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«ХАЛЫҚ» ЖҚ

# Х А Б А Р Ш Ы С Ы

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**ВЕСТНИК**

РОО «НАЦИОНАЛЬНОЙ  
АКАДЕМИИ НАУК  
РЕСПУБЛИКИ КАЗАХСТАН»  
ЧФ «Халық»

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В 2016 году для развития и улучшения качества жизни казахстанцев был создан частный Благотворительный фонд «Халык». За годы своей деятельности на реализацию благотворительных проектов в областях образования и науки, социальной защиты, культуры, здравоохранения и спорта, Фонд выделил более 45 миллиардов тенге.

Особое внимание Благотворительный фонд «Халык» уделяет образовательным программам, считая это направление одним из ключевых в своей деятельности. Оказывая поддержку отечественному образованию, Фонд вносит свой посильный вклад в развитие качественного образования в Казахстане. Тем самым способствуя росту числа людей, способных менять жизнь в стране к лучшему – профессионалов в различных сферах, потенциальных лидеров и «великих умов». Одной из значимых инициатив фонда «Халык» в образовательной сфере стал проект *Ozgeris powered by Halyk Fund* – первый в стране бизнес-инкубатор для учащихся 9-11 классов, который помогает развивать необходимые в современном мире предпринимательские навыки. Так, на содействие малому бизнесу школьников было выделено более 200 грантов. Для поддержки талантливых и мотивированных детей Фонд неоднократно выделял гранты на обучение в Международной школе «Мирас» и в *Astana IT University*, а также помог казахстанским школьникам принять участие в престижном конкурсе «*USTEM Robotics*» в США. Авторские работы в рамках проекта «Тәлімгер», которому Фонд оказал поддержку, легли в основу учебной программы, учебников и учебно-методических книг по предмету «Основы предпринимательства и бизнеса», преподаваемого в 10-11 классах казахстанских школ и колледжей.

Помимо помощи школьникам, учащимся колледжей и студентам Фонд считает важным внести свой вклад в повышение квалификации педагогов, совершенствование их знаний и навыков, поскольку именно они являются проводниками знаний будущих поколений казахстанцев. При поддержке Фонда «Халык» в южной столице был организован ежегодный городской конкурс педагогов «*Almaty Digital Ustaz*».

Важной инициативой стал реализуемый проект по обучению основам финансовой грамотности преподавателей из восьми областей Казахстана, что должно оказать существенное влияние на воспитание финансовой

грамотности и предпринимательского мышления у нового поколения граждан страны.

Необходимую помощь Фонд «Халык» оказывает и тем, кто особенно остро в ней нуждается. В рамках социальной защиты населения активно проводится работа по поддержке детей, оставшихся без родителей, детей и взрослых из социально уязвимых слоев населения, людей с ограниченными возможностями, а также обеспечению нуждающихся социальным жильем, строительству социально важных объектов, таких как детские сады, детские площадки и физкультурно-оздоровительные комплексы.

В копилку добрых дел Фонда «Халык» можно добавить оказание помощи детскому спорту, куда относится поддержка в развитии детского футбола и карате в нашей стране. Жизненно важную помощь Благотворительный фонд «Халык» оказал нашим соотечественникам во время недавней пандемии COVID-19. Тогда, в разгар тяжелой борьбы с коронавирусной инфекцией Фонд выделил свыше 11 миллиардов тенге на приобретение необходимого медицинского оборудования и дорогостоящих медицинских препаратов, автомобилей скорой медицинской помощи и средств защиты, адресную материальную помощь социально уязвимым слоям населения и денежные выплаты медицинским работникам.

В 2023 году наряду с другими проектами, нацеленными на повышение благосостояния казахстанских граждан Фонд решил уделить особое внимание науке, поскольку она является частью общественной культуры, а уровень ее развития определяет уровень развития государства.

Поддержка Фондом выпуска журналов Национальной Академии наук Республики Казахстан, которые входят в международные фонды Scopus и WoS и в которых публикуются статьи отечественных ученых, докторантов и магистрантов, а также научных сотрудников высших учебных заведений и научно-исследовательских институтов нашей страны является не менее значимым вкладом Фонда в развитие казахстанского общества.

С уважением, Благотворительный Фонд «Халык»!

