Abstract
The role of international internship programs in fostering global collaboration, cultural exchange, and human development is crucial. The "500 Scholars by Bolashaq" is the best program in Kazakhstan for scientists to develop research expertise. Being awarded the Bolashaq scholarship is a great pleasure for Kazakhstani scholars. The "500 Scholars by Bolashaq" is a great opportunity for Kazakhstani scholars to develop research skills in the USA, at the University of Minnesota. The study aims to conduct research in multicultural settings. This study adopts a mixed-methods research approach to comprehensively examine the existing Kazakh language course curriculum. The analysis of interview data provided evidence to identify gaps and shortcomings in the curriculum. This study contributes to a deeper understanding of the research questions.

Introduction
In 1993, the Kazakhstani government presented the Bolashaq scholarship program, aimed at developing the skills and knowledge of Kazakhstani students by providing them with scholarships for study abroad, particularly in countries with a reputation for global centers of excellence. In the multicultural and diverse language backgrounds; other language program curricula (such as Arabic, French, Chinese, Russian, etc.) at the University of Minnesota can also be compared to determine trends across foreign language programs.

Research Question:
How do international internship programs contribute to designing a course curriculum?

Research Objectives:
- To analyze the gaps in the existing Kazakh language course curriculum for non-Kazakh speakers, its merits and shortcomings, and what can be improved by comparing it with the University of Minnesota language course curricula.
- To study the approaches taken at the University of Minnesota in designing foreign language teaching curricula in multicultural settings;

Findings
Determined the gaps in the Kazakh language course curriculum for non-Kazakh speakers, its merits and shortcomings:
- The curriculum was primarily designed for Russian-speaking environments.
- The curriculum was focused on teaching the Kazakh language, its merits and shortcomings, and what can be improved by comparing it with the University of Minnesota language course curricula.
- The curriculum was primarily designed for Russian-speaking environments.

Conclusion
Visiting scholars from Kazakhstan at CEHD have the opportunity to study and observe educational practices at the University of Minnesota. By integrating insights gained from international experiences, I have an opportunity to enrich the Kazakh language curriculum with real-world relevance and global perspectives. By bringing best practices back home, I can contribute to the improvement of the course curriculum and instructional quality.

Reference
4. Venn diagram of the courses via Venn diagram

Table 1. Grading and assessment methods.

Table 2. Graded activities and assessments of the courses.

Survey of Current and Former Students (30 respondents)

Quantitative Data and Analysis

Analysis of interview data provided evidence to identify gaps and shortcomings in the curriculum. This study contributes to a deeper understanding of the research questions.

Research design:
Exploratory Sequential Mixed Methods Design: Quantitative Survey and Qualitative Comparison of Course Syllabi

Designing language course curriculum: Impacts of international internship programs
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