

Exploring Media-Literate Language Learning to Empower Inclusive Knowledge Ecologies for Sustainable Futures

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Abstract

This study introduces the Media-Literate Language Learning (MLLL) pedagogical framework, which integrates language education with media literacy to create a holistic educational experience that empowers learners within inclusive knowledge ecologies and fosters a more equitable, diverse, and sustainable educational landscape. The research aims to demonstrate how media-literate language instruction can establish a learning environment that promotes equity, diversity, and sustainability. We investigate the teaching modes that facilitate the complex interplay between media literacy skills and language proficiency, shaping individuals' understanding of diverse perspectives, cultures, and knowledge systems. A mixed-methods research design comprises a literature review, discourse analysis, and a questionnaire administered to language learners engaged in media-literate language-learning initiatives. Data sources include scholarly literature, educational policy documents, media texts, and qualitative interviews with language learners from diverse linguistic and cultural backgrounds.

Our study findings reveal the transformative potential of MLLL. Feedback indicates that the MLLL approach has primarily enhanced engagement, relevance, and critical thinking in the ESP course. However, there is room to improve the complexity of the content, the balance between media and language exercises, and the diversity of media types used. Addressing these areas further strengthens the effectiveness of the MLLL approach and ensures it meets the needs of all students for more diverse, immersive media experiences that enhance learning.

The implications of this study extend to educational policy, curriculum development, and pedagogical practice, underscoring the importance of integrating media literacy into language learning initiatives to advance equity, diversity, and social inclusion in Kazakh education.

Keywords: Education for Sustainable Development, language education, media literacy, teaching strategies, media-literate language learning, pedagogical framework

Introduction

In the era of rapid digital transformation, media platforms have become a pervasive force, influencing every aspect of life, including education, knowledge sharing, communication, and information delivery. Today's labor market requires professionals to become leaders by thoughtfully and responsibly navigating these platforms. They are encouraged to harness social media's potential for participation and creativity, demonstrating how it can be used to express concerns, address needs, and support others (Matersman, 1989; Buckingham, 2007). This transformation has significantly reshaped the educational landscape, particularly in language learning, underscoring the importance of media literacy as an essential competency for navigating this complex environment (Pegrum, 2019; Godwin-Jones, 2021; Hobbs, 2020; Gabdullina, 2024). Media literacy, which encompasses accessing, analyzing, evaluating, creating, and communicating media across various contexts and forms, equips learners to engage critically with the information and communication technologies that shape contemporary life (Hobbs, 2021). Its integration into language

education is increasingly urgent as educational institutions strive to prepare students for future challenges (Yelubayeva et al., 2024). This study introduces the concept of Media-Literate Language Learning (MLLL), which merges language education with media literacy to create a holistic educational experience. MLLL can empower learners within inclusive knowledge ecologies, fostering a more equitable, diverse, and sustainable educational landscape.

Inclusive knowledge ecologies are environments that recognize, value, and integrate diverse knowledge systems. These ecologies promote equity, diversity, and sustainability by ensuring that all learners have access to and can contribute to the creation of collective knowledge (UNESCO, 2017; 2018). Kazakhstan's diverse linguistic environment presents both challenges and opportunities for language education (Hajar et al., 2024). As the country seeks to further integrate into the global economy, the importance of robust language education for sustainable development is increasingly apparent (Concept, 2023; State Program, 2020; Yelubayeva et al., 2025). This study suggests that MLLL has the potential to contribute significantly to the development of such ecologies in Kazakhstan. By fostering critical engagement with media and diverse cultural perspectives, MLLL can equip learners to help foster a more equitable, diverse, and sustainable landscape for Kazakh education.

