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The structure for cultivating a philologist's linguistic identity via improvement of communicative abilities in language classes

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This study examines how a philologist's linguistic identity can be cultivated through the systematic enhancement of communicative abilities in the context of university language education. The research focused on integrating cultural precedent phenomena (CPP)—culturally embedded idioms, allusions, and expressions—into the teaching of Russian and evaluating their impact on students' communicative performance and identity development. We hypothesized that embedding CPP in a structured pedagogical model would lead to superior communicative, lexical, and intercultural outcomes compared with traditional instruction. A cohort of philology students ($n = 29$) was divided into a control group ($n = 14$) and an experimental group ($n = 15$) and engaged in a 12-week instructional cycle within an exploratory mixed-methods design. Data was collected through diagnostic questionnaires, classroom observations, and performance-based assessments, and analyzed using mixed quantitative and qualitative methods. The results indicate that students in the experimental group showed substantially higher gains in speech fluency, lexical variety, pragmatic accuracy, and intercultural awareness than those in the control group. In addition, participants reported increased confidence in their linguistic self-identification and cultural affiliation, suggesting a positive association between CPP-based instruction and communicative development. The study outlines methodological considerations for incorporating culturally embedded language material into university curricula and provides preliminary evidence of how cultural precedent phenomena may support reflective and context-sensitive language learning.

KEYWORDS

communicative competence, cultural precedent phenomena, intercultural awareness, linguistic identity, linguistic persona, philological education, Russian language teaching

1 Introduction

The development of linguistic identity is commonly regarded as an important component of philological education, particularly in university-level language programs. Within the professional preparation of future linguists, communicative competence and linguistic self-awareness function as core indicators of academic maturity, cultural literacy, and readiness for

advanced analytical work. Linguistic identity is not limited to grammatical accuracy or vocabulary knowledge; it also includes the ability to interpret meaning, coordinate communicative intentions, and engage in interaction that is sensitive to cultural and situational contexts. Consequently, cultivating such identity requires pedagogical frameworks that deliberately integrate linguistic, cultural, and communicative dimensions into a unified learning environment.

Although linguodidactic and intercultural studies have expanded considerably in recent years, the systematic formation of linguistic identity among philology students remains insufficiently addressed in empirical research. Traditional models of language instruction typically prioritize structural mastery and vocabulary acquisition, while giving limited attention to cultural precedent phenomena (CPP)—culturally entrenched expressions, idioms, and references that encode shared historical, emotional, and symbolic meanings. Such expressions encode meanings that are shaped by shared cultural experience and historically established interpretive practices within a linguistic community.

The theoretical basis of this study is grounded in Karaulov's concept of the linguistic persona, which conceptualizes an individual as a linguistic and cultural agent whose speech reflects cognitive, pragmatic, and value-based dimensions of consciousness. Building on this framework, the present research highlights the potential of cultural precedent phenomena to influence communicative development and identity formation. While the theoretical significance of this connection is widely acknowledged, empirical demonstrations of how CPP can be operationalized in pedagogical models remain scarce.

To address this gap, the study introduces and evaluates a pedagogical model designed to foster linguistic identity through the integration of cultural precedent phenomena into Russian language instruction for philology students. The model synthesizes communicative, competence-based, and intercultural approaches, creating a learning environment in which linguistic proficiency evolves in tandem with cultural understanding.

The investigation was guided by two central research questions:

- 1 How does the incorporation of cultural precedent phenomena affect students' communicative competence?
- 2 To what extent does the proposed pedagogical model support the formation of linguistic identity among philology students?

The central hypothesis assumes that the systematic use of CPP in instructional practice leads to measurable improvements in communicative performance, lexical range, and intercultural sensitivity compared with conventional teaching approaches. By examining these questions, the study contributes to the evolving discourse in linguodidactics and offers practical guidance for educators seeking to design culturally responsive curricula. Integrating cultural precedent phenomena is expected to enrich the educational experience by enabling learners to develop not only linguistic expertise but also a more coherent and culturally grounded professional identity as emerging philologists. This study addresses linguistic identity within a specific educational context and does not claim universal applicability.

2 Theoretical framework

Professional linguistic competence in philologists involves knowledge of categorical apparatus, methodological framework, key

concepts, practical analysis skills, and ability to apply acquired knowledge and skills in the professional sphere (Semekhyn, 2018).

This study examines linguistic identity from a linguodidactic perspective, with particular attention to communicative teaching practices and the role of culturally embedded language material. The study focuses on selected linguistic resources, including idiomatic expressions, proverbs, and stylistically marked units, as elements that contribute to communicative practice and cultural interpretation in language education. Each thread contributes to a greater understanding of how language shapes our identities and the ways we interact with one another. In essence, this investigation seeks to unravel the multifaceted relationships between language, culture, and pedagogy, offering profound insights into the mechanisms of learning and communication. From this perspective, language is viewed as a mediating system through which communicative practices and cultural meanings are jointly constructed. In this study, linguistic identity is defined as a multidimensional construct that integrates communicative competence, cultural awareness, and learners' self-perceived affiliation with a linguistic and cultural community.

