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MODELING FOREIGN LANGUAGE CURRICULUM: INTERNATIONAL INTERNSHIP RESEARCH AND PROGRAM DEVELOPMENT

The article investigates how internship research programs promote global partnerships, cultural exchanges, and human development, focusing on the Minnesota English Language Program (MELP) practices in designing adaptable foreign language curricula. The research demonstrates the importance of internships in enriching language programs and highlights how collaboration between international universities contributes to curriculum improvements. This approach aims to better prepare students for real-world communication, fostering language proficiency and intercultural understanding.

The article delves into the MELP's excellent practices in designing foreign language teaching curricula adaptive to diverse contexts.

The research studies the UMN and KBTU language course curricula and analyzes the survey data. The data provided statistical evidence to quantify identified features and shortcomings, contributing to a deeper understanding of the research questions.

Based on the findings, the goal is to develop a new course curriculum for teaching the Kazakh language to non-native speakers in multicultural settings. The study adopts a mixed-methods approach, combining qualitative and quantitative methods, to comprehensively investigate the research objectives. Specifically, a survey was administered to 50 students from Narxoz University (Narxoz) and Kazakh-British Technical University (KBTU) to gather quantitative data on perceptions of the existing curriculum.

Key words: internship program, Kazakh language course curriculum, MELP courses, mixed-methods, syllabus structure

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Шетел тілдері бағдарламаларын модельдеу: тәжірибелік зерттеулер және оқу жоспарын жетілдіру

Мақалада жаһандық серіктестік, мәдени байланыс және адам дамуын ілгерілетуде тағылымдама бағдарламаларының рөлі туралы сипатталып, Minnesota English Language Program-ның (MELP) шет тілдерінің оқу бағдарламаларын құрастыру тәжірибесі туралы сөз етіледі. Зерттеу мақаласы тіл бағдарламаларын дамытуда халықаралық тағылымдаманың маңыздылығы және әлемдік университеттер арасындағы ынтымақтастық оқу бағдарламаларын жетілдіру жайы сипатталады. Бұл зерттеу білім алушылардың шынайы өмірде тиімді қарым-қатынас орнату, шет тілдерін меңгеру және мәдениетаралық түсіністікке тәрбиелеу көзделген.

Мақала Minnesota English Language Program-ның (Миннесота ағылшын тілі бағдарламасы) шетел тілін оқытуда оқу бағдарламасын әзірлеудегі озық тәжірибесін зерттеуге бағытталған.

Зерттеу мақсаты – UMN және ҚБТУ тіл курстарының бағдарламаларын зерделеу арқылы зерттеу сұрағын тереңірек түсіну үшін сауалнама деректерін талдау, анықталған ерекешеліктері мен кемшіліктерді сандық бағалау арқылы статистикалық дәлелдемелер алу.

Алынған нәтижелерге сүйене отырып, қазақ тілін өзге тілді көпмәдениетті ортада оқытудың жаңа оқу бағдарламасын әзірлеу көзделген. Зерттеуге сапалық және сандық әдістерді біріктіретін аралас зерттеу әдісі қолданылды. Атап айтқанда, шетел азаматтарына қолданыстағы қазақ тілін оқыту бағдарламасы туралы сандық деректерді жинау мақсатында Нархоз университеті мен Қазақ-Британ техникалық университетінің 50 студентіне сауалнама жүргізілді.

Түйін сөздер: халықаралық тағылымдама, «Болашақ» бағдарламасы, қазақ тілін оқыту бағдарламасы, аралас зерттеу әдістері, MELP курстары.

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Моделирование учебных программ для иностранных языков: исследования международных стажировок и разработки программ

В статье рассматривается, как программы стажировок способствуют глобальному партнерству, культурным обменам и развитию человеческого потенциала, с упором на практику Minnesota English Language Program (MELP) по разработке адаптивных программ обучения иностранным языкам. Исследование демонстрирует важность стажировок в обогащении языковых программ и подчеркивает, как сотрудничество между международными университетами способствует улучшению учебных программ. Этот подход направлен на лучшую подготовку студентов к реальному общению, способствуя языковому мастерству и межкультурному взаимопониманию.