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## STATE OF MEDIA LITERACY EDUCATION IN LANGUAGE CLASSROOMS: CHALLENGES AND OPPORTUNITIES

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**Abstract.** As the influence of media continues to grow in the digital age, integrating media literacy education into language learning environments has become imperative, urging the educational system to change its pedagogy to be fully literate in the 21st century. Including media literacy in the school curriculum offers a transformative pathway for fostering students' critical and creative thinking, cultural awareness, and digital literacy skills in decoding the diverse media system. Therefore, this article examines the current state of media literacy education in foreign language classrooms in Kazakhstan. By assessing the challenges and opportunities inherent in integrating media literacy into language instruction, this study sheds light on the potential benefits of fostering media literacy skills among language learners in Kazakhstan's educational landscape. The study uses a qualitative methodology consisting of structured interviews with first-year students of Almaty and Astana universities who arrived from different parts of Kazakhstan. The results show that although media literacy is officially recognised, it is not a fundamental part of the national curriculum. Respondents admit that by developing critical thinking, communication skills and cultural awareness, media literacy increases language proficiency and equips them with the necessary tools to navigate the complexities of the modern media space. Purposeful preparation of students for orientation in the



media space allows them to become effective communicators, discerning information consumers and active participants equipped with the necessary skills for the 21st century in a globalised society.

**Keywords:** Media literacy, English as a Foreign Language, critical thinking, language proficiency, digital literacy, communication skills, authentic materials, cultural awareness

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## МЕДИЯСАУАТТЫҚТЫ ТІЛ САБАҚТАРЫНДА ОҚЫТУ ЖАЙЫ: МӘСЕЛЕЛЕРІ МЕН МҮМКІНДІКТЕРІ

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**Аннотация.** Цифрлық дәуірде бұқаралық ақпарат құралдарының ықпалы арту себебінен, тілдерді оқытуда оқушының медиа сауаттылығын біріктіре дамыту маңызды мәселеге айналған. Бұл жағдай білім беру жүйесін 21 ғасырда толық сауатты болу үшін педагогикасына өзгерістер енгізу қажеттігін тудырып отыр. Мектеп оқу бағдарламасына медиа сауаттылығын енгізу оқушылардың сыни және шығармашылық ойлауын, мәдени хабардарлығын және әртүрлі медиа жүйені ашудағы цифрлық сауаттылық дағдыларын дамытуға трансформациялық жол ұсынады. Мақалада Қазақстанда тілдерді оқыту процесінде медиа сауаттылық бойынша білім берудің қазіргі жағдайы қарастырылады. Тілді оқытуға медиа сауаттылықты біріктіруге байланысты проблемалар мен мүмкіндіктерді бағалай отырып, бұл зерттеу Қазақстанның білім беру жүйесінде тіл үйренушілер арасында медиа сауаттылық дағдыларын дамытудың әлеуетті артықшылықтарын атап өтеді. Зерттеуде Қазақстанның әр өңірінен келген Алматы мен Астана жоғары оқу орындарының бірінші курс студенттерімен



құрылымдық сұхбаттан тұратын сапалы әдістеме қолданылады. Нәтижелер қорытындысы бойынша медиа сауаттылық ресми түрде қабылданғанымен, ол ұлттық оқу бағдарламасының негізгі бөлігіне айналмағаны анықталды. Респонденттер сыни ойлауды, коммуникативті дағдыларды және мәдени сананы дамыта отырып, медиа сауаттылық тілді меңгеру деңгейін арттыратынын, әрі осы дағдылар заманауи ақпараттық кеңістікте еркін қарым-қатынас жасауға себеп болатынын мойындайды. Мақсатты түрде білімалушыларды медиа-кеңістікке дайындау, оларға тиімді коммуникатор, ақпаратты тұтынушылар және жаһанданған қоғамның белсенді қатысушылары болуға мүмкіндік береді. Осылайша, 21-ші ғасырдағы мамандарға қажетті дағдыларды қалыптастыру мақсатында оқыту әдістерін қайта қарастырып, жаңартылған оқу және цифрлық ресурстарды қамтамасыз ету арқылы медиа сауаттылықты білім берудің маңызды құрамдас бөлігі ретінде тану ұсынылады.

**Түйін сөздер:** медиа сауаттылық, ағылшын тілі шет тілі ретінде, сыни тұрғыдан ойлау, тілді меңгеру, цифрлық сауаттылық, коммуникациялық дағдылар, аутенттік материалдар, мәдени хабардарлық

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## СОСТОЯНИЕ ОБУЧЕНИЯ МЕДИАГРАМОТНОСТИ В ЯЗЫКОВЫХ АУДИТОРИЯХ: ПРОБЛЕМЫ И ПЕРСПЕКТИВЫ

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**Аннотация.** С продолжением роста влияния медиа в эпоху цифровых технологий интеграция обучения медиаграмотности в среду изучения языков стала насущной необходимостью, побуждая систему образования изменить свою

