

## Benefits and challenges of integrating media literacy in EFL classrooms: a quantitative study

Zh.D. Askar<sup>1</sup>, K.M. Smakova<sup>2</sup>, Z.Zh. Aukhadiyeva<sup>3</sup>, D.A. Alimbayeva<sup>4</sup>

<sup>1,2</sup>SDU University, Kaskelen, Kazakhstan

<sup>3</sup>Almaty Technological University, Almaty, Kazakhstan

<sup>4</sup>KazUIR & WL named after Ablai khan, Almaty, Kazakhstan

\*212302003@stu.sdu.edu.kz



**Abstract.** The modern digital media environment requires the development of media literacy, which makes it possible to critically analyse and evaluate information. Furthermore, teachers play a crucial role in teaching and successfully implementing media literacy in schools. The purpose of this study is to investigate the extent to which media literacy is integrated into English as a Foreign Language (EFL) classrooms and identify its benefits and challenges. Quantitative methodology was employed using a questionnaire distributed via online platforms to address the topic. The data were collected from 116 secondary school EFL teachers in Almaty, Kazakhstan. A purposive sampling technique was employed in the study. Descriptive statistics were used to analyse the data from the demographic information of the participants, as well as the mean and standard deviation scores of the Likert-scale questionnaire with 20 items. The results showed that EFL teachers encountered challenges such as the need for reliable resources and insufficient teacher training, which hindered effective implementation. The research implications describe the extent to which media literacy is integrated into EFL classrooms and highlight the benefits and challenges of implementation.



**Keywords:** media literacy, EFL teachers, critical thinking, questionnaire, secondary education.



**Қалай дәйексөз алуға болады / Как цитировать / How to cite:**

Askar, Zh.D., Smakova, K.M., Aukhadiyeva, Z.Zh., Alimbayeva, D.A. Benefits and challenges of integrating media literacy in EFL classrooms: a quantitative study [Text] // Scientific and Pedagogical Journal «Bilim». – Astana: NAE named after Y. Altynsarin, Bilim – № 4. – P. 43 – 54

## Introduction

The widespread use of digital media in the 21st century has led to an overwhelming flood of information, making it increasingly difficult for people to distinguish between truth and misinformation [1]. Researchers also argue that in today's technology-driven society, young people encounter significant challenges in critically evaluating media content [2]. In light of this issue, it is important to promote advanced literacy and critical thinking skills to enable the effective use of media and technology. These skills also help support democratic dialogue, drive social change, and promote active participation [3]. In this case, teaching media literacy at school can improve students' critical thinking skills and enable them to assess the reliability and accuracy of the information they encounter online [4]. It is also recognised as a crucial tool for combating misinformation and disinformation [5].

Many experts emphasise the importance of media literacy education [6] for critical thinking when interpreting media [7], promoting informed citizens, and reducing disinformation [8]. Media literacy education (MLE) is implemented differently across countries. This inconsistency hinders the establishment of a standardised framework or universally recognised best practices for incorporating MLE into the school curriculum [9]. D. Buckingham argues that educational institutions often treat media literacy as a non-compulsory subject and offer it as an elective rather than a compulsory subject in secondary schools [7, p. 102]. The research by A.Z. Shaikenova and T.A. Morozova considers media education to be a fundamental factor in the development of media literacy in various social institutions in the Republic of Kazakhstan [10]. In addition, Sikhynbaeva et al. examined the integration of media education into school and university curricula and proposed strategies for improving teaching methods and incorporating media technologies into the learning process [11]. Therefore, they emphasised its crucial role in developing information and media literacy among young people in today's digital society. Moreover, it is suggested to integrate media literacy across all grades and sub-

jects in schools in Kazakhstan [12]. However, A. Yeleussiz believes that integrating media literacy into the curriculum of Kazakhstani secondary schools could have a long-term impact on students' employment opportunities while supporting the country's multi-sectoral policy [13].

J.C. Mateus and W. Hernández claim that media education is crucial to equip teachers with the necessary skills to cultivate critical and creative media engagement not only in themselves but also in their future students [14]. By teaching critical media literacy (CML), teachers are pivotal in developing media literacy and critical awareness in their students, allowing them to engage with media messages in a thoughtful and reflective manner [15, 16, 17]. In order to achieve students' media literacy skills in EFL classrooms, there is a need for well-educated and well-equipped educators in this media literacy education. According to M. Korona, educators need to develop fundamental media literacy skills, strategies, mindsets, and teaching approaches before they can effectively incorporate media literacy into their teaching practice [18]. Correspondingly, Zhang et al. emphasise the importance of high-quality teacher training for effectively integrating media literacy education. [9]. They believe that media literacy education requires teacher training that emphasises theoretical dimensions and practical skills. In a time of rapid change, they recommend institutional support, self-directed learning, and teacher- and student-tested teaching techniques [9].