Media literacy has evolved over the years, with recent research emphasizing its role in fostering critical thinking, digital citizenship, and responsible media engagement (Buckingham, 2007; Livingstone et al., 2005; Potter, 2013). Media literacy involves critical engagement with media, enabling learners to question, create, and participate actively in media-rich environments. This study builds on the work of scholars such as Pegrum (2019) and Godwin-Jones (2021), who have explored integrating media literacy into language education, particularly in English as a Foreign Language (EFL) and English for Specific Purposes (ESP) courses, to address challenges posed by misinformation, digital divides, and global inequities arising from the free exchange of voices and views on universally accessible platforms. This study examines the potential of media-literate language learning to empower inclusive knowledge ecologies that foster sustainable futures, particularly in ESP classrooms at KazNU University in Kazakhstan.

Literature review

Media Literacy (ML) has been defined in various ways. ML involves analyzing media representations, understanding how media influence culture and society, and developing the skills to critically engage with media content (Jolls & Wilson, 2014). For Buckingham (2007), ML is the ability to access, analyze, evaluate, create, and act using all forms of communication. This definition expands the concept of literacy to include all forms of media, emphasizing critical thinking and informed decision-making about media consumption and production (Hobbs, 2020). Potter (2022) describes the skills, knowledge, and attitudes that enable individuals to critically analyze the messages that inform, entertain, and sell to us daily. In the context of our research, ML is the ability to critically evaluate, analyze, and utilize media content relevant to specific professional fields. It encompasses the skills to discern credible sources, understand media biases, and apply information effectively in professional contexts.

In the realm of ML, several principal models exist, each offering a distinctive perspective and approach. Within the scope of our research, we will discuss three of these models: Eighteen Principles by Masterman (1989), the Key Questions/Core Concepts framework (e.g., Thoman & Jolls), and the Empowerment Spiral (Thoman; later elaborated by Jolls & Wilson). These models, developed at different times, for different purposes, and in different contexts, all point to one reassuring fact – the universal applicability of media literacy. This adaptability across contexts is a testament to its strength and relevance, instilling confidence in its role in language education.

Masterman (1989) revolutionized media education by emphasizing that it is not about studying specific media content but about analyzing how content is represented through media. He believed media education should be a lifelong learning process, focusing on developing reflexivity and analytical skills rather than promoting a particular viewpoint. More than that, Masterman sought to shift the traditional teacher-student dynamic, advocating a more participatory, democratic approach in the classroom. This approach, which

encourages active engagement and open dialogue, is not just a method but a philosophy that makes every student part of the learning process.

Masterman's principles hold that media education should aim to develop transferable analytical tools, with content serving merely as a means to that end. He advocated student self-evaluation and a shift in the teacher-student relationship toward reflection and dialogue. According to Masterman, media education should be active, participatory, and group-focused, encouraging collaborative learning rather than competition. He also stressed the importance of media education as a holistic process involving parents, media professionals, and colleagues, and argued that it must continuously evolve with changing realities. Finally, he underscored that media education is grounded in a distinctive epistemology in which knowledge is not merely transmitted or discovered but critically investigated and co-created by students and teachers.

Influenced by Masterman's approach to media education, Duncan and Puengente (1986) first introduced the core concepts of media literacy in Canada (cited in Stix & Jolls, 2022, p. 20). These concepts were later adapted in the U.S. by Thoman (1993) into five fundamental principles that describe how global media systems operate: authorship, techniques/format, audience, framing/content, and purpose. Building on these ideas, Jolls and Willson (2014) developed a model with five key deconstructive questions for media analysis, 'Questions/TIPS':

- Authorship (Who created this message, and what is their intent?); Techniques (What methods are used to capture attention?);
- Audience (What lifestyles, values, and viewpoints are portrayed?); Framing (How might others interpret this message differently?); and
- Purpose (What is left out of this message?). These questions aid in deconstructing, analyzing, and producing media content.

Any of these models aims to encourage people to take responsibility for and control over their learning process. While Masterman's model prioritizes practical skills for using various media types, Thoman/Jolls/Wilson emphasize lifelong learning for individuals. They emphasize the importance of developing competencies that enable people to participate actively and responsibly in a media-driven world. According to Thoman (1993), these essential skills are best acquired through formal education in schools, where media education plays a crucial role in empowering individuals in today's media-saturated society.

