dissatisfaction or unmet needs.

These findings suggest the need for further evaluation and potential revisions to the curriculum to better meet students' needs and expectations.

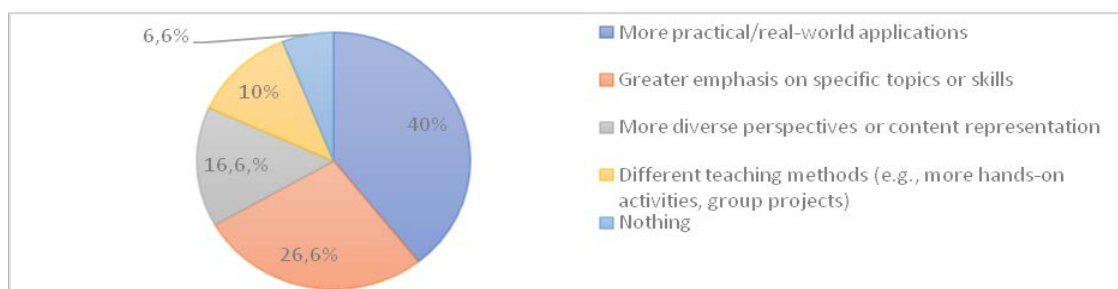


Figure 3 – Question 3: Specific Changes Students Prefer in the Course Curriculum

The data collected from 30 respondents reflect students' preferences for improvements that better meet their academic or professional needs. A significant number of respondents (40%; n=12) maintain the need to integrate more practical, real-world applications into the curriculum, indicating a desire for learning experiences that are directly applicable in real life. This is followed by 20.6% (n=8) of students who favored a greater focus on specific topics or skills, pointing out areas where, in their opinion, the curriculum may not be deep or comprehensive enough. In addition, 16.6% (n=5) preferred other teaching methods, such as practical exercises and group projects, emphasizing a desire for a more interactive and engaging learning experience. Similarly, another 10% (n=3) called for greater diversity of view points or content presentation, pointing to the need for a curriculum that reflects a wider range of cultural and social contexts. Interestingly, a minority (6.6%; n=2) expressed satisfaction with the current curriculum, which suggests that some students may not see the need for changes. These findings under score the essence of continuously evaluating and adapting the curriculum to meet students' changing needs and preferences.

Interviewing is considered one of the most effective approaches in qualitative research and allows researchers to delve into participants' thoughts, feelings, and experiences [34]. Through open-ended questions and probing, researchers can uncover rich and nuanced data that might not be accessible through other methods [35]. The last question in the survey asked whether respondents would be willing to participate in focus groups or discussions to provide further input on potential changes to the Kazakh language course curriculum. 8 of 30 respondents answered favorably and agreed to participate in interviews.

Survey and interview results from Part 1 reveal key areas where respondents seek improvements in the Kazakh language curriculum to better meet academic and professional needs. Although only 8 of 30 participants joined the focus group, their feedback was rich, emphasizing time-management support for working students, interdisciplinary integration, social relevance, and more diverse reading materials. Interactive approaches like virtual simulations and case studies were also welcomed. Overall, the findings highlight the importance of continuous dialogue between educators and learners to refine the curriculum and create a more engaging, inclusive, and effective learning experience.

Part 2 mixed-methods sequential study. In our mixed-methods study, we compared UMN curricula with U-1's Kazakh course for A1 beginner, first-year English majors. The program prioritizes practical communication over lectures and aligns content with beginners' proficiency. While the syllabus supports effective learning, it includes fewer interactive tasks, limiting student engagement in speaking, listening, reading, and writing activities essential for developing comprehensive language skills and active classroom participation across all four core competencies.

The curriculum aims to develop A1-level Kazakh competencies for communication and cognition. However, students lacked sufficient experience in real-life social communication, highlighting a key weakness. To address this, greater emphasis should be placed on practical speaking and comprehension rather than memorization. While the course provides a solid foundation through group and self-paced activities, it lacks role-playing and interactive discussions. Strengthening these elements would better support communicative competence and help learners progress more effectively toward real-world language use.