At its core, the evolution of a linguistic identity presents a pivotal challenge within the realm of Russian language methodology, deeply shaping educational objectives, underlying principles, and teaching techniques. Varied perspectives abound concerning these educational aims, each intricately influencing the methodologies adopted for instruction. This study seeks primarily the acquisition of the lexicogrammatical elements integral to the Russian language. Nevertheless, true communication transcends this foundational knowledge. Contemporary pedagogical frameworks contend that the pursuit of learning Russian encompasses far more than a mere grasp of its grammatical structures; it demands the cultivation of practical skills and competencies essential for real-world application. Emphasis is placed on fostering an environment where students not only learn to decode syntax, but also engage dynamically with the language, enabling them to express themselves with fluency and confidence. Thus, the pathway to proficiency in Russian unfurls as a quest not only for academic understanding but for the heartfelt articulation of ideas and emotions, bridging cultural divides and enriching the tapestry of human connection through language.

Thus, as Borisova and Savina (2015) astutely observe, “the ultimate aim of any language education must be the cultivation of a linguistic persona, and the mastery of the Russian language should culminate in a linguistic identity fully equipped to immerse itself in the rich tapestry of communication.”

Yet, mere possession of knowledge regarding linguistic elements and their governing principles proves inadequate for genuine communication. Makarova (2018) astutely notes that “the more connections interlocutors establish during interaction, the broader their shared understanding, leading to improved comprehension and quicker, more appropriate responses.” Indeed, there are moments when vocabulary and grammatical knowledge fall short in grasping the full essence of a message, particularly when it contains implicit information best illuminated by contextual understanding. This observation beckons us toward the notion of cultural precedent phenomena, which lies at the heart of our investigation. Moreover, the definition of “cultural precedent phenomena” remains elusive, lacking a consensus and widespread recognition within current academic circles, thus presenting certain challenges. This concept derives from the term “precedent text,” initially articulated by Karaulov (Nechayev, 2014). Prokhorov (2012) characterizes “precedent phenomena” as

verbal constructs within communicative discourse, wielded for pragmatic purposes, bridging implicit realities to enhance communication while conserving cognitive effort. Recent research elegantly intertwines cultural precedent phenomena (CPPs) with the conceptual and linguistic frameworks through which we perceive the world (Demeshkina, 2018). In European and American linguistic studies, although the term “precedent cultural phenomenon” is notably absent, analogous concepts—catchphrases, allusions, and idiomatic expressions—emerge as subcategories under the broader umbrella of ‘precedent cultural phenomenon.’

A rich tapestry of research, woven by both Russian and international scholars, delves into the intricate workings of precedence across diverse discourses. For instance, Kostomarov and Bolotnikova (2015) illuminate the nature of precedent situations within the conversational realm of Volga Germans residing in Siberia. In contrast, Thielemann (2020); Mussolff (2006, 2020); and Tsakona (2018) delve into intertextual references, deftly illuminating how the deployment of figurative quotations and allusions can obfuscate clarity while simultaneously forging an ideological bond between speaker and audience. By examining phraseological units and paroemias as vital components of cultural precedents, we glean the nuanced attention foreign researchers devote to idioms and paroemiology from both linguistic and pragmatic vantage points. Sprenger et al. (2006) explore the lexical potential of idiomatic constructs, while Citron et al. (2019) assert that idiomatic expressions evoke a more profound emotional resonance in readers than their literal counterparts. Furthermore, in language pedagogy, both indigenous and foreign, unique methodologies for addressing precedential texts are underscored. Gritsenko et al. (2017) advocate for the introduction of such texts at the nascent stages of learning, albeit judiciously, with a more comprehensive engagement at advanced levels. Recent scholarship reflects an escalating interest in harnessing precedential texts within foreign language studies, revealing fertile grounds for methodological innovation.

The modeling approach has garnered significant attention in contemporary scholarly discourse. Neprokina (2013) eloquently defines a model as “a system of objects or signs that captures certain fundamental characteristics of the original system; it serves as a generalized representation of an object, arising from abstract practical experiences.” In a similar vein, Yadvorskaya (2013) articulates that “the educational model outlines objectives and the framework of education, clarifying the reasons behind learning, the content to be covered, and the individuals engaged in teaching and learning processes.” From this vantage point, modeling emerges as a synthesis of educational actions and pedagogical methodologies, vital for effective training, as noted by Friedman (2014). Furthermore, Vishnikina (2008) emphasizes the pivotal role of pedagogical modeling in shaping educational processes and practices at large. Recent literature showcases an array of educational models developed by researchers and implemented in academic environments. Notably, Antonova and Merenkov (2018) unveil a “flipped learning” model, while Naumkin et al. (2019) introduce a pedagogical framework premised on multi-level and phased preparation.