педагогике в соответствии с требованиями 21 века. Включение медиаграмотности в школьную программу открывает преобразующий путь для развития критического и творческого мышления учащихся, культурной осведомленности и навыков цифровой грамотности в работе с разными медиа системами. В статье рассматривается текущее состояние обучения медиаграмотности в школах Казахстана. Оценивая проблемы и возможности, связанные с интеграцией медиаграмотности в обучение языку, наше исследование проливает свет на потенциальные преимущества развития навыков медиаграмотности среди молодежи Казахстана. В исследовании используется качественная методология, состоящая из структурированных интервью со студентами первого курса вузов Алматы и Астаны, прибывших из разных уголков Казахстана. Результаты показывают, что, хотя медиаграмотность официально признана, она не является фундаментальной частью национальной учебной программы. Респонденты признают, что, развивая критическое мышление, коммуникативные навыки и культурную осведомленность, медиаграмотность повышает уровень владения языком и вооружает их необходимыми инструментами для ориентации в сложностях современного медиа-пространства. Целенаправленная подготовка учащихся к ориентированию в медиа-пространстве, дает им возможность стать эффективными коммуникаторами, разборчивыми потребителями информации и активными участниками глобализованного общества. Таким образом, рекомендуется признать медиаграмотность важнейшим компонентом образования путем пересмотра методов преподавания и предоставления обновленных обучающих и цифровых ресурсов, чтобы обучить специалистов необходимым навыкам 21-го века.

**Ключевые слова** медиаграмотность, английский как иностранный язык, критическое мышление, владение языком, цифровая грамотность, коммуникативные навыки, аутентичные материалы, культурная осведомленность

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## **Introduction**

In an era marked by the ubiquity of media platforms, education and lifelong learning are enhanced through media literacy (ML). The ability to critically analyse and interpret media messages is a new advancement trend that ensures quality education. However, ML is still in its early stages in Kazakhstan and needs to be taught formally in schools; it is vital for informed citizenship and effective communication. Integrating ML into English as a Foreign Language (EFL) classrooms provides a unique opportunity to enhance language proficiency while nurturing critical thinking, cultural awareness, and digital literacy competencies. Therefore, this article explores the status of media literacy education (MLE) within the context of foreign language classrooms in Kazakhstan, acknowledging the significance of equipping learners with the skills to engage critically with media content. Through qualitative structured

interviews, this study aimed to examine the opinions of EFL teachers on MLE and how it is incorporated in their classroom setting. Two research questions guide this study:

- What is the EFL teachers' perception of ML in education?
- How is ML demonstrated in an EFL classroom?

Kazakh youths unconsciously practice ML in different contexts, exposing themselves to different media types, but it is not integral to all students' educational experiences. Therefore, there is a need for pedagogical solutions to provide teachers with appropriate teaching tools to empower their students with skills to critically evaluate the authenticity, credibility, and intent behind the messages they receive (Akhmetova, 2016; Akhmetova et al., 2017). As the media's influence on knowledge consumption and production grows, it is essential to introduce media education in schools and create a 'critical' pedagogy to implement it effectively. This justifies the need to develop students' critical communication skills by connecting English language acquisition and MLE (Chelysheva, 2018). Teaching ML within the context of an EFL classroom can empower students to become more discerning consumers of information while enhancing their language skills.

Initially, the term 'literacy' referred to one's ability to read and write. However, the word's meaning expanded as communication and information technologies developed. Nowadays, "literacy" encompasses the capability of reading and writing printed texts and engaging with various visual, aural, and digital multimodal forms of communication (Luke & Dooley, 2011: 861). UNESCO has defined literacy as the aptitude to identify, comprehend, interpret, create, communicate, and compute using printed and written materials in various contexts. Moreover, literacy represents a continuous learning process that empowers individuals to achieve their objectives, expand their knowledge and potential, and actively participate in their community and society (UNESCO, 2013: 23).

ML in formal education is now essential due to increased student media consumption. Education should no longer focus on traditional reading and writing skills. Nowadays, students need to be able to comprehend and create messages in various forms and symbols. Buckingham (Buckingham, 2003: 8) emphasises that every practice requires specific skills. Therefore, the school curriculum should be updated to include relevant media content for practical learning purposes.

Although ML has shown promising outcomes and is increasingly recognised as an essential part of education, there are still challenges in developing the field, especially regarding classroom practices. Schools have historically devalued people's experiences with popular culture and even called for rejecting its inappropriate and harmful content. This negative perception of the relationship between media and teaching-learning operations is confirmed by Hobbs (Hobbs, 2011a). However, experts argue that schools should address this disparity by integrating ML into classroom practices (Buckingham, 2007, 2013, 2015; Fedorov, 2009; Hobbs, 2011a, 2015, 2018). By incorporating ML into the learning process, students can build on their out-of-school experiences with popular culture and develop critical and creative

competencies to access different media forms more rationally and informally. Promoting ML skills in formal and informal education helps students understand and enjoy the nature of the mass media they are exposed. It strengthens their capacity to participate fully in society as critical consumers and active producers (Hobbs, 2011b).

According to Hobbs and McGee (Hobbs and McGee, 2014), MLE has quickly become an important part of the K-12 curriculum as a set of essential skills for learning. However, there are significant differences in the methods used to implement MLE in different places. The literature review confirms that one of the most exciting issues related to media literacy education is how it should be taught in educational settings. Since the early 20th century, the historical evolution of ML has continued to be the subject of debates among scholars and educators (Luke & Dooley, 2011; Buckingham, 2015; Fedorov & Mikhaleva, 2020; Hobbs, 2018). These debates have focused on determining whether ML should be taught as an independent subject or as part of a cross-curricular approach, at what grade levels it should be taught, and how to evaluate it.

