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**ASSESSMENT OF INTERCULTURAL COMPETENCE IN
MULTILINGUALISM**

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Abstract. The article under research deals with intercultural competence and assessment in multilingual process. The article discusses the definitions, key features of intercultural competence, multilingualism and its influence in developing intercultural competence, the aim of assessing intercultural competence, main assessment tools, productivity of multilingualism in intercultural competence. The aim of the article is to provide evidence and demonstrate that students who master foreign languages and multilingual can demonstrate high level of intercultural competence and to show importance and challenges of assessment of intercultural competence.

The research questions of the research focus on defining intercultural competence; giving essential features of intercultural competence; finding out the basic reasons of assessing intercultural competence and approaches that assess intercultural competence; showing the development of intercultural competence as one of the tasks of foreign language learning; and identifying the knowledge and role of multilingualism as an advantage and main contribution to intercultural competence.

The research methods include descriptive, comparative, analytical and pragmatic and cognitive analysis. The results of the research topic center on intercultural competence can be measured but we have to choose the right format, techniques and strategies, it is never complete but can be enriched from continuing experience in class and outside of class, and multilingual individuals have more advantage in forming intercultural competence. The scientific and practical importance of the research is that intercultural competence is discussed from linguistic point of view and it is one of the key competences to be formed in foreign language learning, at the same time, multilingual individuals are easily gaining intercultural competence. Intercultural competence in multilingual process facilitates deep cultural understanding, improved communication skills, access to cultural worldviews, and building authentic relationships.

Keywords: intercultural communication, intercultural competence, multilingualism, assessment, communication behaviors, empathy, awareness, culture

Introduction

The cultural dimension has become a key component today in the acquisition of languages and cultures. In language learning process not only communicative competence is becoming important, but the development of intercultural competent students and language learners. Beginning from the 1970th a lot of scholars (Byram, Jokikokko, Kramch and McConnell-Ginet, Myron & Koester, Brian Spitzberg, Richards & Schmidt, Patridge, Kunanbaeva, Goshlyk, Collier, Hammer, Bennett, Wiseman, Milton, Samovar, Fantini, Han, and others) have been trying to define intercultural communication and intercultural competence from different angles and so, there are several aspects that characterize this concept.

Intercultural competence is understood as an individual's ability to interact appropriately when confronted with different behaviors, attitudes and expectations of representatives of other cultures. Jokikokko (2010) characterizes intercultural competence as an ethical orientation, highlighting morally sound ways of being, thinking and acting within intercultural encounters. Similarly, Kramsch and McConnell-Ginet (1992) claim that in order to be intercultural competent and to study languages from intercultural points of view concentrates first on the target culture, then other cultures, but at the same time an individual respect their own culture in comparison of other cultures.

In this context, foreign or second language education entails cultivating intercultural sensitivity, encouraging learners to develop the capacity to act as cultural mediators, to adopt alternative perspectives. The foreign language learner automatically becomes an intercultural speaker, who is a person that operates as a mediator of symbolic meanings and cultural values. Not only the learner, but also a foreign language teacher assumes the role of intercultural mediator, facilitating the interaction between the native speaker and target cultures to support learners in achieving intercultural communicative competence.

The study of intercultural competence primarily has been motivated by practical concerns. Businesses, government agencies, and educational institutions want to select people for intercultural assignments who will be successful. If a person intercultural incompetent it can lead to unsuccessful business deals, ineffective government projects and unsatisfactory learning experiences of students [1, p. 65].

To gain a better understanding of the notion, it is useful to study several definitions of intercultural competence from different angles. Intercultural competence is an ability to communicate well with people who belong to other cultures. This ability helps an individual to compare cultures, to understand deeper cultural norms and values, to become a specialist in the transit of cultural property [2, p. 30].

Intercultural competence is the ability to manage interactions properly and effectively among individuals across diverse cultural contexts. The effectiveness of intercultural competence depends on national, geographical, linguistic, ethnic,

occupational, gender-related differences, and influences on language use [3, p. 31]. Researchers from the Federation of the Experiment in International Living (FEIL) define intercultural competence as “a complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself” [4]. People who belong to other countries and cultures use a foreign language to communicate well, and this ability is called intercultural competence. Such individuals are capable to interact well and function as mediators between individuals of different cultural origins [5, p. 71].