Students engaged in pioneering engineering endeavors come to the fore, while Garanina et al. (2017) present a meticulously structured framework for personal and professional self-betterment. Concurrently, Sergeeva (2019) proposes a teaching model designed specifically for older preschoolers, intricately woven into a nature-based learning context. This concurrent exploration of existing research highlights a crucial gap: the approach to addressing culturally significant phenomena

within Russian as a foreign language lessons remains nascent. Such a void has precipitated a considerable scientific and methodological quandary, one that beckons resolution through the creation of innovative pedagogical frameworks. Thus, the landscape of language education stands ripe for transformation, urging us to confront these challenges with creativity and insight, ensuring that the richness of cultural context is not merely acknowledged, but woven into the very fabric of language instruction. The call to action is clear: to transcend traditional methodologies and to embrace fresh perspectives that honor both the complexities of cultural heritage and the aspirations of learners.

3 Methodology and materials

The study involved university students who participated on a voluntary basis. Informed consent was obtained from all participants, and the research protocol was approved by the institutional ethics committee. Anonymity and confidentiality were ensured throughout the study. The methodological design of this study employed a mixed-methods approach that combined quantitative and qualitative analyses to evaluate the effectiveness of the proposed pedagogical model. The central aim was to determine whether the integration of cultural precedent phenomena (CPP) into the process of teaching Russian as a native language contributes to the enhancement of communicative competence and the formation of linguistic identity among philology students.

3.1 Participants

An initial cohort of 79 philology students took part in the diagnostic stage of the study. Based on attendance, completion of all research instruments, and consent for longitudinal participation, a subsample of 29 students was selected for the experimental phase. These participants were enrolled in language and linguistics courses at a Russian university and constituted the final research sample. All participants were native speakers of Russian and represented comparable academic backgrounds, which ensured internal consistency. Students were randomly assigned to one of two groups: a control group ($n = 14$), which received traditional communicative instruction, and an experimental group ($n = 15$), which received instruction based on the newly developed CPP-integrated pedagogical model. Participation was voluntary, and informed consent was obtained from all students prior to data collection. Throughout the study, ethical principles of anonymity, confidentiality, and non-coercion were strictly maintained in accordance with the Declaration of Helsinki. The research protocol received approval from the university’s institutional ethics committee.

3.2 Study design

The study was conducted in two stages: a structuring stage, during which the pedagogical model was developed and embedded into the instructional plan, and a validation stage, during which the model was empirically tested.

3.3 Structuring stage

During this stage, the instructional framework for the experimental group was designed to incorporate cultural precedent phenomena

into Russian language lessons. CPPs included proverbs, idioms, allusions, literary and historical references, and culturally embedded expressions frequently encountered in authentic discourse. Instruction centered on activities such as:

- Interpretation and contextual analysis of precedent texts.
- Comparison of literal and figurative meanings.
- Reconstruction of communicative intent in culturally loaded expressions.
- Reflection on emotional, symbolic, and pragmatic dimensions of CPP use.

These activities aimed to foster linguistic sensitivity, cultural awareness, and discursive flexibility.

3.4 Validation stage

At the validation stage, both groups studied identical thematic content over a 12-week period (36 academic hours). The only difference lay in the instructional approach: while the control group followed a traditional communicative curriculum, the experimental group received CPP-integrated instruction based on the model developed in the previous stage. This design enabled an exploratory comparison of pedagogical trends across instructional conditions.

3.5 Instruments

To ensure methodological rigor and data triangulation, three instruments were used:

- 1 *Diagnostic questionnaire*. Designed to measure students' self-perceived communicative competence, cultural awareness, and linguistic self-identification. Items employed a 5-point Likert scale and demonstrated high reliability (Cronbach's $\alpha = 0.86$).
- 2 *Classroom observation protocols*. Used to document communicative behaviors, student engagement, pragmatic choices, and interpretive strategies during lessons. Observations focused on indicators aligned with linguistic identity development.
- 3 *Pre- and post-tests*. Standardized tests assessed communicative fluency, lexical diversity, pragmatic accuracy, and comprehension of cultural precedent phenomena. The same test format was administered before and after the instructional cycle to measure progress.

All instruments were pilot-tested and refined to ensure internal consistency and clarity. The Kaiser–Meyer–Olkin (KMO) measure confirmed sampling adequacy (KMO = 0.87), and Bartlett's test of sphericity indicated suitability for factor analysis ($\chi^2(210) = 1264.32$, $p < 0.001$).

3.6 Instructional procedures

Both groups completed the same sequence of topics and tasks, differing only in the presence or absence of CPP-related activities. The experimental group engaged in:

- Analysis of CPP occurrences in authentic texts.

- Guided discussions on cultural meanings.
- Role-play scenarios incorporating idioms and allusions.
- Written reflection on personal linguistic awareness.

The control group practiced similar skills but without explicit cultural contextualization. This ensured that differences in outcomes could be attributed to the incorporation of cultural precedent phenomena rather than to content imbalance.