Likewise, Share et al. argue that English teachers must employ a critical framework and instructional strategies that address the ever-changing landscape of information, media, popular culture, and technology [3]. However, despite the increasing awareness of this need, a limited number of teacher training programs provide adequate preparation for novice educators in this context [3]. M. Korona believes that many educators still underutilize media literacy integration in their teaching, as it remains a relatively new instructional approach [19]. In addition, no consensus has been reached on the issue of integrating media skills into the school

context [9]. It is suggested that a successful approach to media literacy education relies on an educational framework that emphasises active learning, collaboration, critical questioning, cultural sensitivity and the integration of technology [4]. Hence, English teachers are crucial in guiding students to navigate, interpret, and evaluate the vast amounts of information they access, use, and share. To effectively integrate media literacy into the classroom and develop media literate students, teachers need both technical and critical thinking skills, making professional development programs essential [20, 21, p. 37-38]. Teachers have an important role to play in equipping students with the skills they need to critically analyse media while becoming thoughtful and knowledgeable media content makers [22].

Integrating media literacy into the curriculum offers both benefits and challenges for English teachers; therefore, it is recommended to examine these aspects within the context English as a foreign language (EFL) teaching [18].

Embedding media literacy in the EFL classroom yields the following benefits:

- Enables students to critically evaluate information and simultaneously strengthen their language skills [23];
- Promotes critical thinking, creativity, and functional competence [13];
- Motivates students to learn language through media literacy [16];
- Provides a structured cognitive and social framework that promotes and sustains civic engagement [24] and etc.

Although teaching media literacy in a foreign language has its benefits, implementing structured programs still presents challenges. According to several scholars, including A. Yeleussiz and G. Qanay [12], A. Yeleussiz [13], Afrilyasanti et al. [15], M. Korona and A. Hutchison [18], M. Korona [19], M. N. Torres and M. Mercado [25], Zh. Askar and G. B. Noruzova [26], as well as A. A. Akhmetova and G.Z. Beissembayeva [27], teachers encounter the following barriers:

- Insufficient teacher knowledge and the lack of media literacy training;
- Lack of clear regulations and ethical guidelines concerning media literacy and media usage in classrooms;
- The lack of time and rigid standardized curricula;
- Lack of institutional support;
- Low teacher confidence;
- The lack of technical resources;
- The lack of resources and learning materials.

While several studies conducted by P. Yelubayeva [23], A. A. Akhmetova and G. Z. Beissembayeva [27], Yelubayeva et al. [28, 29, 30], and Mustafina et al. [31] focused on high school settings, others, such as those by A. Yeleussiz and G. Qanay [12], E. Aigul [20], Zh. Askar and G. B. Noruzova [26], Akhmetova et al. [32], and A.B. Yeleussiz [33], examined the integration of media literacy in secondary schools in Kazakhstan. It indicates that despite the growing global emphasis on media literacy education, studies exploring its integration into secondary school EFL classrooms within the Kazakhstani context remain sparse. In order to bridge this gap, the purpose of this study was to investigate the extent to which media literacy is integrated into EFL classrooms at the secondary school level, and identify the perceived benefits and challenges. The study is structured around the following research questions:

1. To what extent do EFL teachers integrate media literacy in their classrooms?
2. What are the EFL teachers' perspectives of teaching media literacy regarding their benefits?
3. What are the EFL teachers' perspectives of teaching media literacy regarding their challenges?

## Materials and methods

This study applied a quantitative method using a questionnaire, which provides a nu-

merical analysis of patterns within a population by examining a representative sample [34]. The questionnaire was employed in this study to measure the objective relation of the participants toward the incorporation of media literacy in EFL classrooms. The research tool was distributed to EFL teachers, who opted to participate in the study, via Google Forms, which offers several advantages: (1) it is time-saving, and (2) it provides a comfortable environment for participants to complete the form without any pressure. Ethical approval was obtained prior to the completion of the questionnaire. The questionnaire was completely anonymous, so participants were asked to answer honestly. It was also provided with explicit instructions and precise explanations on how to answer the questions. Therefore, respondents could not change the answers, as all answers are automatically displayed in graphs and Excel tables.

The researcher collected the data during the Fall semester of the 2023-2024 school year. The questionnaire comprised 20 items include: (1) general background questions (gender, age, type of secondary school, participants' responses from each district of Almaty, teaching experience, and language proficiency of the students taught by the EFL teachers, attended trainings) (7 items) (see Table 1); (2) teachers' integration of media literacy in terms of their benefits and potential challenges (13 items).

The present research used purposeful sampling to enroll the participants in the study. There were 116 who enrolled in secondary schools in Almaty.

Table 1 presents demographic information and personal experiences of the participants regarding media literacy education.

