PRE-SERVICE TEACHERS' PERCEPTIONS
OF MEDIA LITERACY IN THE DEPARTMENT
OF ENGLISH LANGUAGE TEACHING
IN TURKEY

(MA THESIS)
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MA THESIS

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Yüksek Lisans Tezi/Projesi olarak sunduğum **"PRE-SERVICE TEACHERS' PERCEPTIONS OF MEDIA LITERACY IN THE DEPARTMENT OF ENGLISH LANGUAGE TEACHING IN TURKEY "** adlı çalışmanın, tarafımdan, bilimsel ahlak ve geleneklere aykırı düşecek bir yardıma başvurmaksızın yazıldığını ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu, bunlara atıf yapılarak yararlanılmış olduğunu belirtir ve bunu onurumla doğrularım.

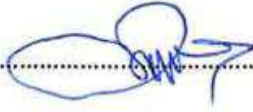Tarih

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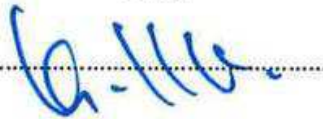
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ÖZET

Medyanın her çeşidine tamamen doymuş bir toplum olarak olumlu veya olumsuz, hayal ürünü veya gerçek, doğru veya yanlış, güvenilir veya güvenilemez içerikler arasında doğru bir seçim yapabilmek veya onların farkına varabilmek özellikle genç insanlar için her geçen gün daha da zorlaşıyor. Bu şartlar altında, değişik formatlardaki mesajlara ulaşma, bunları çözümleme, değerlendirme ve iletme yeteneği kazanabilmek olarak ifade edilen medya okuryazarlığı kaçınılmaz olmaktadır. Bu çalışmanın başlıca amacı Çanakkale Onsekiz Mart Üniversitesi İngilizce Öğretmenliği Bölümünde okuyan öğrencilerin Medya Okuryazarlığı algılarının birinci, ikinci, üçüncü ve dördüncü sınıf seviyelerine ve cinsiyetlerine göre nasıl farklılaştığını araştırmaktır.

Bu araştırma her sınıf seviyesinden iki sınıf olmak üzere toplam sekiz sınıfta yüz seksen üç (183) öğrenciye uygulanmıştır. Yüz seksen üç İngilizce Eğitimi Bölümü öğrencisinin yer aldığı bu anket çalışması dört bölümden oluşmaktadır: Öğrencilerin Medya Okuryazarlığı algıları, İngilizce dil yeteneklerini geliştirmek için medya ile ilgilenme, İngilizce öğrenmede ve öğretmede Medya Okuryazarlığının faydaları ve İngilizce Eğitimi Bölümü öğretmenlerinin öğrencilerin gözüyle Medya Okuryazarlığı seviyeleri. Bu çalışmadan elde edilen veriler araştırmacı tarafından Excel ve Sosyal Bilimler için İstatistik Programı (SPSS) kullanılarak analiz edilmiştir. Bu çalışmadan elde edilen sonuçlar göstermiştir ki Çanakkale Onsekiz Mart Üniversitesi İngiliz Dili Eğitimi Bölümünde okuyan öğrenciler "Medya Okuryazarlığı" kavramının bilincindeler ve İngiliz Dilini öğrenmede çok farklı medya araçlarını kullanmaktalar. Bununla beraber İngilizce öğretmenlerinin derslerde medya araçlarını sıklıkla kullanmalarına rağmen, öğrencilerin fikirlerine göre, medya okuryazarlığı seviyeleri nispeten düşük çıkmıştır.

ABSTRACT

In a media-saturated society, it is becoming extremely difficult for audience, especially the young ones, to discern between positive and negative, fact and fiction, true and false, reliable and unreliable content. In such an environment, MEDIA LITERACY, the ability to critically analyse, evaluate and discern media content and its production is imperative. Through a survey of 183 degree students from Çanakkale Onsekiz Mart University (ÇOMU) this paper attempts to find out media literacy perceptions of pre-service teachers attending Department of English Language Teaching based on the theories provided by the scholars in this field.

The research was conducted in eight different classes, two classes in every grade level. A hundred and eighty three pre-service teachers took part in the survey consisting of four parts: Media Literacy perceptions of the students, dealing with media to improve English Language skills, benefits of Media Literacy in learning and teaching English Language, and Media Literacy levels of ELT teachers in the eyes of the pre-service teachers.

The data obtained from the study results were analyzed by the researcher by means of Excel and Statistical Package for Social Sciences Program (SPSS) through the use of descriptive statistics and DUNCAN analysis.

Results showed that pre-service teachers attending Çanakkale Onsekiz Mart University English Language Teaching Department are eminently aware of the concepts of Media Literacy, and that their ELT teachers frequently exploit different kinds of media forms in teaching English language skills although they pay partly less attention to the concepts of "Media Literacy" than to the use of media forms.

ACKNOWLEDGEMENTS

TO MY FAMILY...

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CHAPTER ONE
INTRODUCTION

1.0   Introduction

Chapter one introduces a brief background of the study followed by the research questions. Then the significance, assumptions, and limitations of the study will be presented. Consequently, the organization of the thesis is presented.

1.1   Background of the Study

At the outskirts of the 21st century we find ourselves living in a media saturated, technologically dependent, and globally connected world. Facts and figures, up-to-the-minute news broadcasts, cell phone text messaging, downloadable music are all instantly available with the click of a mouse or the button on a touch pad.

How do students of English deal with all of these media messages? How do they interpret the messages they take in every day through television, the print media, radio and the Internet? Our students are bombarded by countless media messages daily coming from all directions.

Kellner and Share (2007) summarise the impacts of media on the society and individuals. The power of media shapes opinions, affects-decision making, and in many cases, defines a world view of society and expected life experiences. Media culture is a form of pedagogy that teaches proper and improper behaviour, gender roles, values, and knowledge of the world. Individuals are often not aware that they are being educated and positioned by media culture, as its pedagogy is frequently invisible and is absorbed unconsciously. This situation calls for critical approaches that make us aware of how media construct meanings, influence and educate audiences, and impose their messages and values (Kellner&Share, 2007).

Heins and Cho (2003) state some of the dangers involved when interacting with media at a young age. The content of mass media is powerful in the eyes and ears of all people, young people especially. Children and teenagers are prime targets at the mercy of clever marketers, political leaders and anyone person or group who seeks to gain favour with this age group.

If we are hoping to grow a responsible and healthy-minded generation, we have to give them necessary "Media Literacy" education so that they can fully understand the motives, the agenda, and even the behind- the-scenes creation of media's messages to which they are constantly   exposed.

Commission of the European Communities (2007) defines "Media Literacy" as the following: "Media Literacy" refers to skills, knowledge and understanding that allow consumers to use media effectively and safely. "Media Literate" people will be able to exercise informed choices, understand the nature of content and services and take advantage of the full range of opportunities offered by new communications technologies. They will be better able to protect themselves and their families from harmful or offensive material. Therefore the development of" Media Literacy" in all sections of society should be promoted and progress followed closely (Commission of the European Communities, 2007).

In this respect Commission of the European Communities also adds that Media Literacy is "the ability to access, analyze and evaluate the power of images, sounds and messages which we are now being confronted with on a daily basis and are an important part of our contemporary culture, as well as to communicate competently in media available on a personal basis.

Fedorov (2003) summarises the purposes of "Media Literacy" and draws its borders. "Media Literacy" relates to all media, including television and film, radio and recorded music, print media, the Internet and other new digital communication technologies. The aim of "Media Literacy" is to increase awareness of the many forms of media messages encountered in our everyday lives. It should help citizens recognize how the media filter their perceptions and beliefs, shape popular culture and influence personal choices. It should empower them with critical thinking and creative problem-solving skills to make them judicious consumers and producers of information (Fedorov, 2003).

In this study, first of all, media, mass media, and "Media Literacy" will be defined. Then, an overview of the current state of Media Literacy programs in Turkish Educational institutions will be provided. Several topics will be covered in literature review section to form a foundation of information useful in understanding the case. What "Media Literacy" is, the inescapable nature of mass media messages, media related risks, current "Media Literacy" trends in Turkey, and why Media Literacy education is needed at all levels of education will be addressed. These topics all serve to build the case that students in Turkish schools and universities would greatly benefit from learning "Media Literacy".