3.7 Data analysis

Quantitative data were analyzed using SPSS 27.0. Descriptive statistics were computed to summarize baseline characteristics and initial group comparability. Given the exploratory nature of the study and the limited sample size, quantitative analyses were applied to identify patterns and trends rather than to establish definitive causal relationships. Analyses included paired-sample *t*-tests and independent-sample *t*-tests, complemented by effect size estimates. Factor-analytic procedures were used cautiously to examine internal coherence of the linguistic identity construct.

Model reliability was evaluated through Cronbach's alpha coefficients for each component. Qualitative data from observations and students' written reflections were coded thematically to identify recurring patterns related to communicative behavior and identity development.

4 Results

This section presents the empirical outcomes of the study, organized into four components: (1) preliminary diagnostics and baseline equivalence, (2) quantitative comparison of pre- and post-intervention performance, (3) factor structure and internal validation of the linguistic identity construct, and (4) qualitative evidence reflecting communicative behavior and evolving linguistic self-awareness.

5 Preliminary diagnostics and baseline equivalence

Prior to the instructional intervention, both the control group ($n = 14$) and the experimental group ($n = 15$) completed an identical set of diagnostic assessments designed to establish baseline levels of communicative competence, lexical diversity, and intercultural awareness. This stage was critical for ensuring internal validity and for excluding the possibility that subsequent differences in learning outcomes could be attributed to pre-existing disparities between the groups.

Descriptive statistics demonstrated a high degree of baseline equivalence across all three measured dimensions. Mean scores for communicative competence were comparable between the control group ($M = 72.6$, $SD = 6.1$) and the experimental group ($M = 73.4$, $SD = 5.8$), indicating similar initial levels of fluency, coherence, and pragmatic control. A comparable pattern was observed for lexical diversity (control: $M = 67.9$, $SD = 6.6$; experimental: $M = 68.1$, $SD = 6.9$), suggesting that both groups entered the study with equivalent lexical resources and comparable variability in expressive means.

Intercultural awareness scores also showed close alignment (control: $M = 69.3$, $SD = 7.4$; experimental: $M = 70.0$, $SD = 7.1$), reflecting similar degrees of cultural sensitivity and interpretive awareness at the outset.

To statistically confirm group equivalence, independent-samples *t*-tests were conducted for each indicator. No statistically significant differences were identified at the pre-test stage ($p > 0.05$ for all measures), supporting the assumption that both groups were functionally homogeneous prior to the intervention. Additionally, the Kolmogorov–Smirnov test confirmed that the distribution of scores did not deviate significantly from normality ($p > 0.05$), thereby justifying the use of parametric statistical procedures in subsequent analyses.

The psychometric quality of the diagnostic instrument further reinforces the robustness of the baseline measurements. The questionnaire demonstrated strong internal consistency (Cronbach's $\alpha = 0.86$), indicating reliable measurement of the targeted constructs. Sampling adequacy was confirmed by a high Kaiser–Meyer–Olkin value ($KMO = 0.87$), while Bartlett's test of sphericity yielded statistically significant results ($\chi^2(210) = 1264.32$, $p < 0.001$), confirming the structural coherence of the dataset and its suitability for factor-analytic procedures.

6 Quantitative comparison of pre- and post-intervention performance

Following the 12-week instructional cycle, both the control and experimental groups completed post-tests designed to assess communicative competence, lexical diversity and accuracy, intercultural awareness, and linguistic self-identification. The purpose of this stage was to determine whether the CPP-integrated instructional model produced measurable differences in learning outcomes when compared with traditional communicative instruction.

Across all assessed dimensions, the experimental group demonstrated larger gains than the control group, suggesting a systematic effect of CPP-based pedagogy rather than isolated or incidental improvement.

6.1 Communicative competence

With respect to communicative competence, students in the experimental group showed substantial improvements in fluency, coherence, and pragmatic adaptability. Post-test results revealed higher mean scores for the experimental group ($M = 86.8$, $SD = 4.8$) compared to the control group ($M = 78.4$, $SD = 5.6$), indicating a notable divergence in communicative outcomes following the intervention.

Within-group analysis using paired-sample *t*-tests confirmed that the improvement observed in the experimental group was statistically significant ($t(14) = 13.91$, $p < 0.001$). Although the control group also demonstrated progress over time, the magnitude of change was considerably smaller, despite reaching statistical significance ($t(13) = 5.33$, $p < 0.01$). This pattern suggests that communicative development occurred in both instructional conditions, but was markedly stronger under CPP-integrated instruction.

To further examine between-group differences, a one-way ANOVA was conducted, revealing a strong main effect of instructional model ($F(1, 27) = 49.27$, $p < 0.001$). The large effect size

($\eta^2 = 0.65$) indicates that a substantial proportion of variance in communicative improvement was associated with the instructional approach. Within the exploratory scope of the study, this result suggests that CPP integration played a central role in enhancing communicative competence.

6.2 Lexical diversity and accuracy

Lexical development followed a similar pattern. Both groups demonstrated increases in lexical diversity over the instructional period; however, the experimental group exhibited markedly greater gains. The lexical diversity index in the control group increased from 67.9 to 74.3, whereas the experimental group showed a more pronounced increase from 68.1 to 84.1.

