

ТІЛДІҢ ЖӘНЕ ӘДЕБИЕТТІҢ ОҚЫТУ ӘДІСТЕМЕСІ
МЕТОДИКА ПРЕПОДАВАНИЯ ЯЗЫКА И ЛИТЕРАТУРЫ
METHODS OF TEACHING LANGUAGE AND LITERATURE

IRSTI 14.25.09

DOI: [10.59102/kufil/2024/iss1pp214-228](https://doi.org/10.59102/kufil/2024/iss1pp214-228)

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NAVIGATING MEDIA LITERACY CHALLENGES IN HIGHER EDUCATION EFL COURSES: INSIGHTS FROM STUDENT BEHAVIORS AND PEDAGOGICAL STRATEGIES

This study aims to assess the media literacy proficiency of university students to enhance educational programs and skill development. Using a mixed methods approach, it examines students' social media usage, interactions with misinformation, and news verification strategies. Data collection involves Google Forms surveys, the Online Standard Deviation Calculator, and interviews with faculty members. The findings highlight significant social media use, with platforms like Google, YouTube, Instagram, and TikTok being ubiquitously used. Students' engagement with misinformation and their verification methods are explored, revealing a reliance on search engines and the need for legal frameworks. The challenges faced by students in navigating social media underscore the pivotal role of media literacy education. Material and pedagogical hurdles limit its integration effectiveness. The study advocates for a holistic approach, emphasizing the need for didactic materials and faculty development to foster effective media literacy integration. Despite challenges, this study highlights collective awareness and commitment to enhancing media literacy in academia. Insights from online behaviours, media consumption, and misinformation encounters inform pedagogical preferences, offering considerations for refining teaching methodologies. Addressing identified challenges is crucial for cultivating a media-literate academic community, marking this study as a catalyst for future research and interventions.

Key words: critical media literacy, effective learning, fake news, clickbait, social networks.

MAIN PROVISIONS

Our research aligns with the growing recognition of the imperative for investigating the integration of media literacy instruction into English language classes due to the pervasive dissemination of misinformation. Numerous scholars have previously discussed the feasibility of incorporating media literacy education within English classes. In the last several years, international studies have offered valuable insights into the criteria for evaluating media literacy [1, 14], the impact of formal media education on the acquisition of media literacy competencies [2, 80], and the policies, practices, and initiatives related to media literacy beyond the academic realm [3, 475].

While empirical data specific to media literacy at the school level is somewhat limited, initiatives focusing on media literacy have exhibited favourable outcomes concerning students' knowledge, skills, and attitudes [4, 7]. A team of researchers from Al-Farabi Kazakh National University, under the auspices of the Ministry of Education and Science of the Republic of Kazakhstan, conceptualized and executed a three-year program titled "Development of Media Education Technologies to Cultivate the Intellectual Potential of the Country" [5, 2]. The fruition of this endeavour is evident in the publication of "Media Education and Media Literacy: Theory, Methodology, and Practice. Textbook" [5, 2].

Undoubtedly, Kazakhstani society is increasingly recognizing the significance of media education, and substantial progress has been achieved in this domain. Nonetheless, the full potential of the media literacy program remains unrealized. While the prevailing emphasis has hitherto been on treating media literacy as an elective, our study introduces the prospect of integrating this program into foreign language classes.

INTRODUCTION

In the contemporary digital era, the proliferation of misinformation stands as a formidable challenge. It has become increasingly crucial to impart education to the younger generation, equipping them with the skills necessary to identify and counteract misinformation. This underscores the significance of media literacy education.

Within the realm of English as a Foreign Language (EFL) instruction, reliance on authentic materials such as articles, magazines, movies, news, and blogs in English is evident [6, 238]. However, the contextual examination of media materials for the purpose of fostering grammatical and communicative language skills is an aspect that is frequently overlooked [6, 239].

A fundamental component of media literacy training involves instructing individuals in the practice of fact-checking [7, 59]. This encompasses the verification of information validity and scrutiny of bias through reputable sources [7, 59]. Another crucial facet of media literacy training entails guiding individuals to recognize and steer clear of clickbait topics [7, 60]. These topics are deliberately designed to captivate attention and elicit an emotional response, often compromising accuracy and sincerity. By instilling the ability to identify clickbait, individuals can resist the allure of consuming inaccurate or misleading information [7, 60].

