

[https://doi.org/10.53360/3080-3861-2026-2\(6\)-16](https://doi.org/10.53360/3080-3861-2026-2(6)-16)  
IRSTI: 14.25.09

**L.K. Meirambekova<sup>1</sup>, D.Ye. Nurgazina<sup>2\*</sup>**

<sup>1</sup>L.N. Gumilyov Eurasian National University,  
010008, Republic of Kazakhstan, Astana city, 2 Satpayev Str.

<sup>2</sup>Shakarim University,  
071412, Republic of Kazakhstan, Semey, 20A Glinka Str.

\*ORCID: 0009-0001-1023-0091

\*e-mail: [nurgazin.e0212@gmail.com](mailto:nurgazin.e0212@gmail.com)

## USING AUTHENTIC DOCUMENTARY FILMS TO DEVELOP INTERCULTURAL SENSITIVITY IN SENIOR SECONDARY EFL LEARNERS

**Abstract.** The purpose of this study was to investigate the pedagogical value of authentic documentaries as a scaffolding tool for developing intercultural sensitivity in senior secondary EFL students in Kazakhstan. The study was framed within stage-based models of intercultural competence and task-based media pedagogy, employing a 12-week intervention based on pre-viewing, while-viewing and post-viewing task cycles. One-group pretest-posttest quasi-experimental design with qualitative case study was used with two intact Grade 10-11 classes (N = 32). Quantitative data were collected using a modified and validated Intercultural Sensitivity Scale (ISS) and qualitative data were obtained from weekly reflection journals, video-assisted recall sessions (n = 12), and structured classroom observations. Paired-samples t-tests and reflexive thematic analysis were used in combination to measure progression through the ethnocentric to ethnorelative spectrum. The results indicated statistically significant improvements in overall intercultural sensitivity ( $t(31) = 8.34, p < .001, d = 1.47$ ) especially in terms of respect for cultural differences and enjoyment of interaction. The qualitative data showed three ways that learning occurred: 1). Narrative transport which filtered out affect, 2). Multimodal awareness which enabled deconstruction of ideologies and 3). Mediated reflection which moved students from Minimization to Adaptation. This research offers a replicable, task-based pedagogical model that combines authentic visual data with critical pedagogy in the development of intercultural competence at the upper-secondary level. Suggestions are offered for curriculum development, instructional materials and media-based assessment, as well as limitations and recommendations for future study.

**Keywords:** intercultural sensitivity, authentic documentary films, English as a Foreign Language, senior high school students, task-based learning, intercultural communicative competence.

### Introduction

Increased global connectivity and the fluid movement of culture texts has propelled the need for intercultural sensitivity to the forefront of educational concerns for today's foreign language teaching. Intercultural sensitivity in contrast to fixed, declarative knowledge about culture is the capability to be aware of, analyze and engage affectively and cognitively with cultural difference without judgment [1]. Intercultural sensitivity in EFL has become viewed as an essential component of intercultural mediation and critical global citizenship [2] and is reinforced through empirical constructs that attempt to conceptualize intercultural competence as a quantifiable, multidimensional construct [3]. In Kazakhstan's multilingual educational system where language learning objectives are often paired with intercultural competencies as mandated by the curriculum, many senior secondary EFL classrooms remain heavily focused on linguistic accuracy and preparation for standardized tests in the hopes that cognitive and affective development will occur somewhat automatically.

Authentic media has long been hailed as a source of cultural exposure, however instructional usage has been poorly theorised on developing sensitivity. For ELT authenticity is defined not by the material in itself but by the way it is presented and mediated in teaching situation(s) [4]. Documentaries in particular offer rich, multimodal, culturally grounded, depictions of speech acts, non-verbal communication, socio-historical backdrop and ideology positioning [5] which appropriately scaffolded, takes students from an ethnocentric stance to one that is ethnorelative by situating them in what Kramsch [6] calls the «third place» in a cultural contact situation. However, majority of empirical studies investigating documentary pedagogy tends to test vocabulary retention, listening comprehension or the extent of learners' factual knowledge of the target culture and little emphasis is given to the affective-cognitive development of intercultural sensitivity as a research output.

