



## Using Competency Models in Second Language Acquisition: Interactive Technology in the EL Classroom

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### Abstract

The present article investigates the innovative potential of using intercultural competency (IC) models in the language education system and teaching English. Our students need to have an understanding of IC theories that explain the difference in behaviour, lifestyle, business or corporate cultures from different ethnic communities in Kazakhstan. We use the various methods, models and paradigms of teaching English from the perspective of the competence approach which is used as blended learning. Our surveys among the students and teachers show that the learning of IC is a comprehensive educational process, the implementation of which is necessary to make every effort to enhance understanding of the fragments of the picture of the world and of different ethnic groups a) by the inclusion of authentic materials (texts, poems, songs, videos, etc.) in the learning process; b) through the use of active learning (problem tasks, role-playing games), c) by engaging students to different types of extracurricular work (cultural and regional studies quizzes and contests, correspondence with foreign friend, etc) aimed at solving specific problems of acculturation. We have carried out a study on the various programs of intercultural learning from dating Kazakh and Russian with English culture: culture-specific training and cultural education. The aim of our study is to examine the effectiveness of different types of intercultural learning. Hypothesis of the study: the use of active methods of intercultural learning increases the probability of formation of IC.

We have special classes for teaching English to students in the form of cross-cultural training, aimed at developing the skills of IC, tolerance, prevention and overcoming xenophobia and its separate forms for students from different faculties. As direct innovative methods of formation of IC in the English classroom, we use: 1) country-specific studies and cultural commentary to authentic training courses; 2) methodological developments with parallel texts, giving an idea of the Kazakh-Russian-English cross-cultural differences: a) in the field of behavioural (manner of greeting, non-verbal means of communication, etc.), and b) in the field of speech (the basic standards of business correspondence, culture of speech, negotiations), and c) in the field of relationships and perceptions (interpersonal relationships, perception of time and space, individualism and collectivism; attitude; stereotypes, perceptions of the social roles of men and women.

We actively develop and include in the content of the English classes Internet; use blended learning methods (training, role play, discussion, "round tables", "case study") and other interactive technologies.

To conclude, it proposes some suggestions to be considered in order to change the current status quo and yield the desired results in the EL classroom. The results of the study included targeted areas for improvement in programmatic design.