As our research explores strategies for integrating materials into ESP instruction, we aim to equip students with the skills to navigate the digital information landscape, distinguish between credible and biased sources, and make well-informed decisions in their professional environments. To achieve this, we propose strategies that prioritize the relevance and engagement of instruction within real-world contexts (see Table 1). Developing teaching strategies that align with students' professional contexts is crucial for motivation and engagement (Yelubayeva et al., 2025). Personalizing instruction to meet learners' specific needs and objectives, with a focus on the language and skills relevant to their professional domains, is critical (Hyland, 2019). This relevance helps students see the direct application of their learning to their professional lives, ultimately increasing motivation and commitment to the educational process. Using media materials, students engage in meaningful tasks that simulate real-world challenges, fostering deeper learning, enhancing information retention, and creating inclusive knowledge environments (Colwell & Reinking, 2016; Yelubayeva & Mustafina, 2020). This cross-disciplinary approach allows us to design a Media-Literate Language Learning (MLLL) Framework. Media Literacy Integration in the Language Curriculum embeds media literacy principles and activities into the language learning curriculum, ensuring that media literacy is a core component of language education and reinforcing its importance (Table 1). This approach allows incorporating media analysis tasks into language assignments, using media texts as reading and listening materials, and assigning projects requiring critical media engagement. The MLLL framework comprises Critical Media Analysis, Media Content Creation, and Intercultural Communication. Critical Media Analysis (CMA) examines media texts to understand underlying messages, biases, and assumptions. CMA is widely accepted to develop critical thinking and analytical skills by encouraging learners to question and deconstruct media messages. The ability to critically assess information is crucial today, as it helps students identify trustworthy sources and make informed decisions (Kellner, 2021). Therefore,

educators should encourage students to engage critically with content by teaching them to evaluate the authority, accuracy, and purpose of digital materials. To develop these skills, activities such as analyzing media content for bias and perspective, comparing coverage of the same event across different outlets, debating the portrayal of different groups in media texts, and engaging in reflective writing can be employed. By promoting CML, students will become better at recognizing and relying on credible sources, thus improving the reliability of their academic and professional work. Additionally, they will be able to identify and analyze biases in media, leading to more informed and balanced perspectives and fostering a deeper understanding of global and cultural contexts within their fields (Cooke, 2021). This means selecting diverse and challenging tasks that empower students to assess the credibility of information and make sound decisions, a crucial aspect of building inclusive knowledge ecologies for sustainable futures.

Media Content Creation (MCC) is another essential strategy. Instructional materials that represent and create real-world professional situations can help students understand the practical application of their learning. Research shows that creating media content enhances digital literacy and improves creative communication skills, enabling learners to express their ideas and viewpoints. This connection to real-life situations ensures that the language and skills learned directly relate to their careers, making instruction more meaningful and effective (Gilmore, 2007). Educators should include assignments that involve multimedia resources, such as videos, podcasts, interactive simulations, and online exercises. These assignments should be visually appealing and designed to foster active learning through activities such as creating blog posts or vlogs on current issues, designing infographics to convey complex information, and producing podcasts or video essays on cultural topics (Gee, 2018).

Another critical strategy is Intercultural Communication (IC), which aims to foster effective, appropriate communication with people from diverse cultural backgrounds. Interactive instructions align with CML principles by encouraging active engagement and critical thinking. Scholars and practitioners have demonstrated that IC fosters cultural awareness and empathy, promoting social inclusion and diversity. Activities that apply to IC include role-playing scenarios involving cross-cultural interactions, discussions of cultural norms and values across societies, and analyses of case studies of intercultural communication challenges. These activities appeal to diverse learning styles and can make learning more enjoyable and effective, maintaining student interest and promoting active participation (Reid & Horvathova, 2023).