Experts in ML emphasise the powerful impact of integrating ML into the core curriculum. Buckingham (Buckingham, 2013) argues that ML is an essential and stimulating component of the current curriculum and should be integrated into all curriculum subjects (Buckingham, 2015: 89). Hobbs (Hobbs, 2018) also asserts that ML can be incorporated at any grade level and in any subject area, such as social sciences, language, arts, history, health education, communication, and sciences. Other supporters of ML suggest that integrating it into other subjects helps students better understand and engage in media activities, even if the teacher needs qualifications and training in the field (Scheibe & Rogow, 2012). Furthermore, this integration enhances the overall teaching and learning process (Hobbs & McGee, 2014).

Discussing ML within language education is crucial as cognitive and language development are closely related (Kellner & Share, 2019: 119). The ML approach stimulates individuals' critical thinking skills, and as such, introducing it in a foreign language teaching environment is essential to provide additional language input and increase learners' understanding. Since the 1960s, English schools and departments have been at the forefront of encouraging the study of mass media (Hobbs, 2011b: 421). English language teachers are particularly likely to incorporate new classroom practices, including popular culture, to increase their students' language proficiency and production. When students are asked to recall their media experiences in educational settings, they become more motivated to master linguistic knowledge. This process, referred to as "democratisation" by Buckingham (Buckingham, 2015: 9), involves the gradual recognition of students' out-of-school cultures as valid and worthy of consideration in the school curriculum along with enhancing learners' language acquisition; language educators expose learners to authentic linguistic contexts to foster their cultural sensitivity and encourage active engagement with diverse media forms (Akhmetova, 2016: 1754).

Additionally, incorporating ML interventions into the English language classroom enables educators to assess better their students' abilities in areas such as comprehension, vocabulary building, and speaking (Hobbs & McGee, 2014). For instance, when students are asked to communicate in a language not their mother tongue, such as English, they may feel hesitant and less confident. However, by utilising various forms of media, including language, sound, imagery, and multimedia technology, educators can quickly assist students in developing their language skills independently. Masterman (Masterman, 1985) suggests that the ML approach primarily focuses on students' sense of "superiority". Adopting ML in the English language curriculum encourages students to participate and engage in class, allowing them to express themselves as active, autonomous, and responsible individuals using familiar media content. Experts in ML can become intelligent consumers of products and information by understanding and recognising the influence and significance behind media messages (Jolls & Thoman, 2014; Kellner & Share, 2019; Jolls, 2015). Therefore, integrating ML into EFL classrooms encourages students to be aware of the impact of media on language and society and empowered to think and express their ideas effectively while making decisions about message consumption or/and content production.

### **Methods**

#### *The Landscape of Media Literacy Education in Kazakhstan:*

This section of the article presents an overview of the current state of ML education in Kazakhstan, examining its significance in the country's rapidly evolving digital environment.

This section of the article presents an overview of the current state of ML education in Kazakhstan, examining its significance in the country's rapidly evolving digital environment.

Media education development in the 21st century in Kazakhstan is closely connected with the intensive development of media technologies and the introduction of media into the educational space as teaching materials. In many ways, this process was facilitated by the appeal to the world experience of media education. Kazakh researchers and practitioners have strengthened the positions of the theory of critical thinking, semiotic, culturological and sociocultural approaches as key theoretical platforms for the development of the media educational process in the country (Akhmetova et al., 2013; Akhmetova, 2016; Chelysheva, 2018).

The fundamental documents of the world community concerning the development of media competence and the formation of a new information society were also crucial for Kazakh educators and researchers in media education. The media educational ideas of UNESCO and the Council of Europe are reflected in the concepts of Kazakh media pedagogy, aiming the country to introduce the mass media education process into the content of curricula of secondary and higher educational institutions. Moving away from the purely practical approach to media education, characteristic of the previous period and which included teaching computer literacy to the population of Kazakhstan, the country is developing ideas for the development of Media and Information Literacy (MIL), defined as "awareness of the right to free

access to information, including media, the ability to use this right, including the right to freedom of expression and participation in mass media" (Akhmetova et al., 2013: 1627).

Kazakhstani researchers consider the concept of media and information literacy in unison with the fundamental documents of UNESCO. It is an ecosystem that includes "almost the entire range of means and methods of information dissemination – from traditional books to the latest IT developments. This includes ML, library, news, computer, digital literacy, freedom of access, self-expression, Internet literacy, literacy in cinema, television, advertising, computer games, etc." (Akhmetova, 2016: 1754). Since 2002, UNESCO has supported activities for developing media and information literacy in Central Asia, including Kazakhstan. This initiative prioritises empowering citizens, especially young people, to access information and knowledge and encouraging member countries to integrate media and information literacy (MIG) into curricula and national strategies, together with youth organisations and other partners (UNESCO, 2013).