В статье основное внимание уделяется передовому опыту Миннесотской программы английского языка (MELP) по разработке учебных программ преподавания иностранных языков, адаптируемых к различным контекстам.

Целью исследования является изучение программ языковых курсов UMN и КБТУ и анализ данных опроса, которые предоставили статистические данные для количественной оценки выявленных особенностей и недостатков, способствуя более глубокому пониманию вопросов исследования.

На основе полученных результатов цель состоит в том, чтобы разработать новую учебную программу для преподавания казахского языка неносителям языка в мультикультурной среде. В исследовании применяется смешанный подход, сочетающий качественные и количественные методы для всестороннего изучения целей исследования. В частности, среди 50 студентов Университета Нархоз (Нархоз) и Казахстанско-Британского технического университета (КБТУ) был проведен опрос с целью сбора количественных данных о восприятии существующей учебной программы.

Ключевые слова: международная стажировка, программа «Болашак», программа обучения казахскому языку, смешанные методы исследования, структура курсы MELP.

Introduction

The increasing internationalization of higher education has necessitated the development of inclusive and culturally diverse curricula (Haigh, 2002: 49-66). This transition requires a framework for change that incorporates faculty expertise in multicultural and global education (Morey, 2000: 25-39). The rise of the knowledge-based economy has further emphasized the need for global competence, leading to a shift from teacher-centered to student-centered learning (Mok, 2010: 403-410). However, this diversity can also lead to conflict, highlighting the importance of intercultural and interreligious education (Gill, 2016: 483-500). Internationalizing higher education, mainly through partnerships with international universities, has been shown to have significant benefits. These include socio-economic returns, the promotion of change (Horta, 2016: 230-239), and preparing graduates for the demands of society, the economy, and the job market (Jeptoo, 2012: 365-372). The massification and marketization of higher education have further accelerated the need for such partnerships, with universities forming alliances to compete in an increasingly globalized world (Chan, 2004: 32-55). Moreover, international collaborations can positively impact learning-centered curricula, teaching practices, and scholarship initiatives (Hubball, 2011: 35-47). These programs allow students to develop a deeper understanding of global issues and build international professional networks, ultimately preparing them for the global labor market. Research consistently shows that students who participate in internships abroad gain enhanced linguistic skills and a deeper understanding of cultural nuances, communication styles, and professional expectations (Kinginger, 2002: 58-73; Gu, 2015: 947-970; Franklin, 2010: 169-190). Indeed, some studies have demonstrated that the most successful students in learning a second or foreign language excel not only in the technical aspects of the language but also in their ability to participate in intercultural interactions with communicative competence (LaScotte, Peters, 2021: 55-71). Furthermore, the skills and knowledge gained from these experiences are highly valued by employers, making study abroad a priceless asset for career success in the global marketplace.

This study explores the role of the international internship program by Bolashak in enhancing scholars' cultural competence, global career adaptability, and cultural intelligence. Bolashak is a flagship

scholarship program initiated by the government of Kazakhstan in 1993. It aims to sponsor talented Kazakhstani youth to pursue higher education abroad in leading universities worldwide. The program has fostered academic excellence, promoted cultural understanding, and nurtured global perspectives among Kazakhstani students. Participants of the Bolashak program typically undergo academic training, engage in cross-cultural experiences, and develop proficiency in foreign languages. Some scholars emphasized adjusting the program to the country's economic needs, selecting high-quality destination institutions, ensuring transparency, and providing reasons for recipients to return home (Sagintayeva, Jumakulov, 2015: 21-23). A. Del Sordi explored the program's role in promoting development and authoritarian stability (Del Sordi, 2018: 215-231); Bokayev examined the program's effect on mitigating brain drain, observing that although numerous graduates desire to contribute to the development of their home country, they express dissatisfaction with the wage levels available in Kazakhstan (Bokayev, 2020: 25-35). These studies collectively support the program's approach to promoting linguistic diversity and proficiency among its participants.