Although fairly new in Turkey, "Media Literacy" has long been a critical learning outcome in the international learning community. For nearly three decades, countries such as Canada, Britain, and Australia have mandated the integration of media education into elementary and secondary schools (Puntenge; Duncan & Andersen, 2005).

1.2   Purpose of the Study and Research Questions

The objective of this study was to gain greater insight into what pre-service teachers of English Language Teaching Department of Çanakkale Onsekiz Mart University know about "Media Literacy" as well as to explore the relationship between "Media Literacy" perceptions of the students and their age and class levels.

Answers to the following research questions were sought throughout the study:

Research Question 1: What are the Media Literacy perceptions of the pre-service ELT teachers?

Research Question 2: Are the "Media Literacy" perceptions of pre-service ELT teachers different in terms of gender and class-level?

Research Question 3: How often do they deal with media to improve their English language skills?

Research Question 4: What are pre-service teachers' perceptions of the benefits of "Media Literacy" in teaching and learning English Language?

Research Question 5: To what extent are the ELT teachers Media Literate according to pre-service ELT teachers?

1.3   Significance of the Study

In today's media-saturated world, instructional models characterized by the principle of inquiry must incorporate key media literacy constructs in order to effectively prepare students to become independent thinkers capable of recognizing and evaluating different points of view inherent in media messages and forms. These constructs include a basic knowledge about the social construction of media texts, a set of analytical skills for evaluating information across media forms, and key habits of mind including an intellectual scepticism and a critical approach to all information sources (Thoman & Jolls, 2005).

Among the scholars of Media Literacy there is a belief that media literacy should be taught as part of an investigative process that seeks to foster critical and autonomous thinking rather than to impose specific values or alternative content (Tyner, 1998).

This study is intended to be useful for English Language Teaching teachers, particularly for those who live and work in Turkish institutions as the findings of the study will reveal the perceptions of pre-service teachers who study in Çanakkale, Turkey. Perceptions and thoughts of pre-service teachers attending Çanakkale Onsekiz Mart University Department of English Language Teaching will provide substantial insight into what pre-service teachers know and think about "Media Literacy".

1.4.   Assumptions of the Study

This study was administered under the following assumptions:

The participants of this study were the pre-service teachers of the Department of English Language Teaching. They willingly took part in the study. Students reported their perceptions and shared their opinions sincerely.

1.5   Limitations of the Study

As any study would have, this thesis certainly contained a number of limitations. Firstly, the participants were only from one University, Çanakkale Onsekiz Mart University. If several Universities were included in the study we would surely have different results. Secondly, the limited number of students participating in the study can be mentioned as another limitation. The study was conducted with only 183 students. For this reason research addressing more students from several universities might have produced different results.

As this study was conducted at Çanakkale Onsekiz Mart University at tertiary level, it is not possible to generalize the findings for other universities and for primary, secondary, and high school education level.

1.6   Organization of the Study

This thesis has been organized into five chapters.

Chapter one is the introduction chapter. This chapter provides some important background knowledge of the study. The research questions are introduced in this chapter. Assumptions and limitations of the study are followed by information on the organization of the study.

Chapter two provides the theoretical and empirical foundation for the study. The basic definitions and information about the study are provided in this chapter.

The methodology of the study is explained in the third chapter. The participants, setting, instruments, procedure, and the data analysis are provided in this chapter.

The results of the study are introduced in the fourth chapter. This chapter interprets the findings in accordance with the research questions. Findings are discussed in accordance with the current literature.

As a result, chapter five draws the conclusions regarding the findings and proposes some implications and suggestions for further research.

1.7   Chapter Summary

This chapter provided some important background knowledge of the study, presented the research questions, then delivered the assumptions and limitations of the study and consequently provided information on the organization followed in the study.

CHAPTER TWO

LITERATURE REVIEW

2.0   Introduction

This chapter will revise the definition of media and Media Literacy, then it will mention five core concepts of Media Literacy, next Media Literacy in the EFL classes will be discussed, and finally Media Literacy course in Turkey's curriculum will be examined.

2.1   What is Media?

The Oxford Online Dictionaries (2012) define a "medium" as "a means by which something is communicated or expressed" and "the intervening substance through which sensory impressions are conveyed or physical forces are transmitted". A medium is something we use when we want to communicate with people indirectly–rather than in person or by face-to-face contact. The word "media" is just the plural of "medium." This dictionary definition tells us something fundamental about the media. The media do not offer a transparent window on the world. They provide a channel through which representations and images of the world can be communicated indirectly. The media intervene: they provide us with selective versions of the world, rather than direct access to it. The term "media" includes the whole range of modern communications media: television, the cinema, video, radio, photography, advertising, newspapers and magazines,

recorded music, computer games and the internet. Media texts are the programmes, films, images, web-sites (and so on) that are carried by these different forms of communication. Many of these are often called "mass' media," which implies that they reach large audiences. However, some media are only intended to reach quite small or specialised audiences, and they can be important to study too. Some people would also argue that more traditional forms such as books are also "media," since they too provide us with versions or representations of the world. In principle, the approaches we develop here can be applied to the whole range of media–from big-budget blockbuster movies to the snapshot photographs that people take in their daily lives; and from the latest pop video or computer game to the most well-known "classic" films or literature (UNESCO- 2006).

2.2   Defining Media Literacy

One fundamental problem in the field of media literacy is agreeing on a definition. Depending on the end being advocated technical prowess, personal expression, and critical thinking the operational definition of "Media Literacy" varies. Renee Hobbs (1994) wrote that media education in the U.S. is "a child with a thousand names". Different terms are used to describe the same basic concept of Media Literacy. Although different people categorize and define the concept of media education using different terms, the most broadly accepted phrase is "media literacy" (Chen, 2007). After surveying what many different researchers have speculated about Media Literacy's meaning, one widely accepted definition emerged: Media Literacy is the ability to decode, access, analyze, evaluate and produce communication in a variety of forms (Aufderheide & Firestone, 1993). Other Media Literacy definitions made by different researchers and organizations will be given in the next paragraphs in order to have a broad view of the term.

Although the idea of Media Literacy is not necessarily a new one, it first came about in Great Britain in the 1930's; there is still a need for the concept to be defined. "Media literacy" can be defined in many ways, but it breaks down to a simple statement. "Media literacy is a perspective that we actively use when exposing ourselves to the media in order to interpret the meaning of the messages we encounter" (Potter, 1998).

In a media-saturated society, the definition of literacy, which traditionally focused on reading and writing text, must be expanded to include the full range of media (Daley, 2003). Media literacy is a "fundamental competency for literate citizens" (National Communication Association, 1998), which empowers citizens to actively engage with media messages and fully participate in media culture (Jenkins, 2003).

In today's world, it is more critical than ever for young people to be informed consumers of the information made available through diverse forms of media accessible to them (Semali, 2005). Media allow for the mass distribution of information and it is important to approach these information sources as socially constructed forms of communication and representation with inherent messages, values, and biases (Kellner, 2002). People use the information received via media to make decisions, determine voting behaviour, and strengthen or question existing beliefs (McBrien, 2005). It is for this reason that there has been a renewed public interest in Media Literacy both as a concept and as an educational goal. Media Literacy in educational terms involves teaching students to be critical consumers of existing media forms (Buckingham, 2003; Brunner & Tally, 1999; Kellner, 2002).

The European Commission (2006) has adopted the definition of media literacy as 'the ability to access the media, to understand and to critically evaluate different aspects of the media and media contents and to create communications in a variety of contexts'. The Audiovisual Media Services Directive, one of the central instruments of European media policy, puts forward the definition of Media Literacy as the 'skills, knowledge and understanding that allow consumers to use media effectively and safely'.

Aufderheide (1993) expresses that the fundamental objective of Media Literacy is, according to the Aspen Institute definition, a 'critical autonomy relationship to all media' organized around a set of common beliefs or precepts, which recognise that the media are constructed and that they have wide commercial, ideological and political implications.