Media education in Kazakhstan has experienced significant growth since 2010, with a noticeable impact on the state's information policies and civil society activities. Media organisations have been instrumental in training non-governmental leaders in cutting-edge technologies through the online media and information literacy platform MediaSabak (<http://www.mediasabak.org/ru/books/>), while online government services are also available. One of the central theoretical platforms of mass media education in the context of the development of Kazakhstan's national media system is the development of critical thinking. A person with a critical eye on the media world can respond adequately to provocative messages, thereby protecting himself and society from encroachments on the free and stable development of the individual and the state (Chelysheva, 2018).

The literature review reveals that Kazakh media educators and researchers have proposed the idea of media and information literacy to address the issue of individuals' media competence. This approach involves developing the skills to independently and critically evaluate media information and the ability to analyse and creatively engage with media content. This concept has implications for the development of theoretical approaches to media education.

Another critical aspect of modern media education in Kazakhstan is to address the problems of the structure of the media text, the problems of the media language as a means of transmitting information, combining not only lexical components, that is, words, but also technical effects, which are expressed in symbols and codes. Directors, camera operators and journalists skillfully use these symbols and codes to create the atmosphere. With their help, media industry professionals place accents and broadcast ideas, information and knowledge. Working with media text, Kazakh researchers pay special attention to the concept of an attitude to the perception of media text, which allows preparing the audience for thoughtful and critical communication with media production, and recognition of ethical and sociocultural contexts in it (Chelysheva, 2018: 218).



The reliance on theoretical platforms for developing critical thinking, semiotic, culturological and sociocultural approaches to media education, characteristic of many countries of the world, is reflected in the methods and technologies of media education used in Kazakhstan. For example, Kazakh researchers emphasise the attitude towards media text, aiming to prepare the audience for critical and thoughtful communication with media production. They also recognise the importance of ethical and sociocultural contexts. Moreover, as a media consumer, it is essential to remember that the first step in processing information is the initial mindset or attitude with which you approach it (Akhmetova et al., 2013). One of the essential features of the development of modern media education in the world is the creation and functioning of scientific and educational centres dealing with media education topics. There are no powerful national media education centres, associations and other structures in Kazakhstan yet in Kazakhstan's media education structure. In addition, "cultural peculiarities do not allow mechanical copying of foreign media educational programs and standards in the region, and therefore an atypical picture is observed: theory follows practice". In this regard, an essential role in the development of mass media education is assigned to information centres, which, along with issues of information literacy, see their tasks in the development of media competence, including the ability to think critically, fully perceive, interpret, analyse, and evaluate media content (1627Akhmetova, 2016: 1757).

Although MLE has been a component of education in most developed countries for decades, it is in its infancy in Kazakhstan. Only a few Kazakh educational institutions have incorporated MLE into their study plans. There are several reasons why transforming education has been challenging, including insufficient teacher training, inadequate technical support, excessive emphasis on drill and practice programs, reluctance to depart from traditional teaching methods, and limited time. One of the main challenges is the case that the Kazakh government defines ML alongside digital one quite narrowly as the technical skills associated with the use of the Internet to search for data, access social services, production of various media products (i.e. videos, blogs, websites), using media products as teaching materials (i.e. for reading, listening) (State program on Digital Kazakhstan, 2017). However, educators in Kazakhstan acknowledge the importance of maintaining MLE in higher education to increase young specialists' awareness of media content and their ability to recognise, resist, and respond to fake news and disinformation to become intelligent consumers of information and effective communicators in a media-saturated world as knowledge about the media, their activities and strategies is becoming an essential educational resource in the 21st century. The following section will be devoted to the research questions analysis.

#### *Statement on Ethics.*

Our online test adhered to all necessary ethical and scientific standards for conducting research with humans, as outlined in the HRA's Article 51, paragraph 2. We collected data on gender, age, and study status in a pseudo-anonymous manner.

#### *Data analyses.*



This section details the research methodology used to gather and analyse data for this study. It begins by outlining the research design, which includes information about the sampling process, research setting, and data collection tools. The second section provides a brief overview of the analysis and interpretation of the data. The approach used for this paper is qualitative research, specifically structured interviewing. These interviews aimed to collect insights from numerous EFL teachers regarding ML and the best practices for ML classrooms. Structured interviews encouraged greater involvement and commitment from respondents and facilitated a high degree of data comparison. The interviews were conducted in March 2023 and lasted between 30 and 40 minutes.