Table 1. Media-Literate Language Learning Framework.

Media-Literate Language Learning Strategy
<i>Strategy Tasks:</i>
<ul style="list-style-type: none"> ❖ incorporating media analysis tasks into language assignments, ❖ using media texts as reading and listening materials, ❖ and assigning projects requiring critical media engagement
<i>Strategy Components:</i>
Critical Media Analysis <ul style="list-style-type: none"> ✓ Analyzing news articles for bias and perspective. ✓ Comparing media coverage of the same event across different outlets. ✓ Debating the representation of different groups in media texts.
Media Content Creation <ul style="list-style-type: none"> ✓ Creating blog posts or vlogs on current issues. ✓ Designing infographics to convey complex information. ✓ Producing podcasts or video essays on cultural topics.
Intercultural Communication <ul style="list-style-type: none"> ✓ Role-playing scenarios involving cross-cultural interactions. ✓ Discussing cultural norms and values in different societies. ✓ Analyzing case studies of intercultural communication challenges
Inclusive Knowledge Ecologies for Sustainable Futures

The literature review indicates that the MLLL framework is well-suited for exploring media-literate language learning to empower inclusive knowledge ecologies for sustainable futures for the following reasons: first, the framework promotes holistic learner development by integrating critical thinking, digital literacy, cultural awareness, and media literacy into language education. Second, it addresses contemporary societal needs by equipping learners to navigate the digital media landscape and engage with diverse cultural perspectives. Third, by fostering critical and creative communication skills, the framework promotes equity and inclusion, ensuring that all learners can participate in and contribute to collective knowledge ecologies. Finally, the framework emphasizes sustainable futures by encouraging learners to critically engage with media texts and address global challenges through informed and responsible communication.

Methodology

This research was conducted over fifteen weeks during the second semester of the 2023-2024 academic year. It focused on first-year graduate students from the Faculty of Philology at KazNU University with pre-intermediate language proficiency. The first group, comprising thirty-one students, was the Focus Group (FG), while the second group, comprising thirty students, served as the Control Group (CG). In total, sixty-nine participants were involved in the study (Table 2).

Table 2. Gender distribution of participants.

Groups	Female	Male	Total
FG	14 (23%)	17 (28%)	31 (51%)
CG	11 (18%)	19 (31%)	30 (49%)
	25 (41%)	36 (59%)	61 (100%)

The current study is based on the primary hypothesis that integrating MLLL into ESP classrooms will significantly enhance KazNU University students' critical engagement with media and diverse cultural perspectives. This, in turn, will foster inclusive knowledge ecologies, contributing to a more equitable, diverse, and sustainable educational environment. The following Research Questions are:

1. *How does the integration of MLLL impact students' engagement and participation in ESP classrooms?*
2. *How does MLLL affect students' interest and proficiency in language acquisition and communication?*
3. *In what ways does MLLL contribute to fostering inclusive and sustainable knowledge ecologies?*

Throughout the study, we used several methods to collect data. We observed students' activities and attendance, administered a questionnaire at the end of the semester, and analyzed statistical data. The questionnaire evaluated students' attitudes and motivation when authentic materials were used to teach English as a foreign language. To gauge students' awareness of their initial and final levels of English acquisition, we administered two questionnaires that assessed the language skills they should develop. By tallying their responses, we could determine their language skills. Additionally, we closely monitored students' reactions to the teaching methods, tracking their attendance in English classes and participation in task-based teaching.

Teaching strategies for the focus and control groups emphasized developing learners' communicative skills, particularly reading, without neglecting other skills. The control group used the textbook "English for Philology Students" (KazNU Press, 2016), while the focus group primarily received media-based learning materials selected to enhance students' communicative skills in English history. The media materials were chosen for their relevance to the intermediate-level language proficiency syllabus and were introduced week by week, based on the following criteria: a) the materials had to align with the topics in the traditional textbook, so specific newspaper and journal articles, as well as documentary films, were selected; b) the language used in the materials had to correspond to the students' intermediate level of language proficiency; c) the materials needed to reflect the culture of the society in which the linguistic interactions take place in the target language to promote students' cultural awareness; d) the materials had to be aligned with the students' interests and needs.