**Table 1. Demographic information and personal experience of the participants**

Gender	n	%
Female	111	95.7
Male	5	4.3
Age	n	%
20-29	52	44.8
30-39	37	31.9
40-49	16	13.8
50-59	10	8.6
60+	1	0.9
Secondary school type	n	%
Public	112	96.6
Private	4	3.4
Almaty districts	n	%
Alatau	10	8.6
Almaly	4	3.4
Auezov	8	6.9
Jetysu	-	-
Medeu	2	1.7
Nauryzbai	91	78.4

<b>Turksib</b>	1	0.9
<b>Teaching experience</b>	n	%
<b>1-5</b>	65	56
<b>6-10</b>	15	12.9
<b>11-15</b>	14	12.1
<b>16-20</b>	8	6.9
<b>21-25</b>	4	3.4
<b>26+</b>	10	8.6
<b>Media literacy training</b>	n	%
<b>Yes</b>	63	54.3
<b>No</b>	53	45.7
<b>Students' language level</b>	n	%
<b>A1-A2</b>	65	56
<b>B1-B2</b>	15	12.9
<b>C1-C2</b>	14	12.1

Apart from the demographic questionnaire items, this research included the use of three distinct scales designed to evaluate media literacy:

1. Teachers' integration of media literacy in EFL classrooms. A 4-item scale ( $\alpha = .934$ ) was developed to assess EFL teachers' media literacy integration in their classes. Participants were requested to provide responses, "To what extent do you integrate media literacy in EFL classrooms?". This was followed by four statements outlining various approaches through which teachers incorporate media literacy into their instructional practices. The survey items included response options based on a 5-point scale: 1 (very low extent); 2 (low moderate); 3 (moderate extent); 4 (high extent); 5 (very high extent). To calculate the level of media literacy application in EFL classrooms, the questionnaire items were summed and averaged for each respondent. A higher score indicates a more extensive incorporation of media literacy concepts and practices into classroom activities, lessons, and instructional strategies. Table 3 provides the mean scores and standard deviations for each item on this scale.

2. The benefits of teaching media literacy in EFL classrooms. A 5-item scale ( $\alpha = .960$ ) was developed to assess the advantages of teaching media literacy in EFL classrooms. The response options varied from 1 (strongly disagree) to 5 (strongly agree). The questionnaire items were aggregated and averaged for each respondent to create the scale for rating the benefits of teaching media literacy, with higher scores indicating a stronger perception of the benefits of including media literacy in EFL lessons. Table 4 shows the means and standard deviations for the items on this scale.

3. The challenges of teaching media literacy in EFL classrooms. A 4-item scale ( $\alpha = .932$ ) was constructed to evaluate the challenges associated with teaching media literacy in EFL classrooms. The response options varied from 1 (not a challenge); 2 (a minor challenge); 3 (neutral); 4 (a moderate challenge); 5 (a major challenge). The responses were summed and averaged for each respondent to develop the scale measuring the challenges of teaching media literacy, where higher scores indicated greater obstacles encountered by EFL teachers in incorporat-

ing media literacy into their teaching practices. Table 5 presents the mean scores and standard deviations for the items on this scale.

## Results

Several analyses of the collected data were carried out in order to obtain a comprehensive picture of EFL teachers' experiences with the integration of media literacy into their lessons. The results of the scales used to assess the level of media literacy integration and the perceived benefits and challenges to teaching media literacy provide

a thorough summary of the sample's engagement with each research variable, both individually and collectively. The data were organized and analysed using JAMovi. Descriptive statistics were used to calculate the mean and standard deviation of the items on the Likert scale of the questionnaire.

The analysis of the reliability of the survey shows a high-level consistency with a Cronbach's alpha of 0.945 and an Omega coefficient of 0.946 (see Table 2). These results demonstrate the reliability and appropriateness of the instrument for assessing the integration of media skills.

**Table 2. Reliability statistics**

Items	Cronbach's alpha	Omega
13	0.945	0.946

This questionnaire has a high internal consistency and reliability, as shown by its Cronbach's alpha of 0.945 and its Omega coefficient of 0.946.

### **Teachers' integration of media literacy in EFL classrooms**

The first research question (RQ1) explored the extent to which EFL teachers incorporate media literacy into their teaching practices. The results showed a moderate level of implementation across all four measured items (see Table 3). For item 1, which addressed the embedding of media literacy through student skill development in writing, reading, speaking and listening, yielded a mean score of 2.82 (SD = 1.06). This indicates slightly above-average application with moderate variation in teacher respons-

es. Item 2 examined the development of students' abilities to access, analyse, evaluate, create, and act upon media messages, producing a mean score of 2.80 (SD = 1.06). This result demonstrates a comparable level of practice and similar variation in practice across participants. Item 3, which assessed the extent to which teachers encouraged critical questioning to distinguish between fact and opinion in the news, had the lowest mean score of 2.72 (SD = 1.10). This score reveals slightly lower integration and greater variability, suggesting inconsistencies in teachers' implementation of this practice. Finally, item 4, which teaches students to examine media bias, received an average score of 2.80 (SD = 1.04). The low standard deviation indicates that this item was administered more consistently than others in the sample.

