Intercultural Citizenship in Foreign Language Education: A Study with Kazakhstani Pre-Service English Teachers

Zarina Rudik[a], Elmira Gerfanova*[b], Lyazzat Dalbergenova[a] & Liza Naviy[c]

* Corresponding author
Email: elmira.gerfanova@astanait.edu.kz
a. Department of the English Language and Teaching Methods,
Sh. Ualikhanov Kokshetau University, Kokshetau, Kazakhstan.
b. Department of General Education Disciplines, Astana IT University, Astana, Kazakhstan.
c. Department of Pedagogy and Psychology,
Sh. Ualikhanov Kokshetau University, Kokshetau, Kazakhstan.

How to cite
Rudik, Z., Gerfanova, E., Dalbergenova, L., & Naviy, L. (2025). Intercultural Citizenship in Foreign Language Education: A Study with Kazakhstani Pre-Service English Teachers. *Journal of Curriculum Studies Research*, 7(2), 195-227.
https://doi.org/10.46303/jcsr.2025.18

ABSTRACT

This study aims to examine the integration of the intercultural citizenship (IC) component into the training of pre-service English teachers in Kazakhstan, where the growing role of English as a global communication tool demands an educational approach that extends beyond language proficiency. This study focuses on how foreign language education can foster intercultural citizenship within Kazakhstan's multicultural and multilingual context. Using a mixed-methods design, the research involved a pre- and post-test comparison between two groups of third-year university students: one exposed to an IC-focused curriculum and the other following a traditional language program. Data were collected through quantitative questionnaires assessing intercultural citizenship and qualitative open-ended responses. The study findings suggest that the integration of the IC component into foreign language education can enhance students' intercultural awareness and motivation to engage in cross-cultural interaction. The findings offer practical insights for curriculum development and highlight the importance of preparing future educators for participation at both local and global levels.

KEYWORDS

Intercultural citizenship; foreign language education; pre-service English teachers; intercultural competence; curriculum.

INTRODUCTION

Over the past decades, the development of intercultural communicative competence (ICC) and intercultural citizenship has become a central goal in education systems worldwide. Educators and policymakers increasingly acknowledge that the ability to communicate effectively across cultural boundaries and contribute to both local and global communities is essential for promoting social equality and cohesion. Foreign language education is considered one of the most effective means of cultivating these skills. In this context, Byram (2008a) claims that foreign language education not only enables cross-border communication but also serves as a platform for improving students' awareness of cultural diversity and their responsibilities as intercultural citizens. He proposed the concept of intercultural citizenship as an expansion of ICC, highlighting the role of language learners not only as communicators but also as active participants in multicultural societies.

Byram's (1997) model of ICC introduced the concept of critical cultural awareness – the ability to evaluate and reflect on cultural values, beliefs, and practices within one's own and other communities. This idea laid the foundation for the development of intercultural citizenship, which links language education with civic responsibility and active engagement (Byram, 2008a; Byram et al., 2016). Scholars have further emphasized the importance of critical thinking, reflexivity, and social participation in cultivating responsible and engaged citizenship (Guilherme, 2022; Houghton, 2012; Porto & Byram, 2015). In practice, IC fosters critical engagement with cultural and civic values, encourages learners to reflect on both national and global issues, and supports their active participation in diverse social environments (Byram et al., 2016). This approach shifts the focus beyond linguistic proficiency to a more comprehensive educational agenda that incorporates human rights, social justice, and intercultural dialogue (Porto, 2018a).

In the context of teacher education, the development of IC is particularly important, as future educators play a key role in shaping the values and attitudes of the next generation. International research has shown that pre-service teacher training programs incorporating intercultural components enhance future teachers' sensitivity to diverse values, their ability to foster respectful intercultural interactions, and their capacity for critical reflection on their own cultural assumptions (Dooly, 2006; Hauerwas et al., 2023). In contrast, studies on pre-service teachers' perceptions of citizenship reveal that many hold superficial understandings of IC, lack global awareness, and require broader civic perspectives (Barchuk & Harkins, 2010; Castro, 2013). This highlights the need for teacher training programs to integrate intercultural citizenship content to cultivate more critical and comprehensive understandings of IC.

While these insights emerge from various international contexts, they are important for local educational settings undergoing contemporary sociocultural transformation. In this regard, Kazakhstan's integration into the global economic community and its active international engagement underscore the importance of developing IC. As Gerfanova (2022) notes, "it has become important to cultivate individuals who are able to demonstrate their

active civic stance, both locally and globally, to address the sociopolitical and socioeconomic challenges of the modern world and communicate effectively on the intercultural level" (p. 37). Previous research on intercultural education in Kazakhstan has primarily focused on the development of ICC, exploring topics such as teacher and student perceptions (Duisembekova, 2025; Smakova & Paulsrud, 2020), pedagogical practices and teacher preparedness for intercultural approaches (Baishymyrova et al., 2024; Gatiat & Zhorabekova, 2022; Karimova et al., 2024; Kassymova et al., 2025; Yelubayeva & Mustafina, 2020), and assessment methods (Kassymbekova & Tchaklikova, 2017; Naubay & Kuzembekova, 2023). Additionally, some studies have addressed institutional efforts related to global citizenship education, such as Abazov's (2021) examination of national curriculum reforms and policy frameworks. However, research specifically focused on the formation of IC – particularly through foreign language education within teacher training programs – remains limited. This gap is especially notable when contrasted with international scholarship that highlights the transformative potential of integrating language education with intercultural citizenship development (Byram, 2009a; Porto, 2018b).

This study aims to examine the effectiveness of foreign language education in enhancing intercultural citizenship among pre-service English teachers in Kazakhstan. It is guided by the following research questions:

1. What is the level of intercultural citizenship among pre-service English teachers prior to the implementation of a curriculum focused on IC?
2. How does exposure to a curriculum focused on IC influence the development of pre-service English teachers' intercultural citizenship?

By exploring the integration of the IC component into foreign language instruction, the study seeks to address a gap in existing research and provide insights into effective approaches for incorporating IC into teacher education curricula. Additionally, by analyzing the impact of an IC-focused curriculum, the study aims to inform and improve pedagogical practices and curriculum design for pre-service teachers in Kazakhstan and comparable educational contexts.

THEORETICAL FOUNDATIONS

Intercultural Citizenship and Foreign Language Teaching

IC represents a broadened understanding of how individuals engage with and contribute to a global society (Baker & Fang, 2019). It extends beyond the development of intercultural competence to include active participation and meaningful engagement in intercultural contexts. This concept is especially pertinent in educational settings, where foreign language instruction serves as a key platform for cultivating students' global awareness and fostering their capacity for responsible citizenship in diverse cultural environments.

IC is rooted in the notion of responsible behavior in today's interconnected world (Leeds-Hurwitz, 2013). It emphasizes the need for individuals to understand how their words, actions, and behaviors can affect others on a global scale. In this context, Byram et al. (2016) claim that

foreign language teaching naturally encourages learners to engage with perspectives beyond their own national boundaries, particularly those of communities where the target language is spoken. IC involves the coexistence of diverse identities and cultural contexts and emphasizes the importance of fostering intercultural dialogue, respecting cultural differences, resolving conflicts, and promoting peace.

The Global Citizenship Education Framework (UNESCO, 2015) provides foundational principles for IC development. It emphasizes that education aimed at fostering IC should promote the cultivation of skills, values, and relationships necessary for building a successful and sustainable society.

Byram (1997) emphasized that effectively preparing students for intercultural communication requires the intentional teaching and assessment of their ICC across knowledge, attitudes, and skills. In his work, Byram (1997, 2021) identifies five key dimensions of ICC that serve as a framework for promoting intercultural understanding and communication. These dimensions include (Byram, 2021):

Attitudes: A sense of curiosity and openness, along with a willingness to suspend preconceived beliefs about other cultures as well as one's own. *Knowledge:* Understanding specific aspects of social groups, their cultural products, and practices in both one's own and the interlocutor's culture, as well as general knowledge about societal and individual interaction processes. *Skills of interpreting and relating:* The ability to interpret cultural documents or events from another culture, explain them, and relate them to similar elements within one's own culture. *Skills of discovery and interaction*: The ability to acquire new knowledge about cultural practices and apply one's knowledge, attitudes, and skills effectively in real-time communication and interaction. *Critical cultural awareness/Political education:* The capacity to critically evaluate cultural values and practices in one's own and other societies through a structured and reasoned process.