The concept of intercultural communication competence denotes a person who can exchange information effectively with members of different cultures verbally and non-verbally [6]. It is possible to develop intercultural communication competence at a young age, and it can be developed and improved thanks to willpower and skills. The goal of assessing intercultural competence is to determine whether a person already possesses or has the potential to develop this ability [7, p. 487-501]. Intercultural competence can be defined as the ability to communicate effectively and properly in intercultural situations, drawing upon one’s intercultural knowledge, skills, and attitudes [8].

Having analyzed all these definitions of intercultural competence we can claim that this ability is necessary today in mastering foreign languages and cultures, individuals can be taught to this skill, they interact with people from other cultures relying on their own cultural framework and knowledge of appropriate communicative behaviors.

Empirical studies have identified several core features and factors that constitute intercultural competence. These include *the ability to adapt to different cultures, the capacity to function within diverse social systems, the ability to manage psychological stress, the ability to build and sustain interpersonal relationships, the capacity to facilitate effective communication, and the ability to understand others; awareness of self and culture; awareness of implications of cultural differences; cautiousness; charisma; communication apprehension; controlling responsibility; conversational management behaviors; cooperation; cultural interaction; long-term goal orientation; dependent anxiety; empathy; frankness; interaction involvement; interpersonal flexibility; interpersonal harmony; interpersonal interest; nonverbal behaviors; opinion leadership; task accomplishment; self-confidence; self-consciousness; strength of personality; verbal behaviors* [9, p. 136-149].

Together with definitions of intercultural competence, scholars have also proposed assessment tools to evaluate intercultural communication competence. The purpose of assessing this competence is to check if individuals have such an ability or not, is it needed to develop. There are the reasons that challenge to assess intercultural competence. They might be: no clear consensus on the right and concrete definition of intercultural competence, it possesses multidisciplinary character; intercultural competence is context-dependent as Spitzberg and

Changnon (2009) note, “the same behavior or skill may be perceived as competent in one context but not in another” that no single behavior or skill can be considered universally competent; intercultural competence may not be easily or appropriately evaluated within formal classroom setting.

As the currently developed approaches that assess intercultural competence suggested by researchers, we can name the followings:

- interviews
- portfolios
- questionnaires
- simulation tests or games
- differentiation tasks
- analyzing self-assurance and adaptation tendency
- comparison and contrastive activities, tasks
- case-studies
- performative tasks
- logs
- checklists
- presentations
- personal reflections
- intercultural diary
- essay
- project tasks
- observation
- judgement by self and others
- self-reports
- critical situations [10, p. 456–477].

As we see, all these tools of intercultural competence assessment are mostly qualitative in nature. Assessing intercultural competence is a complex and multifaced process, as its measurement depends on the specific context, situation and nature of relationship which are individuals involved. When assessing intercultural competence, the following ideas are most significant: who conducts assessment, in what context it occurs, for what purpose it is undertaken, and who benefits. It also is important to determine whether evaluation should be conducted once or repeatedly and whether it is a single measurement to evaluate the intercultural competence.

One more aspect of the research is multilingualism and intercultural communication. In intercultural communication, multilingualism plays a main role. Multilingual individuals are more adaptive to reducing misunderstandings in cross-cultural interactions, as they switch between different ways of expressing ideas based on cultural context. Multilingual and intercultural competence is defined as an interpretation of effective and appropriate communication using linguistic and semiotic resources and repertoires in situations and contexts where interculturality and cultures are relevant to the interactants. Multilingual

individuals exhibit greater cognitive flexibility and better emotional regulation, leading to improved intercultural communication. Multilingualism facilitates effective communication across linguistic boundaries, fosters global collaboration and business opportunities, enhances cultural understandings and empathy [11, p. 19-44].

Materials and methods

The research methods include descriptive, comparative, analytical and pragmatic and cognitive analysis. The research methodology is analytical research review of existed ideas on the described topic, and personal viewpoints as the specialist in the given field. The article is fully practical concerns on the essence of intercultural competence in multilingual process and assessment of that competence as one of the key skills in language learning. In the course of study, literature review to define intercultural competence, the aim of assessing intercultural competence was used, and the authors gave scientific justification on the research questions to reveal and suggest certain results.