**Table 3. Teachers' integration of media literacy in EFL classrooms**

	Item 1	Item 2	Item 3	Item 4
n	116	116	116	116
M	2.82	2.80	2.72	2.80
SD	1.06	1.06	1.10	1.04

### ***The benefits of teaching media literacy in EFL classrooms***

Regarding (RQ2), the results of the study revealed five main benefits that teachers experience when integrating media literacy into EFL lessons (see Table 4). The first item, creating a relaxed atmosphere in teacher-student, student-student interaction and cultivating a question-friendly environment in the classroom, received a mean score of 3.23 (SD = 1.09), reflecting mixed perceptions that could be influenced by different teaching styles and classroom management experiences. The second item, encouraging students with authentic materials that relate to real life, received a mean score of 3.34 (SD = 1.03), indicating moderate agreement. The third item, motivating students in language

learning through media literacy, received a mean score of 3.43 (SD = 1.08), showing that many participants view media literacy as a valuable effective tool for promoting engagement, although the variations reveal different experiences in the classroom. The fourth item, developing students' critical thinking skills in analysing media messages, received a mean score of 3.46 (SD = 1.05), demonstrating general agreement with the link between media literacy and the development of analytical skills. The final item, developing students' core skills (reading, writing, speaking, listening and use of English), achieved the highest mean score of 3.47 (SD = 1.10). This shows that the comprehensive benefits of media literacy for foreign language learning are recognised.

**Table 4. The benefits of teaching media literacy in EFL classrooms**

	Item 1	Item 2	Item 3	Item 4	Item 5
n	116	116	116	116	116
M	3.23	3.34	3.43	3.46	3.47
SD	1.09	1.03	1.08	1.05	1.10

### ***The challenges of teaching media literacy in EFL classrooms***

With regard to question (RQ3), the results of the study revealed four key challenges that teachers face when embedding media literacy into EFL lessons (see Table 5). Item 1, which focused on the need for a textbook (M=2.97, SD=1.02), was perceived as a low to neutral challenge, with a low standard deviation suggesting a consistent opinion among participants. Item 2, which examined the need for reliable resources (M=3.15, SD=1.16), emerged as a greater problem, with variabil-

ity in responses indicating different levels of access to and experience with media literacy materials. Item 3, which captures teacher training and some strategies for developing specific media literacy skills (M=3.20, SD=1.11), was cited as the most critical challenge, reflecting a widespread perception of inadequate preparation for effective implementation of media literacy instruction. Finally, item 4, which focused on the need for a standard time frame for ML lessons (M=3.06, SD=1.05), was seen as a moderate challenge, with mixed responses reflecting different experiences of time management.

**Table 5. The challenges of teaching media literacy in EFL classrooms**

	Item 1	Item 2	Item 3	Item 4
n	116	116	116	116
M	2.97	3.15	3.20	3.06
SD	1.02	1.16	1.11	1.05

## Discussion

Based on the analysis of the questionnaire, the overall results indicate that EFL teachers incorporated media literacy in their classrooms.

In addressing the first research question on the extent of media literacy integration in EFL classrooms, the results showed that EFL teachers most frequently implemented media literacy into students' skill development in writing, reading, speaking, and listening. EFL teachers also indicated similar levels of applying ML instruction on how to verify sources for media bias, as well as improving students' skills in accessing, analysing, evaluating, creating and acting to media messages. However, unexpected results appeared as well. It was found that the integration of critical questions to help students distinguish between facts and opinions in the news received the lowest average score. Similar to those outlined by Afrilyasanti et al., EFL teachers are still limited in their "comfort zone" [16]. Conversely, they are required to compare and critically evaluate the credibility and reliability of information sources. They confirm that CML plays a constructive role in fostering students' personal growth in the vast landscape of digital media.

Concerning the second research question, which investigated the benefits of integrating media literacy in EFL classrooms, the questionnaire findings revealed that EFL teachers frequently incorporated media literacy to improve key language skills. In addition, another benefit acknowledged by teachers was developing students' critical thinking skills. These support prior research of scholars [26, 28] who found that enhancing critical judgement and interpretation skills has led to significant improvements in critical reading, listening, and productive and interactive writing and speaking skills.

It can be suggested that teaching media literacy in EFL classrooms with well-organized instructional activities can motivate students to become more attentive, literate, analytical, and critical in order to evaluate certain sources. In line with a previous study [16], the present study has shown that lan-

guage learning through media literacy can motivate students. However, it is worth noting that creating a relaxed atmosphere or cultivating a question-friendly environment in teacher-student interactions and encouraging students with authentic materials that relate to real life was not as beneficial among EFL teachers. This is also a contradictory result with other studies [35, 36, 37]. Research has shown that the use of authentic media material in foreign language teaching is an effective approach to increasing student motivation and engagement. Also, authentic resources and media can help students build and reinforce the bridge between language learning in the classroom and real-world experiences. Ultimately, the inclusion of authentic material is more than just a teaching approach; it serves as a means of cultivating critical readers. By shifting the focus away from memorization, the learning experience is enriched and students are equipped with the skills to analyse, evaluate and actively engage with the world around them [37].