Critical cultural awareness is a central component of the ICC framework, highlighting the need to develop students' ability to recognize diverse ways of thinking, accept different cultural perspectives, and challenge stereotypes, prejudices, and biases. This concept is particularly important as it bridges language education with citizenship education (Glynn & Wagner, 2023; Kilinc & Tarman, 2022). Byram (2008b) expands on this idea in his framework for education for intercultural citizenship, arguing that students should develop a "critical cultural awareness of the particular nature of sociopolitical action and interaction in international and intercultural contexts" (p. 185). This approach suggests that foreign language education should aim to cultivate not only ICC – through attitudes, knowledge, and skills – but also active citizenship, equipping students to apply their intercultural competencies to address sociopolitical challenges (Glynn & Wagner, 2023). In this context, Byram et al. (2013) emphasize the role of the curriculum, which can be enhanced to include greater focus on ICC, IC, and critical cultural awareness. Building on this, Wagner et al. (2019) claim that incorporating IC into the curriculum fosters students' critical self-reflection and evaluation, enabling them to connect across diverse

cultures and communities. Grounded in ICC, intercultural citizenship ultimately seeks to develop students' agency in both local and global contexts, empowering them to become "bridge-builders, problem-solvers, and advocates" (Kong & Spenader, 2024, p. xxi).

Intercultural Citizenship Model

Michael Byram's (1997) model of ICC established a foundational framework for understanding how language education can develop intercultural skills. The model includes key components such as attitudes, knowledge, skills, and critical cultural awareness, emphasizing not only the understanding of other cultures but also the ability to interact effectively across cultural boundaries. Byram later expanded on this framework in his work (2008a), exploring how ICC can be integrated into educational practices to support the development of intercultural citizenship. This progression marks a shift from simply acquiring ICC to actively engaging in intercultural contexts. In his model of intercultural citizenship, Byram (2009b) identifies three core components: relational, critical, and civic. The relational component involves meaningful interaction with individuals from diverse cultural backgrounds; the critical component focuses on analyzing and reflecting on one's own behavior in comparison to others; and the civic component emphasizes taking informed and active roles in both local and global communities. Another prominent model of IC proposed by Thompson (2021) includes key concepts such as communication, diversity, ethical principles, leadership, and sustainable development. The model highlights core values including respect, responsibility, and empathy. It also outlines essential competencies, such as the ability to understand, respect, and adapt to diverse ideas, opinions, cultures, and languages; communicate effectively across cultural contexts; combat discrimination and inequality; and actively engage in addressing global challenges.

Byram's model of IC is particularly relevant to this study, as it highlights the ability to mediate between cultures, critical cultural awareness, ethical responsibility, and a willingness to contribute positively to both local and global communities. Thompson's model complements this perspective by emphasizing the importance of intercultural values and competencies. Together, these models informed the development of the questionnaire and curriculum by guiding the identification and integration of attitudinal, cognitive, and procedural dimensions of IC. Building on these frameworks, the present study proposes an IC model consisting of three key components: (1) Motivation and Attitudes (MA), (2) Knowledge and Awareness (KA), and (3) Social Activity (SA). These components are defined as follows (Figure 1).

The identified components of the IC model are essential for designing a curriculum enriched by the integration of the IC. The curriculum aims to prepare future English teachers who are not only culturally competent but also socially responsible and action oriented. This is particularly important, as these future teachers will play an important role in shaping the next generation and inspiring young people "to be responsibly engaged in the world" (Glynn & Wagner, 2023, p. 4).

Figure 1.

Intercultural Citizenship Model
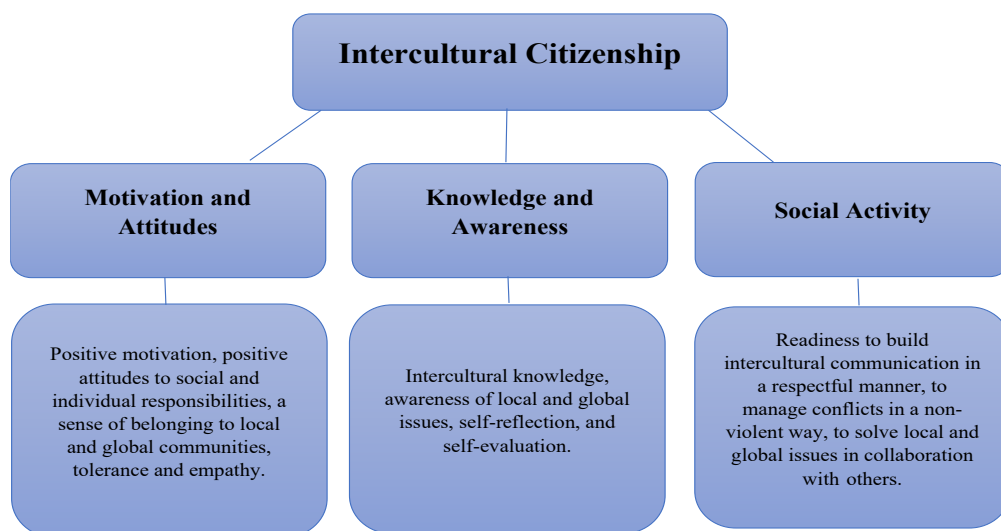
Design of an IC-focused Curriculum

For the present research, it is important to describe the curriculum focused on IC, which was specifically designed for Kazakhstani pre-service English teachers. The curriculum aims to develop students' attitudes, intercultural knowledge, and social engagement – key elements necessary for becoming and functioning as intercultural citizens.

The development of the curriculum was grounded in two pedagogical theories: social learning theory and collaborative learning theory. A central principle in the experiential teaching of IC was the social nature of learning, which encouraged students to express their own viewpoints, evaluate the perspectives of others, and, in doing so, enhance their cognitive abilities (Cui & Teo, 2020; Lefstein & Snell, 2013; Lundgren, 2016). The curriculum also emphasized collaborative learning by promoting active student participation in classroom discussions, group activities, and project-based tasks. As Chan et al. (2021) note, the active exchange of ideas within a group setting increases student motivation and supports the development of critical thinking and reflective skills.

The curriculum included seven modules, focusing on intercultural communication, active and informed citizenship, and peacebuilding (Appendix 1). It offers a structured framework designed to guide students in becoming active and responsible citizens, capable of communicating effectively with individuals from diverse cultural backgrounds and prepared to engage in civic and social affairs at both local and global levels.

The selection of curriculum topics reflects the foundational principles of intercultural citizenship education, as outlined by Byram (2008b) through four interconnected axioms: (1) intercultural experience, (2) being ''intercultural,'' (3) intercultural citizenship experience, and (4) intercultural citizenship education. Intercultural experience occurs through social interaction
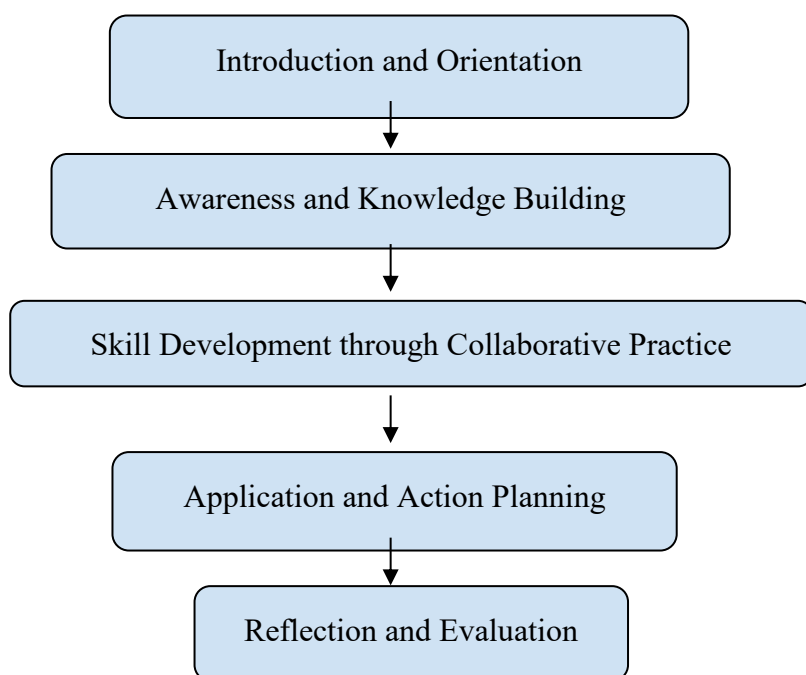
with individuals who hold different values, beliefs, and behaviors. Being intercultural involves analyzing and reflecting on these experiences to develop deeper understanding. Intercultural citizenship experience extends this process by involving active participation and engagement with social issues. Intercultural citizenship education fosters the development of intercultural skills and knowledge, encouraging "psychological and behavioral change, including change in self-perception and understanding of one's relationships to others in other social groups" (Byram, 2008b, p. 187).