At the tertiary education level, the integration of media literacy as a distinct course is observed mostly in Europe, “limiting their studies to West European experience, excluding the CIS countries” [8, 13]. Kazakhstan has only recently begun addressing the facets of media education and literacy [5, 37]. In the broader context of media literacy integration within Kazakhstan’s educational landscape, the research conducted by Grygoryeva in 2022 serves as a pivotal reference, exploring the role of information and media literacy in contemporary social processes [9]. This investigation delineates a systematic approach to addressing media literacy both conceptually and as a competency within educational frameworks, particularly in the learning of Russian [9]. This parallels our study’s focus on media literacy in English language teaching, underscoring a growing interest in embedding media literacy across various linguistic educational settings in Kazakhstan.

This topic is updated by the Information Doctrine of the Republic of Kazakhstan, approved by presidential decree of March 20, 2023. “Perception of the flow of information through short and vivid images does not provide a holistic view and leads to fragmentation of knowledge. In the absence of critical thinking capabilities, this creates risks of large-scale disinformation and manipulation of public opinion,” the document states [10]. In this Doctrine’s section ‘3.2 The vision for the development of the information space’ can be separately highlighted: “Citizens have a high level of media and information literacy” [10].

Research on media literacy in EFL (English as a Foreign Language) education is emerging as a significant yet developing field, often constrained by the scarcity of local resources. This scarcity compels scholars to engage with international literature, laying a foundation for understanding and contributing to global academic discussions on media literacy. Such reliance on international works is crucial for advancing the discourse within this nascent academic territory.

This study examines the state of media literacy among higher education students, highlighting two main challenges: the increasing integration of virtual learning environments propelled by technological advancements, and the need for preparing educators to address new trends in media literacy. These issues are especially pertinent in the aftermath of the pandemic, which has elevated the role of distance learning and digital media in education, underscoring the importance of media literacy in the contemporary pedagogical landscape.

MATERIALS AND METHODS

Purpose and Methods

The primary aim of this study is to evaluate the media literacy proficiency of students to improve educational programs, thereby enhancing their media literacy skills. This investigation focuses on the development of media literacy among students and educators within the context of media literacy education.

This study employs a mixed methods approach, enabling the utilization of both quantitative and qualitative methodologies for data collection and analysis. The acquired data undergoes examination through two distinct lenses: quantitative and qualitative. Quantitative data are analysed through descriptive statistics, focusing on frequencies and percentages, specifically targeting students' engagement with English-language content on prevalent social media platforms. This approach is integral to understanding how students analyse their everyday media consumption. Platforms commonly used for social interactions also serve as valuable resources for English language acquisition, offering both educational and entertaining media on various topics in English. Our survey was meticulously designed not only to track the frequency of social media usage but, more critically, to examine the extent of students' interactions with English content on these platforms and their ability to detect misinformation. This focus is crucial to elucidating how such engagement contributes to enhancing both English language skills and media literacy among students who primarily communicate in Kazakh and Russian in their everyday lives.

Concurrently, the qualitative aspect, through semi-structured interviews with educators, provided depth and context to these findings. The technique of member checking was employed, where participants were provided with a summary of the findings to verify their accuracy, ensuring that the interpretations accurately reflected their experiences. The interviews were crucial for understanding the nuances behind the numbers – how students critically engage with information, the specific challenges they face in discerning the credibility of content, and the pedagogical strategies instructors employ to foster media literacy skills. By integrating insights from Kazakhstani educators, this approach also allowed us to explore localized teaching methods and challenges in implementing media literacy within EFL education, which quantitative data alone could not fully capture. Exemplars of the interview inquiries are outlined below in Table 1.

Table 1. Interview questions

Sections	Questions
General approach to information evaluation:	How do you generally assess the credibility of information you encounter on social media? Can you describe your usual process when you come across news or information on social media?
Specific verification strategies:	When determining the reliability of a piece of information, do you check the publisher's name? Why or why not? How often do you search for additional indicators of reliability, such as the author's name?
Critical thinking practices:	Could you share examples of how you critically evaluate information found on social media? In what ways do you inquire critically about each piece of information to ensure its accuracy?
Cross-referencing and fact-checking:	Do you cross-reference information with other sources when encountering news on social media? If yes, how do you do it? Have you ever used fact-checking tools to verify the information you find on social media?
Challenges and limitations:	Are there instances where you find it challenging to verify the authenticity of information on social media? Can you provide examples? What factors influence your decision when choosing to rely on the first link presented by a search engine?
Perception of persuasive design:	How do you perceive the design or layout of a website or social media post in terms of reliability? Have you ever trusted a site with minimalistic layouts, and if so, why?