In designing learning materials, we included receptive, reproductive, and productive exercises at all stages (pre-, while-, and post-) to promote reading, listening, speaking, and writing skills.

Results and Discussions

Results from the focus group indicate that students' second-semester ESP performance, as shown in Table 1, was high, with High Attendance and active participation in class activities. These results were drawn from observations and assessment records of student performance throughout the semester. The data include metrics such as Attendance, participation, interest in language acquisition, and language-acquisition scores, typically gathered from observations, class records, and graded assessments. These observation-based metrics are crucial for testing the study's hypothesis and addressing the research questions. They provide measurable, observable data that demonstrate the effectiveness of the MLLL in fostering engagement, improving language acquisition, and contributing to the development of inclusive knowledge ecologies. Each metric aligns with critical aspects of the hypothesis and research questions, ensuring that robust empirical evidence supports the study's findings. For instance, attendance data will help determine whether the MLLL program increases student engagement in the classroom. Consistently high Attendance suggests that students find the course content engaging and valuable, directly influencing participation. Observing participation levels provides insights into whether students critically engage with the content and apply media literacy skills in their language learning. Measuring interest will help assess whether MLLL makes language learning more engaging and relevant, thereby improving students' motivation and proficiency. The average score provides quantitative data on how well students have acquired language skills under the MLLL framework, helping to evaluate its effectiveness in enhancing language proficiency (Table 3).

Table 3. ESP Second Semester Results

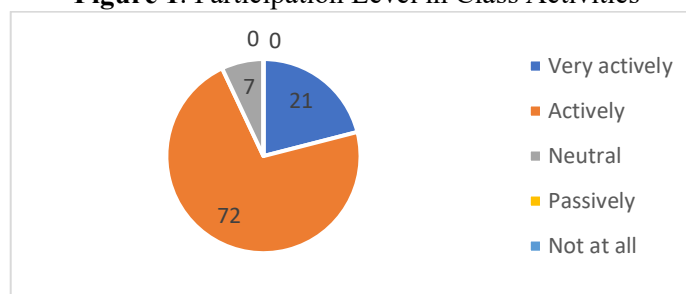
Group	Average Attendance (%)	Participation in Class Activities (High/Medium/Low)	Interest in Language Acquisition (High/Medium/Low)	Average Score in Language Acquisition (%)
FG	94	High	High	87
CG	85	Medium	Medium	75

The observation revealed that the Focus Group's high level of attendance and participation could suggest that the students were more engaged or motivated, possibly due to innovative teaching methods, the relevance of the content, or the integration of media literacy, which might have sparked greater interest in language acquisition and communication skills. While the control group showed good attendance and participation, their lower scores in language acquisition might indicate that the traditional teaching methods used with this group were less effective in fostering deep understanding or engagement than those used with the Focus Group. This difference could underscore the potential benefits of integrating media literacy into language learning, as our study suggests.

Further, we present the FG results and the questionnaire analysis. The questionnaire assesses students' perceptions and experiences of integrating MLLL into their ESP courses. It evaluates how MLLL affects engagement, interest in language acquisition, and views on inclusivity and sustainability in education. The questionnaire consisted of seven items designed to determine the students' attitudes toward their Engagement and Participation (RQ 1 – questions 1-2), Interest and Proficiency in language acquisition (RQ 2 – question 4), and Inclusivity and Sustainability (RQ3 - questions 5-6).