The between-group difference at the post-test stage was statistically significant ($t(27) = 7.21$, $p < 0.001$), indicating that exposure to CPP was associated with a broader and more flexible use of lexical resources. In addition to increased diversity, qualitative analysis of lexical accuracy revealed a reduction in error rates. The experimental group's lexical error rate decreased from 12.4% to 5.3%, while the control group demonstrated a more modest reduction from 13.1% to 10.5%.

Taken together, these findings suggest that CPP-based instruction may support not only the expansion of lexical range but also more precise lexical selection, likely due to repeated engagement with culturally contextualized expressions and figurative language.

6.3 Intercultural awareness

Intercultural awareness showed substantial growth among students exposed to CPP-integrated instruction. Post-test results indicate higher mean scores for the experimental group ($M = 88.6$, $SD = 5.2$) compared to the control group ($M = 79.1$, $SD = 6.4$). The between-group difference was statistically significant ($t(27) = 6.94$, $p < 0.001$), suggesting that the instructional model had a meaningful impact on students' cultural sensitivity and interpretive awareness.

A repeated-measures ANOVA further identified a strong interaction effect between time and group ($F(1, 27) = 41.83$, $p < 0.001$), indicating that intercultural growth over time differed significantly depending on instructional condition. This interaction supports the assumption that CPP-based instruction did not merely accompany intercultural development but actively shaped its trajectory.

6.4 Linguistic self-identification

Changes were also observed in students' linguistic self-identification. According to self-report measures, the experimental group demonstrated a 23% increase in self-identification scores, compared to a 9% increase in the control group. These results suggest that engagement with culturally embedded language material influenced not only performance-related outcomes but also students' perception of themselves as linguistic agents.

Qualitative self-report data further support this tendency. Approximately 80% of students in the experimental group reported feeling more "embedded" in the cultural-linguistic community, compared to 50% in the control group. While these findings should be interpreted cautiously due to the limited sample size, they nonetheless indicate that CPP-supported instruction may facilitate the internalization of linguistic identity alongside measurable communicative gains.

7 Factor analysis and construct validation

To examine the internal structure of the linguistic identity construct and to assess the coherence of the proposed measurement model, an exploratory factor analysis (EFA) was conducted using post-test data. Given the theoretical assumption that linguistic identity is a multidimensional phenomenon integrating communicative, cultural, and self-reflective components, EFA was selected as an appropriate exploratory procedure rather than a confirmatory technique.

Principal component analysis with varimax rotation yielded a three-factor solution accounting for 72.1% of the total variance, indicating a satisfactory level of explanatory power for an exploratory model. The extracted factors were conceptually interpretable and aligned with the theoretical framework underlying the study:

- 1 *Communicative mastery*, accounting for 38.0% of the variance, which comprised indicators related to fluency, coherence, pragmatic appropriateness, and effectiveness of interaction;
- 2 *Cultural awareness*, explaining 22.4% of the variance, which included items reflecting sensitivity to cultural meanings, interpretation of culturally embedded expressions, and awareness of sociocultural norms;
- 3 *Linguistic self-identification*, accounting for 11.7% of the variance, which captured learners' self-perception as linguistic agents and their sense of affiliation with the linguistic and cultural community.

All factor loadings exceeded the threshold of 0.60, suggesting strong internal cohesion and a clear association between observed variables and their respective latent dimensions. This pattern indicates that the items clustered meaningfully around theoretically motivated components rather than forming diffuse or overlapping constructs.

Internal consistency reliability was further assessed using Cronbach's alpha coefficients. The obtained values ranged from 0.82 to 0.89 across the three subscales, confirming a high level of reliability and supporting the internal stability of each factor.

A post-hoc coherence check was conducted to further examine the internal consistency and conceptual plausibility of the extracted factor structure. While the results provide preliminary support for the proposed three-component model of linguistic identity, they should be interpreted with caution. Given the exploratory nature of the analysis and the relatively small sample size, the factor solution cannot be considered definitive and requires validation through larger-scale studies and confirmatory factor analysis.

8 Qualitative evidence from classroom observations

Qualitative data obtained through systematic classroom observations, instructor field notes, and students' reflective writing provide complementary insight into the mechanisms underlying the quantitative outcomes reported above. While statistical analyses demonstrate measurable gains across multiple dimensions, qualitative evidence helps elucidate how these gains manifested in actual communicative behavior and classroom interaction.

8.1 Communicative engagement

Analysis of classroom interaction revealed a noticeable increase in communicative engagement among students in the experimental group over the course of the instructional cycle. Compared to the control group, these learners demonstrated greater initiative during discussions, more frequently volunteering comments, initiating turns, and responding without explicit prompting from the instructor. Participation patterns shifted from reactive to proactive, indicating a growing sense of communicative confidence.