Concerns about fake news:	In your opinion, what potential harm is associated with the dissemination of fake news on the internet? How do you think fake news can be harmful or even life-threatening?
Advocacy for legal measures:	Do you believe legal measures should be taken to address the spread of fake news? Why or why not? What specific legal actions or regulations do you think would be effective in combating fake news?

It is imperative to underscore that the formulation of questions and the guidelines for conducting the interviews were crafted in alignment with the educational framework established by the Center for Media Literacy (CML) at the American Media Literacy Training Center.

Together, these methods offered a holistic view of media literacy among EFL students in Kazakhstan, bridging the gap between empirical data and the lived experiences of both learners and educators.

Research Questions

Considering the aforementioned justification, the following research questions were formulated:

RQ1: How do students interact with English-language content on social media for learning and identifying misinformation?

RQ2: What strategies do students use to verify information and counter misinformation on social media?

RQ3: How do EFL instructors integrate media literacy into their teaching to help students navigate fake news, considering the challenges and resources available?

Tools of the Research

The data collection process employed the following instruments:

a) Google Forms surveys were utilized for the quantitative data collection, covering areas such as respondents' background information, the types of fake news encountered, strategies for verifying news, approaches to media literacy education, and concerns raised by teachers;

b) The Online Standard Deviation Calculator was employed to analyze the quantitative data, available on a website hosting a wide range of freely accessible online calculators for public use;

c) Qualitative data were gathered through semi-structured interviews with seven associate professors who conducted the courses for the participating students, focusing on essential questions related to media literacy instruction, including strategies for teaching media literacy and challenges faced during its instruction.

Participants

This study was conducted during the spring semester of 2023 at the Faculty of Philology, L.N. Gumilyov Eurasian National University, employing purposive sampling to select participants. The cohort consisted of undergraduate students from the Department of Foreign Philology, totalling 43 participant – 28 female and 15 male, aged between 19 to 23 years. Additionally, qualitative insights were obtained from interviews with seven associate professors who oversaw the relevant courses. The choice of respondents quantity was strategic, aimed at meeting the study's specific goals and reflecting the target demographic's characteristics. This sample size was considered appropriate for several reasons:

a) study focus and scope: the investigation targets the media literacy of students and interviewing their instructors within a specific program, representing a focused segment of the university's students;

b) resource constraints: the limitations of time, resources, and logistical factors dictated a manageable sample size that could yield meaningful insights within the semester's timeframe;

c) in-depth analysis: the research's mixed-methods design, incorporating both quantitative analysis and qualitative interviews, aimed to achieve a thorough understanding of media literacy, balancing breadth with depth.

Table 2 presents a detailed overview of the profile of the student respondents.

Table 2. Profile of the student respondents

Gender	Students (n=43)			
	n	%	Mage	SDage
Female	28	87.88	20.3	1.36
Male	15	12.12	21.1	1.5

Note: n=number of participants; %=percentage; Mage=mean age; SDage=standard deviation age.

This table presents the demographic distribution of 43 students, categorized by gender. Among the participants, 65.12% were female (n=28), with a mean age of 20.3 years and a standard deviation (SD) of 1.36 years. In contrast, 34.88% were male (n=15), with a slightly higher mean age of 21.1 years and an SD of 1.5 years. These statistics provide a concise overview of the age and gender distribution within the student sample, allowing for insights into the composition of the study population.

RESULTS

The research unfolded in three distinct phases, each focusing on different aspects of media literacy among students.

Stage 1: Identifying Misinformation and Usage Patterns

The initial phase centred on understanding the types of false information students encountered and their social media habits. Participants were instructed to engage solely with English-language content on various platforms, documenting their interactions, the nature of the content, and instances of misinformation, including stereotypes, propaganda, bias, or deceptive practices. They selected the content on their own, ensuring it closely mirrored the media they encounter in their daily lives. This exercise aimed to assess prevalent information sources, evaluate media literacy levels, and discern content preferences.

The ensuing findings are delineated in Figure 1 below, providing a comprehensive overview of the web platforms most frequently visited by students for the purpose of assessing the prevalence of misinformation.