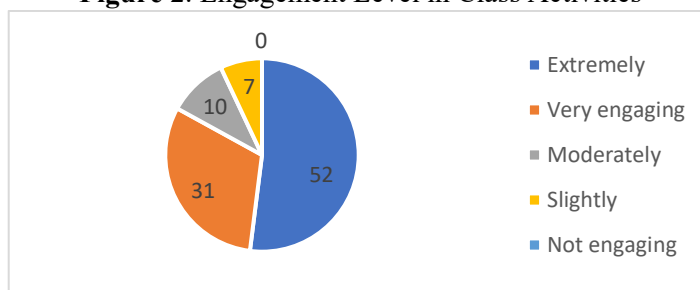
The first question asked about students' participation in the English classes. The 'Very actively' responses suggest that students are highly engaged in the MLLL-integrated course, indicating the approach's success in making the course appealing and relevant. Conversely, 'Passive' or 'Not at all' responses may reveal areas where the course content or delivery could be improved. Figure 1 shows a high level of student participation in the classes. Thus, 20.8% of students chose 'Very actively,' 72.4% chose 'Actively,' and 6.8% of participants chose 'Neutral.' No responses were recorded for 'Passively' or 'Not at all' (Figure 1).

Figure 1. Participation Level in Class Activities



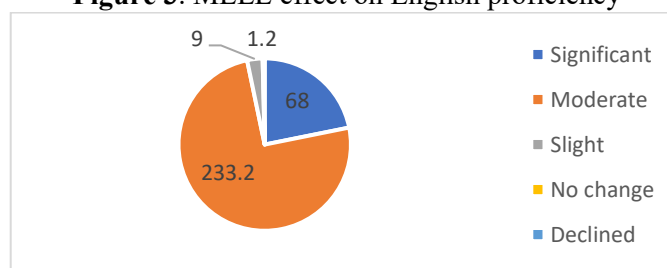
The second question sought to gather data on how much media content in the ESP course increased students' engagement in class activities. Of the thirty-one students surveyed, 72.42% reported that these materials significantly increased their engagement in classroom activities, while 21.72% found them engaging. Additionally, 7% of respondents thought the materials moderately increased their engagement, and only 7.14% slightly preferred exposure to MLLL-based learning materials. No respondents selected the 'not engaging' option (Figure 2).

Figure 2. Engagement Level in Class Activities



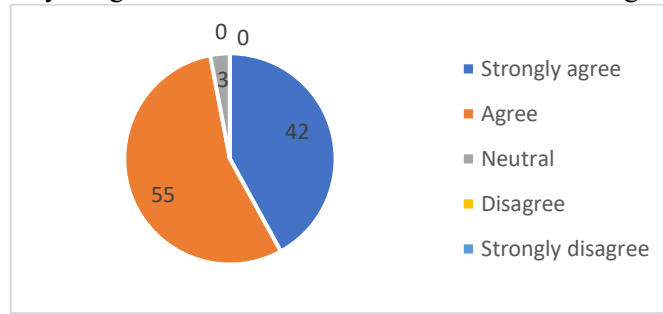
Question three aimed to determine the effect of the MLLL approach on students' English proficiency. Twenty-one students (67.78%) reported a significant improvement in their language learning outcomes; seven students (22.57%) said the approach improved them very much; and three students (9.14%) reported a slight improvement in their language learning when they used media materials in the English class. There were no responses in the 'no change' and 'declined' options (Figure 3).

Figure 3. MLLL effect on English proficiency



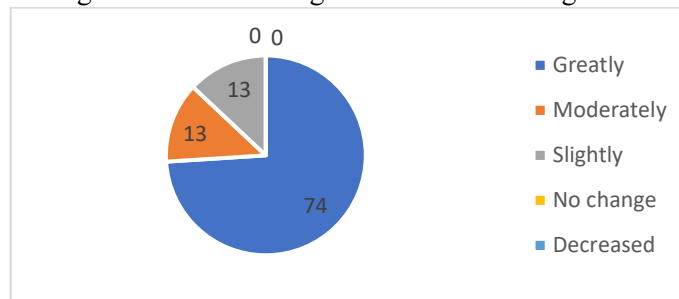
In the fourth question, we aimed to determine the effect of MLLL in creating an inclusive learning environment. The results show that almost half of the respondents (41.93%) strongly agreed that MLLL creates an inclusive learning environment, and 17 students (54.83%) agreed that the new approach provides exclusivity in the learning environment, while 1 student (7.14%) remained neutral (Figure 4).