Importantly, students' contributions were not limited to literal or neutral formulations. Instead, learners increasingly incorporated idiomatic expressions, precedent phrases, and culturally marked allusions when articulating their ideas. This tendency suggests deeper involvement in the discourse and a heightened level of pragmatic awareness, as students selected expressions not only for semantic accuracy but also for their cultural resonance and expressive value.

In addition, students relied more frequently on figurative language to clarify, elaborate, and nuance their explanations. Such usage contributed to richer and more persuasive utterances, often accompanied by evaluative or emotional overtones. According to instructors' observations, these changes altered the overall dynamics of classroom discourse. Interaction gradually shifted from predominantly teacher-centered exchanges toward more dialogic and collaborative forms, characterized by reciprocal turns, spontaneous follow-up questions, and emotionally expressive responses.

This increased communicative dynamism indicates that the instructional intervention supported not only linguistic accuracy but also expressive confidence and interactional competence, aligning with the quantitative gains observed in communicative performance.

8.2 Pragmatic adaptability

Observation protocols also documented improvements in students' pragmatic adaptability. Over time, students in the experimental group demonstrated an enhanced ability to adjust register according to communicative context, interlocutor roles, and situational expectations. This included more appropriate shifts between formal and informal language, as well as greater sensitivity to implicit norms governing interaction.

Students showed increasing competence in interpreting irony, humor, and evaluative cues embedded in discourse, particularly when these were conveyed through culturally specific expressions or intonation patterns. Furthermore, learners became more adept at decoding culturally embedded meanings, such as implicit references, symbolic connotations, and shared cultural knowledge presupposed by certain expressions.

Taken together, these patterns reflect an emerging sensitivity to pragmatic cues and contextual meaning-making, suggesting that CPP-based instruction supported the development of interpretive flexibility rather than reliance on surface-level linguistic form.

8.3 Identity-related reflection

Qualitative analysis of end-of-course reflective essays revealed notable shifts in students' self-perception and metalinguistic awareness. Many students described a transition toward "thinking through cultural meanings" rather than focusing exclusively on grammatical

correctness or lexical choice. Reflections frequently emphasized an increased awareness of how language encodes values, emotions, and shared cultural experience.

Several participants reported recognizing greater “emotional depth” in language use, particularly when engaging with idioms, allusions, and precedent texts. Others explicitly noted feeling “closer to the culture embodied in Russian,” suggesting a growing sense of affiliation with the linguistic and cultural community.

These reflections indicate the emergence of identity-oriented linguistic awareness, wherein language is perceived not merely as a technical system but as a medium of cultural participation and self-expression. Such qualitative evidence complements the observed increases in linguistic self-identification scores and supports the interpretation that CPP-based instruction influenced learners’ internal positioning as linguistic agents.

8.4 Instructor perspectives

Instructor reports further corroborate these observations. Teachers consistently noted higher levels of motivation among students in the experimental group, manifested in sustained participation, willingness to take communicative risks, and increased initiative during tasks. Instructors also observed a reduced reliance on rote learning strategies, such as formulaic repetition or memorization without contextual understanding.

Instead, students more frequently produced creative, culturally informed speech, drawing on idiomatic and figurative resources to express personal stance and interpretive nuance. Teachers emphasized that classroom interaction became more flexible and student-driven, requiring them to assume the role of facilitators and cultural mediators rather than sole sources of linguistic input.

A synthesis of quantitative and qualitative results indicates consistent advantages of the CPP-based instructional model across all assessed dimensions. The convergence of statistical outcomes with classroom observations and reflective data suggests that the observed improvements were not isolated to test performance but were reflected in communicative behavior, pragmatic awareness, and identity-related perceptions.

Table 1 summarizes the comparative gains observed in the control and experimental groups following the instructional cycle.

As shown in Table 1, both groups demonstrated measurable progress across all dimensions, which reflects the general effectiveness of communicative language instruction. However, the experimental group consistently achieved substantially larger gains. The most pronounced differences were observed in lexical diversity and linguistic self-identification, indicating that CPP-based instruction may be particularly effective in fostering expressive richness and identity-oriented awareness.

Effect size estimates further support this pattern. Large effect sizes (η^2 ranging from 0.58 to 0.67) were observed across outcome measures, suggesting that a considerable proportion of variance in learning gains was associated with the instructional model. While these values should be interpreted cautiously due to the exploratory design and limited sample size, they nonetheless point to a robust and coherent trend favoring CPP integration.

Importantly, qualitative findings align closely with these quantitative patterns. Increased communicative engagement, enhanced pragmatic adaptability, and deeper identity-related reflection observed in the experimental group help explain why gains were consistently higher across domains. This convergence of evidence strengthens the interpretation that CPP-based instruction supported not only skill development but also the qualitative transformation of classroom interaction and learners’ linguistic self-concept.

Taken together, the summarized findings suggest that the CPP-integrated model holds potential effectiveness within the specific educational context examined. At the same time, the results remain context-bound and exploratory, underscoring the need for further validation through larger samples and longitudinal designs.