The Ontario government, Canada, (Duncan 1989) outlined eight key concepts of Media Literacy which emphasise the critical awareness:
1. All media are construction
2. The media construct reality
3. Audiences negotiate meaning in the media

4. Media have commercial implications

5. Media contain ideological and value messages

6. Media have social and political implications

7. Form and content are closely related in the media

8. Each medium has a unique aesthetic form (www.media-awareness.ca) (Duncan, 1989).

The US Centre for Media Literacy, CML, on the other hand, identifies five key concepts in its CML MediaLit Kit (2009):

1. All media messages are constructed.

2. Media messages are constructed using a creative language with its own rules.

3. Different people experience the same messages differently.

4. Media have embedded values and points of view.

5. Media messages are constructed to gain profit and/or power.

The European Charter for Media Literacy, developed out of an initiative by the UK Film Council and the British Film Institute (BFI), has produced a comprehensive definition and set of principles which it invites institutions and individuals to sign up to. Encompassing an extensive range of cognitive and practical skills, the Charter proposes that media literate people should be able to:

1. Use media technologies effectively to access, store, retrieve and share content to meet their individual and community needs and interests;

2. Gain access to, and make informed choices about, a wide range of media forms and content from different cultural and institutional sources;

3. Understand how and why media content is produced;

4. Analyse critically the techniques, languages and conventions used by the media, and the messages they convey;

5. Use media creatively to express and communicate ideas, information and opinions;

6. Identify, and avoid or challenge, media content and services that may be unsolicited, offensive or harmful;

7. Make effective use of media in the exercise of their democratic rights and civic responsibilities (O'Neill, 2008).

2.3 'Media Education', 'Media Literacy' or 'Media Studies'

Alexander Fedorov (2003), a Russian Media Literacy expert, prepared a number of questions in order to differentiate the terms; "Media Literacy", "Media Studies", and "Media Education", and asked them to the experts around the world through email. As a result data has been collected from 26 media educators from 10 countries. There are both the common stands and certain disagreement, blending of the essence of the terms Media Education, Media Literacy and Media Studies in the answers of the experts. In this sense the most expanded answer to the problem was given by the Canadian media educator I. Rother: "Over the last decade the terms Media Education, Media Studies and Media Literacy have been used almost interchangeably by media educators in North America, Britain and Australia.

The following distinctions have been adapted from Silverblatt (1995); Masterman (1985); Worsnop (1994); Buckingham (1993); Lusted (1991); Moore (1991); Media Education in Britain: An Outline (1989):

Media Education includes:

- using media across the curriculum application;
- a topic within another subject;
- development of critical understanding of media through analytical and practical work;
- teaching about the forms, conventions and technologies;
- teaching about media institutions, and their social, political and cultural roles;
- emphasis upon student's experience of the media and their relevance to their own lives;
- themes and project work;

Media Studies includes:

- a cross-media application;
- a theoretical application of the media;

- a conceptual framework;

- incorporates analysis of a message delivered by the media and the techniques used to create that message;

- borrows from communication, film and cultural studies;

Media Literacy builds on the following outcomes of Media Education and media studies:

- an awareness of the impact of media on the individual and society;

- an understanding of the process of mass communication;

- the ability to analyse and discuss media messages;

- an awareness of media context as a text that provides recognition of culture;

- production and analysis skills;

- traditional and non-traditional literacy skills;

- enriched enjoyment, understanding and appreciation of media content (Fedorov, 2003).

2.4   Media Literacy is Not...

Thoman and Jolls (2005) note that, because the definition of media literacy can be quite vast, it is almost easier to define what Media Literacy is not. For instance, they state that media literacy is not media bashing, but involves critically analyzing media messages and institutions. It is not just producing media, although production skills should be included. It is not just looking for stereotypes or negative representations, but exploring how these representations are normalized in society. It's not just based on one perspective; rather, it encourages multiple perspectives and various viewpoints. Finally, media literacy is not an effort to restrict media use, but to encourage mindful and critical media consumption (www.wikiversity.org, 2012).

In the report prepared by UNESCO (2006) it is stated that Media literacy is not simply teaching with videos, the Internet, or other technologies, but it is teaching about the media in society. Media education is about developing young people's critical and creative abilities. Media education is concerned with teaching and learning about the media. This

should not be confused with teaching through the media, for example, the use of television or computers as a means of teaching science, or history. Of course, these educational media also provide versions or representations of the world. But media education is not about the instrumental use of media as "teaching aids": it should not be confused with educational technology or educational media (UNESCO, 2006).

The Centre for Media Literacy (2005) summarizes "Media Literacy is not" concept under six headings:

- Media 'bashing' is NOT Media Literacy, however, Media Literacy often involves criticizing the media.
- Merely producing media is NOT Media Literacy, although Media Literacy should include media production activities and projects.
- Just bringing videos or CD-ROMs or other mediated content into the classroom is NOT Media Literacy; one must also explore the nature and influence of media and media messages in our culture.
- Simply looking for political agendas, stereotypes or misrepresentations is NOT Media Literacy; there should also be an exploration of the systems making them appear "normal"
- Looking at a media message or experience from just one perspective is NOT Media Literacy because media should be examined from multiple positions.
- Media Literacy does NOT mean "don't watch"; it means "watch carefully, think critically". (Centre for Media Literacy, 2005)

2.5   Five Core Concepts of Media Literacy

Media educators around the world have defined several key concepts of Media Literacy. The Centre for Media Literacy (Centre for Media Literacy, 2005) has taken many of these foundational ideas and published five core concepts which are more accessible to teachers and applicable for students. These identified five core concepts that lie at the heart of media literacy are as following:

1. All media messages are constructed.
2. Media messages are constructed using a creative language with its own rules.
3. Different people experience the same messages differently.
4. Media have embedded values and points of view.
5. Most media messages are organized to gain profit or power.

(Thoman & Jolls, 2005) (Centre for Media Literacy, 2005)

The core concepts are combined with a parallel set of questions to be asked of students serve as the underpinnings of a standard curriculum in Media Literacy (Centre for Media Literacy, 2005). A review of each concept is given below.

2.5.1 Concept 1: All media messages are constructed.

The question "*Who created this message?*" should be asked critically.

The first core concept is the foundation of media literacy, which challenges the power of the media to present messages as non-problematic and transparent. Masterman (1994) asserted that the foundation of media education is the principle of non-transparency. Media do not present reality like transparent windows or simple reflections of the world because media messages are created, shaped, and positioned through a construction process. This construction involves many decisions about what to include or exclude and how to represent reality. Masterman (1994) explained non-transparency with a pun: ''the media do not present reality, they represent it''.

Thoman & Jolls (2005), state that this concept acknowledges that media texts are constructed by authors. The final product is not a natural or objective text; rather, it is made up of various elements that were created by authors, writers, photographers, directors or producers. Many decisions go into the creation of a text, and the audience sees the end result. The audience does not, however, get to see the ideas that were rejected along the way, which could have produced endless variations on the media text. By asking who created the message, students are able to conceptualize both the human element behind the media text and the process of actually piecing a text together (Thoman & Jolls, 2005).

As a result it can be concluded that the students of Media Literacy must first be aware of the fact that the final message they are receiving from different kinds of media sources does not arrive from a single source, but as a result of a construction of many large and small pieces put together to make the final form of the message.

2.5.2 Concept 2: Media messages are constructed using a creative language with its own rules.

The question "*What creative techniques are used to attract my attention?*" should be asked.

According to The Centre for Media Literacy (2005), the second concept revolves around the unique language that is used in mass media. Each media text has its own language, which can be understood through careful consideration of the sounds and visuals that are employed to convey meaning.

One of the ways in which students can learn to analyze the language of media texts is by creating their own. The second core concept also relies heavily on semiotics to illustrate how signs and symbols function. From the study of semiotics, media literacy practitioners analyse the existence of dual meanings of signs: denotation and signifier (the more literal reference to content) and connotation and signified (the more associative, subjective significations of a message based on ideological and cultural codes) (Hall, 1980). When connotation and denotation become one and the same, representation appears natural, making the historical and social construction invisible. Therefore, a goal of cultivating media literacy is to help students distinguish between connotation and denotation and signifier and signified (Fiske, 1990).

2.5.3   Concept 3: Different people experience the same message differently.

The question *(How might different people understand this message differently from me?)* should be asked.

Centre for Media Literacy, (2005) gives an excellent example that illustrates the meaning of this critical concept. It is the movie "Saving Private Ryan". In the movie audience, a World War II veteran brings a whole set of experience to the movie theatre than any other audience member. As a result, how the message is received, processed, and the reaction to the movie will be much different for the war veteran than others who were not there. In fact, each recipient of a media message already brings a complete set of unique life experiences, beliefs, ideas, and attitudes toward the message (Gozzi 2004).