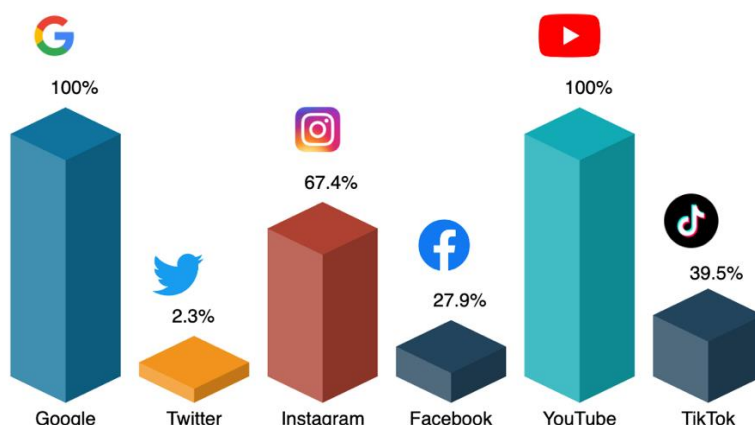


Figure 1. Frequency of students' use of social media in English

The collected data underscores a significant engagement with English-language content across various social media platforms among the participants. While all participants utilize Google and YouTube, their usage patterns reflect a strong preference for accessing English content, indicative of the ubiquity of these platforms in English language exposure. Instagram, noted for its 67.4%

engagement rate, emerges as the primary social network for English language interaction. In contrast, Facebook, despite its 27.9% usage rate, falls behind Instagram in terms of English content engagement. Twitter's minimal representation at 2.3%, and the negligible engagement with Tumblr and other platforms, highlight a selective preference for English content sources. Notably, TikTok's 39.5% representation signals its growing importance as an English language learning tool among students.

Notable observations included a mix of educational and entertainment content consumption, with channels like National Geographic, BBC Learning English, and TED Talks being popular among those seeking educational material. However, entertainment-based content was predominant, and students frequently encountered fake information, especially on platforms like TikTok, Facebook, and Instagram. The exercise highlighted the algorithms' role in content visibility and the emergence of media literacy materials in students' feeds after employing fact-checking tools. Upon utilizing fact-checking tools to verify information, students noticed that news and posts about media literacy began to surface in their social media 'Might be interesting for you' sections.

Educational resources highlighted by students:

- CrashCourse on Media Literacy: YouTube series offering a comprehensive introduction to media literacy, covering its history, psychology, and essential skills for becoming media-savvy [11].
- BrainPOP on Facebook: Offers lesson ideas, videos, and events, supporting learning in various settings, from traditional to 'flipped' classrooms [12].

This stage provided valuable insights into students' digital environments and their interactions with English-language content, contributing to an understanding of social media's role in language learning and media literacy development.

Exposure to Misinformation Analysis

As participants had not used fact-checking tools before the survey, they were suggested to use the Google Fact Check Explorer [13] to assess content accuracy, uncovering several instances of widely disseminated misinformation:

- The "Snowboarder Girl Chased By Bear" video by Kelly Murphy [14], viral on YouTube since 2016, was debunked as fake despite its popularity [14]. Its continued circulation highlights the challenge of addressing digital misinformation.
- A fabricated video published in Twitter that falsely depicted Zelensky urging his people to surrender gained viral attention [15]. Subsequently, the video was taken down from various platforms due to policy violations. This incident highlights the rapid dissemination and impact of misinformation on social media.
- Misinterpretation of Greta Thunberg's tweet regarding climate change demonstrates the importance of precise interpretation and verification of digital information [16].



Figure 2. Screenshot of the tweet @GretaThunberg. Source: <https://shorturl.at/jzENU>

These examples underscore the persistent issue of misinformation in digital spaces and the crucial role of fact-checking tools in combating it.

The questionnaire analysis depicted in Figure 3, combined with the reported percentages of encounters with misinformation.