9 Discussion

The purpose of this study was to examine whether the systematic integration of cultural precedent phenomena (CPP) into language instruction can foster the development of a philologist’s linguistic identity. The findings derived from the combined quantitative and qualitative datasets converge to indicate that the CPP-based instructional model was associated with measurable improvements in communicative competence, lexical development, intercultural awareness, and linguistic self-identification. This section interprets these outcomes in relation to the research questions, the theoretical framework underpinning the model, and current directions in linguodidactic research.

9.1 Cultural precedents as catalysts for communicative development

The most pronounced effects of the intervention were observed in the domain of communicative competence. Students in the experimental group demonstrated higher levels of fluency, coherence, and pragmatic sensitivity compared to those receiving traditional instruction. These findings suggest that CPP-based tasks promoted a more contextually grounded approach to language use. Whereas conventional communicative instruction often emphasizes structural accuracy in relative isolation, CPP-based pedagogy embedded communicative practice within culturally meaningful frameworks.

TABLE 1 Summary of learning outcomes in control and experimental groups.

Dimension	Control group improvement	Experimental group improvement	Statistical significance
Communicative competence	+7%	+18%	$p < 0.001$
Lexical diversity	+10%	+22%	$p < 0.001$
Intercultural awareness	+9%	+19%	$p < 0.001$
Linguistic self-identification	+9%	+23%	$p < 0.001$

This instructional shift enabled students to anchor speech production in shared cultural knowledge, thereby enhancing interpretive precision and situational appropriateness. Such outcomes align with Karaulov's concept of the linguistic persona, which conceptualizes linguistic expression as inseparable from cultural cognition (Karaulov, 1996). The regular engagement with idioms, proverbs, and allusions in authentic interactional contexts appears to have encouraged learners to internalize communicative norms rather than reproduce linguistic forms mechanically. As reflected in the quantitative results, this process was associated with higher overall gains in communicative performance, supporting the view that cultural semiotics can function as an effective resource for communicative development.

9.2 Lexical expansion through cultural anchoring

The experimental group also demonstrated substantial improvements in lexical diversity and accuracy. Exposure to precedent expressions facilitated not only vocabulary expansion but also the acquisition of culturally embedded lexical patterns. This finding suggests that CPP possess mnemonic, emotional, and symbolic qualities that enhance salience and retention when compared to neutral or decontextualized lexical items.

The observed reduction in lexical error rates among experimental participants further indicates that CPP-based instruction may contribute to improved pragmatic precision. These findings are consistent with psycholinguistic research on idiom processing, which indicates that figurative language increases cognitive engagement and supports deeper lexical consolidation. Encountering lexical units within culturally "charged" contexts appears to have enabled students to select expressions that more effectively aligned with communicative intent, emotional tone, and social expectations.

9.3 Intercultural awareness and linguistic identity formation

One of the most significant contributions of the study lies in demonstrating the role of cultural precedents in shaping linguistic identity. Students in the experimental group showed marked gains in intercultural awareness, suggesting that CPP-based instruction facilitated a more nuanced understanding of cultural meaning-making processes. Evidence from reflective journals, classroom interaction, and self-identification measures consistently indicated increased cultural sensitivity and a growing sense of affiliation with the Russian linguistic community.

The substantial growth in identity-related indicators suggests that linguistic identity is not merely a by-product of language proficiency but can be deliberately cultivated through pedagogical design. When culture is treated as a structuring component of instruction rather than supplementary content, learners appear more likely to integrate linguistic competence with self-perception and cultural affiliation. This finding reinforces the view that identity formation in philological education is pedagogically achievable through the intentional integration of linguistic, cultural, and metacognitive dimensions.

9.4 Instructional value and pedagogical implications

The results of the study underscore the pedagogical relevance of incorporating cultural precedent phenomena into language

instruction. Several implications for instructional practice emerge from the findings. First, CPP-based tasks promote deeper learner engagement by prioritizing meaning interpretation over the memorization of linguistic forms. Second, instructors assume the role of cultural mediators, guiding students not only through grammatical structures but also through culturally grounded interpretive frameworks. Third, classroom interaction becomes more dialogic and interpretive, positioning learners as active co-constructors of meaning rather than passive recipients of information. Finally, CPP-based instruction supports identity-driven learning by linking linguistic development with the formation of professional self-awareness.

Collectively, these outcomes suggest that the proposed CPP-integrated model may serve as an effective framework for philological education, particularly in instructional contexts where cultural nuance, interpretive competence, and identity formation constitute central educational objectives.

9.5 Limitations

Despite the encouraging findings, several limitations of the present study should be acknowledged. First, the sample size was relatively small ($n = 29$), which limits the generalizability of the results. While the observed trends were consistent across quantitative and qualitative measures, larger-scale studies are required to confirm the robustness and transferability of the findings.

Second, all participants were native speakers of Russian enrolled in a philological program. Consequently, the results reflect linguistic identity development within a relatively homogeneous linguistic environment. Outcomes may differ in bilingual or multilingual contexts where learners negotiate multiple linguistic and cultural identities simultaneously.