Accordingly, this study intends to bridge this gap by developing, implementing and evaluating a systematic pedagogical approach through authentic documentary films in which intercultural sensitivity is explicitly targeted in senior secondary EFL students. Three objectives guided the whole research design and execution: 1). To develop documentary based task cycles according to the DMIS levels presented by Bennett [7]; 2). To quantify potential changes in students' intercultural sensitivity scores with the use of a standardized and validated instrument; 3). To examine qualitative shifts in the learners' perceptions of culture, their reflections and interactions with the media. For each of the aforementioned objectives, three research questions were formulated:

RQ1: How closely is a 12-week documentary-based learning intervention correlated with shifts in the students' intercultural sensitivity scores?

RQ2: What qualitative regularities emerge from students' reflective writings and interview responses regarding intercultural engagement?

Now that the pedagogical imperative and theoretical foundation of the inquiry have been clearly outlined, the design procedure and rationale for the development of developmental and competence models informing the selection of documentaries, the construction of the task sequence and the assessment process are discussed in the following section.

#### Literature Review

##### 1). Intercultural Sensitivity and the DMIS

In Bennett's developmental model intercultural learning occurs along a continuum of ethnocentrism (Denial, Defense, Minimization) toward ethnorelativism (Acceptance, Adaptation, Integration) [7]. In this context intercultural sensitivity is defined as the affective-cognitive capacity to perceive and experience difference without assimilating or rejecting the Other. Complementary to the ethnocentric-ethnorelative continuum is Byram's model, which incorporates «savoir comprendre» (understanding of cultural texts/situations), «savoir s'engager» (critical cultural awareness) and «savoir être» (attitudinal flexibility) [2]. Together, Bennett's and Byram's models provide a framework for studying how pedagogically mediated cross-cultural experiences might propel learners along the ethnocentric-ethnorelative continuum. In adolescent EFL classrooms this movement is often non-linear, necessitating repeated contact, explicit reflection and occasions to resolve conflicting cultural perceptions.

##### 2). Authentic Documentary Films in EFL

Compared to fictional productions, documentaries make an indexical assertion to reality, and carry high multimodal density and embedded ideological standpoints [8]. In the EFL classroom, documentaries present learners with paralinguistic features, pragmatic contexts of utterances and sociocultural actions generally absent from textbook exchanges [5]. In the meantime, an unframed viewing may reinforce stereotypes or cause overload of emotions [9]. Consequently, task-based scaffoldings are crucial to transform passive witnessing into constructive critical engagement with another culture. Research from recent years indicates that documentaries yield best results with interventions, perspective taking questions and explicit dissection of representational devices [10]. This study adds to that field by connecting documentary choices with task design aligned to the various DMIS stages in order to appropriately adapt the pedagogy to the students.

Building on the conceptual and empirical rationale above, the study operationalized the framework in a 12-week curriculum and teaching design. Selected documentaries were screened for age-appropriateness, linguistic simplicity (CEFR B1-B2), and fit with selected DMIS changes in order to assure proper fit with DMIS and independently by expert judges.

#### Methods and Materials

##### 1). Research Design & Participants

A one-group pretest posttest quasi-experimental design, including a qualitative case study component, was employed. This design was considered appropriate as it would enable in-depth instruction to be applied to an authentic learning situation, while acknowledging the limits to which the design may permit casual inference. The participants consisted of two intact Grade 10-11 EFL classes (N=32; 18 male, 14 female; M<sub>age</sub> = 16.4; SD=0.7) enrolled in a secondary school in an urban center of Kazakhstan. This sample is characteristic of the typical EFL cohorts in upper

secondary education contexts in that intercultural competence is a part of the required curriculum yet the acquisition thereof is not typically monitored rigorously. Sample size was estimated using G\*Power 3.1 to establish the power of the study; a power of .80 and an effect size of large ( $d=.80$ ) set at  $\alpha=.05$  was determined to require a sample size of  $N=28$ , so the current sample size of 32 was adequate. Parents gave written informed consent and students provided written assent to participate. A debriefing procedure was used with the participants to minimize potential psychological distress from engagement with sensitive documentary material.