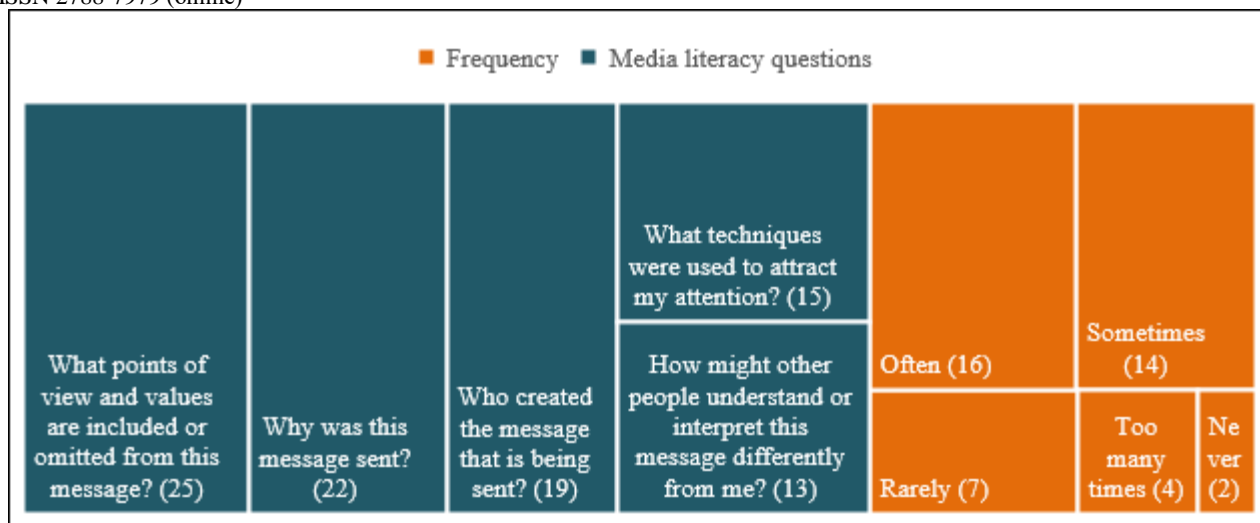


Figure 3. Students deceived by fake news on social media

A sizable segment of the respondents, 32.5%, has occasionally fallen prey to fake news, indicating a vulnerability to misinformation despite their awareness. An even larger group, 37.2%, frequently comes across misinformation, suggesting that such encounters are a common part of their digital experience. On the other end of the spectrum, only a small fraction, 4.7%, assert that they have never been misled by false information, which may point to either a high level of media savvy or a lack of awareness in recognizing misinformation.

When these findings are viewed in conjunction with the specific questions students ask themselves while analysing media messages, it becomes clear that there's a critical engagement with the content. Most students are questioning the underrepresented views and the purpose behind the messages, indicative of a deeper level of critical thought. However, fewer students are considering the creators of the message and the techniques used to capture attention, which are also important for a complete understanding of media literacy.

Stage 2: Strategies Employed by Students

The study's findings also shed light on the strategies students employ to discern the veracity of news on social media platforms. Insights gleaned from interviews reveal a reliance on specific techniques to combat the proliferation of fake news. The most commonly reported strategies include:

- Verifying the publisher's credibility by checking the name (55.8%).
- Looking for additional reliability indicators, such as the author's name (4.6%).
- Critically evaluating each piece of information (90.7%).
- Cross-referencing with other sources to confirm information (72%).
- Employing fact-checking tools (100%).

Despite these proactive measures, a considerable proportion of respondents acknowledged occasionally defaulting to the first link from search engine results or equating persuasive design with credibility, trusting sites with minimalist layouts. Participants also voiced concerns about the potential ramifications of fake news dissemination on the internet. One respondent highlighted the significant risk posed by fake news, noting its potential to cause harm and even be life-threatening. There was also a call for regulatory action, suggesting that spreading fake news should be a criminal offense with legal consequences. This comprehensive analysis of strategies and attitudes offers valuable insights into the intricate process of fake news identification and its wider implications for information literacy and societal health.

It is noteworthy that, despite the maximum percentage of students utilizing fact-checking tools, there was an initial lack of awareness about these resources. The study recommended the use of such tools, enabling students to assess the credibility of their information sources effectively.

Stage 3: Teachers' Media Literacy Strategies in EFL Classes

Reflecting on the qualitative insights garnered from semi-structured interviews with seven educators, the study illuminates the predominant instructional methodologies deployed in media technology classes within the EFL framework. Consistent with the methodological approach outlined previously, our findings are rooted in the first-hand accounts of these instructors, offering a grounded overview of their pedagogical practices. Table 4 provides an overview of the frequency and corresponding percentages for each media literacy learning strategy, as reported by seven instructors.