The curriculum was designed to include a variety of interculturally oriented activities based on the classification proposed by Cabesudo et al. (2008), with a focus on developing key intercultural skills. Role plays and simulations immerse students in authentic communication scenarios, allowing them to assume socio-communicative roles reflective of the target language culture. Collaborative problem-solving tasks engage students in identifying issues and working with peers to propose solutions, while activities centered on conflict management strategies help develop skills for non-violent resolution. The analysis of intercultural scenarios encourages students to suspend judgment, recognize cultural biases, and express their views in a culturally respectful manner. Project-based learning involves students in researching and presenting on relevant local and global issues. Aligned with Bloom's taxonomy, these activities foster both lower-order thinking skills (LOTS), such as knowledge, comprehension, and application, and higher-order thinking skills (HOTS), including analysis, synthesis, and evaluation. As part of their learning experience, students are encouraged to participate in "action in the community" outside the classroom and to document their involvement through videos, photographs, web content, or written reports. Through this diverse set of activities and topics, the curriculum aims to prepare future educators to become proactive, culturally competent citizens capable of contributing meaningfully to both local and global communities.

Pedagogical Intervention

Pedagogical interventions refer to learning materials and activities designed to achieve specific educational objectives (Ramstrand et al., 2024). In this study, the pedagogical intervention was structured into five distinct stages, each aimed at fostering intercultural citizenship among pre-service English teachers. These stages were organized to build on students' existing knowledge and skills, guiding them through a process of awareness, analysis, practice, and reflection (Figure 2).

The first stage, Introduction and Orientation, familiarized students with the objectives and expected outcomes of the intervention. Such topics as intercultural communication and intercultural citizenship were considered to establish a foundational understanding of these key concepts. Additionally, a pre-test was administered during this stage to assess students' initial knowledge, attitudes, and perceptions related to IC.

Figure 2.

Pedagogical Intervention Stages for Developing Intercultural Citizenship

```
┌─────────────────────────────────────────────┐
│         Introduction and Orientation          │
└─────────────────────────────────────────────┘
                      │
                      ▼
┌─────────────────────────────────────────────┐
│       Awareness and Knowledge Building        │
└─────────────────────────────────────────────┘
                      │
                      ▼
┌─────────────────────────────────────────────┐
│  Skill Development through Collaborative Practice │
└─────────────────────────────────────────────┘
                      │
                      ▼
┌─────────────────────────────────────────────┐
│       Application and Action Planning         │
└─────────────────────────────────────────────┘
                      │
                      ▼
┌─────────────────────────────────────────────┐
│         Reflection and Evaluation             │
└─────────────────────────────────────────────┘
```

The second stage, Awareness and Knowledge Building, focused on enhancing students' understanding of key areas within IC and encouraging exploration of their own cultural identities. This stage included Modules 1 to 3 of the curriculum. Through a combination of lectures, readings, and discussions, students examined topics such as culture, identity, and stereotypes. Case studies and self-reflection activities were used to deepen their awareness of how cultural background can shape behavior. Additionally, critical thinking was emphasized, particularly in evaluating information sources to support informed and responsible citizenship. The third stage, Skill Development through Collaborative Practice, emphasized active and collaborative learning. Modules 4 and 5 of the curriculum engaged students in group work, encouraging them to collaborate on exploring practical ways to contribute to both local and global communities.

The fourth stage, Application and Action Planning, encouraged students to apply their IC skills to practical projects addressing social and environmental issues. In Modules 6 and 7 of the curriculum, students identified relevant local or global challenges and developed action plans to respond to them. Projects included initiatives such as creating awareness campaigns for environmental sustainability and promoting responsible digital practices.

The final stage, Reflection and Evaluation, encouraged students to reflect on their learning experiences and evaluate their development. This stage involved group discussions and feedback sessions, providing opportunities for students to share insights and personal

reflections. A post-test was also administered to assess their progress in intercultural citizenship knowledge, attitudes, and skills.

METHODOLOGY

To effectively implement the curriculum and assess its impact on the development of IC among pre-service English teachers, the study employed a quasi-experimental pretest-posttest control group design within a mixed methods framework, enabling a comprehensive understanding of the research problem and questions (Creswell & Creswell, 2017). Two groups participated in the study: a treatment (experimental) group and a control group. The treatment group underwent a 15-week educational intervention specifically designed to promote IC, while the control group continued with their standard curriculum without targeted IC instruction. Data collection for both groups was conducted using a single, purpose-designed questionnaire comprising 27 Likert-scale items for quantitative analysis and three open-ended questions to gather qualitative insights.

Participants

The study included 89 third-year students majoring in English language teaching. The treatment group consisted of 46 students, and the control group comprised 43 students. Participants were between 19 and 21 years old (mean = 19.81), with the majority being female – 43 women and three men in the treatment group, and 39 women and four men in the control group. Selection criteria ensured that all participants were pre-service English language teachers, while other demographic factors were not examined in detail, as they were not relevant to the study's objectives.

Instruments

The primary instrument for data collection was an online questionnaire developed by the research team to align with the proposed IC model. It was designed to collect quantitative data through Likert-scale items and qualitative data through open-ended questions, enabling a comprehensive assessment of students' IC development.

The online questionnaire used for data collection consisted of three sections. The first section collected demographic information, while the second included open-ended questions aimed at eliciting participants' understanding of IC and their self-perceived roles and responsibilities as intercultural citizens. The third section was structured around the components of the IC model and comprised 27 Likert-scale items, divided into three subsections – Motivation and Attitudes, Knowledge and Awareness, and Social Activity – with nine items in each. To improve the validity and reliability of responses, the Likert-scale section included both direct and reverse-worded items.

Questionnaire validity was established through a pilot test conducted with a sample of 14 students. Feedback from this preliminary testing showed that the questions were clearly formulated, and participants reported no difficulties in completing the questionnaire. This

validation process confirmed that the instructions, wording, and overall structure were clear and comprehensible.

To ensure the internal consistency of the questionnaire, Cronbach's alpha was calculated for each section. The results are presented in Table 1 and demonstrate the reliability of the instrument across the three components of the IC model.

Table 1.

Reliability Statistics

Component	Cronbach's Alpha	Number of Items
MA	.82	9
KA	.88	9
SA	.86	9

Cronbach's alpha values for all sections of the questionnaire ranged from 0.82 to 0.88 (MA α = 0.82, KA α = 0.88, SA α = 0.86), indicating strong internal consistency among the items within each section of the questionnaire.

Procedures

The main study began with a pre-test administered to both the control and treatment groups to assess their initial levels of IC. This was followed by a 15-week intervention for the treatment group, during which IC was taught through a specially designed curriculum. Throughout the intervention, students engaged in experiential and project-based learning activities across seven modules, covering topics such as culture, identity, stereotypes, intercultural communication, civic engagement, and peacebuilding. Activities included group discussions, case studies, simulations, collaborative problem-solving tasks, and community-based projects. At the conclusion of the intervention, a post-test was conducted with both groups to measure changes in IC levels.

Data Analysis

To evaluate the effectiveness of the treatment and examine the relationships among the identified components of IC, various statistical analyses were conducted using SPSS v.26. Descriptive statistics were used to summarize participants' scores on the three IC components – MA, KA, and SA – before and after the intervention. ANCOVA was employed to assess the effect of the treatment while controlling for initial group differences. ANOVA was used to compare the experimental and control groups across pre-test and post-test scores for each IC component. Prior to conducting inferential analyses, assumptions of normality and homogeneity of covariance were tested using skewness, kurtosis, visual inspection of histograms and Q-Q plots, and Box's M test. Given Box's M sensitivity to violations of covariance homogeneity, Pillai's Trace was selected as the primary statistic in the MANOVA due to its

robustness. MANOVA was then performed to identify significant differences in IC components between the treatment and control groups. Additionally, independent samples t-tests were conducted to compare group means on pre-test and post-test scores for each component. Pearson correlation coefficients were calculated to examine the relationships among MA, KA, and SA before and after the treatment.

Thematic analysis was used to analyze responses to the open-ended questions, following a five-stage framework adapted from Naeem et al. (2023). These stages included: (1) transcription, familiarization with the data, and selection of relevant quotations; (2) identification of keywords; (3) coding of the data; (4) development of themes; and (5) conceptualization through interpretation of keywords, codes, and themes. This approach enabled the identification of common patterns and themes related to participants' understanding of IC, as well as the skills, responsibilities, and qualities they associated with being an intercultural citizen.