The third core concept evolves from work at the Birmingham Centre for Contemporary Cultural Studies in the UK, where the notion of an active audience challenged previous theories that viewed receivers of media as passive recipients and often victims. Building on semiotic conceptions developed by Roland Barthes and Umberto Eco, Hall (1980) argued that a distinction must be made between the encoding of media texts by producers and the decoding by consumers in a study of ''Encoding/decoding''. This distinction highlighted the ability of audiences to produce their own readings and meanings and to decode texts in aberrant or oppositional ways, as well as the ''preferred'' ways in tune with the dominant ideology (Barthes &Eco &Hall, 1980).

2.5.4   Concept 4: Media have embedded values and points of view.

The question "*What lifestyles, values, and points of view are represented in, or omitted from, this message?*" should be asked.

Media texts are not objective; they all contain values that tell us who or what is important. By virtue of what is omitted, they tell us who and what is not important as well. The fourth core concept focuses on the actual content of media messages in order to

question ideology, bias, and the connotations explicit and implicit in the representation. Cultural studies, feminist theory, and critical pedagogy offer arsenals of research for this line of inquiry to question media representations of race, class, gender, and so on. Beyond simply locating the bias in media, this concept helps students recognize the subjective nature of all communication. Henry Giroux (1997) stated that: ''The notion that theory, facts, and inquiry can be objectively determined and used falls prey to a set of values that are both conservative and mystifying in their political orientation''(Kellner & Share, 2005).

2.5.5   Concept 5: Most media messages are organized to gain profit or power.

The question *"Why is this message being sent?"* should be asked.

The Centre for Media Literacy stresses the point that screen media, like all mass media, is primarily a business. Advertisers create messages to be aired or displayed with dollars flowing from the manufacturers or service providers. In turn, a given television program, for example, must attract and keep numbers of viewers to see those commercials. This symbiotic relationship between advertiser, medium and consumer is a powerful entity that drives the business of the media (Centre for Media Literacy, 2005).

Most media messages are made in order to create an audience so advertisers can market their products. It is important for students to understand this financial motivation in order to discern whose interests are actually being served (wikiversity.org).

The fifth concept encourages students to consider the question of why the message was sent and where it came from. Too often students believe the role of media is simply to entertain or inform, with little knowledge of the economic structure that supports it. The consolidation of ownership of the mass media has given control of the public airwaves to a few multinational oligopolies to determine who and what is represented and how. This concentration of ownership threatens the independence and diversity of information and creates the possibility for the global colonization of culture and knowledge (Mc Chesney, 1999a, 2004).

Robert Mc Chesney (1999b) insisted that the consolidated ownership of the media giants is highly undemocratic, fundamentally non-competitive, and ''more closely resembles a cartel than it does the competitive marketplace found in economics textbooks''. Thus, knowing what sort of corporation produces a media artefact or what sort of system of production dominates given media will help to critically interpret biases and distortions in media texts (Kellner & Share, 2005).

2.5.6 Examples to Five Core Concepts

Sample Chart: Connecting Media Texts to the Five Key Concepts

KC Lynch (1999) in Media Literacy through Critical Thinking Teacher Materials revealed the chart below to explain the five core concepts of Media Literacy clearly with examples.

Table 1

KEY CONCEPTS	EXPLANATION	EXAMPLES
1. All media are carefully wrapped packages.	A popular song recording that sounds natural and spontaneous may have been recorded 20 times and constructed out of parts of each of the 20 different performances. Sometimes our perception of an issue or story is influenced by the medium we got it from. We may have a different view of a	You may believe you have seen many famous battles and historical scenes because you have seen them depicted on TV and film, but in truth what you have seen is only a representation and a re-construction of someone's idea of what those events were like. Even in a news report, what you see is restricted by the

	trial we have only read about than other people who may have seen parts of it on TV. The form of the medium has influenced the way we interpret the content.	camera frame and the decisions of the editor, and influenced by the words (and music) chosen to accompany the pictures.
2. Media construct versions of reality.	Two different newspapers may give the same news story a very different slant. Each story constructs a different version of the reality of the story for its readers. Many readers only ever read one version.	A British Colombian newspaper might tell a different story about Pacific coast salmon fishing than a newspaper from Washington State.
3. Media are interpreted through individual lenses	Each individual in an audience brings a different set of life experiences to each media text. Our reactions are a mixture of what we take from a text and what we bring to it. This process of blending the text with our own life experience to make a personal interpretation of the text (meaning) is called "negotiation" of meaning. When all is said and done, the media are wonderful sources of pleasure. We enjoy them. Students of media should continue to	A person who has been a victim of a crime might have difficulty watching a police show on TV (E.g. *NYPD Blue*) because that person brings a different experience to viewing the show than someone who has not been a victim. Some people carry a paperback with them everywhere because they love to read. Others wear a personal headset so that they can hear their favourite music. Many families have multiple TVs in their homes so that no family member

	enjoy media even in the process of approaching media with critical awareness.	needs to miss their favourite show. We all love the media - and there's nothing wrong with that. (In moderation)
4. Media are about money.	One of the chief purposes of media is to promote consumerism - even if it is only consumption of media. Media companies are businesses, whose aim is to make profit.	When CNN promotes a Warner movie, or a Time/Life publication, viewers should be aware that the companies all belong to the same conglomerate.
5. Media promote agenda.	Almost every media text proclaims its own values through its story, its characters, its language, and its attitudes. We are often blind to ideologies and values that are close to our own - we call these "natural" - but quick to notice values and ideologies we do not like. Some texts go even further and become propaganda for specific ideas about society and politics.	A show like *Little House on the Prairie* owed its popularity partly to the fact that it presented and promoted a clear set of values. The films of Quentin Tarantino do the same thing, but the values are vastly different. At election times the media carry many messages that are political. Some are commercials for political parties or candidates, but some are editorials, documentaries or news stories, deliberately slanted to support a political view. Sometimes the "movie of the week" is a 90-minute commercial about a social

		issue such as spousal abuse or homelessness.

(Lynch, K.C. 1999)

2.6   Media Literacy Competencies

Daley (2003) published a book called "Expanding the Concept of Literacy" and enumerated the competencies of the Media Literate students based on the Media Literacy definition of "National Communication Association" (1998) . "Media literacy is the ability to access, interpret, analyze, produce, and evaluate messages in all varieties and combinations of print, visual, and digital formats. Media literate individuals can use communications media to solve problems. They have a critical, informed understanding of the way that both individuals and organizations construct media messages. In addition, they recognize the role of the audience in both processing those messages and creating meaning from them. They are aware of the political, social, cultural, economic, and educational role of the mass media in society including knowledge of how media organizations operate. Through these understandings, media literate individuals are able to assess their own relationship to the media, and assign value, worth and meaning to media use and media messages" (National Communication Association, 1998). Here are five Media Literacy competencies presented by "National Communication Association" (1998).

2.6.1   Access

Media literate students are able to locate and use information from a variety of sources for a variety of purposes. They can identify the characteristics and components of mass media organizations such as newspapers, radio stations, television stations and websites and explain how those organizations operate. They know various types of communications media like print, visual, audio, video, and multimedia and their main

formats and characteristics. They are able to recognize that different communication media have different purposes and that different types of communications media affect coverage of events and issues. They can determine appropriateness of sources for particular purposes (Daley, 2003; Jenkins, 2003; National Communication Association, 1998).

2.6.2 Interpret

Media literate students construct personal meaning from media experiences. They can use strategies appropriate to different communications media to comprehend a variety of media products. They can recognize that media messages are open to multiple interpretations and explain how audience members interpret meanings. Media Literate students are able to identify techniques used by the mass media to influence or appeal to a particular audience. They are able to explain the complex relationship among the audience, the communications media and the media-maker (Daley, 2003; Jenkins, 2003; National Communication Association, 1998).

2.6.3 Analyze

Media literate students understand the historical and contemporary ways in which the media constructs messages that influence people's personal and public lives. Media literate students can identify ways in which media-makers use symbols, images, sounds and conventions to construct messages for a variety of purposes. They can identify the political, social, cultural, economic, aesthetic, and educational purposes of media messages. They are able to consider the political, social, cultural, economic, aesthetic, and educational influences on the construction of media messages. They can explain how communication of ideas is related to the media, techniques, and processes used to construct messages. Media Literate students can explain the role of the mass media in society (Daley, 2003; Jenkins, 2003; National Communication Association, 1998).