The paper examines the influence of international internship programs, particularly "500 scholars" by the Bolashak program, on designing language courses. It studies how this program impacts the language curricula by improving students' language skills to meet the needs of global communication and professional standards. This study is essential and original because it provides an overview of how Bolashak's international internship program, "500 Scholars", could influence the design of language course curricula. By exploring this program's prospects, the research generates its potential impact on shaping language education frameworks.

Materials and methods

The research question regarding the course curriculum is: "How do international internship programs contribute to redesigning a course curriculum?" Some possible cautions need to be discussed and scientifically determined by conducting research in the field. Participating in the Bolashak program and studying the course designs at the University of Minnesota was uniquely positioned to investigate how observations from a renowned institution's curriculum can be adapted to enhance language education in Kazakhstan.

As a primary outcome of the internship research agenda, this article aims to analyze the gaps, strengths, and limitations of the existing Kazakh language course curriculum for non-native speakers. It seeks to identify areas for improvement by comparing it with the language course curricula at the UMN.

To address the curriculum content-based issues, the following research objective stages were outlined:

- to study the UMN's approach to designing foreign language teaching curricula tailored to multicultural settings.

- to critically analyze the gaps, merits, and shortcomings of the current Kazakh language curriculum for non-Kazakh speakers by benchmarking it against the UMN's language curricula and identify potential areas for enhancement.

- to develop a new Kazakh Language course curriculum for beginner-level learners.

The study adopts a mixed-methods approach, combining qualitative and quantitative methods, to comprehensively investigate the research objectives. A mixed-methods research approach is well-suited for this comprehensive investigation (Turner, 2017: 243-267). This approach is convenient in primary care research, where it has been used to develop quantitative instruments from qualitative data and to converge information (Creswell, 2004: 7-12). In the longitudinal research, integrating mixed methods is complex and offers a constructive means of investigating changing phenomena (Clark, 2015: 297-319). Precisely, 50 students from Narxoz and KBTU were surveyed to gather quantitative data on perceptions of the existing curriculum. The analysis of this survey data provided statistical evidence to quantify identified gaps and shortcomings, contributing to a deeper understanding of the research questions.

Literature review

The linguistic policy in Kazakhstan, which elevated Russian to the status of a primary language, has significantly impacted the country's linguistic landscape. This policy was influenced by several factors, including the need for inter-ethnic communication and the perceived prestige of Russia (Terlikbayeva, Menlibekova, 2021: 12-22). As C. Lee highlights, the conciliatory language policies implemented in Kazakhstan, such as the compromise of language titles and the soft policy on language requirements, have played a crucial role in maintaining interethnic relations (Lee, 2004: 101-116) However, J. Smagulova states that the policy of Kazakhization, aimed at promoting the Kazakh language, has faced challenges, including the need to balance the linguistic

needs of the population (Smagulova, 2008: 440-475). Despite these challenges, ethnic Russians in Kazakhstan have generally shown a neutral attitude toward using the state languageю

The legacy of Soviet language policies continues to shape language learning patterns in post-Soviet Kazakhstan, with many individuals from Russian-speaking backgrounds showing an interest in learning Kazakh to reconnect with their cultural heritage or adapt to changing societal dynamics. The changing language balance influences this interest in the country, particularly the shift from Russian to Kazakh as the medium of instruction in schools (Fierman, 2006: 98-116). The role of language in shaping ethnic identity and the management class in the Kazakh Autonomous Soviet Socialist Republic is also highlighted by D. Amanzholova (Amanzholova, 2018). Despite the high Russian knowledge level among ethnic minority groups, there is a generally positive attitude toward learning Kazakh (Zharkynbekova, 2015: 289-314). These findings indicate the complex interplay of historical, cultural, and political factors in language learning and identity in Kazakhstan.