As for the challenges, the results of this study highlight several challenges that EFL teachers face when embedding media literacy into the language classroom. In particular, four key challenges were identified in the survey: the need for a textbook, access to reliable resources, teacher training and policy development, and the need for a standardized timeframe for teaching media literacy.

One of the most critical barriers identified was teacher training and strategies for developing specific media skills. The high mean score indicates that teachers perceive insufficient training as the main barrier to the effective integration of ML in EFL classrooms. This finding is consistent with existing literature [24, 38, 39], [40] which emphasise the importance of thorough teacher training, which should include conferences, professional development opportunities and ongoing teacher training to help educators acquire media literacy and teach critical media literacy effectively. In addition, teachers indicated potential barriers for reliable resources and the need for a standard timeframe for teaching, which were also mentioned by other researchers [19, 41]. One of

the least significant challenges mentioned in the study was the need for a course book. The relatively low mean score suggests that teachers do not view the lack of a media literacy-focused textbook as a major obstacle. However, another study found that it is difficult to find effective resources for teaching CML [15], so Corser et al. suggest creating learning materials for it [41].

Despite these challenges, this study sheds light on how EFL teachers can integrate media literacy into EFL lessons and help students acquire the skills necessary for media literacy and active engagement in a media-driven society.

#### Study limitations and future directions

The integration of media literacy into EFL classrooms and the benefits and challenges perceived by teachers in the Kazakhstani context could be of great importance. Although this study provides valuable insights into the integration of media literacy by EFL teachers in secondary education, there are certain limitations that should be considered. The first limitation was the lack of diverse population groups. For future research, it is recommended to increase the sample size by conducting field surveys in traditional formats to include different population groups such as stakeholders, EFL teachers, students and parents to ensure representative and generalizable results. Another limitation was that the current study conducted only a questionnaire. In order to gain a better insight for improving the results of the study, the mixed-method research design should be conducted to observe and gain a more comprehensive understanding of actual media literacy integration in EFL classrooms through semi-structured interviews with EFL teachers and students. Despite these limitations, this study lays an important foundation for future research by examining the integration of media literacy into EFL classrooms and highlighting the perceived benefits and challenges.

## Conclusion

In general, this study was conducted to in-

vestigate to what extent EFL teachers integrated media literacy into their classrooms and to find out the perceived benefits and challenges.

Unlike previous studies, this research targeted all secondary EFL teachers in Almaty. However, there were some limitations, such as the lack of different population groups and the method of the study relied solely on a single questionnaire.

From the quantitative analysis of this study, it can be concluded that teachers have moderately integrated media literacy into EFL classrooms. Differences in the responses suggest that the degree of media literacy integration among EFL teachers varies. These results highlight the necessity for further professional development or resources to support a more thorough and consistent incorporation of media literacy into EFL instruction.

Therefore, participants expressed moderate to strong agreement with the various benefits of teaching media literacy, particularly in developing language skills and critical thinking skills.

The results underscore four challenges that EFL teachers encountered while integrating media literacy in their classes. The results show that media literacy in EFL lessons requires better teacher preparation, reliable materials and standardised time frame.

The results of this study could be helpful in the design of teacher training programmes, especially for EFL teachers in secondary schools. Furthermore, research involving diverse populations and employing mixed methods could provide a more comprehensive understanding of the practical implementation of media literacy in EFL classrooms. Such studies might also yield different outcomes.

## Bibliography / References

1. Sarkar, S., Ghosh, A. Leveraging Artificial Intelligence to Enhance Media Literacy and Combat Misinformation //JNRID. – 2024. – P. 2984-8687. – <http://doi.one/10.1729/Journal.41684>