2.6.4   Evaluate

Media literate students use a variety of criteria to evaluate media messages and productions created by both themselves and others. Media literate students are able to apply content criteria like effectiveness, validity, reliability and accuracy, clarity, sincerity, credibility and bias to media messages. They can apply aesthetic criteria such as appropriateness of media selection, use of colour, form and line, effective integration of images and text, and use of conventions to media productions (Daley, 2003; Jenkins, 2003; National Communication Association, 1998).

2.6.5   Produce

Media literate students use a variety of media and formats for different purposes in communicating information and ideas effectively to multiple audiences. Media literate students can select appropriate media for audience and purpose. They can use processes and techniques appropriate to selected media and format to create effective products. They can incorporate multimedia into informal and formal presentations. They can also use hardware and software efficiently and effectively in media production (Daley, 2003; Jenkins, 2003; National Communication Association, 1998).

2.7   Crucial Factors to the Development of Media Literacy Education

A study of Media Literacy Education around the world shows nine factors which appear crucial to the successful development of media education.

1. Media Literacy, like other innovative programs, must be a grassroots movement and teachers need to take a major initiative in lobbying for this.

2. Educational authorities must give clear support to such programs by mandating the teaching of media education within the curriculum, establishing guidelines and resource books, and by ensuring curricula are developed and materials are available.

3. Faculties of Education must hire staff capable of training future teachers in this area. There should also be academic support from tertiary institutions in the writing of curricula and in sustained consultation.

4. In-service training at the school district level must be an integral part of program implementation.

5. School districts need consultants who have expertise in Media Literacy and who will establish communication networks.

6. Suitable textbooks and audio-visual material which are relevant to the country/area must be available.

7. A support organization must be established for the purposes of workshops, conferences, dissemination of newsletters and the development of curriculum units. Such a professional organization must cut across school boards and districts to involve a cross section of people interested in media literacy.

8. There must be appropriate evaluation instruments.

9. Because Media Education involves such a diversity of skills and expertise, there must be collaboration between teachers, parents, researchers and media professionals (*Duncan,* 2002).

2.8   The Three Stages of Media Literacy

Elizabeth Thoman (1995), Founder and President of the Centre for Media Literacy, Los Angeles, says that media literacy is an overall term that incorporates three stages of a continuum leading to media empowerment:

The first stage is simply becoming aware of the importance of managing one's media "diet"- that is, making choices and reducing the time spent with television, videos, electronic games, films and various print media forms.

The second stage is learning specific skills of critical viewing learning to analyze and question what is in the frame, how it is constructed and what may have been left out. Skills of critical viewing are best learned through inquiry-based classes or interactive group activities, as well as from creating and producing one's own media messages.

The third stage goes behind the frame to explore deeper issues. Who produces the media we experience- and for what purpose? Who profits? Who loses? And who decides? This stage of social, political and economic analysis looks at how everyone in society makes meaning from our media experiences and how the mass media drive our global consumer economy. This inquiry can sometimes set the stage for various media advocacy efforts to challenge or redress public policies or corporate practices.

Although television and electronic media may seem to present the most compelling reasons for promoting media literacy education in contemporary society, the principles and practices of media literacy education are applicable to all media- from television to T-shirts, from billboards to the Internet (Malik, 2008; Thoman, 1995).

2.9 Main Purposes of Media Literacy Education

It cannot be ignored that the vast majority of children now are in contact with media, both traditional media and digital media, including the Internet. It is no longer possible to distinguish between traditional media and new media. For example, it is possible to read newspapers and watch television and film in a computer or a mobile phone. Media literacy education is important today as more and more children have practical access to a variety of media both at home and at school. There is a need to develop new skills and competence that support users and consumers to become "information literate"(Oxstrand, 2009).

Because of the fact that Media Literacy Education has a vital place in the education life of our children, a great number of Media Literacy experts have done a lot of studies to find out the purposes of Media Literacy Education. One of these studies was carried out by Fedorov (2003). According to the research conducted by Alexander Fedorov, a Russian

Media Literacy Education expert, Media Literacy Education experts from all over the world agreed upon the list of purposes of Media Literacy Education below:

1. Media Literacy Education is needed to develop person's critical thinking/autonomy.
2. Media Literacy Education is needed to develop an appreciation, perception and understanding & analysis of media texts.

3. Media Literacy Education is needed to prepare people for the life in the democratic society.

4. Media Literacy Education is needed to develop an awareness of social, cultural, political and economic implications of media texts (as constructions of media agencies).

5. Media Literacy Education is needed to decode media texts/messages.

6. Media Literacy Education is needed to develop person's communicative abilities.

7. Media Literacy Education is needed to develop an appreciation and aesthetic perception, understanding of media texts, estimation of aesthetical quality of media texts.

8. Media Literacy Education is needed to teach a person to express him/herself with the help of media.

9. Media Literacy Education is needed to teach a person to identify, interpret, and experience a variety of techniques used to create media products/texts.

10. Media Literacy Education is needed to learn about the theory of media and media culture.

11. Media Literacy Education is needed to learn about the history of media and media culture.

12. Media Literacy Education is needed for the development of creative skills of students (with the development of critical thinking and critical autonomy) (Fedorov, A. 2003).

2.10   Media Literacy in the EFL Classes

In 1992, at the Aspen Institute Communications and Society Program's National Leadership Conference on Media Literacy, "media literacy" was defined as "the ability of a citizen to access, analyze, and produce information for specific outcomes" (Aspen Institute, 1992). Media Literacy is a 21st century approach to education. It provides a framework to access, analyze, evaluate and create messages in a variety of forms, from print to video to the Internet. Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a media saturated world (Centre for Media Literacy, 1992).

Haynes (2004) underlined the importance of Media Literacy in EFL classes in his article "Creating Discerning Students: Media Literacy in EFL". He stated that students of English are increasingly using Internet and other authentic sources of the language for research and for pleasure. Many are choosing to go abroad to experience the language in other countries and cultures. A large part of their contact with English will include messages in the news or in entertainment media. In the English language classroom, as the skills of our students evolve, teachers can begin to show learners the subtleties of how vocabulary and images are used not only to convey meaning but also to influence our purchasing decision, for example, or to further the values of a given community. In addition to developing critical thinking skills, the goal of media literacy education is to encourage students to become more prudent consumers and more discerning world citizens by maintaining a healthy inquisitiveness about the information produced by the media.

The Cambridge Advanced Learner's Dictionary defines "discern" as "to see, recognize or understand something that is not clear" and "discerning" as "showing good judgement, especially about style and quality" (Cambridge 2005). Students of English often have trouble seeing beyond the words and pictures on the page to interpret the meaning behind the symbols. They have not yet learned to recognize what is not obvious. Media literacy education is one way to show them how to formulate questions about the symbols they see (Haynes, 2004).

Yildiz (2002) draws our attention to the difficulty of interpreting the correct messages sent by signs and symbols in the texts. In the context of semiotics, 'decoding'

involves not simply basic recognition and comprehension of what a text 'says' but also the interpretation and evaluation of its meaning with reference to relevant codes (Chandler, 2001). Many of our students do not yet understand that the message that was intended by the sender is not always the message that the students interpret. There are several levels to interpreting any message that is sent, and for language learners they may stop at a very superficial level of meaning, with the assumption that it is the only possible one. However, interpretation of signs or messages does not occur in a vacuum. The meaning of signs or representations is dependent on social, cultural, and historical contexts. We construct meaning based on the physical appearance of the sign; our previous personal and cultural experience; time or era we live in; and context or place it occurs. There is not one meaning or interpretation of a sign. There are multiple sides and points of view to each sign.

Haynes (2004) draws our attention on how much students of English can learn about target culture. A major motivation on the part of the teacher for introducing media literacy studies in English Classes is that there is great interest on the part of English language majors to learn about other cultures and countries. Many students use the media to learn about the latest news, gossip, history, festivals, and so on, of a particular culture. The authentic English that they encounter on the Internet, on television, and in films, is representative of that country's social/historical context and without knowledge of that context; the student will miss many cues given in the messages.