The research questions based on to define intercultural competence and its features; to clarify how to assess and the purpose of assessing intercultural competence and aspects and challenges of assessing this competence; to underline benefits of multilingualism in forming intercultural competence; and to discuss the interrelation of intercultural competence and multilingualism.

Results and discussion

Multilingual learners can demonstrate high levels of intercultural competence. Students who master foreign languages, and multilingual have a higher intercultural sensitivity due to increased mobility and contact with other cultures. Being multilingual supports and facilitates the development of intercultural competence, especially when accompanied by meaningful intercultural interactions, critical reflection, and cultural immersion. But language alone is not sufficient – Intercultural Competence is a broader, dynamic skillset involving attitudes, awareness, and adaptability. Multilinguals develop sensitivity to how language shapes meaning. They often reflect more on how they say something, not just what they say. Multilinguals often learn to see the world through others' eyes; they grasp multiple frames of reference. They can tolerate ambiguity and switch between cultural lenses; they may develop stronger cross-cultural empathy. Learning a new language often requires understanding contextual behaviors, adjusting communication to cultural expectations. Early exposure to multiple languages can correlate with greater intercultural sensitivity, especially when supported by a culturally diverse environment and reflective learning.

Language learning helps learners to avoid stereotyping individuals, to develop curiosity and openness to otherness and to discover other cultures. Language learning helps them to see that interaction with individuals having different social identities and cultures is an enriching experience. Strong link

between language, culture, identity makes clear that language learning includes cultural learning, and linguistic competences go together with intercultural competences.

Learning foreign languages cultural difference becomes a part of students' everyday life. Such students have a higher intercultural sensitivity due to increased mobility and contact with other cultures. However, studies have shown that in learning foreign languages we cannot develop highly intercultural competence, even when there is a contact with other cultures in the classroom. Language and communication training in the classrooms are not enough to develop intercultural competence. Also, as the studies have shown international schools have other spheres to develop intercultural competence such as lunch breaks, school trips, sport teams which could be environments in which students acquire intercultural competence.

The development of intercultural competence is one of the tasks of foreign language learning and teaching, foreign language teaching can bring a particular contribution. Students experience the capacity to compare their own perspectives, values and social structures with those of other cultures in a tolerant and critical manner, an increase in understanding and strengthening their own identity. As the learning of a foreign language involves acquiring knowledge of one or more other cultures, it gives access to other customs, other ways of thinking, other values. To learn a foreign language means learning to respect the other in his or her otherness, it creates a sense of the relative, and the spirit of tolerance, two values which are particular required today as the school community develops towards being a multicultural community.

Intercultural citizens are people that have greater respect for otherness and a willingness to fight prejudice and intolerance. Students who are interculturally competent are curious, empathic, able to communicate with each other effectively even they have different cultural backgrounds.

Proficiency in foreign language enhances all aspects of intercultural competence, it helps expand and transform our habitual view of the world.

The knowledge of more than one language has many advantages in forming intercultural competence. A person who uses languages frequently has a high level of cognitive empathy. Multilinguals who use different languages on a regular basis tend to be more skillful in conversations, they are able to understand the point of view of the person they are talking to, and this is considered as a sign of being multi-competent. One more fact that if you know more than three languages you will have higher tolerance of ambiguity. Presence of multiple languages in one's mind has effects that go beyond the actual knowledge of the languages themselves, beyond cognitive tasks, multilinguals may be more tolerant individuals and better citizens.

According to Cook and Wei (2016) compared to monolinguals, multilingual individuals have higher metalinguistic awareness, allowing them to alternate between languages.

Jessner (2008) states that multilingual individuals show fluidity while dealing with tasks requiring linguistic competence, at times by mixing or separating languages. Handling rich semiotic resources develops creative thinking skills, interactional competence and sensitivity in communication. A number of scholars as Dewaele & MacIntyre (2014), Henry, Thompson (2017), Ikizer (2018), Dewaele and Botes (2020) indicate that individuals who are fluent in two or more languages enjoy language learning, have less anxiety, have higher motivation, develop social flexibility, social initiative and open-mindedness [12, p. 64-74].