Kazakhstan keeps its position as a key player on the international stage by improving its language competency, particularly in Kazakh. The Kazakh language is crucial in preserving and broadcasting cultural heritage and values. It is an essential medium through which the core values of Kazakh culture, such as traditions, hospitality, and language, are expressed (Kuzembayeva, Dmitryuk, 2022: 58-62). This is evident in the linguistic and cultural significance of numerals in the Kazakh language, which contain national codes and help the younger generation respect their history and culture (Ayapova, 2023: 27-33). Furthermore, translating Kazakh literary works into other languages serves as a communication strategy for representing the national culture globally, underscoring the language's pivotal role in facilitating cultural exchange (Akkaliyeva, 2021: 5-13).

The Kazakh language is being taught in diverse cultural settings nationwide and abroad, focusing on multilingual education and developing lingua-cultural competence. Yeskeldiyeva declares that the implementation of teaching multiple languages, including Kazakh, Russian, and English, is a crucial aspect of this effort (Yeskeldiyeva, Tazhibayeva, 2015: 56-64). Developing lingua-cultural competence is essential for successful language learning and intercultural communication (Nurzhanova, 2014: 532-537). The goal is for the entire population to be proficient in Kazakh, with high proficiency in Russian and English as well (Zhumay, 2021: 56-62)

Promoting multilingual content in teaching the Kazakh language is a vital aspect of the curriculum, focusing on developing communicative language skills and incorporating various languages into the education system. This approach is supported by a student-centered methodology, which emphasizes practical application and interaction in a multilingual environment. The lingua-cultural cognitive method has been proposed as a universal model for teaching languages in a multicultural area, focusing on intercultural communicative competence (Kunanbayeva, 2018: 1-10). However, M.A. Klyshbekova stated that there is a need for English language teachers to embrace multilingual practices, such as pedagogical translanguaging, in their classrooms.

The growing interest in studying the Kazakh language among diverse learners necessitates a re-evaluation of the language curriculum (Naraliyeva, 2015: 347-355). This is particularly important in the context of the ongoing modernization of the education system in Kazakhstan (Bekishev, 2013: 594-603). The country's focus on trilingualism, emphasizing Kazakh, Russian, and English, further accentuates the need for a comprehensive and adaptable language curriculum (Gerfanova, 2018: 735-745). The role of the 4C-based approach in teaching the Kazakh language is also highlighted, emphasizing the development of student's critical thinking and independent learning skills (Berkinbayeva, 2023: 81-95). These judgments collectively mark the importance of embracing diversity and adapting to the changing needs of language learners in Kazakhstan's language education system.

A comparison of the UMN language course curricula with the task of designing a Kazakh language course model can draw relevant comprehensions from existing research. G. Nurbekova emphasized the importance of new technologies in teaching word formation in the Kazakh language, suggesting a focus on interactive methods (Nurbekova, 2018: 273-289). K. Yessenbekova highlights the challenges and benefits of English as a Medium of Instruction (EMI) in Kazakhstani higher education, suggesting a need for quality assurance in EMI policy (Yessenbekova, 2022: 141-159). D. Jantassova proposes an integrative approach to teaching English, Kazakh, and Russian languages in technical universities, which could inform the design of a multilingual language course (Jantassova, 2015: 136-141). These studies collectively suggest the potential for a technology-enhanced, multilingual, and dictionary-focused approach in designing a Kazakh Language course model.

Results and discussion

A survey was conducted with a mid-sized sample of students to collect quantitative data regarding their perceptions of the existing curriculum and its effectiveness. The analysis's findings were derived from studying the survey responses of 50 potential learners–international students at two universities in Kazakhstan: Narxoz and KBTU. Statistics were provided to support the research findings and quantify the identified gaps and limitations in the curriculum.