Ethical Considerations

Participants were informed about the purpose of the study and gave their consent to participate. Confidentiality was ensured by anonymizing all responses, and data were securely stored and managed in accordance with established ethical research guidelines.

RESULTS

Item Statistics

The analysis began with an examination of item-level descriptive statistics for the three components of IC: MA, KA, and SA. Table 2 (see appendix) presents the mean scores, standard deviations, and sample size for each item across the full dataset (N = 178). These statistics provide an overview of participants' responses on a Likert scale, where higher scores indicate stronger agreement or greater alignment with the respective construct.

Item statistics revealed average scores ranging from 3.5 to 4.3, indicating general agreement with the questionnaire items. Standard deviations ranged from 0.65 to 1.20, suggesting a moderate to high level of variability in responses. While most participants tended to agree with the statements, the variation shows differences in the strength of their agreement. Corrected item-total correlations supported the internal validity of the instrument, further confirming its reliability in measuring the targeted constructs.

Descriptive Statistics and Group Comparison

The study included 89 participants, with no missing data. Mean scores for the MA, KA, and SA components were analyzed for both the treatment and control groups before and after the intervention. The treatment group's MA post-test mean was significantly higher (M = 4.72, SD = 0.15) than that of the control group (M = 3.61, SD = 0.28), with a large effect size (Cohen's d = 4.93) and a statistically significant t-value, $t(87) = 23.259$, $p < .001$. Similar patterns were observed for KA and SA, with post-test scores in the treatment group significantly surpassing those of the control group, yielding Cohen's d values of 3.30 and 2.31, respectively (Table 3).

Table 3.

Component Scores: Pre-Test and Post-Test Group Comparison with t-Test Results

Group	N	Mean	SD	t-value	p-value	Cohen's d Effect Size Interpretation	Effect Size Interpretation
MA							
Pre-test							
Treatment	46	3.74	0.42	1.17	.122	0.38	Small to Medium
Control	43	3.65	0.35				
Post-test							
Treatment	46	4.72	0.15	23.26	< .001	4.93	Large
Control	43	3.61	0.28				
KA							
Pre-test							
Treatment	46	3.43	0.48	-0.44	.664	-0.09	Small
Control	43	3.47	0.44				
Post-test							
Treatment	46	4.63	0.16	15.55	<.001	3.30	Large
Control	43	3.49	0.47				
SA							
Pre-test							
Treatment	46	3.43	0.54	-2.89	.005	-0.61	Medium
Control	43	3.74	0.48				
Post-test							
Treatment	46	4.62	0.17	10.90	<.001	2.31	Large
Control	43	3.73	0.52				

Pre-Post Comparisons and ANCOVA

Pre-test comparisons revealed no significant differences for MA and KA between the treatment and control groups. However, SA scores showed a significant difference at the pre-test stage, with the control group scoring higher, t (87) = -2.89, p = .005, Cohen's d = -0.61. To account for this pre-existing difference and accurately assess the impact of the intervention, ANCOVA was conducted. The ANCOVA results, adjusted for pre-test scores, confirmed that the treatment group outperformed the control group in SA post-test scores, with a strong effect size indicated by a partial eta-squared value of .58 (Table 4).

Table 4.

ANCOVA Results for the Effect of Group on Post-test SA Component Adjusted for Pre-test Scores

Source	Sum of Squares (Type III)	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	17.43	2	8.71	59.80	<.001	.58
Intercept	26.60	1	26.60	182.54	<.001	.68
Pre-test (SA)	0.13	1	0.13	0.92	.34	.01
Group	16.65	1	16.65	114.29	<.001	.57
Error	12.53	86	0.15			
Total	1592.27	89				
Corrected Total	29.96	88				

R Squared = .58 (Adjusted R Squared = .57)

Assumption Testing

Before conducting MANOVA and ANOVA, assumptions of normality and homogeneity of covariance matrices were assessed. Visual inspection of histograms and Q–Q plots, along with skewness and kurtosis values within the acceptable range of ±2, indicated that the data were approximately normally distributed (George & Mallery, 2016). However, Box's M test revealed a violation of the assumption of equal covariance matrices (F = 15.221, p < 0.001). As a result, Pillai's Trace was selected as the primary test statistic for MANOVA due to its robustness in cases of assumption violations (Pallant, 2020).

MANOVA and Univariate ANOVA

The MANOVA indicated a significant overall effect of the intervention on the MA, KA, and SA components, Pillai's Trace = 0.87, F (3, 85) = 182.85, p < .001. Follow-up univariate ANOVAs confirmed these results, showing large effect sizes with eta-squared values of 0.86 for MA, 0.74 for KA, and 0.58 for SA, as presented in Tables 5 and 6.

Table 5.

MANOVA Results

Effect	Pillai's Trace	F	df1	df2	p-value
Overall Effect	0.87	182.85	3	85	<.001

The MANOVA results showed a significant overall effect, indicating that the intervention accounted for 86.6% of the variance in the dependent variables. Despite the violation of the

assumption of equal covariance matrices, as indicated by Box's M test (F = 15.221, p < 0.001), Pillai's Trace was used as the primary test statistic due to its robustness in such situations.

Table 6.

Univariate ANOVA Results for MA, KA, and SA (post-test)

Variable	Sum of Squares	df	Mean Square	F	p-value	Eta-squared
MA	27.50	1	27.50	540.99	<.001	0.86
KA	28.73	1	28.73	241.94	<.001	0.74
SA	17.29	1	17.29	118.81	<.001	0.58

Correlation Analysis

Pre-test correlations showed moderate positive relationships between MA and KA (r = .38, p < .001), as well as between KA and SA (r = .23, p = .032), while no significant correlation was found between MA and SA.   These results suggest that, prior to the intervention, there were some connections among the components of intercultural citizenship, but these associations were relatively weak (Tables 7–8).

Table 7

Pre-Test Correlations Coefficients and Significance Levels Among Variables

Variable	MA	KA	SA
MA	1	0.38**	0.12
KA	0.38**	1	0.23*
SA	0.12	0.23*	1

Correlation significant at the 0.01 level (two-tailed).
Correlation significant at the 0.05 level (two-tailed) *

Table 8.

Confidence Intervals for the Pre-test Correlations

Comparison	Pearson Correlation	p-value (two-tailed)
MA – KA	0.38	< .001
MA – SA	0.12	.253
KA – SA	0.23	.032

Post-test correlations revealed stronger relationships among all the IC components, with particularly high correlations between MA and KA (r = .90, p < .001), as well as between MA and

SA (r = .81, p < .001). These results indicate a significant increase in the interconnectedness of the IC components following the intervention (Tables 9 and 10).

Table 9.

Post-Test Correlations Coefficients and Significance Levels Among Variables

Variable	MA	KA	SA
MA	1	0.90**	0.81**
KA	0.90**	1	0.67**
SA	0.81**	0.67**	1

Correlation significant at the 0.01 level (two-tailed).

Table 10.

Confidence Intervals for the Post-test Correlations

Comparison	Pearson correlation	p-value (two-tailed)
MA – KA	0.90	< .001
MA – SA	0.81	< .001
KA – SA	0.67	< .001

The substantial positive correlations observed in the post-test phase indicate that changes in one component are closely associated with changes in the others. In particular, the strong associations suggest that MA play a pivotal role in developing both KA and SA, highlighting their central importance in the IC development.

Thematic Analysis of Open-ended Responses

To assess the effectiveness of the intervention, pre- and post-test responses to open-ended questions on IC were compared between the treatment and control groups (Table 11, see appendix). To enhance objectivity and deepen the interpretation of the qualitative findings, responses were also independently reviewed by specialists in foreign language education.

At the post-intervention stage, the treatment group demonstrated a noticeable improvement in their understanding of IC, with their responses becoming more detailed and reflective of a deeper comprehension of the concepts (Table 12, see appendix).

These findings underline the effectiveness of the intervention in enhancing IC among the treatment group. Post-test qualitative analysis revealed a deeper and more comprehensive understanding of intercultural skills, responsibilities, and personal qualities within the treatment group compared to the control group, reflecting meaningful growth as a result of the intervention. This qualitative shift aligns with the quantitative data, which also showed

significant improvements in IC for the treatment group. Together, these results highlight the value of integrating targeted interventions into educational settings to effectively foster students' intercultural citizenship.