Knowing more than one language greatly contributes to intercultural competence, and in the next table we give key features of junction multilingualism and intercultural competence:

Table 1. Key features of multilingualism in forming intercultural competence

| | |
|---|--|
| Deeper cultural understanding | Learning another language helps to master values, customs, ways of thinking of foreign people. Learners not only master a foreign language but also gain cultural values, norms deeply and develop their cultural understanding. |
| Improved communication skills | Multilingual speakers know and understand how meaning is conveyed, how interpret tone, gestures, context. They are also better prepared to avoid misunderstandings when communication breaks down. |
| Increased empathy and tolerance | A multilingual person is likely to approach cultural diversity with curiosity rather than judgement. It develops empathy and reduces ethnocentrism. They become more tolerant to another values, cultural diversity and communication process. |
| Flexibility and adaptability | A multilingual individual adjusts foreign culture and communication behavior, tone, style to suit the cultural and communication norms of different groups. |
| Broader access to knowledge and relationships | Multilingualism opens access to mass culture (literature, music, history, media, current events) in their original form creating more meaningful intercultural connections than translations. |
| Access to cultural worldviews | Multilingualism gives access to worldview of speakers. Learners learn foreign cultures and people’s cultural logic, way of thinking, how they judge certain phenomena according to their communication and cultural norms. |
| Enhanced communication skills | Multilinguals develop the skills to communicate effectively with foreigners, understand verbal and non-verbal clues, avoid misunderstandings, and behave appropriately in contexts. |
| Building authentic relationships | Multilinguals have an access to authentic vocabulary, speech and communication. They can judge every event not locally but globally. This allows trust and effective connections with people of another culture, strengthens mutual understanding and respect. |

Conclusion

– According to some scholars’ points of view acquiring intercultural competence is cyclical and continuous process and that perfection can never really

be reached. We cannot assess intercultural competence at all. This process is not complete; an individual continues to experience the competence confronting with different intercultural factors.

- Intercultural communicative competence can be measured, but we should be sure what to assess, what sort of test is appropriate to our purpose, what format, techniques and strategies are appropriate. Self-awareness and self-assessment are not good tool to assess intercultural competence.

– Intercultural competences can be acquired outside of the foreign language classroom. Outside social activities are more helpful to interact interculturally. Intercultural competences take time to develop and their benefits appear later on in life.

– We cannot form or build intercultural competence only in foreign language classes, the simple awareness about intercultural competences is not enough to act in an interculturally competent way.

– According to the opinions of experts we assess critical thinking, deep cultural knowledge, in intercultural competence development.

– In order to test intercultural competence teachers should teach “deep learning” but not “shallow learning” about cultures.

– Multilinguals have many advantages in forming intercultural competence as they are able to understand foreign conversation easily, they have cognitive awareness, can come to contact easily, they are tolerant. They have an ability to understand others, show empathy, frankness, and right verbal behaviors in communication process.

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КӨПТІЛДІЛІК ЖАҒДАЙЫНДАҒЫ МӘДЕНИЕТАРАЛЫҚ ҚҰЗЫРЕТТІЛІКТІ БАҒАЛАУ

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Аңдатпа. Зерттеп отырған мақалада мәдениетаралық құзыреттілік және оны көптілділік үдерісіндегі бағалау қарастырылады. Мақалада мәдениетаралық құзыреттіліктің анықтамалары, негізгі ерекшеліктері, көптілділік және оның мәдениетаралық құзыреттілікті дамытуға әсері, мәдениетаралық құзыреттілікті бағалау мақсаты, бағалаудың негізгі құралдары, мәдениетаралық құзыреттіліктегі көптілділіктің артықшылықтары қарастырылады. Мақаланың мақсаты – шетел тілдерін меңгерген және көптілді құзыреттерге ие студенттердің жоғары деңгейде мәдениетаралық құзыреттілікке ие екенін негіздеу, сондай-ақ мәдениетаралық құзыреттілікті бағалаудың маңыздылығын ашып көрсету және оған қатысты мәселелерді айқындау.