Question 1 (Figure 1). According to the survey results on the current curriculum, 32% of respondents are neutral, indicating that it meets basic expectations but does not excel. However, there is an evident discontent rate of 40%, and others perform a 28% satisfaction rate. This highlights the growing negative perceptions among students, emphasizing the need for improvements. To address these concerns, it is recommended to actively involve students in the development process to gather detailed feedback, review and revise the curriculum, improve course materials and practical applications, and increase overall satisfaction.

For the second survey question (Figure 2), the most valuable aspects of the current course curriculum were cited by 30% of respondents when ranking teaching methods, followed by 24% relevance to specific applications and 20% value assessment methods. While 14% of respondents found the content helpful coverage, 12% saw nothing in the curriculum valuable. These results indicate that while teaching methods and practical implications are strong, there are areas for improvement, particularly in content and addressing disaffected minority issues. Feedback points to the need for a more informed, diverse, and inclusive curriculum that allows for deeper exploration of specific topics and skills and incorporates a variety of teaching methods to enhance student engagement and learning.
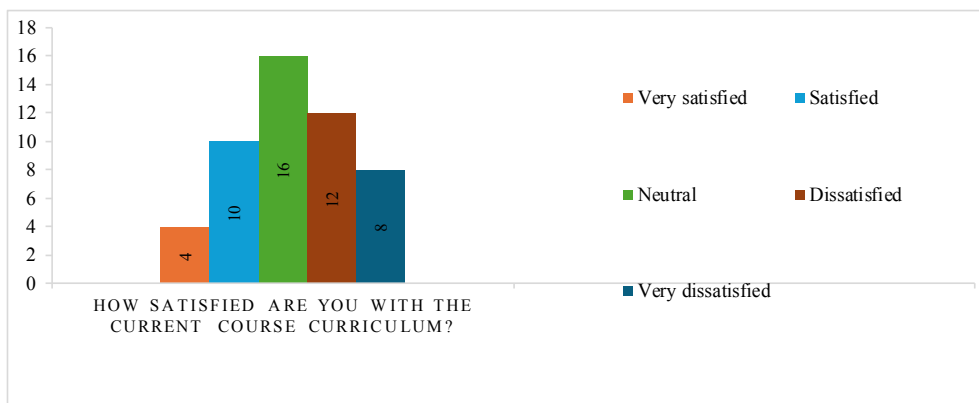

Figure 1 – Statistics to the question: How satisfied are you with the current course curriculum?
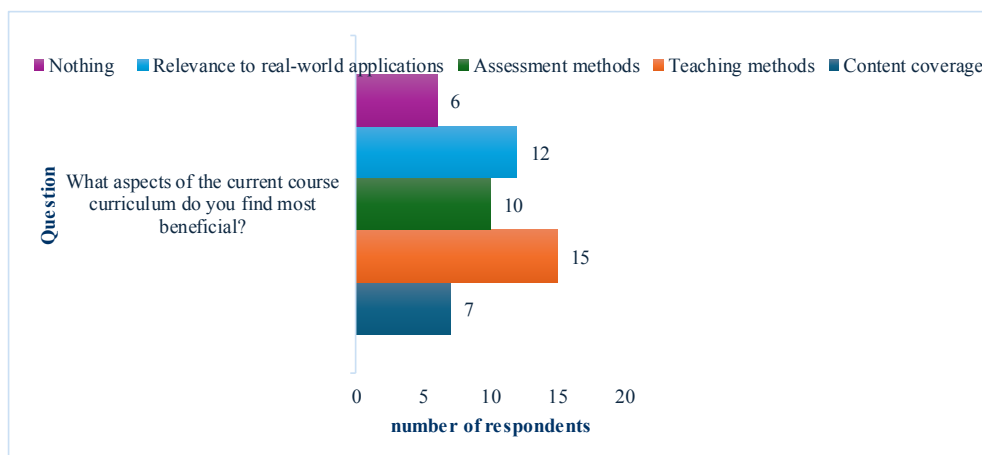

Figure 2 – Statistics to the question: What aspects of the current course curriculum do you find most beneficial?