2. **Wineburg, S., McGrew, S.** Evaluating information: The cornerstone of civic online reasoning. – 2016. – <https://purl.stanford.edu/fv751yt5934>
3. **Share, J., Mamikonyan, T., Lopez, E.** Critical media literacy in teacher education, theory, and practice // eScholarship, University of California. – 2019. – <https://doi.org/10.1093/acrefore/9780190264093.013.1404>
4. **Sytnyk, L.** Development of media literacy of teachers: work experience // Scientific Collection «InterConf+». – 2023. – No. 32(151). – P. 662–668. – <https://doi.org/10.51582/interconf.19-20.04.2023.071>
5. **Huguet, A., Kavanagh, J., Baker, G., Blumenthal, M. S.** Exploring media literacy education as a tool for mitigating truth decay // RAND Corporation. – 2019. – <https://doi.org/10.7249/RR3050>
6. **Scheibe, C., Rogow, F.** The teacher's guide to media literacy: Critical thinking in a multimedia world. – Thousand Oaks: Corwin Press, 2011. – ISBN 978-1-4129-9758-4 (pbk.)
7. **Buckingham, D.** Media Education: Literacy, Learning and Contemporary Culture. – Cambridge: Polity Press, 2003.
8. **Potter, W. J.** Media Literacy. – Thousand Oaks: SAGE Publications, 2011.
9. **Zhang, L., Zhang, H., Wang, K.** Media literacy education and curriculum integration: A literature review // International Journal of Contemporary Education. – 2020. – Vol. 3. – No. 1. – P. 55–64. – <https://doi.org/10.11114/ijce.v3i1.4769>
10. **Shaikenova, A. Z., Morozova, T. A.** Media Education as the Key Factor of Media Literacy Formation in Social Institutions in the Republic of Kazakhstan // Of Social and Human Sciences. – 2019. – P. 134. – <https://doi.org/10.32014/2019.2224-5294.222>
11. **Sikhynbaeva, J.S., Manabaeva, S.E., Maulenberdieva, G.B.** Media Education in Kazakhstan // Academic Research in Educational Sciences. – 2024. – Vol. 5. – No. Conference NUU 5. – P. 272-277.
12. **Yeleussiz, A., Qanay, G.** Media Literacy in Kazakhstan: Educators' Perspectives and Policy Implementation // Journal of Curriculum Studies Research. – 2025. – Vol. 7. – No. 1. – P. 1-25. – <https://doi.org/10.46303/jcsr.2025.1>
13. **Yeleussiz, A.** Exploring EFL teachers' perceptions of media literacy in Kazakhstan // Journal of Social Studies Education Research. – 2024. – Vol. 15. – No. 1. – P. 282–316.
14. **Mateus, J. C., Hernández, W.** Design, validation, and application of a questionnaire on media education for teachers in training // Journal of New Approaches in Educational Research. – 2019. – Vol. 8. – No. 1. – P. 34–41. – <https://doi.org/10.7821/haer.2019.1.329>
15. **Afrilyasanti, R., Basthomí, Y., Zen, E.L.** The implications of instructors' digital literacy skills for their attitudes to teach critical media literacy in EFL classrooms // International Journal of Media and Information Literacy. – 2022. – Vol. 7. – No. 2. – P. 283–292. – <https://doi.org/10.13187/ijmil.2022.2.283>
16. **Afrilyasanti, R., Basthomí, Y., Zen, E.L.** Factual vs. Fake News: Teachers' Lens on Critical Media Literacy Education in EFL Classes // Journal of Interactive Media in Education. – 2023. – Vol. 2023. – No. 1. – <https://doi.org/10.5334/jime.781>
17. **Mrisho, D.H., Bulendu, D.E., Dominic, N.A.** Media literacy: Concept, theoretical explanation, and its importance in the digital age // East African Journal of Arts and Social Sciences. – 2023. – Vol. 6. – No. 1. – P. 78–85. – <https://doi.org/10.37284/eaajass.6.1.1087>
18. **Korona, M., Hutchison, A.** Integrating media literacy across the content areas // Reading Research Quarterly. – 2023. – Vol. 58. – No. 4. – P. 601–623. – <https://doi.org/10.1002/rrq.517>
19. **Korona, M.** Teachers' perceptions of media literacy competence during an online professional development // Journal of Media Literacy Education. – 2024. – Vol. 16. – No. 1. – P. 36–49. – <https://doi.org/10.23860/JMLE-2024-16-1-3>
20. **Aigul, E.** Exploration of Stakeholders' Perceptions and Understandings of Media Literacy: A Case Study of One School // Scientific and Pedagogical Journal Bilim-Obrazovanie of the National Academy of Education named after I. Altynsarın. – 2024. – Vol. 111. – No. 4. – P. 21-32. – <https://doi.org/10.59941/2960-0642-2024-4-21-32>
21. **Share, J., Mamikonyan, T.** Preparing English teachers with critical media literacy for the digital age // Contemporary Issues in Technology and Teacher Education. – 2020. – Vol. 20. – No. 1. – P. 37–54. – <https://www.learntechlib.org/primary/p/210430/>
22. **McNelly, T. A., Harvey, J.** Media Literacy Instruction in Today's Classrooms: A Study of Teachers' Knowledge, Confidence, and Integration // Journal of Media Literacy Education. – 2021. – Vol. 13. – No. 1. – P. 108–130. – <https://doi.org/10.23860/JMLE-2021-13-1-10>
23. **Yelubayeva, P.** State of media literacy education in language classrooms: challenges and opportunities // Scientific Journal "Bulletin of the National Academy of Sciences of the Republic of Kazakhstan". – 2023. – Vol. 405. – No. 5. – P. 71–87. – <https://doi.org/10.32014/2023.2518-1467.577>
24. **Martens, H., Hobbs, R.** How Media Literacy Supports Civic Engagement in a Digital Age // Atlantic Journal of Communication. – 2015. – Vol. 23. – No. 2. – P. 120–137. – <https://doi.org/10.1080/15456870.2014.961636>
25. **Torres, M.N., Mercado, M.** The Need for Critical Media Literacy in Teacher Education Core Curricula // Equity & Excellence in Education. – 2006. – Vol. 39. – No. 3. – P. 260–268. – [https://doi.org/10.1207/s15326993es3903\\_5](https://doi.org/10.1207/s15326993es3903_5)
26. **Askar, Zh., Noruzova, G.B.** The Role of Media Literacy in Foreign Language Education // Izvestiya. Series: Pedagogical Sciences. – 2024. – Vol. 72. – No. 1. – P. 576–588. – <https://doi.org/10.48371/PEDS.2024.72.1.039>
27. **Akhmetova, A.A., Beissembayeva, G.Z.** Navigating Media Literacy Challenges in Higher Education EFL Courses: Insights from Student Behaviors and Pedagogical Strategies // Bulletin of Shokan Ualikhanov Kokshetau University. Philological Series. – 2024. – No. 1. – P. 214–228. – <https://doi.org/10.59102/kufil/2024/iss1pp214-228>