Figure 4. Do you agree that MLLL creates an inclusive learning environment?



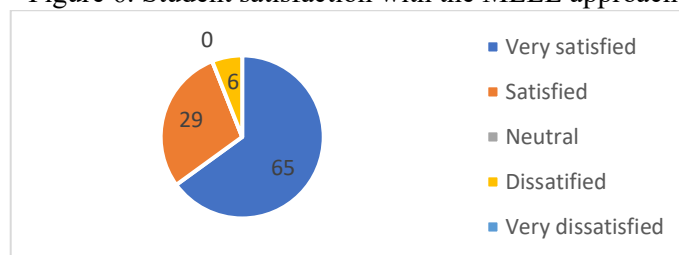
In the fifth question, we aimed to assess the effectiveness of the MLLL in enhancing students' awareness of the importance of sustainability in their field of study. The results show that three-fourths of respondents (74.19%) believed that the MLLL approach significantly increased their understanding of the importance of sustainability for their future careers, and four (12.9%) stated that it moderately increased their awareness of sustainability issues in their jobs. Another four (12.9%) reported that the MLLL approach slightly increased their understanding of sustainability issues relevant to their jobs (Figure 5).

Figure 5. Students' agreement on creating an inclusive learning environment with MLLL



Question six sought to gather data on student satisfaction with the MLLL approach in the English class. Of the students surveyed, twenty (64.51%) reported being very satisfied with using media materials for their language learning, nine (29.03%) said they were quite confident with them, and two (6.4%) expressed dissatisfaction and a preference not to be exposed to them. No responses indicated a neutral or very dissatisfied sentiment (Figure 6).

Figure 6. Student satisfaction with the MLLL approach



The last open-ended question, number seven, asked students to share their opinions on the overall impact of the MLLL approach in their ESP course. Participants were also asked to share additional comments about the difficulties they experienced with the MLLL approach in their ESP course. This question explores the essential tools and strategies needed to address challenges in integrating media literacy, which are crucial for language instructors to create and sustain inclusive learning environments.

The respondents found the MLLL approach valuable in enhancing the course's relevance and engagement with their professional and academic interests. Many mentioned that incorporating current media content

helped connect language learning with real-world applications, leading to increased motivation and active participation in the course. For instance, Student 4 introduced a project where his team analyzed news articles on environmental issues from different countries. The assignment involved presenting their findings and discussing different perspectives in a class forum. “This experience opened our eyes, making us more engaged in online discussions and inspiring us to contribute to forums focused on environmental awareness and sustainability,” he stated in his responses. Student 17 stated that she and her groupmates created and analyzed social media campaigns related to social justice issues. This improved his language skills and heightened his awareness of how media shapes societal narratives. She concluded, “Many of us became more active in online communities, where we contributed ideas on how media could be used to promote positive change.” Student 43 recalled a memorable collaborative project in which his team was assigned to evaluate how various media sources reported on a global crisis. The students worked in groups to compare these reports, presented their findings, and discussed biases and discrepancies, stating, “This exercise empowered us to participate in larger discussions about media representation and its impact on public perception, both online and offline.” Their involvement in knowledge-sharing communities increased significantly after this project.