Regarding the statistics for the third question, the survey on curriculum changes showed that 40% of respondents wanted more practical and authentic applications, 22% wanted to introduce different perspectives and content, and 18% wanted to focus more on specific issues. In addition, 16% of respondents prefer different learning methods, such as hands-on activities and group projects. Only 4 percent of students are satisfied with the current curriculum and do not want any changes. These results indicate that students prefer practical application, inclusiveness, and interactive learning in their curricula.
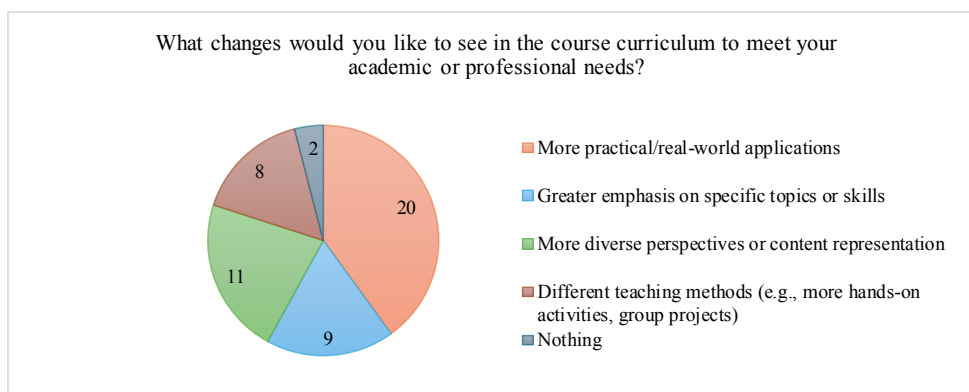

Figure 3 – Statistics to the question: What changes would you like to see in the course curriculum to meet your academic or professional needs?

Indeed, survey respondents provided helpful information about teachers who believed the course curriculum could be improved to better match their academic or professional experience. These findings are critical for informing curriculum development efforts to enhance the overall quality and relevance of the educational experience for students. By addressing identified areas of improvement, curriculum developers at academic institutions can better manage student leadership and expectations, ultimately creating a more effective and engaging learning environment. The survey helped to determine how students and teachers perceive the curriculum and its effectiveness. Quantitative data collection allowed us to evaluate some of the findings and data, providing statistical evidence to support the scope of the study. This tool helps guide efforts to improve research validity and expand research areas.

The survey's final question asked respondents whether they would be willing to participate in focus groups and discuss the strong and weak points of the existing curriculum. Eight of the fifty respondents agreed to continue interviews and meetings in focus groups. Certain sections arrange the research findings (Table 1):

Table 1 – Respondents' comments on the Kazakh course curriculum

Segments	Quotations
Strong points	
Well-designed educational materials (n=2)	"The materials were well chosen according to our level of language proficiency, which allowed beginners like me to learn language concepts more quickly and move forward more effectively.
Complex development of language skills (n=3)	«The course effectively integrates all four language skills – speaking, listening, reading and writing – into the curriculum, focusing more on real communication than memorizing the rules.»
Weak points	
Lack of Real-Life Application (n=5)	«By the end of the course, many of us were still having difficulty communicating and understanding effectively in real social settings, which was a bit frustrating.»

Segments	Quotations
Insufficient Cultural Depth (n=4)	«The opportunities to truly immerse myself in Kazakh customs and etiquette were limited, making it difficult to delve in the language and culture fully.»
Inadequate Multicultural Adaptation (n=7)	«The curriculum seems to be geared mainly towards Russian-speaking learners, which left those from other linguistic backgrounds feeling a bit overlooked and unsupported.»
Outdated Structure (n=3)	"The curriculum seems out of touch with current social trends and does not fully meet the diverse academic needs of students from different communities, leaving some of us feeling left out."