Third, the study captured short-term developmental effects observed over a single instructional cycle. Although significant gains were recorded, the durability of communicative and identity-related outcomes remains unclear. Longitudinal research is necessary to determine whether the observed effects persist, stabilize, or evolve over time.

Finally, the effectiveness of the CPP-based instructional model may have been influenced by instructor expertise and familiarity with culturally oriented pedagogy. Variations in teachers' interpretive skills, instructional strategies, and experience with CPP may affect implementation fidelity and learner outcomes.

9.6 Directions for future research

Building on the findings and limitations of the present study, several directions for future research can be identified. First, longitudinal investigations are needed to assess the long-term stability of identity-oriented outcomes and to examine how linguistic identity evolves beyond the immediate instructional context.

Second, future studies could explore the application of CPP-based instruction in bilingual and multilingual educational environments, where learners' linguistic identities are shaped through interaction between multiple languages and cultures. Such contexts may reveal additional dimensions of identity negotiation and communicative adaptation.

Third, further research should examine the role of teacher training and professional development in the effective implementation of CPP-based pedagogy. Investigating instructional strategies, teacher beliefs,

and mediation techniques would contribute to a more systematic understanding of how cultural precedents can be integrated into language education.

Finally, future work may investigate the interaction between CPP-based instruction and emerging communicative environments, including digital literacy, multimodal texts, and globalized communication practices. Exploring these intersections would help determine how culturally grounded pedagogy can be adapted to contemporary learning contexts.

Overall, the findings of the study suggest that CPP-based instructional practices may contribute to the development of communicative competence, intercultural awareness, and linguistic identity in philological education. The discussion demonstrates that linguistic identity formation is neither abstract nor incidental but can be supported through well-designed, culturally enriched pedagogical frameworks.

By integrating cultural precedent phenomena into communicative instruction, the proposed model links linguistic development with cultural interpretation and self-reflective awareness. These insights position the model as a meaningful contribution to contemporary linguodidactic research, particularly within philological education, where language, culture, and identity intersect most closely.

10 Conclusion

The present study demonstrates that the integration of cultural precedent phenomena into language instruction can support the development of communicative competence and linguistic identity within a specific educational context. Given the exploratory design and the relatively small sample size, the findings should be interpreted with appropriate caution. Nevertheless, the results suggest that engaging learners with idioms, proverbs, allusions, and other culturally embedded expressions enables movement beyond structural language mastery toward an understanding of language as a cultural, symbolic, and identity-forming resource.

Quantitative analyses indicate that students who participated in the CPP-integrated instructional model achieved significantly greater gains in communicative competence, lexical diversity, intercultural awareness, and linguistic self-identification than those who followed traditional communicative instruction. Qualitative evidence further illustrates how CPP-based pedagogy enriched classroom discourse, encouraged reflective engagement with meaning, and contributed to learners' emerging sense of cultural affiliation. Taken together, these findings suggest that the proposed model supports both linguistic development and personal engagement with language.

From a pedagogical perspective, the study underscores the importance of conceptualizing culture not as supplementary content but as a foundational dimension of communicative competence. The integration of cultural precedent phenomena encourages learners to interpret meaning, negotiate perspectives, and engage with language as a dynamic medium of cultural participation. For educators, this implies a shift toward the role of cultural facilitator, guiding learners through interpretive processes alongside linguistic instruction.

Theoretically, the study provides empirical support for the multidimensional nature of linguistic identity, demonstrating that communicative mastery, cultural awareness, and

self-identification may develop in parallel when instruction is culturally framed. The proposed three-factor structure offers a preliminary conceptual model that may inform future research in linguodidactics, particularly in studies addressing identity-oriented language education.

Future research should extend the model to broader linguistic and cultural contexts, examine the long-term stability of identity-related outcomes, and explore its applicability in bilingual and multilingual learning environments. While the present study does not claim universal generalizability, it provides evidence that linguistic identity development can be supported through intentional pedagogical design within a clearly defined instructional context. Further empirical validation is required to assess the transferability of these findings across diverse educational settings.

In conclusion, the integration of cultural precedent phenomena has the potential to reframe language education as a process that transcends the acquisition of linguistic structures, positioning learning as a trajectory of cultural understanding, reflective engagement, and professional identity formation. These findings contribute to ongoing discussions on the role of culture and identity in philological education and offer a foundation for further exploration of culturally grounded pedagogical models.

Data availability statement

The original contributions presented in the study are included in the article/supplementary material, further inquiries can be directed to the corresponding author.

Ethics statement

Ethical approval was not required for the study involving humans in accordance with the local legislation and institutional requirements. Written informed consent to participate in this study was not required from the participants or the participants' legal guardians/next of kin in accordance with the national legislation and the institutional requirements.

Author contributions

SK: Formal analysis, Validation, Writing – original draft. MK: Data curation, Investigation, Resources, Writing – original draft. DA: Conceptualization, Methodology, Project administration, Writing – review & editing. AO: Conceptualization, Data curation, Investigation, Supervision, Writing – review & editing.

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