Discussion. At present, the existing curriculum needs to be revised so that it better reflects multicultural and linguistic diversity, as well as the academic needs of students from different backgrounds in higher education. In its current form, the curriculum has several limitations. One of the main issues is that it does not sufficiently take into account students' first-language proficiency (L1). The present model of Kazakh language instruction was largely developed for a Russian-speaking environment and therefore does not fully address the needs of students with different academic, cultural, and professional backgrounds. As a result, it is less effective in more diverse language settings. For this reason, the curriculum should be updated in line with current social realities and educational needs.

At the University of Minnesota, English as a foreign language is taught to students with different levels of proficiency and varied language learning experiences. A comparison between the language course curricula used at UMN and the existing Kazakh language program at other universities, such as U-1 University, makes it possible to identify areas that could be revised to better serve a broader student population. In this regard, particular attention should be given to students' diverse language backgrounds. To explore this issue, three English language programs were examined with reference to their main components, including course structure, pedagogical approach, cultural content and context, assessment practices, and the flexibility of teaching methods. UMN offers courses for non-English speakers, including reading/writing, grammar, and communication skills from beginner to advanced levels. The program develops speaking, listening, reading, writing, grammar, and vocabulary, with emphasis on cultural competence and effective communication. Learning progresses gradually from basic vocabulary and simple tasks to discussions, essays, and presentations. Each level builds on previous knowledge, ensuring continuous development. This structured approach helps students establish a strong foundation in English, preparing them for academic and professional success. The course differs through its intensive, structured approach. In the reading and composition class, students *ежедневно* work with textbooks and supplementary readings, participate in discussions, complete writing tasks, and take quizzes. They read 1–2 novels and attend weekly reading labs. The course builds vocabulary and learning strategies. Students complete about six formal writing assignments and timed tests, as well as informal tasks such as journals. Assessment is based on unit tests, ensuring continuous monitoring of understanding and progress.

When comparing the organizational frameworks of Kazakh language courses for Beginners offered by U-1 and English language courses offered by UMN, significant disparities in grading and assessment methods become apparent [Table 1].

Table 1 – Grading and assessment methods

Kazakh Language course for Beginners (U-1)				Beginning English Reading and Composition course(UMN)	
Grading					
A/A- = Excellent	A	4,0 (GPA)	95-100%	90 to 100% score Excellent The student has demonstrated superior achievement in the learning outcomes for the course.	S = Satisfactory
	A–	3,67 (GPA)	90-94%		
B+/B-/C = Good	The student is active in class, communicates well with others, completes homework/ assignments on time, and has a high personal interest.				
	B+	3,33(GPA)	85-89%	80 to 89% score Good The student has demonstrated a high level of achievement of the student learning outcomes for the course.	
	B	3,0(GPA)	80-84%		
	B–	2,67(GPA)	75-79%		
	C+	2,33(GPA)	70-74%		
The student is interested and ready to work hard in class but sometimes needs to do homework on time.					
C/C-/D+/D- = Adequate	C	2,0(GPA)	65-69%	70 to 79% score Adequate The student has demonstrated adequate achievement of student learning outcomes for the course.	
	C–	1,67(GPA)	60-64%		
	D+	1,33(GPA)	55-59%		
	D-	1,0(GPA)	50-54%		
	It is rare for a student to complete an assignment in class. The student is not willing to attend classes				
FX/F= Failed	FX	0,5 (GPA)	25-49%	0 to 69% Not passing The student has demonstrated some achievement of the student learning outcomes but needs to improve to pass the course.	N = Not Satisfactory
	F	0 (GPA)	0-24%		
	Students cannot be graded because they are absent or almost absent or do not participate in class. Classwork and homework should be done on time.				