Table 4. Utilization of learning media literacy strategies in the EFL classes

Learning strategy	Teachers (=7)	
	Number (n)	Percentages (%)
Lecture	1	14.3
Media literacy in EFL textbook	0	0
Read the article	2	28.6
Article criticism	2	28.6
Video analysis	6	85.7
Open Task	5	71.4
Presentation of students	7	100
Projects	3	42.9

As indicated in Table 4, a range of learning strategies is employed, with student presentations standing out as a universally adopted method, utilized by all seven instructors, accounting for a hundred percent prevalence. This underscores a significant focus on active learning and student engagement in the EFL classroom. Video analysis is another predominant strategy, embraced by 85.7% of instructors, supporting immersive and interactive learning experiences. Open tasks are also notably prevalent, employed by 71.4% of instructors, which align with the dynamic nature of media literacy and facilitate contextual English language practice. Reading and critically analysing articles are strategies used by 28.6% of instructors, which are critical for developing analytical skills and understanding the structure and content of media messages. Project-based learning, though less common, with a frequency of 42.9%, still plays a role in some instructors' methodologies, likely contributing to an applied understanding of media literacy concepts.

While the table reveals that more traditional methods like lectures are less common, with only 14.3% of instructors using this strategy, it is important to consider the time frame of the study. Instructors might be inclined to utilize methods such as lectures if they had the benefit of long-term preparation and a firmly stated decision to integrate media literacy into EFL curricula systematically. However, within the constraints of a short-period survey, the preference shifted toward more dynamic and easy-to-implement materials. This pragmatic approach is indicative of the educators' adaptability, opting for strategies that can be swiftly adopted and which immediately engage students, thereby providing a practical response to the temporal limitations of the study..

Interestingly, the table indicates no reliance on media literacy textbooks specifically designed for EFL, highlighting the scarcity of such tailored resources. 'New English File' [17] has been utilized as a primary source for English language instruction throughout the semester. However, it is important to note that this textbook is not intended for use as a media literacy resource. Instructors, therefore, have not adapted it for this purpose.

The Media Education Lab's website has been recommended as a source of teaching materials [18], although the textbooks it offers, such as Renee Hobbs' "Reading the Media: Media Literacy in

High School English,” [18] serve more as academic references rather than practical lesson plans. Despite its pioneering role in the field, its lack of ready-to-use classroom material has led teachers to seek alternative resources.

The “Learning English” website by Voice of America has proven to be a valuable asset, offering a plethora of materials like videos, articles, and quizzes [19]. For instance, a lesson on media literacy analysing the so-called “Snowboarder Girl Chased By Bear” video [14], provides a comprehensive package for teaching, including text, vocabulary, and comprehension quizzes, thus integrating media literacy with English language skills such as speaking, listening, and reading [19].

Another lesson from the same website, “International Crises and Verb Forms,” uses news reports to teach English verb tenses [19]. This lesson effectively demonstrates the application of grammatical structures in analysing media, as seen in the report from Kyiv, Ukraine:

‘We are here reporting from the train station in the capital of Ukraine, the city of Kyiv. It’s a quiet morning here after several days of violence... We understand that Russia and Ukrainian officials will be speaking today, and in the meantime many families are using this brief time of quietness to try to get out.’ [19].

By examining various verb forms such as the present continuous (“We are here reporting...”), and the simple present (“It is a quiet morning here...”), students not only learn about grammar but also about how media language can influence the audience’s perception [19].

The Kazakhstani resource, Factcheck.kz, was utilized as teaching material [20]. The website hosts a number of articles in English, with several dating back to 2019. However, it resumed the publication of English-language articles in 2023. The article titled “Fake | Prestigious schools of England switched to the Soviet education system” was selected for educational purposes, given its approximate reading time of 4 minutes [20]. This article served as a precursor to the Speaking Harkness Discussion segment and was subsequently integrated into the topic of Essay Writing on the Advantages and Disadvantages of the Soviet education system.

The ability of instructors to adapt curricula and identify specific sources within such a brief period highlights the latent potential for the successful implementation of media literacy within EFL programs.

DISCUSSION

The discussion of the findings from the three stages of this study offers critical reflections on the integration of media literacy within EFL instruction. Students’ engagement with English-language content revealed a propensity towards platforms like Instagram and YouTube, which suggests that while these platforms are significant for language exposure, they also pose risks for encountering misinformation. The prevalent use of entertainment-based platforms further emphasizes the need for educational strategies that foster discernment, especially given the algorithms’ tendencies to shape content visibility.

The proactive employment of fact-checking tools by students, following the study’s recommendation, is a testament to the effectiveness of integrating such practices into educational curricula. However, the persistence of challenges, such as the misleading allure of website design and search engine prioritization, indicates areas for ongoing educational focus. Educators must emphasize the critical evaluation of content, regardless of its presentation or the perceived credibility of its source.