Training in basic media literacy helps develop linguistic, academic, and critical thinking skills, which include knowing what questions to ask, taking context into consideration and imagining what is missing in a picture or report, and questioning the validity of an item by cross referencing with an alternative source. It also engages students' metacognitive skills through questioning, identifying "what you know" and "what you don't know," and considering diverse points of view. Media Literacy studies can assist learners in critically analyzing the information and the language they encounter, and help them learn to recognize "loaded" words and forms of expression. A high level of language ability is not as necessary as is a curiosity about how people obtain their information, how that information is presented to them, and how what is presented shapes their values. Intermediate through advanced level learners will be able to augment their vocabulary by understanding the subtleties of words depending on the context in which they are used.

This awareness can also lead to greater use of the student's creativity in oral and written expression (Haynes, 2004).

Haynes (2004) further argues that many EFL students throughout the world currently use a great variety of media sources in English to do research for presentations, reports and essays. Recognizing reliable Internet sources, for example, is part of the skills one develops through a study of media literacy. Learning to decipher fact from opinion is essential when supplying sources to support a thesis. Recent course books deal with a wide variety of controversial social issues. Students can be drawn to the role the media plays in shaping public opinion and attitudes around these topics: how the story is presented, what information is given and what is omitted.

As language teachers we can assist our students in making sense of the innumerable messages in English that overwhelm them daily in their academic and personal lives. Through media literacy they can become more aware of how they interpret the messages they take in on television and Internet and in the print and entertainment media. Media literacy study helps prepare students for their later roles as citizens of a democracy by developing their critical observation and inquiry skills. Media literacy education is a path along which they learn formulate questions about the symbols they see, whether pictorial or verbal. As many learners have not yet been presented with concepts of message transmission and reception, their awareness of the possible multiple levels of communication and multiple levels of meaning can be enhanced. By learning to distinguish words and expressions that carry double meanings learners are more able to critically analyze the information and the language they encounter. Being alert to integrity of Internet web sites as possible sources for research information also depends on an awareness of how to interpret and use the media. Any study of the media can use learner interests as its point of departure. Student interests in sports, shopping, fashion, or other countries and cultures can become the springboard for discussion on how the media shapes our view of our society and the world. In fact, if learners understand how and in whose interests the media operates, when they experience media from an authentic source, they will realize that the source itself is part of that cultural context (Haynes, 2004).

2.11   Media Literacy Education across the Curriculum

The five reasons enumerated below by Dan Blake (1995), Canadian Association of Media Education, are to explain why Media Literacy should be taught in the school curriculum:

1. We live in a mediated environment.
2. Media literacy emphasizes critical thinking.
3. Being media literate is part of being an educated citizen.
4. Media literacy promotes active participation in a media-saturated environment.
5. Media education helps us to understand communication technologies. (Dan Blake, 1995), (Canadian Association of Media Education)

Masterman (1980) stated some other important reasons why the development of media literacy education should be encouraged in the teaching of all school subjects:

1. Media materials are being increasingly used in a routine way in the teaching of all subjects. It seems likely that the media will be used, as they have within schools in the past, predominantly as 'transparent' carriers of information, unless media teachers intervene. It is a matter of some importance that such material should not be consumed innocently, but read critically. In particular, the basic media literacy technique of relating media messages to the political, social and economic interests of those who are producing them needs to be encouraged as a matter of course by teachers of all subjects.

2. Media Education across the curriculum needs to go beyond problematising media materials, however. For the media are constantly working over much of the manifest *content* of school subjects. Students bring to every topic all kinds of prejudices, misconceptions, ideas, and stereotypes, many of which they have picked up from the media. Effective teaching will need to take this into account, and might well begin with a consideration of media representations of the topic at hand.

3. Apart from the content of different subject areas, the media frequently make statements about the *nature of academic disciplines themselves*. As we shall see, any science or history teacher who wishes his/her students to challenge the notion of her

subject as a largely undisputed body of ideas, theories and facts, will need to counteract the messages about her subject disseminated by news programmes, drama series, and even advertisements. (Masterman, 1980)

It has been established that media literacy is imperative for every person to learn. Media literacy is much more complicated than it seems and it is important for it to be taught at all levels. Due to the fact that media literacy is strongly based in educating oneself, the concept of media literacy appears in many higher-education classes.

Taylor (2007) states that Media literacy is something that is beginning to enter the curriculum of some classrooms. However, it is essential that it be taught on all levels, from elementary to professional because it is an ongoing educational requirement. Since every person is affected by media, it is imperative that every person have an understanding of their responsibility as a consumer and audience member, and that is done by working towards media literacy.

2.12   Teaching "Through" or "About" the Media

There has always been confusion about teaching through media and teaching about media. Duncan (1993) states that teaching through the media, while concerned with the language of media, primarily focuses on using media as a vehicle to initiate discussion or as a motivator for Language Arts classes. In other words, in teaching through the media, teachers use the media as a delivery system for subject content. No attempt to examine the delivery system itself is made. On the other hand, in teaching about the media, the delivery system, i.e. the medium and the message, are examined. Teaching about the media stems from the notion that media shape the world in which we live and therefore it is becoming increasingly important for students to understand the infrastructures of society. Media Education explores the media within a socio-political framework through analysis and production (I. Rother).This includes preparing students to understand the production and dissemination of information, the growth of media industry, the development of commercially based media, the role of advertising, and audience negotiation of print and non-print text (Fedorov- UNESCO).

Media education describes the process of teaching and learning about media and is different from teaching through or with media (Buckingham, 2003). Clark (1994) argued that instructional practices are what influence learning, not the media form (medium) itself. However, many of the teachers who integrate media texts into classroom instruction are teaching through media instead of about media. In other words, teachers tend to use media forms solely as vehicles for delivering informational content (Hobbs, 2006) instead of as tools for teaching critical thinking about the content and form of media messages.

A different type of problem with traditional efforts to teach about media is that they tend to focus on the impact of media based on the assumption that media are a source of harm (Rogow, 2005). As such, this type of pedagogical approach fails to promote agency in students and often results in students feeling cynical rather than intellectually sceptical (Rogow, 2005). Setting students against the media is different from teaching them to be informed consumers of media.   Desmond (1997) also advocated shifting away from "deficit models" that primarily focus on the negative impact of the media and instead argued for moving toward "acquisition models" which emphasize the positive aspects of media as important information sources to be approached critically (Desmond, 1997).

2.13   Media Literacy in Turkey's Curriculum

Although it seems an approximately 80 year's background all around the world, the concept of 'Media Literacy' has had a quite short history on the agenda of Turkish educational policy (Taskiran, 2009).

İnceoğlu (2006) states that the current Turkish media, in particular popular TV has a very big influence on the daily life of citizens. According to a study by UNESCO in 2005, Turkey is the second country in the world watching TV on an average 3.5 hours per day. Turkey has directly passed to the audio-visual culture without completing the transition process from the oral to the written culture. As a result, the circulation of newspapers is quite low (4-4.5 million per day) for a population of 75 million. Even though the population of the country has doubled since 1960, this rate has stood still. There are more than 300 private TV stations (24 of them are nation-wide), about 1000 private radio stations and 700 newspapers.

The necessity of 'Media Literacy' education required some legal precautions within the frame of educational regulations. Ministry of National Education (MEB) established a commission of academics and media professionals to prepare a social awareness-media literacy course for elementary schools throughout the country in 2003 (Taşkıran, 2009). RTÜK (Radio Television Authority in Turkey) and the Ministry of Education in cooperation began the 'Media Literacy' courses in five pilot cities (Ankara, İstanbul, İzmir, Adana and Erzurum) in 2004 following the training of the 30 teachers. This program was intended to be applied countrywide in the 2007-2008 educational year as an optional course for the 6th, 7th and 8th grade of 35,000 schools in 81 cities. RTÜK officials mentioned that their intention is to make it an obligatory course, and also stressed the importance of parental education on different platforms (Bek, 2006). Tüzel & Kurudayıoğlu (2012) assert that from 2007 and on "Media Literacy Education", after piloting in several schools, has been taught as an optional course in the 6th, 7th and 8th grades of secondary schools.

Taşkıran (2009) summarises that elementary school social science teachers, who are obliged to attend media literacy seminars for one month in summer time, were assigned as media literacy teachers. The supposed content of media literacy course includes; An Introduction to Communication; Mass Communication; Media: Its functions and impacts (socially, economically and culturally); The Family, Children and Television (television programmes and parental precautions against harmful effects); Radio (advantages and disadvantages); Newspaper and Magazine (basic concepts and definitions, analyses of news and photo -form and content- relationship); The Internet (the real and the virtual world).