As graduate students and practicing English teachers, some students proposed strategies for overcoming the challenges of integrating media literacy into language learning. For example, Student 13 highlighted the need for professional development opportunities for instructors. They noted that many educators may not be fully equipped to teach media literacy alongside language skills. Student 35 recommended workshops and training sessions focused on the intersection of media and language education, along with access to diverse media resources tailored to different language levels. Student 41 stressed the importance of collaboration between language and media studies departments. They believed these departments could, through joint efforts, create interdisciplinary curricula that seamlessly integrate media literacy into language education. They also emphasized the need for institutional support, including time allocation within the curriculum and resources such as multimedia labs, to ensure successful implementation. Student 56 proposed starting small by gradually integrating media literacy into the language curriculum. They suggested introducing media analysis exercises or incorporating media-related topics into language lessons as a good starting point, provided they are done gradually and systematically. Additionally, they emphasized the importance of administrative support for curriculum flexibility and access to media tools and platforms. Student 56 also mentioned that ongoing dialogue with students to assess their needs and interests in media literacy could help tailor the curriculum more effectively.

These responses reflect diverse perspectives and experiences, aligning with our research's focus on empowering inclusive knowledge ecologies for sustainable futures through media-literate language learning.

Table 4. Students’ Question 7 response outcomes.

Benefits	Challenges
Positive Impact on Engagement and Relevance	Challenges with Media Content Complexity
Enhanced Critical Thinking and Awareness	Need for Balanced Content and Structure
Suggestions for Diversifying Media Types	
<ul style="list-style-type: none"> - Various media types, such as podcasts, social media case studies, interactive media, and virtual reality, will be incorporated; - Workshops and training sessions focusing on the intersection of media and language education and diverse media resources tailored to different language levels; - Collaboration between language and media studies departments; - Starting small by gradually integrating media literacy into the language curriculum; - Administration regarding curriculum flexibility and access to media tools and platforms. 	

The outcomes indicate that the integrated MLLL approach in the ESP course benefits from student feedback, yielding valuable insights and areas for improvement (see Table 4). Most participants (87%) reported that the MLLL approach significantly improved their ability to analyze media and to understand

diverse cultural perspectives critically. This was particularly valuable in discussions on sustainability and global issues, which many students found eye-opening and thought-provoking.

Despite generally positive feedback, some students noted that the complexity of specific media content posed a challenge, particularly for those with lower language proficiency. They recommended offering media content at different difficulty levels to better accommodate all students and promote more inclusive participation. In their feedback, one-third of students mentioned a need for a better balance between media-focused activities and traditional language exercises. They appreciated the innovative approach but felt that media content should not overshadow foundational language practice. Some students also suggested that more structured guidance and focused objectives during media discussions would enhance their learning experience.

Students were generally satisfied with the MLLL approach and acknowledged its potential to enhance their language and critical thinking skills. They also offered constructive feedback to improve the approach, including the need for greater support for media analysis, a more straightforward integration with language-learning objectives, and a broader range of media content.

Conclusion

This research focuses on the impact of media-literate language learning on the development of inclusive knowledge ecologies, as it can shape the future of education. Feedback indicates that the MLLL approach has primarily enhanced engagement, relevance, and critical thinking in the ESP course. However, there is room to improve the complexity of the content, the balance between media and language exercises, and the diversity of media types used. Addressing these areas further strengthens the effectiveness of the MLLL approach and ensures it meets the needs of all students by providing more diverse, immersive media experiences that enhance learning.

A key takeaway is that education for inclusive knowledge ecologies for sustainable futures entails more than merely integrating sustainability into the curriculum. It requires a comprehensive overhaul of the educational system to align with sustainable practices. This means imbuing every facet of the educational system, from school infrastructure to pedagogical approaches, with sustainable principles. Such an approach would effectively introduce students to the concept of sustainability and demonstrate its practical significance, thereby nurturing a culture of sustainability that advances Kazakhstan's developmental aims. Addressing these issues will require a multifaceted approach and collaborative efforts from various stakeholders, including educators, students, parents, policymakers, and the broader community. By doing so, Kazakhstan can serve as a model for sustainable development, demonstrating how education can be harnessed to cultivate a more sustainable, equitable, and prosperous society.

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