## 2). Instrumentation

- *Intercultural Sensitivity Scale (ISS)*: A 24 item- Likert-scale instrument [11] was adapted to adolescent Kazakh EFL contexts through forward- translation, separate back-translation and semantic equivalence guided by the researcher. This version was found to be internally consistent (Cronbach's  $\alpha=.86$ ) and factorially valid in a pilot study ( $KMO=.79$ , Bartlett's  $p <.001$ ). Sub-dimensions include the capacity to attend to and use feedback, appreciation of other's culture and the ability to demonstrate confidence in intercultural communication as well as liking and careful attention to interaction.

- *Qualitative Data Sources*: Participants wrote weekly reflective journal entries ( $n=384$ ), researchers engaged the students in video assisted recall interviews ( $n=12$  strategically selected for variation in language ability and baseline sensitivity levels) and a structured observation protocol was utilized to gather data on pedagogical mediation, learner talk and task involvement. Thematic analysis was conducted using Braun & Clarke's [12] reflexive approach, whereby the researcher acts as the main analytical tool. An account of analytical processes was systematically recorded to ensure a stringent and unbiased interpretation process, while inconsistencies encountered were dealt with through an iterative return to the data, continued reflective log keeping and the support of theoretical triangulation against the DMIS.

## 3). Documentary Selection & Pedagogical Rationale

Six authentic documentaries were selected and put in a specific order to be implemented throughout the 12-week teaching time frame. The selection was based on theme, linguistical appropriateness, multimodality and how well the documentary correlated with the steps of the DMIS. An panel of three outsider ELT and intercultural communication specialists reviewed the mapping of the documentary-task- DMIS and agreed by 90% that the mapping was appropriate pedagogically. Below (Table 1) is the implementation sequence, targeted phase and relevant task cycle.

Table 1. Documentary Sequence, DMIS Alignment, and Task Mapping

No.	Weeks	Documentary (Director, Year)	Intercultural Theme	Target DMIS Transition	Pre-viewing	While-viewing	Post-viewing
1.	1-2	The True Cost (A. Morgan, 2015)	Globalization and labor ethics	From Defense to Minimization	Bias inventory, KWL chart	Subtitle contrast analysis, pause-note	Empathy letter, perspective exchange
2.	3-4	Period. End of Sentence (R. Zehtabchi, 2018)	Gender norms and rural India	From Minimization to Acceptance	Cultural misconceptions vs. realities	Tracking gestures and nonverbal signals	Role-play: policy debate
3.	5-6	Waste Land (L. Walker, 2010)	Social class, art, and Brazilian favelas	From Acceptance to Adaptation	Breaking down stereotypes	Annotating visual and audio elements	Identity collage, reflective journal
4.	7-8	Before the Flood (F. Stevens, 2016)	Climate justice and social equity	From Adaptation to Integration	Mapping links between global and local issues	Analyzing persuasive and rhetorical patterns	Cross-cultural action plan
5.	9-10	Coded Bias (S. Kantayya, 2020)	Digital ethics and technological culture	Integration with critical perspective	Examining language of power	Speaker positioning tracking	Dialogue simulation, journal synthesis
6.	11-12	Virunga (O. von Einsiedel, 2014)	Environmental protection and indigenous voice	Consolidation and mediation	Discussion of algorithmic and systemic bias	Charting the storyline progression	Final task: intercultural mediation project

Early documentaries («The True Cost», «Period. End of Sentence») exposed existing implicit biases and allowed a general normalization of diversity, whereas the second choice («Before the Flood», «Coded Bias», «Virunga») necessitated a subjective position of debate, ethical consideration and flexible perspective taking.

#### 4). Data Analysis

Quantitative analysis included repeated measures t-tests with pre- and post-intervention ISS score comparisons. Shapiro-Wilk tests were performed to check the normality assumptions for the difference scores. The critical alpha was set at .01 (a conservative Bonferroni correction considering 5 subscale comparisons in addition to overall score) to control for Type I error. The effect size magnitude was measured using Cohen's d.