Our research involved 159 first-year students with 107 female interviewees and 52 males from three universities located in Almaty City (al-Farabi Kazakh National University (al-Farabi University), Gumilev Eurasian National University (Gumilev University), and Narxoz University. The interview was also employed with the students' nine English teachers. The participants in the interview came from nearly all regions of Kazakhstan and had diverse educational backgrounds. The selection criteria for the interview was to ensure representation from all 14 regions of the country. Before the interviews, the participants were asked to give their informed consent, explaining the importance of their feedback for the relevant research. Almost all interviewees agreed to answer the questions promptly, but some initially hesitated before agreeing. The survey ensured that data confidentiality was maintained and did not require respondents to provide their names. However, they were asked whether they were from an urban or rural area (See Table 1).

The aim was to gather multiple perspectives and encourage engagement and commitment from interviewees. Following the discussions, each question was thoroughly analysed. The analysis of interview questions focused on coding and categorising data patterns to identify meanings and topics. This process aimed to create a cohesive data structure and ensure its reliability.

Table 1. Gender Distribution Among Participants

Background	Total	Gender		Universities		
		Female	Male	Al-Farabi University	Gumilyov University	Narxoz University
Students	159	107	52	71	49	39
<i>Urban</i>	56	37	19	27	11	18
<i>Rural</i>	103	70	33	44	38	21
Teachers	9	5	4	4	4	1

## Results

Participants were asked if they were familiar with "media literacy" or "media education" to start the survey. All respondents confirmed their knowledge of the term, with some stating that it is a modern educational approach that has emerged due to globalisation, new media, and digital culture. They emphasised that ML is essential for contemporary learning skills, especially for children and young people, to confront current media challenges effectively. In addition, one-fourth of recipients

noted that ML involves using information and communication technology (ICT) by teachers and students.

During a subsequent question, interviewees were asked for their opinions on the government's attempts to promote ML within the education system. Most respondents agreed that although ML is included in official policy, it has yet to be implemented. Nearly 60 % of respondents noted that traditional teaching methods are still prevalent in Kazakhstan and that literacy is often thought solely in reading and writing skills. Around half of the respondents acknowledged that the Ministry of Education is making some visible efforts. They agreed that there is a push to incorporate ICT in teaching and learning.

Regarding the EFL syllabus, teachers were asked how ML can be integrated as a cross-curricular subject. All teachers agreed that secondary school English textbooks cover some units and courses on media-related topics. However, some interviewees pointed out that these lessons primarily focus on teaching vocabulary related to media and new technology. More than 50 % of those surveyed believed that teaching about the media in the EFL curriculum takes a protective approach by highlighting the risks and disadvantages of media. A teacher noted that the English textbook emphasises that media is never neutral and designed to convey specific messages. Many EFL teachers feel that the curriculum needs to encourage students to use media to advance critical thinking skills and awareness of the information they consume.

The interview's second half focused on ML practices in the EFL classroom. Many teachers shared the belief that even though it is not part of the Kazakh education system, ML can still be achieved through educators' dedication and hard work. According to a teacher, instructors can encourage ML by creating a conducive environment where students are active participants rather than passive listeners. When teaching English, some respondents include ML activities such as listening to English songs in the classroom, working on print articles, having students write their own, and discussing TV programs. However, they noted that they only sometimes plan to incorporate these activities. Only one teacher mentioned regularly teaching vocabulary through songs. This teacher found that students were more engaged when she used media to supplement traditional teaching methods. Certain teachers have a preference for following the textbook closely.

In contrast, others recognise the value of ML interventions and believe they can enhance students' learning attitudes and linguistic skills. However, many teachers would require specialised training and equipment to incorporate ML activities effectively. Overall, the consensus among teachers is that ML should be included in foreign language teaching to enhance students' abilities to speak, listen, read, and write.

In addition, participants were asked to specify the primary objectives of MLE. Educators acknowledge that incorporating ML into an English as a Foreign Language (EFL) classroom aids in stimulating and involving students in learning. Teachers think that students require innovative techniques for learning and teaching that

differ from the conventional methods they are accustomed to. As per the feedback, integrating ML fosters a lively classroom atmosphere and enhances students' academic performance. According to a teacher, she encourages her students to use English when communicating with each other in the classroom. She achieves this by requesting them to share their opinions about a TV show, movie, or other media text. Despite making some mistakes, the students are highly motivated and actively engage in the interaction. The teacher is amazed by their involvement.

Teachers emphasise that teaching ML helps students develop critical and creative skills. The core of MLE is critical thinking, which involves equipping learners with the ability to use media intelligently and independently. This includes understanding, analysing, interpreting, and evaluating the various meanings conveyed through media. In addition, communicative and productive skills allow learners to engage intellectually, culturally, and civically.

Another question aimed to discover teachers' primary challenges when incorporating ML in education, mainly in teaching English as a foreign language (Figure 1).