There are similarities and differences between the assessment systems of the Kazakh language course for primary grades at U-1 University and English courses at UM University [Table 2]. Both systems use a graded approach to assess student performance, determining achievement levels based on predetermined criteria. At U-1 university, grades range from A/A for exceptional achievement to FX/F for failure, and the subtotals show different levels of achievement. Similarly, the UM course uses a four-level system from "very good" to "non-passing" based on percentage grades. However, both systems differ in specific criteria and characteristics. While the U-1 grading scale focuses on attendance, communication skills, and homework, the UM System focuses on reflecting students' learning outcomes. The U-1 system provides quantitative GPA values for each price, while the UM System relies only on descriptive categories. Despite these differences, both assessment systems aim to comprehensively evaluate student performance and provide accurate indicators of achievement levels within their respective curricula.

Table 2 – Graded activities and assessments of the courses.

	Kazakh Language Course for Beginners (U-1)		Beginning English Reading and Composition course(UMN)	
	Assessment	Grade	Assessment	Grade
Midterm 1 (Week 1-8)	Writing 1	30%	Reading Tests (6-8)	35%
	Speaking 1	20%	Writing Assignments (6)	25%
	Participation 1	40%	Personal Vocabulary Project and Quizzes	10%
	Attendance 1	10%	Timed Writing Tests (2)	10%
	Midterm 1 = Summative Assessment 1 (SA1)	100% (30%)	Reading Lab (Extensive Reading / Book Club)	10%
Midterm 2 (Week 8-15)	Writing 2	30%	MyELT, Journal Writing, and other assigned work	10%
	Speaking 2	20%	Final	100%
	Participation 2	40%		
	Attendance 2	10%		
	Midterm 2 = Summative Assessment (SA2)	100% (30%)		
	Exam	40%		
	Final = SA1 (30%)+ SA2(30%) +Exam(40%)	100%		

Table 2 outlines assessment methods and grading. The U-1 Kazakh course evaluates writing, speaking, participation, attendance, and exams. In contrast, UMN's English course uses a broader approach: reading tests, writing tasks, vocabulary projects, reading lab participation, and continuous assessments. While the Kazakh course focuses on language acquisition and interaction, the English course covers wider skills, including reading comprehension and critical thinking. Both end with final exams, but the English course emphasizes ongoing assessment and skill development throughout the semester.

Both curricula generally adhere to a common syllabus framework, which includes course descriptions, learning outcomes, required materials, assignment guidelines, grading criteria, course schedule, attendance policies, additional academic regulations, accommodations, and technical requirements. However, certain instructional aspects in the English curriculum still need to be fully addressed in Kazakh for Beginners at U-1 [Figure 4].