Qualitative data analysis was conducted using Braun and Clarke's six steps of thematic analysis. Initial coding was inductively derived, while refinement of themes was theory-driven, reflecting levels of DMIS development. Negative instances (low or resistance to change) were selectively examined for balance. Triangulation (quantitative, journal entries, interview, and observations) addressed construct validity.

### Results and Discussion

#### 1). Quantitative Findings

Paired-samples t-tests indicated that there were statistically significant pre- to post-intervention increases in ISS in every dimension (Table 2). All assumptions of normality were met for each paired-samples t-test (Shapiro-Wilk on difference scores had  $p > .05$ ).

Table 2. Pre- and Post-Intervention ISS Scores (N = 32)

No.	Dimension	Pre M (SD)	Post M (SD)	t	p	Cohen's d
1.	Interaction Engagement	14.2 (2.1)	17.8 (1.9)	6.42	<.001	1.14
2.	Respect for Difference	13.8 (2.4)	18.1 (1.7)	7.88	<.001	1.39
3.	Interaction Confidence	12.9 (2.6)	15.4 (2.2)	5.11	<.001	0.91
4.	Interaction Enjoyment	11.6 (2.8)	15.9 (2.0)	8.34	<.001	1.47
5.	Total ISS	66.5 (7.8)	83.1 (6.2)	8.34	<.001	1.47

The p-values for all subscales remained significant even after correction for multiple comparisons (Bonferroni correction;  $\alpha_{adj} = .01$ ). There was a large effect for Respect for Difference ( $d = 1.39$ ) and Interaction Enjoyment ( $d = 1.47$ ) indicating that students are engaging in affect and cognition in addition to behavior, and gains were sequential, in time with the order of the films in the documentary. Small gains in confidence were made at the beginning of the intervention, while much larger gains in empathy and perspective-taking were observed in response to the films in the middle of the intervention. The shift in the data closely mirrored the DMIS transition from Minimization to Adaptation.

#### 2). Qualitative Findings

Through thematic analysis three overarching themes emerged, closely mirroring the pedagogical techniques incorporated into the task cycle:

1. *From Stereotype to Situated Understanding*: Learners moved from pre-formed cultural categorizations to an understanding of cultural experience as situated. This was particularly evident in the observation data following «Period. End of Sentence» and «Waste Land» where the role play and multimodal annotation stages required participants to engage with cause and effect relationships rather than with cultural «truths» or facts.

«I used to think «refugees» or «favela residents» were just categories. After the documentaries, I saw how policy, language and art shape different journeys. It's not one story»(Journal, Week 4)

2. *Emotional Empathy and Cognitive Translation*: Learners demonstrated affective investment translating into the increased cognitive flexibility in «Before the Flood» and «Virunga». Recall sessions guided by video revealed that highlighting moments of silent tension facilitated attempts at reframing initially assumed interpretations.

«When the old man speaks in his in his own language with subtitles, I really feel how awful it feels to be misunderstood. I have rewinded that bit three times. It wasn't the words, it was the dignity». (Interview, P07)

3. *Awareness of Documentary Representation and Mediation*: By weeks 9-10 learners display signs of being aware of the construction of media through critical metacognitive awareness, particularly after watching «Coded Bias». This correlates to the Integration stage in that empathy moves from just people to an understanding of how culture and cultural representation is framed.

«They only filmed the tech ceo, they didn't show any of the women programming it, the camera work was so manipulative. Documentaries have to reveal their bias too. You must watch the camera, not just the content». (Journal, Week 9)

4. *Exploring negative cases and maintaining balance*: Three participants made minimal gain and remained uncomfortable with cultural relativism. Through the use of journals it was evident that these learners were inclined to initially see relativism as 'a selling-out to other cultures', and it took instruction and peer discussion over weeks 7-9 for them to begin to de-escalate such defensive responses, though not complete adaptation was achieved within the 12-week time frame. The finding suggests the importance of affect in moving towards cultural adaptation, that it is a nonlinear process.