The current Kazakh Language Course Curriculum for A1 learners has been identified as lacking in practical communication skills, which leaves students struggling with real-life communication by the end of the course. While the course effectively integrates the four language skills, it falls short in developing well-rounded fluency. The course does not apply to the needs of learners from different linguistic and cultural backgrounds and strongly emphasizes the Russian-speaking environment. This oversight is flawed because it does not consider the learners' level of first language (L1) proficiency and the diverse academic demands of students in higher education. The curriculum is outdated and does not meet the modern needs of society.

Furthermore, respondents were invited to share personal views on possible changes to the course curriculum. This open-ended approach allowed respondents to provide detailed feedback to inform future curriculum development efforts (Table 2).

Table 2 – Respondents' comments on the development of Kazakh course curriculum

Segments	Quotations
Flexibility and structure (n=5)	«The scheduling of assignments and exams must also be more flexible.»
Interdisciplinary and industry relevance (n=6)	«I believe incorporating interdisciplinary perspectives into the learning process could enrich the learning experience and better prepare students for diverse career paths.» «Keeping course content up-to-date and matched with current industry trends would benefit from collaborating with relevant experts.»
Diversity and inclusion (n=5)	«To present a deeper understanding of the topic, it is vital to include voices from different backgrounds.» «Incorporating more diverse readings and resources into the curriculum would enhance the educational experience.»
Interactive learning (n=7)	«One suggestion I have for future changes is the implementation of more interactive learning opportunities, such as virtual simulations or case studies.»

The interview's initial objective was to comprehensively evaluate the existing curriculum structure to identify its strengths, weaknesses, and potential areas for improvement. There is an urgent need to adapt and expand the curriculum to accommodate learners with different linguistic backgrounds, providing a more inclusive and relevant approach to language teaching. The curriculum needs more interactive activities like role-playing and deeper cultural immersion to improve proficiency. Enhancing the focus on real-world speaking and listening, alongside greater exploration of Kazakh culture, could significantly improve student outcomes.

The survey and interview results establish effective awareness of areas where respondents believe improvements can be made to the course curriculum to better correlate with their academic or professional needs. These findings are crucial for informing curriculum development efforts to enhance the overall quality and relevance of the educational experience for students.

The language course curricula from UMN and KBTU were compared as part of the mixed-methods study. The focus was on the Kazakh language curriculum at KBTU, which is tailored explicitly for non-native speakers at the Beginner level (A1)

and emphasizes first-year students in the English department. The curriculum focuses on practical communication over lectures, integrating speaking, listening, reading, and writing tasks. In-class assessments, home assignments, and independent projects help identify gaps and track progress. Midterms and finals assess students' comprehension through diverse tasks. While the curriculum effectively develops basic language skills, it emphasizes fostering practical proficiency, allowing students to utilize Kazakh for communication and cognitive purposes in real-life contexts (Dosmambetova et al., 2016: 268).

Exploring the language course curricula at UMN in parallel with creating a Kazakh language course model offers a rich source of cognition and inspiration. One notable aspect is the UMN's attention to catering to learners from varied linguistic backgrounds, which enhances accessibility. Examining three language course outlines, we can delve into their fundamental elements: structure, teaching methods, cultural integration, assessment strategies, and adaptability. MELP integrates cultural competence and effective communication across various social and academic contexts. The program is designed to improve essential speaking, writing, reading, and listening skills through sequential tasks.

Focusing on systematic program development, including needs analysis and assessment, ensures that students build upon their skills and knowledge to succeed academically and professionally.

In an oral language lesson, intermediate students work with the book Pathways 2: Listening, Speaking, and Critical Thinking (Fettig, 2018: 228) and the corresponding online book from National Geographic Learning. The semester includes five modules, each ending with a unit test assessing skills such as dictation, vocabulary, pronunciation, listening comprehension, and other aspects covered by the module. Two oral exams are conducted with the teacher, midterm and final, in which students can demonstrate their general knowledge of the English language. Over the semester, students complete three presentations and participate in two graded discussions while working in groups with their classmates. An essential part of the course is community participation: students are expected to use English not only in the classroom but also outside it, interacting with native or fluent English speakers, discussing various topics, and completing tasks associated with such meetings. Additional homework assignments include online workbook exercises (MyELT), vocabulary review, listening and speaking, and other lesson preparation tasks.