28. **Yelubayeva, P., Kudyarova, Sh., Tleubay, S.** The Role of Media Literacy in Promoting Critical Communication Skills in Language Teaching Classrooms // *Izvestiya. Series: Pedagogical Sciences.* – 2023. – Vol. 70. – No. 3. – <https://doi.org/10.48371/PEDS.2023.70.3.013>

29. **Yelubayeva, P., Burkittayeva, M., Kulzhanbekova, G., Khamidova, A.** Incorporating Media Literacy in the Language Education Curriculum for Sustainable Development // *Scientific Journal "Bulletin of the National Academy of Sciences of the Republic of Kazakhstan".* – 2023. – Vol. 406. – No. 6. – <https://doi.org/10.32014/2023.2518-1467.620>

30. **Yelubayeva, P. K., Berkinbayeva, G.O., Khamidova, A.Kh., Kulzhanbekova, G.K.** Integrated Language and Media Literacy Education to Enhance Kazakh Students' 4Cs Skills // *Bulletin of L.N. Gumilyov Eurasian National University. Pedagogy, Psychology, Sociology Series.* – 2024. – Vol. 148. – No. 3. – P. 38-54. – <https://doi.org/10.32523/2616-6895-2024-148-3-38-54>

31. **Mustafina, A.Z., Yelubayeva, P.K., Tutbayeva, Z.A.** Developing Students' Critical and Creative Communication by Incorporating Media Literacy into English Language Teaching // *Bulletin of L.N. Gumilyov Eurasian National University. Pedagogy, Psychology, Sociology Series.* – 2022. – Vol. 141. – No. 4. – P. 216-227. – <https://doi.org/10.32523/2616-6895-2022-14-4-216-227>

32. **Akmetova, A.A., Beissembayeva, G.Z., Bulatbayeva, K.N.** Principles of Effective Media Literacy in Foreign Language Education // *Bulletin of Abai Kazakh National Pedagogical University. Series: Pedagogical Sciences.* – 2023. – Vol. 79. – No. 3. – P. 298-310. – <https://doi.org/10.51889/2959-5762.2023.79.3.026>

33. **Yeleussiz, A.B.** Measuring Pedagogical-Didactical Media Literacy Competencies of EFL Teachers // *Bulletin of Toraighyrov University. Pedagogics Series.* – 2024. – Vol. 3. – No. 3. – P. 77-90. – <https://doi.org/10.32523/2616-6895-2024-3-3-77-90>

34. **Creswell, J.W., Creswell, J.D.** Research design: Qualitative, quantitative, and mixed methods approaches. – Sage publications, 2017.

35. **Kulakhmetova, M.S., Daulbayeva, K.M.** Authentic Media Materials for Increasing Motivation in Foreign Language Teaching // *Bulletin of Shokan Ualikhanov Kokshetau University: Philological Series.* – 2024. – No. 2. – P. 248-259. – <https://doi.org/10.59102/kufil/2024/iss2pp248-259>

36. **Nädrag, L., Buzarna-Tihenea, A.** The benefits of using authentic materials in the ESP classroom. Case study // *Ovidiuos, University of Constanta.* – 2017.

37. **Gulnara, A.** Using authentic materials to develop students' critical reading ability // *International Journal Of Literature And Languages.* – 2024. – Vol. 4. – No. 06. – P. 7-11. – <https://doi.org/10.37547/ijll/Volume04Issue06-02>

38. **Kellner, D., Share, J.** Critical media literacy: Crucial policy choices for a twenty-first-century democracy // *Policy Futures in Education.* – 2007. – Vol. 5. – No. 1. – P. 59-69. – <https://doi.org/10.2304/pfie.2007.5.1.59>

39. **Hattani, H.A.** Media literacy education in secondary school: Teachers' attitudes // *Journal of Media Research.* – 2019. – Vol. 12. – No. 33. – P. 5-26. – <http://www.mrjournal.ro/docs/R2/33JMR1.pdf>

40. **Simons, M., Meeus, W., T'Sas, J.** Measuring media literacy for media education: Development of a questionnaire for teachers' competencies // *Journal of media literacy education.* – 2017. – Vol. 9. – No. 1. – P. 99-115. – <https://doi.org/10.23860/JMLE-2017-9-1-7>