Triangulated findings indicate that an instructional activity demanding that learners negotiate ideology and frames was key to quantitative gains in ISS. Given these results, it is necessary to examine how these theoretical elements and pedagogical strategies are correlated to influence development.

#### 1). Theoretical Implications

These findings uphold the notion that intercultural sensitivity can be developed through a scaffoldable, stage-like process [7]. Minimisation to adaptation fits with Byram's belief in critical cultural awareness as an active not passive skill. Documentaries served as «cultural mirrors and windows» [13] but only when the tasks gave the students the necessary scaffolding to engage with the viewing as something beyond simple reception, a point that further supports the argument that authentic tasks are constructed by teachers not embedded in materials [14]. The shift in attitude from emotional engagement ('Waste Land', 'Virunga') to critical understanding («Coded Bias») demonstrates that intercultural sensitivity is not sequential but dialectical, oscillating between empathy and analysis. The presence of negative cases supports Bennett's idea that temporary setbacks or plateaus are common to transitions and that patient instructional effort is needed.

#### 2). Pedagogical Implications

In the light of these theoretical assumptions, the framework outlined below, applicable in upper-secondary EFL contexts, can be proposed: Firstly, the arrangement of tasks must parallel the DMIS continuum; initial weeks should concentrate on the creation of cultural awareness and the normalization of the other, whereas later tasks will call for adaptation, moral negotiations and the analytical critique of media productions. Secondly, mediation is essential; the role of the instructor will be to provide explicit, structured moments of pause, to recontextualize ethnocentric comments and to display ethnorelative ways of thinking and speaking. Thirdly, assessment procedures must monitor affective and cognitive changes, because as shown in the study, Likert scale measures are incomplete while reflection and stimulated recall disclose underlying processes of quantification. Curriculum designers are therefore expected to embed a structured, media-based pedagogy in their language courses and cease viewing documentaries as merely audio input. With respect to the context of Kazakhstan's trilingual policy where interculturality is implicitly endorsed but inadequately assessed, the study offers a pedagogical framework for implementation in global citizenship education programs.

#### Conclusion

In fact, authentic documentaries embedded in a theoretically informed, task-based sequence of instruction can make a substantial contribution to the development of intercultural sensitivity among senior secondary EFL learners. This intervention proved to have the potential to promote growth on the ethnocentric-ethnorelative scale, with the process promoted by narrative embodiment, multimodality and scaffolded critical thinking. By carefully matching film choice, task design and assessment with the models on development and competency mentioned above, this study presents

a data-based model for re-conception of media study as a tool in the cultivation of intercultural competence. Based on these results, developers of curriculum, teacher educators and policy-makers are urged to integrate systematic media instruction in upper secondary language curricula. Culture has to be learned not through learning facts about a culture, but rather by using the guided and reflective process to approach the «other».

### References

1. Bennett M.J. Basic Concepts of Intercultural Communication: Paradigms, Principles, & Practices. – Yarmouth: Intercultural Press, 1993. – 279 p.
2. Byram M. Teaching and Assessing Intercultural Communicative Competence. – Clevedon: Multilingual Matters, 1997. – 124 p.
3. Deardorff D.K. Identifying and assessing intercultural competence // Journal of Studies in International Education. – 2006. – Vol. 10. – № 3. – P. 241-266.
4. Gilmore A. Authentic materials and authenticity in foreign language learning // Language Teaching. – 2007. – Vol. 40. – № 2. – P. 97-118.
5. Cavanagh M. Film in English Language Teaching: A Practical Guide. – Harlow: Pearson Education, 2007. – 192 p.
6. Kramsch C. Context and Culture in Language Teaching. – Oxford: Oxford University Press, 1993. – 295 p.
7. Bennett M.J. Becoming interculturally competent // Toward Multiculturalism: A Reader in Multicultural Education / ed. by J.S. Wurzel. – 2nd ed. – Yarmouth: Intercultural Resource Corporation, 2004. – P. 62-77.
8. Mishan F. Designing Authenticity into Language Learning Materials. – Bristol: Intellect Books, 2005. – 330 p.
9. Ionescu M., Radu T. Media literacy and intercultural competence in EFL classrooms // Language Teaching Research. – 2020. – Vol. 24. – № 4. – P. 512-530.
10. Kress G., van Leeuwen T. Reading Images: The Grammar of Visual Design. – 2nd ed. – London: Routledge, 2006. – 291 p.
11. Chen G.M., Starosta W.J. The development and validation of the intercultural sensitivity scale // Human Communication. – 2000. – Vol. 3. – P. 1-15.
12. Braun V., Clarke V. Using thematic analysis in psychology // Qualitative Research in Psychology. – 2006. – Vol. 3. – № 2. – P. 77-101.
13. Bishop R.S. Mirrors, Windows, and Sliding Glass Doors // Perspectives. – 1990. – Vol. 6. – № 3. – P. IX–XI.
14. Stornaiuolo A., Smith A., Phillips N.C. Developing a framework for critical media literacy through multimodal design // Journal of Adolescent & Adult Literacy. – 2009. – Vol. 52. – № 8. – P. 696-705.