Table 3 – Graded activities and assessments of the courses

	The Kazakh Language for International Students elementary (A1) by KBTU			Intermediate Oral Skills Course by MELP, University Of Minnesota	
	Assessment	Points		Assessment	Grade
Midterm 1 (Week 1-8)	In-class assessment	5%		Unit Listening Tests (*5 units*)	35%
	Participation	5%			
	Homework (TSIS)	5%		Major Speaking Assignments (*Presentations, Graded Discussions*)	35%
	SIS	5%			
	Midterm assessment Total	15% 30%		Midterm and Final Oral Exam (*In-person oral exams*)	10%
Midterm 2 (Week 8-15)	In-class assessment	5%		Homework and In-Class Assignments	15%
	Participation	5%			
	Homework (TSIS)	5%		*(Biweekly Speaking/ Listening MyELT (online workbook)*	
	SIS	5%			
	Midterm assessment Total	10% 30%		*Weekly Personal Vocabulary list Other Homework as assigned)* Community Involvement (*Plans and Reflective assignments*)	5%
	Exam (Listening, Reading, Writing, Speaking)	40%			
	Final = MT1 (30+ MT2(30 +Exam(40)	100%		Final	100%

Table 3 outlines the structured evaluation of student performance throughout the course, detailing the weightings of various assessments and calculating the final grade. The two courses exhibit distinct differences in their graded activities and assessment methods. The Kazakh Language for International Students – Elementary (A1) by KBTU assesses students based on components such as in-class assessment, participation, homework (TSIS), SIS with midterm exams, and a final exam contributing to the overall grade. In contrast, the Intermediate Oral Skills Course by MELP at the UMN employs a more diverse approach, incorporating listening five-unit tests, speaking assignments, midterm and final oral assignments with the instructor, biweekly speaking and listening assessments, weekly personal vocabulary lists and additional assigned work in accompanying with community involvement reflective assignment, all of which factor into the final grade calculation.

Furthermore, both courses culminate in a final exam; the UMN's course integrates ongoing assessments throughout the semester, promoting continuous skill development and student engagement. Overall, both approaches offer comprehensive evaluations of student performance but differ in their focus and the scope of assessment activities. MELP offers a comprehensive curriculum to cater to students' language learning needs and requirements. This approach aligns with the systematic program development model proposed by Brown (1994), which encompasses needs analysis, goal-setting, testing, material selection, teaching methodologies, and program evaluation.

Conclusion

Following an in-depth analysis of student needs, educational frameworks, and language teaching objectives, it became evident that a new course structure is required for teaching the Kazakh language to non-native speakers. The research uncovered significant issues within the current Kazakh language curriculum.

The program's primary shortcomings were identified, including its failure to accommodate the diverse linguistic backgrounds of students in multicultural settings. The textbooks, multimedia materials, and program structure do not consider students' first language knowledge, leading to a lack of inclusiveness and efficiency. The curriculum is outdated and mainly targets Russian speakers, failing to meet the needs of students who speak other languages. By comparing the current curriculum with The Language Courses Program, opportunities for enhancing the Kazakh language course's effectiveness and relevance were explored.

The findings highlight the critical need for a new course structure that addresses identified weaknesses and adapts to the evolving needs of students and society. The latest model should prioritize inclusivity, cultural sensitivity, and alignment with modern educational practices and language acquisition goals. This research was supported by the Bolashak international scholarship program, which allowed Kazakh scientists at CEHD to immerse themselves in innovative educational methods at UMN fully. Upon their return to Kazakhstan, they will use their new knowledge to enhance curricula, fostering global collaboration and the exchange of ideas.

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