DISCUSSION

The pre-test data indicated that pre-service English teachers possessed a moderate level of IC prior to the intervention. Results showed a foundational understanding, with participants demonstrating basic awareness of key IC elements such as communication, respect, and tolerance. However, correlations among the components – MA, KA, and SA – were relatively weak, suggesting that their understanding was fragmented and underdeveloped. This limited understanding was further reflected in the qualitative responses from both the treatment and control groups, which primarily focused on general concepts like cultural awareness and respect for diversity. These responses lacked depth and offered minimal elaboration on the responsibilities, skills, and personal qualities of an intercultural citizen. Although participants recognized the importance of communication and tolerance, their insights remained superficial. These findings are consistent with previous research highlighting gaps in intercultural education among pre-service language teachers. For instance, Chien (2022) found that lesson plans created by pre-service teachers often presented oversimplified views of intercultural concepts and reflected a static understanding of intercultural knowledge. Similarly, Baker and Fang (2022) observed that while students expressed positive attitudes toward IC, their perceptions tended to be surface-level and centered on national rather than global perspectives of culture, language, and identity. In line with this, Yussupova and Tarman (2025) highlight the importance of culturally responsive teaching as a means to foster cultural socialization and reduce stereotypes. These results emphasize the need for targeted educational interventions that move pre-service teachers beyond basic awareness toward a deeper and more comprehensive understanding of IC. In this context, Garrido and Álvares (2006) stress the importance of equipping future teachers with the ability to critically engage with cultural and social values, interculturality, and citizenship. Without such preparation, pre-service teachers may struggle to effectively foster IC in their future classrooms.

The post-test results demonstrated significant improvements across all the IC components among the treatment group that participated in the IC-focused curriculum. Statistical analyses (ANOVA and ANCOVA) confirmed that these gains were substantial, indicating a significant impact of the intervention. Specifically, at the post-test stage, the MA component showed a strong positive correlation with both the KA and SA, underscoring the pivotal role of motivation in acquiring intercultural knowledge and fostering active social engagement. The importance of motivation in intercultural education has been widely recognized in previous research, emphasizing its role in transforming theoretical knowledge into practical skills and promoting readiness to engage at the intercultural level. Wiethoff (2004) stresses that the motivation to learn is directly linked to the enhancement of intercultural

knowledge, while Earley and Ang (2003) argue that motivation is essential for adapting to various cultural norms and applying acquired knowledge effectively. However, existing literature has not statistically established the relationship between motivation and IC development. In this context, the present study addresses this gap by providing evidence that fostering motivation can significantly enhance the development of IC.

Another key finding is that, beyond statistical improvements, the qualitative data revealed a notable shift in participants' conceptualization of IC. Post-test responses from the treatment group moved beyond basic intercultural concepts toward more complex and sophisticated themes such as cultural humility, empathy, self-reflection, and global awareness. New thematic categories also emerged, including references to social justice, emotional intelligence, and conflict resolution – topics that were absent in both groups at the pre-test stage. This progression aligns with findings from Baker and Fang (2019), who observed that targeted educational interventions can guide students from superficial understandings of IC to more critical and reflective perspectives. Similarly, Huddleston (2005) argues that effective citizenship education requires a paradigm shift in teacher training, incorporating active participation and critical reflection as core elements for developing intercultural competencies. In contrast, the control group's post-test responses remained largely unchanged from the pre-test, continuing to focus on basic IC concepts without engaging with more advanced themes. This lack of development reinforces the effectiveness of the intervention, indicating that growth in intercultural citizenship did not occur naturally over time but was a direct result of the IC-focused curriculum.

While this study demonstrates significant improvements in IC as a result of the specifically designed curriculum, not all research has reported equally positive outcomes. Fang and Baker (2017) found that students primarily developed intercultural communication and citizenship competencies through study abroad experiences, with classroom instruction offering only limited opportunities for such growth. Similarly, Lundgren (2016) noted that not all students participating in a five-week teacher education module on intercultural encounters reflected on their intercultural competence or its relevance to their future professional roles. Chan et al. (2021) also noted that targeted interventions may not always lead to meaningful development in global or intercultural citizenship, as some students remained uncertain about what the concept entails even after completing an intervention. Given that there is no such phenomenon as a fully competent intercultural speaker or citizen (Lundgren, 2016), the treatment group's demonstrated progress – evidenced by increased motivation, greater intercultural knowledge, and a heightened willingness to engage and take action at the intercultural level – can be considered a significant and positive outcome. A possible explanation for this could be the design of the intervention, which incorporated interactive, reflective, and collaborative activities. This supports previous research emphasizing the importance of critical reflection and collaboration in fostering intercultural competence and citizenship (Huddleston,

2005; Jackson, 2011; Porto & Yulita, 2016; Porto et al., 2017). However, further longitudinal research is needed to determine the long-term retention and application of these skills.

This study has broad implications for guiding educational practices and policy development in Kazakhstan and beyond. The findings underscore the value of a curriculum and pedagogical intervention focused on IC, highlighting the need to integrate the IC component into pre-service English teacher training programs. Future English teachers should have a clear understanding of what intercultural citizenship entails and be equipped to promote intercultural dialogue, civic engagement, and social responsibility in their classrooms and communities (Byram, 2009a). Additionally, educators and curriculum developers in other contexts can adapt the outcomes of this study to design similar interventions that address local educational needs. While the curriculum and intervention were shaped by the specific context of Kazakhstan, the concept of intercultural citizenship is globally relevant. Thus, this study contributes not only to the enhancement of local teacher education but also to international discussions on preparing language teachers to foster intercultural understanding and active civic participation.

CONCLUSION

This study aimed to evaluate the effectiveness of a curriculum focused on IC in enhancing IC among pre-service English teachers in Kazakhstan. The research was guided by two key questions: the initial level of intercultural citizenship among participants prior to the intervention, and the extent to which the curriculum affected the development of their intercultural citizenship.

The results showed a moderate level of IC among pre-service teachers prior to the implementation of the curriculum. Pre-test scores revealed a foundational yet limited understanding across the MA, KA, and SA components. Open-ended responses further reflected a general and surface-level recognition of intercultural concepts, with participants showing basic awareness but lacking depth and critical engagement in their understanding.

The intervention significantly enhanced IC skills and attitudes among the treatment group. Post-test results showed substantial improvements across all the components – MA, KA, and SA. ANOVA and ANCOVA analyses confirmed that these improvements were statistically significant, with strong positive correlations observed between MA and the other IC components (KA and SA). Open-ended responses further showed a deeper, more nuanced understanding of intercultural concepts, indicating meaningful cognitive and reflective development among participants.

These findings underscore the effectiveness of the IC-focused curriculum in fostering comprehensive development of intercultural competencies. The significant improvements in the treatment group's scores, along with the depth and complexity of their post-test responses, indicate that targeted interventions can meaningfully enhance IC among pre-service teachers.

The study's findings have important implications for foreign language education. Educators and curriculum designers should integrate the IC component into teacher training

programs to strengthen pre-service teachers' motivation to learn about other cultures, deepen their intercultural knowledge, and enhance their readiness to engage at both local and global levels. Practical recommendations include developing curricula that actively involve students in exploring and practicing intercultural values and perspectives. Equally important is training educators to effectively implement these principles and supporting students in applying them within real-world contexts.

In conclusion, this study provides valuable insights into the impact of targeted curriculum interventions on enhancing IC. The significant improvements observed in the treatment group highlight the importance of addressing the MA, KA, and SA components to support the integrated development of IC. By contributing to the expanding body of research on intercultural citizenship education, this study provides a foundation for future initiatives aimed at promoting intercultural understanding across diverse educational contexts.

Limitations

The study has some limitations. Although the sample size was adequate, it was limited to pre-service teachers from a single institution, which may limit the generalizability of the findings. Future research should consider including multiple institutions to obtain a more representative sample. Furthermore, the short-term nature of the study limits its ability to investigate long-term changes in students' IC. A longitudinal research design would be beneficial in examining whether students' attitudes, knowledge, and skills related to IC continue to develop and persist over time.