**Л. К. Мейрамбекова<sup>1</sup>, Д. Е. Нургазина<sup>2\*</sup>**

<sup>1</sup>Л.Н. Гумилев атындағы Еуразия ұлттық университеті,  
010008, Қазақстан Республикасы, Астана қ. Сәтпаев к-сі, 2

<sup>2</sup>Шәкәрім университеті,  
071412, Қазақстан Республикасы, Семей қ., Глинка көшесі, 20 А

\*ORCID: 0009-0001-1023-0091

\*e-mail: [nurgazin.e0212@gmail.com](mailto:nurgazin.e0212@gmail.com)

## **АҒЫЛШЫН ТІЛІН ШЕТ ТІЛІ РЕТІНДЕ ОҚИТЫН ЖОҒАРЫ СЫНЫП ОҚУШЫЛАРЫНЫҢ МӘДЕНИЕТАРАЛЫҚ СЕЗІМТАЛДЫҒЫН ДАМУҒА ҮШІН ТҮПНҰСҚАЛЫҚ ДЕРЕКТІ ФИЛЬМДЕРДІ ҚОЛДАНУ**

**Аңдатпа.** Бұл зерттеудің мақсаты Қазақстандағы жоғары сынып оқушыларының ағылшын тілін меңгеру үдерісінде мәдениетаралық сезімталдықты дамыту үшін түпнұсқалық деректі фильмдердің педагогикалық әлеуетін, оларды оқу үдерісінде тірек құралы ретінде қолдану арқылы қарастыру болды. Зерттеу

мәдениетаралық құзыреттіліктің сатылы модельдеріне және медиа құралдарына негізделген тапсырмалық педагогикаға сүйенді, 12 апталық интервенция алдын ала көру, көру және кейінгі көру кезеңдерінен тұратын тапсырма циклдері арқылы жүзеге асырылды. Бір топқа арналған алдын ала және кейінгі тесті бар квазиэксперименттік дизайн және сапалық кейс-стади әдісі қолданылып, 10-11-сыныптың екі тұтас сыныбы қамтылды ( $N = 32$ ). Сандық деректер бейімделген және дәлелденген Мәдениетаралық сезімталдық шкаласы (ISS) арқылы жиналды, ал сапалық деректер апталық рефлексиялық күнделіктер, бейне-негізіндегі сұхбаттар ( $n = 12$ ) және құрылымдалған сыныптық бақылаулар арқылы алынды. Деректерді талдау үшін жұптасқан t-тест және рефлексивті тақырыптық талдау әдістері біріктіріліп қолданылды, бұл оқушылардың этноцентрилік деңгейден этнореалистік деңгейге өту динамикасын анықтауға мүмкіндік берді. Нәтижелер мәдениетаралық сезімталдықтың жалпы деңгейінің статистикалық тұрғыдан елеулі артқанын көрсетті ( $t(31) = 8.34, p < .001, d = 1.47$ ), әсіресе мәдени айырмашылықтарға құрметпен қарау және өзара әрекеттен қанағат алу көрсеткіштері бойынша айқын өсім байқалды. Сапалық деректер оқыту үдерісінің үш негізгі механизмін айқындады: 1). Эмоциялық тосқауылды әлсірететін баяндау арқылы ену, 2). Идеологиялық көзқарастарды талдауға мүмкіндік беретін мультимодальды түсіну, 3). Минимизация деңгейінен адаптация деңгейіне өтуге ықпал ететін рефлексиялық медиативті үдеріс. Зерттеу түпнұсқалық визуалды материалдарды сыни педагогикамен және тапсырмаға негізделген оқытумен біріктіретін қайталанбалы педагогикалық модель ұсынады. Сонымен қатар оқу бағдарламаларын әзірлеу, оқу-әдістемелік материалдарды жетілдіру және медиаға негізделген бағалау жүйесіне қатысты ұсыныстар беріліп, зерттеудің шектеулері мен болашақ зерттеу бағыттары көрсетіледі.