Зерттеу сұрақтары мәдениетаралық құзыреттілікті анықтауға

бағытталған; мәдениетаралық құзыреттіліктің маңызды белгілерін беру; мәдениетаралық құзыреттілікті бағалаудың негізгі себептерін және мәдениетаралық құзыреттілікті бағалайтын тәсілдерді анықтау; мәдениетаралық құзыреттілікті дамытуды шет тілін оқыту міндеттерінің бірі ретінде көрсету; және мәдениетаралық құзыреттіліктің артықшылығы және негізгі үлесі ретінде көптілділік бойынша білім мен рөлін анықтау.

Зерттеу әдістеріне сипаттамалық, салыстырмалы, аналитикалық және прагматикалық және когнитивтік талдау кіреді. Зерттеу нәтижесі ретінде мәдениетаралық құзыреттілікті өлшеуге бағалауға болады, бірақ дұрыс форматты, әдістерді және стратегияларды таңдауымыз керек, ол ешқашан толық бағалана алмайды, бірақ оны дәрісте және дәрістен тыс дамытуға болады және көп тілді меңгерген тұлғалар мәдениетаралық құзыреттілікті қалыптастыруда көбірек артықшылықтарға ие деп айта аламыз. Зерттеудің ғылыми-тәжірибелік маңызы – мәдениетаралық құзыреттілік лингвистикалық тұрғыдан қарастырылады және ол шет тілін оқытуда қалыптасатын негізгі құзыреттердің бірі болады, сонымен бірге көптілді тұлғалар мәдениетаралық құзыреттілікке оңай ие болады. Көптілділік үдерісіндегі мәдениетаралық құзыреттілік мәдениетті терең түсінуге, коммуникативті дағдыларды жақсартуға, мәдени дүниетанымға қол жеткізуге және шынайы қарым-қатынастарды құруға мүмкіндік береді.

Тірек сөздер: мәдениетаралық коммуникация, мәдениетаралық құзыреттілік, көптілділік, бағалау, коммуникативтік мінез-құлық, эмпатия, қабылдау, мәдениет

ОЦЕНИВАНИЕ МЕЖКУЛЬТУРНОЙ КОМПЕТЕНТНОСТИ В УСЛОВИЯХ ПОЛИЯЗЫЧИЯ

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В статье рассматриваются межкультурная компетентность и его оценка в многоязычном процессе. В статье рассматриваются определения, ключевые характеристики межкультурной компетентности, мультилингвализм и его влияние на развитие межкультурной компетентности, цели оценки межкультурной компетентности, основные инструменты оценки, продуктивность мультилингвализма в межкультурной компетентности. Цель статьи заключается в обосновании того, что студенты, владеющие иностранными языками и обладающие многими языковыми компетенциями, характеризуются высоким уровнем межкультурной компетентности, а также в раскрытии значимости и выявлении проблем, связанных с оценкой межкультурной компетентности.

Исследовательские вопросы статьи сосредоточены на определении межкультурной компетентности; раскрытии сущностных характеристик межкультурной компетентности; выявлении основных причин оценки межкультурной компетентности и подходов к ее оценке; раскрытии развития межкультурной компетентности как одной из задач изучения иностранного языка; и выявлении знаний и роли мультилингвализма как преимущества и основного вклада в межкультурную компетентность.

Методы исследования включают описательный, сопоставительный, аналитический, прагматический и когнитивный анализ. Результаты исследования выявляются в том, что, межкультурную компетентность можно измерить, но необходимо выбрать правильный формат, методы и стратегии. Оценивание никогда не бывает полным, но может быть обогащено постоянным опытом в аудитории и вне его. Многоязычные люди имеют больше преимуществ в формировании межкультурной компетентности. Научное и практическое значение исследования заключается в том, что межкультурная компетентность рассматривается с лингвистической точки зрения и является одной из ключевых компетенций, формируемых в процессе изучения иностранного языка. В то же время многоязычные люди легко приобретают межкультурную компетентность. Межкультурная компетентность в многоязычном процессе способствует глубокому культурному пониманию, улучшению навыков общения, доступу к культурным мировоззрениям и построению аутентичных отношений.

Ключевые слова: межкультурная коммуникация, межкультурная компетенция, полиязычие, оценивание, коммуникативное поведение, эмпатия, осознание, культура

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