Funding

REFERENCES

Abazov, R. (2021). Redefining global citizenship education: A case study of Kazakhstan. *Perspectives on Political Science*, *75*(1), 90–99. https://doi.org/10.26577/jpcp.2021.v75.i1.09

Baker, W., & Fang, F. (2019). From English language learners to intercultural citizens: Chinese student sojourners' development of intercultural citizenship in ELT and EMI programmes. *British Council*. https://www.teachingenglish.org.uk/publications/case-studies-insights-and-research/english-language-learners-intercultural-citizens

Baker, W., & Fang, F. (2022). Intercultural citizenship and the internationalisation of higher education: the role of English language teaching. *Journal of English as a Lingua Franca, 11* (1), 63-75. https://doi.org/10.1515/jelf-2022-2067

Barchuk, Z., & Harkins, M. J. (2010). Why teach globalization? Pre-service teachers' perceptions of the benefits and challenges of teaching globalization issues. *Social Studies Research and Practice, 5*, 13–23. https://doi.org/10.1108/SSRP-01-2010-B0003

Baishymyrova, A. & Sadykova, A. (2024). Investigating the Relationships Between Intercultural Competences, Academic and Professional Self-Efficacy of Translators, *Journal of Social Studies Education Research, 15*(3), 374-399. https://jsser.org/index.php/jsser/article/view/5837/691

Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Multilingual Matters.

Byram, M. (2008a). From foreign language education to education for intercultural citizenship. In M. Byram & A. Feng (Eds.), *Living and studying abroad: Research and practice* (pp. 17-29). Multilingual Matters. https://doi.org/10.21832/9781847690807

Byram, M. (2008b). *From foreign language education to education for intercultural citizenship: Essays and reflections*. Multilingual Matters.

Byram, M. (2009a). Intercultural citizenship and foreign language education. *Syn-Theses, 2*, 122–132. https://doi.org/10.26262/st.v0i2.5141

Byram, M. (2009b). Intercultural competence in foreign languages: The intercultural speaker and the pedagogy of foreign language education. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence* (pp. 321-332). SAGE Publications. https://doi.org/10.4135/9781071872987.n18

Byram, M., Perugini, D. & Wagner, M. (2013). The development of intercultural citizenship in the elementary school Spanish classroom. *Learning Languages, 18* (2), 16–31. https://files.eric.ed.gov/fulltext/EJ1091126.pdf

Byram, M., Golubeva, I., Hui, H. & Wagner, M. (2016). F*rom principles to practice in education for intercultural citizenship.* Multilingual Matters. https://doi.org/10.21832/9781783096565

Byram, M. (2021). *Teaching and assessing intercultural communicative competence: Revisited* (2nd ed.). Multilingual Matters. https://doi.org/10.21832/9781800410251

Cabesudo, A., Chritidis, Ch., Demetriadou-Salte, T., Halbartschlage, F., & Mihai, G. P. (2008). *Global education guidelines: Handbook for educators to understand and implement global education.* The North-South Centre of the Council of Europe. https://rm.coe.int/prems-089719-global-education-guide-a4/1680973101

Castro, A. J. (2013). What makes a citizen? Critical and multicultural citizenship and preservice teachers' understanding of citizenship skills. *Theory & Research in Social Education*, *41*(2), 219–246. https://doi.org/10.1080/00933104.2013.783522

Chan, S. C. F., Ngai, G., Yau, J. H. Y., & Kwan, K. P. (2021). Impact of international service-learning on students' global citizenship and intercultural effectiveness development. *International Journal for Research on Service-Learning and Community Engagement*, *9*(1). https://doi.org/10.37333/001C.31305

Chien, C.-W. (2022). Fostering pre-service English teachers' intercultural awareness through lesson designs. *International Journal of Multicultural Education, 24*(1), 88-112. https://doi.org/10.18251/ijme.v24i1.2803

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. SAGE Publications.

Cui, R., & Teo, P. (2020). Dialogic education for classroom teaching: a critical review. *Language and Education*, *35*(3), 1–17. https://doi.org/10.1080/09500782.2020.1837859

Dooly, M. (2006). Integrating intercultural competence and citizenship education into teacher training: A pilot project. *Citizenship Teaching and Learning*, *2*(1). https://ddd.uab.cat/pub/artpub/2006/294996/Dooly_M_2006_07.pdf

Duisembekova, Z. (2025). Building intercultural communicative competence: reflections from a Kazakhstani scholar in the USA. *Iasaýı Ýnıversıtetınıń Habarshysy*, *135*(1), 320–331. https://doi.org/10.47526/2025-1/2664-0686.167

Earley, P. C., & Ang, S. (2003). *Cultural intelligence: Individual interactions across cultures.* Stanford University Press. https://www.cia.gov/resources/csi/static/Individual-Interactions-Across-Cultures.pdf

Fang, F., & Baker, W. (2017). 'A more inclusive mind towards the world': English language teaching and study abroad in China from intercultural citizenship and English as a lingua franca perspectives. *Language Teaching Research, 22*(5), 608-624. https://doi.org/10.1177/1362168817718574

Garrido, C., & Álvarez, I. (2006). Language teacher education for intercultural understanding. *European Journal of Teacher Education*, *29*(2), 163–179. https://doi.org/10.1080/02619760600617342

Gatiat, N. A., & Zhorabekova, N. A. (2022). The use of project-based learning to improve intercultural-communicative competence. *Suleyman Demirel University Bulletin: Pedagogy and Teaching Methods.*, *60*(3), 146–153. https://doi.org/10.47344/sdu20bulletin.v60i3.835

George, D., & Mallery, P. (2016). *IBM SPSS Statistics 23 step by step: A simple guide and reference* (14th ed.). Routledge. https://doi.org/10.4324/9781315545899

Gerfanova, E. (2022). Employing concept maps in teaching foreign language culture. In Nemtchinova, E. (Ed.) *Enhancing Beginner-Level Foreign language Education for Adult Learners*. Routledge https://doi.org/10.4324/9781003058441

Glynn, C. & Wagner, M. (2023). The why and how of teaching languages of social justice and intercultural citizenship. In K. Kong and A. J. Spenader (Eds.). *Intercultural Citizenship in Language Education* (pp.1-28). Multilingual Matters. https://doi.org/10.21832/KONG5768

Guilherme, M. (2022). From critical cultural awareness to intercultural responsibility: Language, culture and citizenship. In T. McConachy, I. Golubeva, & M. Wagner (Eds.), *Intercultural learning in language education and beyond: Evolving concepts, perspectives and practices* (pp.101-117). Multilingual Matters. https://doi.org/10.21832/9781800412613-013De Gruyter Brill+1De Gruyter Brill+1

Hauerwas, L. B., Gomez-Barreto, I. M., Mansilla, V. B., & Fernández, R. S. (2023). Transformative innovation in teacher education: Research toward a critical global didactica. *Teaching and Teacher Education*, *123*. https://doi.org/10.1016/j.tate.2022.103974

Houghton, S. A. (2012). *Intercultural dialogue in practice: Managing value judgment through foreign language education*. Multilingual Matters. https://doi.org/10.21832/9781847697264

Huddleston, T. (2005). Teacher training in citizenship education: training for a new subject or for a new kind of subject? *JSSE - Journal of Social Science Education, 4*(3). https://doi.org/10.4119/jsse-327

Jackson, J. (2011). Cultivating cosmopolitan, intercultural citizenship through critical reflection and international, experiential learning. *Language and Intercultural Communication*, *11*(2), 80–96. https://doi.org/10.1080/14708477.2011.556737

Karimova, B., Ailauova, Z., Nurlanbekova, Y., Bazylova, B. (2024). Cultivating Students' Cross-Cultural and Linguacultural Competences': Navigating Challenges and Opportunities, *Journal of Social Studies Education Research, 15*(3), 400-423. https://jsser.org/index.php/jsser/article/view/5852/692

Kassymbekova, M., & Tchaklikova, A. (2017). The cognitive–communicative audit technology to diagnose the problems affecting intercultural communicative competence emergence in foreign language acquisition. *Espacios, 38*(43), 27–40. https://www.revistaespacios.com/a17v38n43/17384327.html

Kassymova, G., Tulepova, S., & Bekturova, M. (2025). Enriching experiences: Unpacking Kazakhstani EFL teachers' attitudes and readiness for intercultural approach. *Jurnal Cakrawala Pendidikan*, 44(1). https://doi.org/10.21831/cp.v44i1.73305

Kilinc, E. & Tarman, B. (2022). Citizenship types, social media use, and speaking foreign language as predictors of global competence, *Citizenship Teaching & Learning, 17*:1, pp. 49–62, https://doi.org/10.1386/ctl_00081_1

Kong, K., & Spenader, A. J. (2024). Introduction: Diverse perspectives on intercultural citizenship. In K. Kong and A. J. Spenader (Eds.). *Intercultural Citizenship in Language Education* (pp.xxi–xxvii). Multilingual Matters. https://doi.org/10.21832/9781800415775

Leeds-Hurwitz, W. (2013). *Intercultural competences: Conceptual and operational framework*. UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000219768