**Тірек сөздер:** мәдениетаралық сезімталдық, түпнұсқалық деректі фильмдер, ағылшын тілі шетел тілі ретінде, жоғары сынып оқушылары, тапсырмаға негізделген оқыту, мәдениетаралық коммуникативтік құзыреттілік.

**Л.К. Мейрамбекова<sup>1</sup>, Д.Е. Нургазина<sup>2\*</sup>**

<sup>1</sup>Евразийский национальный университет имени Л. Гумилева,  
010008, Республика Казахстан, г.Астана, ул. Сатпаева, 2

<sup>2</sup>Шәкәрім университет,  
071412, Республика Казахстан, г. Семей, ул. Глинки, 20 А

\*ORCID: 0009-0001-1023-0091

\*e-mail: [nurgazin.e0212@gmail.com](mailto:nurgazin.e0212@gmail.com)

## **ИСПОЛЬЗОВАНИЕ АУТЕНТИЧНЫХ ДОКУМЕНТАЛЬНЫХ ФИЛЬМОВ ДЛЯ РАЗВИТИЯ МЕЖКУЛЬТУРНОЙ ЧУВСТВИТЕЛЬНОСТИ У УЧАЩИХСЯ СТАРШИХ КЛАССОВ, ИЗУЧАЮЩИХ АНГЛИЙСКИЙ ЯЗЫК КАК ИНОСТРАННЫЙ**

**Аннотация.** Цель данного исследования заключалась в изучении педагогического потенциала аутентичных документальных фильмов как средства педагогической поддержки для развития межкультурной чувствительности у учащихся старших классов, изучающих английский язык как иностранный в Казахстане. Исследование было основано на стадийных моделях межкультурной компетентности и педагогике, ориентированной на выполнение заданий с использованием медиа, и включало 12-недельное вмешательство, построенное по циклу заданий: предпросмотровая, просмотровая и послепросмотровая деятельность. Использовался квазиэкспериментальный дизайн с одной группой (предтест-посттест) и качественным кейс-стади на основе двух целых классов 10-11-х классов ( $N = 32$ ). Количественные данные были получены с помощью модифицированной и валидированной шкалы межкультурной чувствительности (ISS), качественные данные - через еженедельные рефлексивные дневники, интервью с использованием видеовоспроизведения ( $n = 12$ ) и структурированные наблюдения в классе. Для анализа применялись t-тест для зависимых выборок и рефлексивный тематический анализ, что позволило отследить продвижение обучающихся от этноцентрического к этнорелятивному уровню. Результаты показали статистически значимое повышение общего уровня межкультурной чувствительности ( $t(31) = 8.34, p < .001, d = 1.47$ ), особенно в аспектах уважения к культурным различиям и удовольствия от межкультурного взаимодействия. Качественные данные выявили три механизма обучения: 1). Нарративное погружение, снижающее эмоциональные барьеры, 2). Мультимодальное осознание, способствующее деконструкции идеологических представлений, 3). Рефлексивное осмысление, обеспечивающее переход от минимизации к адаптации. Исследование предлагает воспроизводимую педагогическую модель, основанную на заданиях и интегрирующую аутентичные визуальные материалы с критической педагогикой в развитии межкультурной компетентности на уровне старшей школы. Также представлены рекомендации для разработки учебных программ, учебных материалов и медиа-ориентированной системы оценивания, а также ограничения исследования и направления для дальнейшей работы.