The instructors’ methodologies reflect an adaptive response to the constraints of resource availability, with a marked preference for student-centred and practical strategies over traditional lecture-based instruction. The fact that ‘New English File’ was used primarily as an EFL resource, rather than for media literacy, underscores a crucial gap in resources specifically tailored for media literacy in the EFL context. This gap suggests a market opportunity and a pedagogical need for the development of structured media literacy materials that can be readily integrated into EFL programs.

The study’s short timeframe and the resultant need for quickly implementable materials highlight the latent potential for successful media literacy integration. Instructors’ readiness to adapt curricula and employ various resources demonstrates their willingness to innovate and meet

educational challenges head-on. Yet, their experience also illustrates the substantial time investment required to source and adapt materials, a process that would be significantly streamlined with the availability of dedicated resources.

CONCLUSION

This investigation delved into the multifaceted challenges of misinformation in higher education, examining the ways in which university students encounter and discern fake news, as well as how educators in the EFL domain navigate the integration of media literacy into their curricula. The study highlighted the prevalence of misinformation in social networks and the consequent need for robust media literacy strategies to combat this phenomenon.

A significant shift towards interactive and student-centred learning methodologies has been observed, with instructors leaning away from traditional media literacy textbooks, which are often not readily available or suitable for EFL contexts. Instead, there is a noted preference for dynamic resources like student presentations, video analysis, and open tasks that resonate more effectively with the objectives of EFL media literacy education. Such an evolution in pedagogical practices illustrates the critical need for adaptability and innovation in language education, especially in response to the changing landscape of information literacy.

The study illuminated the overarching significance of media literacy in academia. Despite the challenges faced, such as insufficient preparation of educators and the subjective nature of integrating media literacy, there is a clear recognition among both students and instructors of the necessity to cultivate critical thinking and analytical skills. These skills are vital for students to navigate through the pervasive presence of misinformation and to critically engage with media texts.

In bringing this study to a close, it has been established that the intricate dynamics of students' online interactions, media consumption, and encounters with misinformation are complex and demand a conscientious and structured approach to media literacy education. The need for well-designed, readily implementable media literacy materials in EFL programs is evident, as it would greatly facilitate the educators' task of preparing students to critically evaluate media content. This study's insights into online behaviours, media consumption patterns, and the discernment of misinformation contribute to a greater understanding of the current information environment and underline a collective commitment to enhance media literacy within the academic community.

The conclusion of this study thus calls for a concerted effort to develop targeted educational resources and strategies that can bolster the media literacy skills of students, which are increasingly indispensable in a digital age marked by the pervasive influence of misinformation.

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Received: 23.11.2023

Жоғары білім берудегі EFL курстарындағы медиа сауаттылық мәселелерін зерттеу: студенттердің мінез-құлық тәжірибесі және педагогикалық стратегиялар

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Бұл зерттеудің мақсаты – білім беру бағдарламаларын жетілдіру және дағдыларды дамыту үшін университет студенттерінің медиа сауаттылық деңгейін бағалау. Аралас әдістер әдісін қолдана отырып, зерттеу студенттердің әлеуметтік желілерді пайдалануын,

жалған жаңалықтарға ұшырауын, жаңалықтарды тексеру стратегияларын және педагогикалық тәсілдерді зерттейді. Деректерді жинау үшін Google Forms сауалнамалары, стандартты ауытқулардың онлайн калькуляторы және оқытушылармен сұхбат қолданылды. Нәтижелер әлеуметтік медианың кең таралғанын көрсетеді: Google, YouTube, Instagram және TikTok сияқты платформалар кеңінен қолданылатын әлеуметтік медианың айтарлықтай қолданылуы бар. Зерттеу студенттердің жалған ақпаратпен қарым-қатынасының нюанстарын, сондай-ақ оны анықтау стратегияларын ашады. Іздеу жүйелерінің нәтижелеріне мерзімді тәуелділік және құқықтық шараларды насихаттау алаңдаушылық туғызады. Студенттердің әлеуметтік желілермен жұмыс істеу кезіндегі қиындықтары медиа сауаттылықты оқытудың маңызды рөлін көрсетеді. Материалдық және педагогикалық қиындықтар оның интеграциясының тиімділігін шектейді. Зерттеу авторлары медиа сауаттылықты тиімді интеграциялау үшін дидактикалық материалдар мен оқытушылардың біліктілігін арттыру қажеттілігін атап өтіп, кешенді тәсілді қолдайды. Қиындықтарға қарамастан, бұл зерттеу ұжымдық хабардарлықты және академиялық ортада медиа сауаттылық деңгейін арттыруға деген ұмтылысты көрсетеді. Интернеттегі мінез-құлық, медиа тұтыну және жалған ақпаратпен қақтығыстар туралы мәліметтер педагогикалық артықшылықтарды анықтауға және оқыту әдістемесін жетілдіруге мүмкіндік береді. Анықталған мәселелерді шешу медиа сауатты академиялық қауымдастықты қалыптастыру үшін өте маңызды, бұл зерттеуді болашақ зерттеулер мен араласулардың катализаторы ретінде қарастыруға мүмкіндік береді.