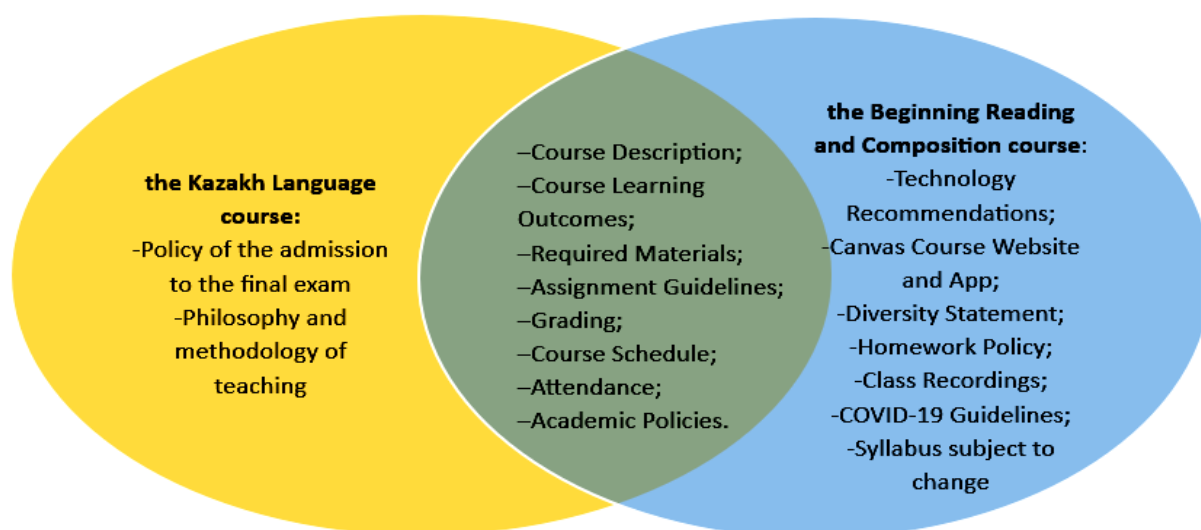


Figure 4 – Syllabi's structures of the courses via Venn diagram

The UMN English course provides a well-structured curriculum that responds to students' linguistic and academic needs. This approach is consistent with Brown's [38] model of systematic program development, which includes needs analysis, goal formulation, testing, materials selection, instructional methods, and program evaluation. In the context of today's interconnected and technology-oriented society, the program's emphasis on productive skills, particularly speaking and writing, remains especially important. The integration of multimodal texts into the learning process also contributes to the development of language proficiency and supports students' critical thinking.

Conclusion. Analysis of student needs, learning processes, and language goals shows the urgent need for a new Kazakh language course model. The study identified key strengths and gaps in the current curriculum, including poorly structured materials and limited adaptation to diverse linguistic backgrounds. Insufficient consideration of students' L1 reduces inclusiveness and effectiveness. The curriculum is largely oriented toward Russian-speaking learners and does not fully reflect broader societal needs. Comparison with UMN programs highlights areas for improvement, emphasizing the need for a more flexible, inclusive, and up-to-date model aligned with evolving learner and societal demands.

As evidenced by the findings presented here, a result of collaboration between visiting and host scholars in the Bolashak program, international partnerships offer a unique opportunity to explore how methods from different institutions can be adapted to improve language education in other contexts (e.g., Kazakhstan). Through these experiences, visiting scholars continue to gain exposure to innovative teaching methods, curriculum models, and educational technologies that may not be prevalent in their home countries. By drawing on these practices, visiting scholars can contribute to improving curricula and teaching quality after returning to their home institutions. This knowledge exchange and partnership between institutions fosters global collaboration and enriches the educational landscape locally and internationally.

Limitations. Limitations include small volunteer samples, self-reported perceptions, and cross-institutional comparison across different languages. Future research should test redesigned KLCC modules with diverse learner groups and evaluate longitudinal impacts on communicative proficiency.

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**СТУДЕНТТЕРДІҢ ОҚУ МОТИВАЦИЯСЫ МЕН НӘТИЖЕЛІЛІГІН АРТТЫРУ ҮШІН ЖОО
ОҚЫТУШЫЛАРЫНЫҢ ГЕЙМИФИКАЦИЯЛЫҚ ҚҰРАЛДАРДЫ ПАЙДАЛАНУЫН БАҒАЛАУ**

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Жоғары білім беруде геймификацияны қолдану тез кеңейіп келеді, алайда жоғары оқу орындарының оқытушыларының геймификациялық құралдарды қолдану тәсілдері, сондай-ақ олардың студенттердің оқу мотивациясы мен нәтижелілігіне әсері жеткілікті зерттелмеген күйінде қалып отыр. Бұл зерттеу студенттердің белсенділігін, мотивациясын және оқу жетістіктерін арттыру үшін оқытушылардың геймификацияланған білім беру ресурстарын қолдануын қарастырады. Бұл зерттеуде геймификацияланған оқу модульдерін енгізгеннен кейін мотивация мен академиялық нәтижелердің өзгеруін бағалауға бағытталған әр түрлі дайындық бағыттарындағы 60 оқытушыдан сауалнама мен квази-экспериментті қамтитын аралас әдістеме қолданылды. Біз ұпай жүйесі, бейджер, рейтингтік кестелер, сюжеттік тапсырмалар және бағалаудың ойын түрлері сияқты геймификация элементтерін пайдалану қарқындылығы мен оқу өнімділігі көрсеткіштері арасындағы байланысты талдадық. Нәтижелер геймификация құралдарын белсенді қолдану оқу мотивациясының өсуімен, сабаққа қатысудың артуымен және студенттердің академиялық көрсеткіште-