**Ключевые слова:** межкультурная чувствительность, аутентичные документальные фильмы, английский язык как иностранный, учащиеся старших классов, обучение, основанное на выполнении заданий, межкультурная коммуникативная компетенция.

#### Авторлар туралы мәліметтер

**Мейрамбекова Лязат Касымовна** – PhD, Л. Н. Гумилев атындағы Еуразия Ұлттық Университеті, Шет тілдер кафедрасының меңгерушісі, Қазақстан Республикасы, Астана, e-mail: lmeyrambekova@mail.ru, ORCID: <https://orcid.org/0000-0003-2159-4007>.

**Нургазина Диана Ермековна\*** - Шәкәрім университетінің магистранты, Қазақстан Республикасы, Семей, e-mail: nurgazin.e0212@gmail.com, ORCID: <https://orcid.org/0009-0001-1023-0091>.

#### Сведения об авторах

**Мейрамбекова Лязат Касымовна** – PhD, Евразийский национальный университет имени Л. Н. Гумилева, заведующая кафедрой иностранных языков, Республика Казахстан, Астана, e-mail: lmeyrambekova@mail.ru, ORCID: <https://orcid.org/0000-0003-2159-4007>.

**Нургазина Диана Ермековна\*** - магистрант Шәкәрім университета, Республика Казахстан, Семей, e-mail: nurgazin.e0212@gmail.com, ORCID: <https://orcid.org/0009-0001-1023-0091>.

#### Information about the authors

**Lyazat Meirambekova** – PhD, L.N. Gumilyov Eurasian National University, Department of Foreign Languages, Head of Department, Republic of Kazakhstan, Astana, e-mail: lmeyrambekova@mail.ru, ORCID: <https://orcid.org/0000-0003-2159-4007>.

**Diana Nurgazina\*** – Master’s student, Shakarim University, Republic of Kazakhstan, Semey, e-mail: nurgazin.e0212@gmail.com, ORCID: <https://orcid.org/0009-0001-1023-0091>.

*Received 30.04.2026*

*Revised 19.05.2026*

*Accepted 30.06.2026*

[https://doi.org/10.53360/3080-3861-2026-2\(6\)-17](https://doi.org/10.53360/3080-3861-2026-2(6)-17)

IRSTI: 16.31.51

**A.N. Arykova\*, A.F. Akkaliyeva**

Shakarim University,

071412, Republic of Kazakhstan, Semey, 20 A Glinki Str.

\*ORCID: 0009-0006-9447-2536

\*e-mail: [aselarykova5@gmail.com](mailto:aselarykova5@gmail.com)

## ENGLISH FOR SPECIFIC PURPOSES: A REVIEW OF TEACHING APPROACHES

**Abstract.** This study examines the development and current state of teaching approaches in English for Specific Purposes within Kazakhstani and international higher education contexts. In recent decades, the process of globalization and the evolving labor market demands have significantly increased the need for professionally oriented language instruction, shifting the focus from general English proficiency to specialized communicative competence. The research is grounded in key theoretical frameworks of applied linguistics, including needs analysis, genre-based approaches, and discourse-oriented teaching, which emphasize the importance of context-sensitive and learner-centered instruction. The study adopts a qualitative theoretical design based on the systematic analysis of academic literature. It explores contemporary ESP practices, including course design, teaching methodologies, and the use of instructional materials aimed at developing professional language skills. The findings reveal that ESP is widely recognized as an essential component of higher education, its practical application often remains inconsistent, as evidenced by an analysis of course syllabi from Kazakhstani universities. In many cases, teaching materials and instructor preparation are based on generalized academic models rather than specific industry demands. The study highlights the need for a more integrated and adaptive approach to ESP instruction that combines theoretical insights with authentic professional contexts.