Кілт сөздер: сыни медиа сауаттылық, тиімді оқыту, фейк жаңалықтар, кликбейт, әлеуметтік желілер.

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Материал 23.11.2023 баспаға түсті

Изучение проблем медиаграмотности на курсах EFL в высшем образовании: опыт поведения студентов и педагогических стратегий

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Цель данного исследования – оценить уровень владения медиаграмотностью студентами вузов для совершенствования образовательных программ и развития навыков. Используя смешанный метод, в исследовании изучаются вопросы использования студентами социальных сетей, столкновения с фальшивыми новостями, стратегий проверки новостей и педагогических подходов. Для сбора данных использовались опросники Google Forms, онлайн-калькулятор стандартных отклонений и интервью с преподавателями. Полученные результаты свидетельствуют о широком распространении социальных сетей: о значительном использовании социальных сетей, причем такие платформы, как Google, YouTube, Instagram и TikTok, используются повсеместно. Исследование раскрывает нюансы взаимоотношений студентов с дезинформацией, а также стратегии ее обнаружения. Вызывает озабоченность периодическая зависимость от результатов поисковых систем и пропаганда правовых мер. Проблемы, с которыми сталкиваются студенты при работе с социальными сетями, подчеркивают важнейшую роль обучения медиаграмотности. Материальные и педагогические трудности ограничивают эффективность его интеграции. Авторы исследования выступают за комплексный подход, подчеркивая необходимость дидактических материалов и повышения квалификации преподавателей для эффективной интеграции медиаграмотности. Несмотря на трудности данное исследование

свидетельствует о коллективном осознании и стремлении к повышению уровня медиаграмотности в академических кругах. Данные о поведении в Интернете, медиапотреблении и столкновениях с дезинформацией позволяют определить педагогические предпочтения и усовершенствовать методику преподавания. Решение выявленных проблем имеет решающее значение для формирования медиаграмотного академического сообщества, что позволяет рассматривать данное исследование как катализатор будущих исследований и вмешательств.

Ключевые слова: критическая медиаграмотность, эффективное обучение, фейковые новости, кликбейты, социальные сети.

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Материал поступил в редакцию журнала 23.11.2023

ISRTI 16.31.51

DOI: [10.59102/kufil/2024/iss1pp228-238](https://doi.org/10.59102/kufil/2024/iss1pp228-238)

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THE USAGE OF WEB2.0 TOOLS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

The present article aims to investigate the role that Web 2.0 tools can play in enhancing the productive and receptive language skills of students studying English as a foreign language. Nowadays, Web 2.0 is becoming the preferred environment for communication, collaboration, and sharing information, especially among the younger population. Web 2.0 tools are handy, simpler to deploy, free or inexpensive, and ready to be used in different contexts. This prompts many educators worldwide to explore possible ways to apply these technologies in the educational field. This study adopts a quantitative research approach using a questionnaire for data collection. The questionnaire is designed to explore teachers' perceptions of using Web 2.0 applications as a method for teaching English as a foreign language. The results indicate a high self-perception among teachers regarding Web 2.0 and its use for improving students' language skills, attributed to their awareness of the importance and benefits of Web 2.0 in education.

Key words: Web technology, language skill, digital tool, teaching, educator.

MAIN PROVISIONS

This article is a study among English language teachers on the use of Web 2.0 technologies in teaching English as a foreign language. In this regard, the following points and theses are submitted for analysis and discussion in the text:

1. Focus on Web 2.0 Services in EFL Classrooms.

The study concentrates on exploring the utilization of Web 2.0 tools in English as a foreign language (EFL) classroom, investigating the personal factors influencing their usage across diverse countries.

2. Role of Modern Technology in Education.