Diğdem (2009) states motivated by an inoculative approach, the aim of this course was to protect 'vulnerable' children against harmful effects of media and to create critical and knowing recipients of media messages. As a result of this primary aim, these efforts could not go beyond the inoculative approach which can be seen as the immature phase of Media Literacy education. Additionally, the prevailing perception of considering children and youngsters as the passive receivers or victims of media prevented to elaborate the new relationships and uses of new media environment.

RTÜK aims to protect children and the young from harmful content; warn children and the young about the programmes which 'contain violence, horror, sex and behaviours

that can build negative examples' by a system of 'intelligent signs'. Intelligent sign system has four symbols (7+, 13+, 18+, general audience) showing the appropriateness of programmes according to age groups and some symbols defining harmful content (Bek, 2006).

In almost every expression by RTÜK's head and its officers, the basis of media literacy is seen as children's being able to recognize the difference between fact and fiction. In the guide book prepared in cooperation with the Ministry of Education the protective approach can be traced in the focus of children seen as the 'most sensitive group' open to media effect, their being in danger, their being 'defenceless receivers', and the need to raise their consciousness against the media. As an education program, it gives priority to protecting children and youth against the possible harmful effects of the media. Therefore, the basic rationale of Media Literacy education is described as 'reducing the negative effect of the media on them' (Bek, 2006).

Bek (2006) concludes that Media Literacy in Turkey so far is a noncritical Media Literacy. Since these discourses naturalise dominant myths and constructions, both the aim and most possibly the outcome is a media education as conservative media literacy rather than critical. The media is not only the product, or extension of, the existing social realities; instead it has an important role in transforming power. The critical media literacy suggested here consists of the relation between production, text and consumption practices, and informs and increases the awareness of different media and production relations; the images of the country and the world, life styles, identities, conventions in the mediated texts; the imagination of an audience with multiple and segmented identities; the differing influence of these difference on the consumption and reception; and the role of the media in creating and sustaining a collective popular memory.

Finally, it is worthwhile to mention here that several studies have been conducted in the field of Media Literacy in order to reveal perceptions and understanding of students or several audience groups. One of the significant researches that is worth citing here is the one done by Kent Willette (2009) in the University of North Florida. She studied students' perceptions and understanding of Media Literacy. Another study was carried out by Terry Rock (2009) under the title 'teaching another literacy across the school curriculum' in Brigham Young University. Both of the researches came to the conclusion that using media literacy enhanced the curriculum, helped teach required core elements, and created

greater engagement for students in the learning process. They argued that teachers realized that they needed to become media literate as well, if their instruction was to be authentic, and most importantly, they realized the need for students to acquire multi-literacies and for teachers to teach them.

CHAPTER THREE

METHODOLOGY

3.0   Introduction

This chapter presents the methodology applied in the study. First of all, the objectives and research questions of the study are presented and research design is analyzed. Then, the methodological flow of the study is being introduced together with the description of the setting, participants, instruments, data collection, and data analysis.

3.1   Objectives and Research Questions

This study basically attempted to comprehend "Media Literacy", "Media Literacy Perceptions" of the pre-service teachers of English Language Teaching Department of Çanakkale Onsekiz Mart University, as well as to explore the relationship between "Media Literacy" perceptions of the students and their class levels.

The following research questions were tried to be answered throughout the study:

Research Question 1: What are the Media Literacy perceptions of the pre-service ELT teachers?

Research Question 2: Are the "Media Literacy" perceptions of pre-service ELT teachers different in terms of gender and class-levels?

Research Question 3: How often do they deal with media to improve their English language skills?

Research Question 4: What are pre-service teachers' perceptions of the benefits of "Media Literacy" in teaching and learning English Language?

Research Question 5: To what extent are the ELT teachers Media Literate according to pre-service ELT teachers?

3.2   Methodology of the Study

3.2.1   Developing the Questionnaire

As Dörnyei (2003) puts it using a questionnaire in the studies of social sciences is inevitable. Because the essence of scientific research is trying to find answers to questions in a systematic manner, it is no wonder that the questionnaire has become one of the most popular research instruments applied in the social sciences.

It took a long process to prepare the questionnaire that was used in this study. First of all, thesis, articles, and books related to the field of "Media Literacy" were collected and read in detail. Questionnaires used in this area were looked through. Finally, a new questionnaire was developed on the basis of the resources stated in the Reference section.

3.2.2   Piloting the Questionnaire

Brace (2004) states that piloting the questionnaire is an essential process recommended before administering the main study.

Because in questionnaires so much depends on the actual wording of the items (even minor differences can change the response pattern) an integral part of questionnaire construction is 'field testing, ' that is, piloting the questionnaire at various stages of its development on a sample of people who are similar to the target sample the instrument has been designed for. These trial runs allow the researcher to collect feedback about how the instrument works and whether it performs the job it has been designed for. Based on this information, we can make alterations and fine-tune the final version of the questionnaire (Dörnyei, 2003).

Because of the reasons stated above the pilot study was carried out to determine any possible problems related to the data collection instrument and to make necessary changes. In addition to that, the questionnaire was presented to two Asst. Prof. Dr. and one Prof. Dr. ELT teachers in order to get their comments on the questionnaire.

As a result of the piloting and the comments from the ELT teachers one part was decided to be excluded from the questionnaire. The parts of the questionnaire were finally decided to be: "Personal information of students". "Media Literacy perceptions of the students". "Dealing with media to improve English Language skills". "Benefits of Media Literacy in English Language learning and teaching". "To what extent are your teachers Media Literate in English classes". It was also decided to alter the items from four-point to five-point likert type. Moreover, a qualitative questionnaire which included open-ended interview questions was also utilised.

3.3   Main Study

3.3.1   Setting

The study was fulfilled in Çanakkale, Turkey. It was carried out at Çanakkale Onsekiz Mart University, Educational Faculty, Department of English Language Teaching

(ELT). The pre-service teachers who are 1st, 2nd, 3rd, and 4th graders from the Department of English Language Teaching participated in this study.

In the Department of English Language Teaching of Çanakkale Onsekiz Mart University about four hundred students from all over the country are being educated. This department is one of the top English Language Teaching programs of the country. It is situated in the city centre of the city Çanakkale. Although Çanakkale Onsekiz Mart University is popular among the students, Çanakkale, as a city, is small and it is not much crowded. The city is situated along the Dardenal Strait in the Marmara Region. The socio economic features of the city residents are above the average level of the country. The city is also world-famous for its Gallipoli wars of 1915, and the University was named after the day when this war was won and the allied forces were defeated.

In order to carry out the study the necessary permission was acquired from the administration of the Educational Faculty.

3.3.2 Participants

A hundred and eighty three (183) pre-service teachers studying in the Department of English Language Teaching at Çanakkale Onsekiz Mart University participated in the study. There were fifty (50) male and a hundred and thirty three (133) female students. There were fifty 1st grade, forty nine 2nd grade, forty three 3rd grade, and forty one 4th grade students in the study. The data was collected in the spring term of 2011-2012 academic year. The study was conducted on about the same number of students from each grade in order to be able to compare the results properly. None of the students of all grades had had "Media Literacy" education before. They had heard about "Media Literacy" just through the media. The participants of the study are illustrated in Table 2.

Table 2   Distribution of the Participants of the Study

Class	Female		Male		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1st Grade	31	18%	19	10%	50	28%
2nd Grade	36	20%	13	7%	49	27%
3rd Grade	35	19%	8	5%	43	24%
4th Grade	31	16%	10	5%	41	21%
Total	133	73%	50	27%	183	100%

3.3.3 Instruments

The questionnaire which is described above was exploited to collect data. This questionnaire has five parts.

The first part aims to find out personal information about the participants. These were gender and class level.

The second part asks questions to get the general "Media Literacy" perceptions of the students. Thirteen Media Literacy concept statements were included in this part. The statements in this part were designed according to likert scale and had these five options: I agree (5), I slightly agree (4), I am neutral (3), I slightly disagree (2), I disagree (1).

The third section aims to find out how often the students deal with media to improve their English Language skills. The statements in this part were designed according to likert scale and had these five options: Always (5), Usually (4), Sometimes (3), Rarely (2), Never (1).