Lefstein, A., & Snell, J. (2013). *Better than best practice: Developing teaching and learning through dialogue.* Routledge. https://doi.org/10.4324/9781315884516

Lundgren, U. (2016). Intercultural encounters in teacher education – collaboration towards intercultural citizenship. In M. Byram, I. Golubeva, H. Hui & M. Wagner (Eds.), *From Principles to Practice in Education for Intercultural Citizenship* (pp. 45-78). Multilingual Matters. https://doi.org/10.21832/9781783096565-007

Naeem, M., Ozuem, W., Howell, K., & Ranfagni, S. (2023). A step-by-step process of thematic analysis to develop a conceptual model in qualitative research. *International Journal of Qualitative Methods, 22*. https://doi.org/10.1177/16094069231205789

Naubay, B. N., & Kuzembekova, Zh. (2023). Assessment of students' intercultural communicative competence based on the IDI (the intercultural development inventory). *Eurasian Journal of Philology, Science and Education*, *190*(2), 57-67. https://doi.org/10.26577/EJPh.2023.v190.i2.ph6

Pallant, J. (2020). *SPSS survival manual: A step by step guide to data analysis using IBM SPSS* (7th ed.). Routledge. https://doi.org/10.4324/9781003117452

Porto, M., & Byram, M. (2015). Developing intercultural citizenship education in the language classroom and beyond. *Argentinian Journal of Applied Linguistics, 3*(2). https://ajal.faapi.org.ar/ojs-3.3.0-5/index.php/AJAL/article/view/177

Porto, M., & Yulita, L. (2016). Language and intercultural citizenship education for a culture of peace: The Malvinas/Falklands project. In M. Byram, I. Golubeva, H. Hui, & M. Wagner (Eds.), *Multilingual Matters eBooks* (pp.199-224)*. https://doi.org/10.21832/9781783096565-013

Porto, M., Houghton, S. A., & Byram, M. (2017). Intercultural citizenship in the (foreign) language classroom. *Language Teaching Research*, *22*(5), 484–498. https://doi.org/10.1177/1362168817718580

Porto, M. (2018a). Does education for intercultural citizenship lead to language learning? *Language, Culture and Curriculum, 32*(1), 16–33. https://doi.org/10.1080/07908318.2017.1421642

Porto, M. (2018b). Intercultural citizenship in foreign language education: an opportunity to broaden CLIL's theoretical outlook and pedagogy. *International Journal of Bilingual Education and Bilingualism, 24,* 1-21. https://doi.org/10.1080/13670050.2018.1526886

Ramstrand, N., Weisova, L., Nylander, E., & Johansson, A. (2024). Interventions and evaluation of intercultural competence of students enrolled in higher education – a scoping review. *Education Inquiry*, 1–21. https://doi.org/10.1080/20004508.2024.2344871

Smakova, K., & Paulsrud, B. (2020). Intercultural communicative competence in English language teaching in Kazakhstan. *Issues in Educational Research, 30,* 691-708. https://www.iier.org.au/iier30/smakova.pdf

Thompson, L. (2021). *Unpacking a model of global citizenship and intercultural understanding for our sustainability and well-being*. Council of International Schools.

UNESCO. (2015). *Global citizenship education: Preparing learners for the challenges of the 21st century*. UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000227729

Wagner, M., Cardetti, F., & Byram, M. (2019) *Teaching intercultural citizenship across the curriculum: The role of language education.* American Council on the Teaching of Foreign Languages (ACTF).

Wiethoff, C. (2004). Motivation to learn and diversity training: Application of the theory of planned behavior. *Human Resource Development Quarterly, 15,* 263-278. https://psycnet.apa.org/doi/10.1002/hrdq.1103

Yussupova, S., & Tarman, B. (2025). Cultural empathy and school climate in Kazakhstan: a factor and cluster analysis of students' perceptions. *Journal Of Curriculum Studies Research*, *7*(1), 47-65. https://doi.org/10.46303/jcsr.2025.3

Yelubayeva, P., & Mustafina, A. (2020). Developing Kazakh students' intercultural awareness and communication through collaborative technologies. *European Journal of Language Policy*, *12*(2), 235–255. https://doi.org/10.3828/ejlp.2020.12

APPENDIX

Table 2.

Descriptive Statistics for Items Measuring MA, KA, and SA (Pre-Test and Post-Test)

Item	Mean	SD
MA		
Each individual has a responsibility to contribute some of their time to the improvement of their town or country.	4.19	0.76
My attitude toward ethical and moral issues is quite serious.	4.06	0.74
Worrying about current events or public affairs is pointless as I cannot change anything.	3.52	1.12
I respect the rights of people around the world.	4.58	0.65
I see differences in people's opinions and beliefs as valuable opportunities for shared learning.	4.21	0.72
I feel uncomfortable with people whose way of life contradicts the norms and values that are important to me.	3.37	1.20
I believe that my words and actions can have an impact on my local community.	4.08	0.74
I don't believe that my words and behaviors can affect people in other communities around the world.	3.55	1.00
I believe it is important to understand the interconnectedness of issues in local and global communities and to act for the benefit of both.	3.86	0.81
KA		
I recognize cultural differences and similarities when communicating with people from different cultural backgrounds.	4.34	0.67
I often judge cultural situations solely from my own cultural perspective.	3.91	0.92
I find it challenging to develop effective strategies for navigating and mediating intercultural conflicts.	3.52	1.00
I am well informed about pressing global issues (ecological, economic, social, political, etc.).	3.84	0.85
I understand the concept of cultural diversity and its importance in the global world.	3.69	0.87

I can identify the main factors contributing to global inequality.	3.52	1.06
I can name at least three community organizations that address local social issues.	3.43	1.01
I am aware of the major environmental, social, and civic issues facing our local community.	3.90	0.81
I am familiar with the local government's initiatives to promote education, healthcare, public transportation, youth development, and more.	3.69	0.93
SA		
I rarely adapt my communication style to suit other people's cultural backgrounds.	3.84	0.98
I can mediate intercultural conflicts by helping individuals understand each other's values and practices.	3.67	0.94
I struggle to respect the norms and traditions of other cultures.	4.29	0.82
I would readily volunteer my time to help people in my local community.	3.89	0.86
I actively participate in local community clean-up events.	3.66	0.95
I have not participated in fundraising campaigns for local causes.	3.74	0.93
I would readily volunteer my time to help people in my global community.	4.06	0.91
I intentionally avoid buying products that are tested on animals.	3.98	0.93
I will participate in a campus forum, live music or theater performance, or another event where young people express their opinions about global issues.	3.77	1.00

Curriculum unit overview

Module	Subtopics	Module goals	Intercultural citizenship action
Module 1: Intercultural Communication	1.1 Culture and Identity 1.2 Intercultural dialogue 1.3 Stereotypes and prejudices	Students will be able to: define the concept of culture; describe how culture impacts personal and group identities; explain the importance of intercultural dialogue; recognize and critically analyze stereotypes and prejudices.	Engage in a cultural exchange activity to share personal cultural practices and learn from others. Create a presentation or poster to raise awareness of the effects of stereotypes and prejudices in local or global communities.
Module 2:	2.1 Citizenship:	Students will be able to:	Create a presentation or

Active Citizenship	definition 2.2 Being an active citizen 2.3 Becoming an intercultural citizen	define the concept of citizenship and its implications for individual and collective responsibility. explain the characteristics of active citizenship and ways to participate in solving local and global issues. analyze the importance of fulfilling citizenship responsibilities on the intercultural level	poster on a significant campaign that … Organize a local community project addressing a global issue.
Module 3: Informed citizenship	3.1 Staying informed locally and globally 3.2 Evaluating Information 3.3 Civic Skills for Assessing Information	Students will be able to: explain the importance of being well-informed on local and global issues; evaluate information sources for reliability and bias; use assessment skills to make informed decisions and participate in civic life.	Create a post on social media and share reliable information about a local or global issue. Conduct a roundtable discussion on evaluating sources for bias and reliability.
Module 4: Conflict Analysis and Peacebuilding	4.1 Worldviews, conflict, and peace 4.2 Techniques for managing conflict situations 4.3 Non-violent communication	Students will be able to: discuss how differing worldviews and perspectives can cause conflicts and how understanding these can promote peace; analyze and use techniques for conflict management and resolution in intercultural settings.	Analyze case studies on conflict resolution. Develop a peacebuilding proposal addressing a local or global issue caused by cultural misunderstandings.
Module 5: Citizenship and Community	5.1 Types of modern communities 5.2 Developing leadership skills for community engagement	Students will be able to: describe different types of communities and their roles in society; test leadership skills to actively participate in community	Collaborate with local community members (volunteer organizations) to implement a project addressing a specific social issue.