41. **Corser, K., Dezuanni, M., Notley, T.** How news media literacy is taught in Australian classrooms // *The Australian Educational Researcher.* – 2022. – Vol. 49. – No. 4. – P. 761-777. – <https://doi.org/10.1007/s13384-021-00457-5>

## Ағылшын тілі сабактарында медиасауаттылықты интеграциялаудың артықшылықтары мен қындықтары: сандық зерттеу

**Ж.Д. Аскар<sup>1</sup>, К.М. Смакова<sup>2</sup>, З.Ж. Аухадиева<sup>3</sup>, Д.А. Алимбаева<sup>4</sup>**

<sup>1,2</sup>SDU университеті, Қаскелен қ., Қазақстан Республикасы

<sup>3</sup>Алматы технологиялық университеті, Алматы қ., Қазақстан Республикасы

<sup>4</sup>Абылай хан атындағы КазХҚЖТУ, Алматы қ., Қазақстан Республикасы



**Аннотация.** Заманауи цифрлық медиа орта ақпаратты сынни тұрғыдан талдауға және бағалауға мүмкіндік беретін медиасауаттылықты дамытууды талап етеді. Сонымен ктарат, мұғалімдер мектепте медиасауаттылықты оқытуда және оны жүзеге асыруда маңызды рөл атқарады. Осы зерттеудің мақсаты – медиасауаттылықтың шетел тілі ретінде ағылшын тілі сабактарында қаншалықтың деңгейде интеграцияланғанын (енгізілгенін) анықтау, сондай-ақ оның артықшылықтары мен қындықтарын зерт-

теу болып табылады. Бұл мәселені зерделеу үшін сандық әдіснама қолданылды, деректер онлайн платформалар арқылы таратылған сауалнама көмегімен жиналды. Зерттеуге Қазақстанның Алматы қаласындағы орта мектептерінде жұмыс істейтін 116 ағылшын тілі мұғалімі қатысты. Іріктеу әдісі ретінде мақсатты іріктеу тәсілі пайдаланылды. Деректерді талдау үшін сипаттамалық статистика қолданылды: қатысушылардың демографиялық деректері, сондай-ақ Лайкерт шкаласындағы 20 сұрақ бойынша орташа мәндер мен стандартты ауытқулар есептелді. Нәтижелер көрсеткендегі, ағылшын тілі мұғалімдері сенімді ресурстардың жетіспеушілігі жөне кәсіби даярлыштың жеткіліксіздігі сияқты қыындықтарға тап болғанын көрсетті, сәйкесінше бұл медиасауаттылықты тиімді енгізуге кедергі көлтіретінін көрсетті. Алынған деректер ағылшын тілі сабактарына медиасауаттылықтың қаншалықты денгейде енгізілгенін бағалауға және оны енгізудің негізгі артықшылықтары мен қыындықтарын айқындауға мүмкіндік береді.

 **Кілтті сәздер:** медиасауаттылық, ағылшын тілі мұғалімдері, сынни ойлау, сауалнама, орта білім.

## Преимущества и проблемы интеграции медиаграмотности на занятиях английского языка: количественное исследование

**Ж.Д. Аскар<sup>\*1</sup>, К.М. Смакова<sup>2</sup>, З.Ж. Аухадиева<sup>3</sup>, Д.А. Алимбаева<sup>4</sup>**

<sup>1,2</sup>Университет SDU, г. Каскелен, Республика Казахстан

<sup>3</sup>Алматинский технологический университет, г. Алматы, Республика Казахстан

<sup>4</sup>КазУМОиМЯ имени Абылай хана, г. Алматы, Республика Казахстан



**Аннотация.** Современная цифровая медиасреда требует развития медиаграмотности, которая позволяет критически анализировать и оценивать информацию. Кроме того, учителя играют важную роль в обучении и успешной реализации медиаграмотности в школах. Цель данного исследования — изучить степень интеграции медиаграмотности в учебные занятия по английскому языку как иностранному, а также выявить её преимущества и трудности. Для изучения данной темы была использована количественная методология, при этом сбор данных осуществлялся с помощью анкеты, распространённой через онлайн-платформы. В исследовании приняли участие 116 преподавателей английского языка как иностранного из средних школ города Алматы, Казахстан. В качестве метода отбора участников применялась целенаправленная выборка. Для анализа данных использовалась описательная статистика, включая демографическую информацию об участниках, а также средние значения и стандартные отклонения по 20 пунктам шкалы Лайкера. Результаты показали, что преподаватели английского языка сталкиваются с такими трудностями, как нехватка надёжных ресурсов и недостаточная профессиональная подготовка, что препятствует эффективной реализации медиаграмотности. Полученные данные позволяют оценить уровень интеграции медиаграмотности в занятия по английскому языку и выделить основные преимущества и трудности, связанные с её внедрением.



**Ключевые слова:** медиаграмотность, преподаватели английского языка, критическое мышление, анкетирование, среднее образование.

Material received on 07.04.2025