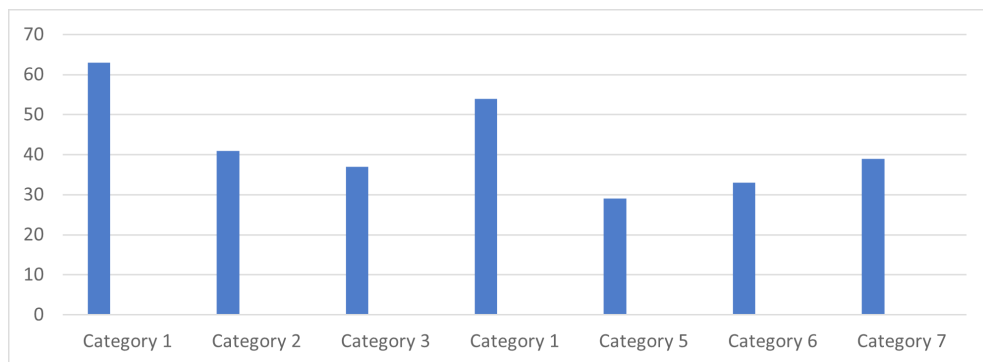


Figure 1. Interview-based Challenge Categories in Percentage

According to teachers, the main obstacle to including ML in Kazakh schools is the need for more facilities and educational materials. They have noted that schools lack technical resources, such as computers, wireless connections, data projectors, speakers, and other necessary devices. One teacher emphasised that ML can only be taught with these resources in every classroom. According to one teacher, specific schools, particularly those in rural areas, face issues with subpar infrastructure and a lack of academic resources. Additional educators pointed out that a significant challenge is more ML training for teachers. They emphasised that specialised training is necessary for teachers to deal effectively with the new course (Table 2).

Table 2. Navigating Challenges: Introducing Media Literacy Education in Kazakhstan

1	lack of public awareness
2	limited resources and infrastructure
3	urban-rural division
4	resistance to change

5	limited teacher training
6	absence of monitoring and evaluation instruments
7	outdated curriculum materials

Participants were asked to share their thoughts and suggestions as the interview ended. All of the teachers emphasised the importance of the Ministry of Education and other stakeholders implementing policies and taking actions to address the ML project. They recommended investing in facilities and training to support this initiative. Some educators proposed a significant overhaul to the curriculum and teaching methods, recognising the importance of teaching students about media across all grade levels. Additional educators advocated for a robust collaboration between families and schools to foster student ML. They pointed out that students often begin using media at home and thus emphasised the need to address their out-of-school media experiences critically.

### **Discussion**

According to the findings, respondents know the importance of advancing ML. With the rise of high culture and students' frequent exposure to media, teachers in this study believe that MLE is valuable and practical. They expressed concern and motivation to integrate it into their classroom teachings. The high media consumption rate, the rapid expansion of media industries in contemporary societies, the growing significance of visual communication, and the urgent need to educate students to meet future requirements are driving forces behind the development of media education programs Masterman (Masterman, 1985: 34).

A recent study suggests that education in Kazakhstan needs to move beyond traditional teaching practices and update its curriculum content. The current integration of ML into the EFL syllabus is not practical. Although all EFL teachers interviewed had taught about the media in their curriculum, most admitted that these lessons only focused on protectionist and defensive goals. However, we acknowledge that media education should be an analytical and evaluative study that empowers recipients to become active and free users who can delve into every media text rather than protect themselves from its potential harm. Moreover, teaching only about the pros and cons of media does not enhance students' critical thinking and media learning abilities. Connecting the curriculum content and students' interests and experiences outside the textbook is crucial to achieving this objective. Students must understand the meaning behind media messages and explore the implicit aspects before the explicit ones.

According to survey respondents, the most exciting goal of incorporating ML into the curriculum is to enhance students' critical and creative abilities. They also confirmed that practising ML in English as a Foreign Language (EFL) classes helps engage them inside and outside the classroom and improve their learning skills.

Media scholars have identified several obstacles to the effective implementation of MLE in schools, including the absence of a conventional foothold in school settings (Hobbs & McGee, 2014; Hobbs, 2018; Jolls & Johnsen, 2018). In this study, EFL

teachers agreed that they lacked the necessary training to teach ML effectively. They also cited the need for more training as one of the main obstacles to integrating ML as independent or cross-curricular subjects in Kazakh schools. In general, teachers frequently use media literacy as a teaching tool without receiving formal training. As Hobbs (Hobbs, 2015: 53–54) points out, many teachers need to work on ML while attempting to engage students, generate interest in learning, and realise that extensive scholarship and theory exist. To effectively teach ML, ongoing training and support are necessary. Therefore, teachers require professional education in ML to acquire the academic knowledge, practical skills, and technological abilities necessary for successful teaching and learning.