	5.3 Identifying a social issue and creating an action plan	development; identify and analyze local and global social issues and develop plans to address them.	
Module 6: Environmental citizenship	6.1 Environmental literacy and knowledge 6.2 Forms of environmental activism 6.3 Identifying an environmental issue and creating an action plan	Students will be able to: classify environmental issues and sustainability concepts; examine various forms of environmental activism and their impacts on society development both on the local and global levels. identify environmental issues, critically analyze them and develop plans to address them.	Organize or participate in a clean-up drive or tree-planting initiative in the local community. Develop a proposal promoting sustainable practices to address an environmental challenge.
Module 7: Citizenship and digitalization	7.1 Responsible and ethical use of technology and digital platforms 7.2 Respectful online behaviour in intercultural digital communication 7.3 Issues of cyberbullying, hate speech, and online harassment in intercultural contexts	Students will be able to: identify and explain responsible practices in the use of digital technology and platform; identify and analyze issues of online violent behavior; develop strategies for respectful online communication practices in intercultural contexts.	Develop a guide for ethical and responsible use of digital technology.

Table 11

Pre-Test Results for Open-Ended Questions in Treatment and Control Groups

Thematic Groups of Responses	Examples of Responses	Frequency	Frequency (Treatment)

		(Control)
Skills		
Language skills	"I think that, first and foremost, intercultural citizens should be able to speak many languages, because if you know foreign languages you can act in foreign communities." "For intercultural citizens, knowing foreign languages is essential, and the more, the better, as I believe that language is a key to its culture."	20 (46%) 12 (26%)
Cultural intelligence	"The first thing that comes to my mind is a good knowledge of culture. When you communicate with someone from a very different culture, you should know and understand that person's culture well; then your communication will be smooth."	18 (42%) 15 (33%)
Communication skills	"Communication skills are very important for intercultural speakers and intercultural citizens. These skills are particularly necessary when interacting with people from different cultures." "Nowadays, communication is everywhere, and communication skills are essential for an intercultural citizen. To act globally and contribute meaningfully, he or she should be able to build effective communication with people from diverse backgrounds."	22 (51%) 30 (65%)
Responsibilities		
Respect other people's norms, behaviors and perspectives	"Respecting others is important." "You need to follow the customs and laws of other cultures." "Respect cultural differences and norms."	25 (58%) 20 (44%)

Be tolerant and help others	"Tolerance is important." "Helping others with their needs is key." "You need to be understanding and supportive."	18 (42%)	22 (48%)
Act as a mediator in conflicts	"Mediating conflicts helps resolve issues." "You should help others understand each other." "Acting as a mediator is crucial."	4 (9%)	6 (13%)
Personal Qualities			
Politeness and self-control	"Being responsible and polite is important." "Self-control prevents conflicts." "Politeness is key in intercultural situations."	22 (51%)	25 (54%)
Kindness and fairness	"Kindness helps build good relationships." "Fairness is important to be accepted." "When you show kindness to other people, you help create a peaceful environment around you."	20 (47%)	18 (39%)
Openness to new ideas	"Being open-minded helps you understand different perspectives." "Openness helps you learn from others." "Being open to new ideas is essential."	10 (23%)	12 (26%)

Note - Compiled from students' original responses. The original wording and punctuation have been retained.

Table 12

Post-Test Results for Open-Ended Questions in Treatment and Control Groups

Thematic Groups of Responses	Examples of Responses	Frequency (Control)	Frequency (Treatment)
Skills			
Advanced language proficiency and communication skills	"Knowing foreign languages on a good level helps communicate with people from different cultures; a foreign language is like a bridge to a new culture."	10 (23%)	30 (23%)

"I believe fluency in several languages is important for intercultural citizens, as knowledge of languages helps understand people from different cultures."

"Intercultural citizens should understand language peculiarities and how people speak, behave, and communicate in different cultures."

Cultural and emotional intelligence	"Intercultural citizens should know many things about different cultures, if you know about other cultures, it will be easy for you to adapt to this culture and understand people of this culture." "Intercultural citizens are ready to accept different cultures, they are sensitive and empathetic, they are able to look at a situation from a different perspective." "An intercultural citizen should be able to listen to others and accept their points of view."	12 (27%)	35 (76%)
Critical thinking and adaptability	"Intercultural citizens should develop different skills, I think, one important skill is adaptability, if you are able to adapt quickly, you won't feel stress when you are in some unfamiliar surroundings." "Intercultural citizens should be good critical thinkers, this thinking helps to critically assess different situations, behaviours, and not to judge people by their clothes." "I think it's better to study and understand different cultures instead of just thinking they are the same."	7 (16%)	22 (48%)
Interpersonal and relationship-building skills	"I believe that intercultural citizens should be able to build relationships with people from different cultures, it is really very important for all societies." "In my opinion, intercultural citizens should have good interpersonal skills such as	5 (11%)	28 (61%)

kindness, friendliness, openness, which help to communicate with people from different cultures."

"Intercultural citizenship is about having empathy and mutual respect for different people, this makes foundation of communication."

Conflict resolution and negotiation skills	"There can be many misunderstandings between people from different countries nowadays, and I think it's important to be able to solve them peacefully, without any aggression." "In my opinion, intercultural citizens should have skills, of negotiations, because we can see that there are conflicts everywhere nowadays, and if we have such skills, we can avoid conflicts and help other people to resolve them." "I believe that today it's very important for everyone to be able to avoid conflicts, and if you have conflict situations you must be able to solve them. And I think if you communicate interculturally, it is one of the most important skills."	1 (2%)	18 (39%)

Responsibilities

Promoting respect and understanding	"I think it's super important to show mutual respect when talking to people from different cultures. It just makes interactions so much better." "Intercultural communication and intercultural citizenship are about respecting and accepting other people's values and beliefs, even if they're different from ours."	15 (34%)	40 (87%)
Promoting inclusion, social justice and equality	"I believe an intercultural citizen should help include those from different backgrounds." "In my opinion, intercultural citizens should act in their societies and beyond to struggle	8 (18%)	35 (76%)

	and support justice, cohesion, and equal rights for all people."		
	"I think, to be intercultural citizen is not only about knowing a foreign language and its culture, it's about voicing your perspectives for equality and inclusion in society."		
Fostering peace and conflict resolution	"In my perspective, if there is some intercultural conflict, if people from different cultures don't understand each other, we, as intercultural citizens, must help to solve this conflict, we are responsible for not letting this conflict go further."	2 (5%)	20 (43%)
	"I think that intercultural citizens should be peace-builders, it's one of their key responsibilities, because they communicate with people from different cultures, and peaceful communication is essential."		
Raising awareness of global issues	"An intercultural citizen should be aware about global problems and how they may influence different people, cultures, countries. And he or she should also do something about these problems."	2 (5%)	18 (39%)
	"From the discussions we had, I came to the conclusion that an intercultural citizen has a responsibility to help and solve local problems, and global problems too."		
Personal Qualities			
Empathy and open-mindedness	"I think intercultural citizens should have empathy because it helps understand other people's perspectives better."	13 (30%)	38 (83%)
	"In my opinion, if you are intercultural citizen, you are open-minded, it's like you understand views of other people on the world, you understand that they have different norms, behaviour, and you accept this all, you are open to differences."		
	"I believe empathy is the most important personal quality for intercultural citizens		

	because it helps people live together peacefully."		
Patience and tolerance	"When you talk with people from different cultures, there may be many things which you may fail to understand. And as intercultural citizens, we should accept these differences, speak and communicate with politeness and with patience." "I remember our class where we discussed tolerance and how important it is. So, I think really, intercultural citizens must be tolerant, it's important to accept norms of those people with whom you talk, particularly if they are from a different culture."	4 (9%)	28 (61%)
Critical self-awareness	"I think it's important to be aware of my own cultural biases." "I need to think about my actions and how they might affect others from different cultures." "I believe self-awareness helps me have better interactions with people from other cultures."	3 (7%)	12 (26%)
Flexibility	"When you act interculturally, many unexpected situations may happen, and of course, it's good if you are flexible and can easily cope with some situation or problem." "I think for intercultural citizens it's very important to be flexible, because when you are in a new country, where culture and people are different, flexibility makes it easier to understand other people's their cultural norms, their behaviour, their way of life."	6 (14%)	30 (65%)

Note - Compiled from students' original responses. The original wording and punctuation have been retained.