Additionally, EFL teachers have identified a significant obstacle to developing MLE in Kazakhstan. According to the interviewees, classrooms in the country need more primary ML resources and technological equipment such as computer hardware, internet connection, data projectors, and TV monitors. Chelysheva (Chelysheva, 2018) states that MLE in the United States predominantly focuses on creating materials and curriculum. Akhmetova (Akhmetova, 2017) outlined that the biggest hindrances to teaching ML are the need for more school support and the demanding workload in Kazakhstan. Various challenges need to be addressed in education, such as managing expenses, ensuring access to necessary materials and resources, providing adequate teacher training and professional development, working within curriculum constraints, and dealing with time constraints.

Integrating MLE in Kazakhstan presents promising opportunities and distinct challenges. During the interview described in the previous section, we examine the obstacles educators and policymakers face in introducing ML education in the Kazakhstani context. Acknowledging these challenges, we made a list of challenges that block effectively navigating ML and fostering a media-literate society in Kazakhstan.

The primary challenge outlined by the respondents was the *need for more public awareness*. The interviewees emphasised the need for widespread public awareness of the importance of ML education. With a clear understanding of its value, stakeholders might fully support its integration into the education system. Public awareness fosters the collaboration between government agencies, educational institutions, media organisations, and civil society and maintains their effectiveness in media literacy integration.

Next was named the *limited resources and infrastructure*. Kazakhstan's educational infrastructure, including technology accessibility and classroom resources, poses challenges to implementing ML education. Inequal access to digital devices and the Internet could lead to disparities in learning experiences. It might cause difficulties in equipping students to critically evaluate sources, discern credible information, and recognise potential biases.

Another challenge that potentially resisted changes was the need for *curriculum integration and teacher training*. Unfortunately, stakeholders have not yet recognised ML as an essential and fundamental component of the national curriculum. Teachers

must gain the necessary training to incorporate media literacy concepts into their subjects effectively. However, the reason for that was rooted in Kazakhstan's diverse cultural and linguistic landscape. Adapting media literacy materials and concepts to different languages and cultures can be complex, requiring sensitivity to local contexts while addressing global media issues. In addition, challenging traditional teaching methods and promoting critical thinking can face resistance from students accustomed to rote learning. The current social situation in Kazakhstan urges the need to explore strategies for engaging students and fostering a culture of inquiry.

Forth navigating challenges: introducing ML education in Kazakhstan identified the *need for bridging the urban-rural divide*. Differences between urban and rural areas regarding technology access and educational opportunities can create disparities in media literacy education. Therefore, strategies to bridge this gap need to be considered.

The last but not slightest challenge was the *absence of monitoring and evaluation instruments*. Evaluating the effectiveness of media literacy education poses challenges in developing appropriate assessment methods and tracking long-term impacts.

At the end of the interview, respondents indicated that additional support is needed to advance the ML project in Kazakh educational settings. The development of ML education involves involving stakeholders to establish strategic guidelines for implementing and assessing systematic teaching methods.

### **Conclusion**

In this paper, we examine the ML level in Kazakh education, focusing on the EFL classroom. Through qualitative interviews, we uncover the perspectives of former secondary school graduates on ML education, mainly based on their secondary school experience. After considering the preceding discussion, we hypothesise that ML has the potential to control students' media consumption and utilise it for productive learning and active engagement in an EFL educational environment. In addition, introducing ML education in EFL classrooms offers a transformative pathway for fostering students' critical thinking, cultural awareness, and language proficiency. Identifying challenges specific to the Kazakhstani context may impede the seamless integration of ML into national education. Challenges such as *lack of public awareness, limited resources and infrastructure, lack of curriculum integration and teacher training, need for bridging the urban-rural divide, resistance to change, limited teacher training, absence of monitoring and evaluation instruments, the need for updated curriculum materials* to address the rapidly changing media landscape and varying levels of digital access are discussed. The current education system needs more tools for teachers and students to effectively implement a successful media literacy program. Therefore, we identify the primary essential promising areas of development of school and university media education in Kazakhstan:

- the active introduction of methods and technologies of media pedagogy in the educational process of schools and universities;
- further development of the introduction of the media educational component in the educational programs of general and vocational education;



- incorporating principles and values of ML education as a fundamental component of national education strategies and plans into the national curriculum;
- Including media competence as one of the fundamental components of professional competencies in the competence model of a teacher of all majors;
- Engaging various stakeholders, including government agencies, educational institutions, international institutions, NGOs, the private sector, and community-based organisations, could provide valuable resources and insights for promoting ML education;
- developing coordinating efforts across various ministries, government agencies, and educational institutions allows a collaborative and systematic approach for a holistic approach to ML education;
- establishing proper monitoring and evaluation mechanisms of existing education policies and curricula to assess the effectiveness of ML integration efforts.

By responsibly preparing learners to navigate the media landscape, educators empower them to become effective communicators, discerning information consumers, and active participants in a globalised society. As a result, it is recommended that ML is recognised as a crucial component of education at any level by revising teaching methods and offering training and digital resources to equip educators with the necessary skills for the 21st century.

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