The fourth part tries to find out students' thoughts about the benefits of "Media Literacy" in English Language learning and teaching. The statements in this part were designed according to likert scale and had these five options: I agree (5), I slightly agree (4), I am neutral (3), I slightly disagree (2), I disagree (1).

The last part aims to discover students' thoughts concerning the extent to which their teachers are "Media Literate" in English classes. The statements in this part were designed according to likert scale and had these five options: Always (5), Usually (4), Sometimes (3), Rarely (2), Never (1).

3.4   Procedures for Data Collection

A survey consisting of five parts was used in the process of data collection. The survey used in the study was generated by scanning various surveys used in the same area. Some items of the survey were taken from these studies; the other items were created during the literature review phase of the study by the researcher himself. The study was conducted in the spring term of 2011-2012 Academic year. The participating students were explained that their contribution is appreciated and that has a key role for the study, and they were also told the findings and the survey papers would just be seen by the researchers only. They were asked to be sincere, realistic, and honest while answering the questions in the survey. They were given enough time to complete the survey and they were given any help during the process when needed. Approximately twenty five minutes were enough to finish the questionnaire.

3.5   Data Analysis

In this study both quantitative and qualitative methods were utilized in order to collect data from the participants. The data obtained from the questionnaire was analysed with the help of SPSS 15.0 for Windows (Statistical Package for Social Sciences) data editor. First descriptive statistics was used to find the frequencies. Then variance analysis was utilised in order to find whether there is a significant difference among the gender and class level responses. When it was seen that there was significant difference, DUNCAN test which is a multiple-item comparing test was applied to find out where exactly was the

significant difference. That is to say, DUNCAN test, finally, was used in order to find out from which group or groups the significant difference derived from. Help was asked for from the experts in the field of statistics in order to get precise results from the analysis.

3.6   Summary of the Chapter

This chapter presents information about implementation of the research and how the study is done in terms of methodological perspective. Participants, setting, instruments, data collection, and data analysis procedures are also presented in this chapter. Consequently, the findings of the pilot and main studies are presented in the chapter.

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.0   Introduction

This chapter aims to present and discuss findings of the study. The findings are going to be presented in order of research questions.

4.1   Research Questions

The main purpose of this study is to examine the perceptions of pre-service students studying in the ELT department of English Language Teaching in Çanakkale Onsekiz Mart University, as well as to explore the relationship between "Media Literacy" perceptions of the students and their age and class levels.

The following research questions were tried to be answered throughout the study:

Research Question 1: What are the Media Literacy perceptions of the pre-service ELT teachers?

Research Question 2: Are the "Media Literacy" perceptions of pre-service ELT teachers different in terms of gender and class-level?

Research Question 3: How often do they deal with media to improve their English language skills?

Research Question 4: What are pre-service teachers' perceptions of the benefits of "Media Literacy" in teaching and learning English Language?

Research Question 5: To what extent are the ELT teachers Media Literate according to pre-service ELT teachers?

Each of these questions will be highlighted and explored in detail in chapter four.

4.2   Findings of the Main Study and Discussion

4.2.1   "Media Literacy" Perceptions of the Pre-service Teachers

In the first part of the questionnaire there were thirteen items which contained thirteen specially prepared statements based on the core concepts of Media Literacy. Centre of Media Literacy (2005) has taken many of the foundational ideas defined by media educators around the world and published five core concepts which are accessible to teachers and applicable for students (Thoman, 2005).

These identified five core concepts which make the basis for the first part of the questionnaire of this study are as following:

1. All media messages are constructed.
2. Media messages are constructed using a creative language with its own rules.
3. Different people experience the same messages differently.
4. Media have embedded values and points of view.
5. Most media messages are organized to gain profit or power (Centre for Media Literacy, 2005).

The responses given to the statements by the pre-service teachers are going to be analysed on the basis of these core concepts below.

Research Question 1: What are the Media Literacy perceptions of the pre-service ELT teachers?

Survey item A-1: Even though journalists collect a lot of information, an article or the presented news is just a part of the collected information.

Table 3

101-Options	f	%
I Disagree	2	1,1
I Slightly Disagree	11	6,0
I Am Neutral	26	14,2
I Slightly Agree	44	24,0
I Agree	100	54,6

In order to find out the perceptions of the pre-service teachers about "Media Literacy" some related survey items were asked in the questionnaire to the 183 students. There were 18 items in this part of the survey.

In the first item related to the pre-service teachers' perceptions towards "Media Literacy", the participants were asked to reveal what they think about the statement: "Even though journalists collect a lot of information, an article or the presented news is just a part of the collected information." This first item in the first part of the survey aims to reveal pre-service teachers' common awareness of the first concept of "Media Literacy" which was: "All media messages are constructed" (Thoman & Jolls, 2005). As table 1 indicates the majority of the pre-service teachers (54.6 %) agree with this statement and other 24% of the participants state that they slightly agree. These results indicate that pre-service teachers have a highly true perception of the first core concept of "Media Literacy". As Masterman (1994) put it: "the media do not present reality, they represent it".

Survey item A-2: If the background music changes, impressions of the same TV scene change too.

Table 4

102-Options	f	%
I Disagree	1	0,5
I Slightly Disagree	1	0,5
I Am Neutral	17	9,3
I Slightly Agree	49	26,8
I Agree	115	62,8

As for the second item of the survey which was: "If the background music changes, impressions of the same TV scene change too" the participants were asked to express their perceptions of the same core concept of "Media Literacy". If we have a glance at the replies the participants gave to the second item (62.8 % agree), it is clear to grasp that they are highly media literate as for the first concept. Lynch (1999) gives an explanation to this concept of Media Literacy that music can change impressions left on people. "Even in a news report, what you see is restricted by the camera frame and the decisions of the editor, and influenced by the words and music chosen to accompany the pictures".

Survey item A-3: If the layout and the way of presentation changes, impressions of the same article change too.

Table 5

103- Options	f	%
I Disagree	1	,5
I Slightly Disagree	3	1,6
I Am Neutral	18	9,8
I Slightly Agree	52	28,4
I Agree	109	59,6

The Centre for Media Literacy (2005) states that some certain creative techniques and language are used to attract our attention. As table three demonstrates more than half of the participants (59.6 %) agree with the statement "If the layout and the way of presentation changes, impressions of the same article change too". This high agreement rate with the item number three shows that pre-service teachers who took part in this survey have a considerable rate of Media Literacy perception. Lynch (1999) also argues that, for example, different newspapers may give the same news story a very different slant. Each story constructs a different version of the reality of the story for its readers. Many readers, unfortunately, only ever read one version.

Survey item A-4: The Producer of a TV news show is concerned about how to attract viewers.

Table 6

104-Options	f	%
I Disagree	1	,5
I Slightly Disagree	6	3,3
I Am Neutral	20	10,9
I Slightly Agree	43	23,5
I Agree	113	61,7

Louise Haynes (2004) argues that as the skills of students evolve, teachers can begin to show learners the subtleties of how vocabulary and images are used not only to convey meaning but also to influence our purchasing decision or to further the values of a given community. In addition to developing critical thinking skills, the goal of media literacy education is to encourage students to become more prudent consumers and more discerning world citizens by maintaining a healthy inquisitiveness about the information produced by the media. The results of the fourth item that 61.7 % of the participants agreed with the statement "The Producer of a TV news show is concerned about how to attract viewers" revealed that they are quite aware of the Media Literacy concept that is described

by Haynes (2004) above. Besides, as it is mentioned in the literature review section the main question that should be asked concerning the second concept was "What creative techniques are used to attract my attention?".

Survey item A-5: Everybody understands TV programs in different ways.

Table 7

105- Options	f	%
I Disagree	5	2,7
I Slightly Disagree	10	5,5
I Am Neutral	18	9,8
I Slightly Agree	55	30,1
I Agree	95	51,9

Regarding the fifth item of the first part of the questionnaire 51.9% of the participants agreed, if the slightly agreed answers are also counted, 82% of the pre-service teachers who took part in the survey admit that everybody understands TV programs in different ways. This item is the core of the third concept of Media Literacy which goes: Different people experience the same message differently.

Survey item A-6: Images of products are sometimes exaggerated in media commercials.

Table 8

106-Options	f	%
I Disagree	1	,5
I Slightly Disagree	7	3,8
I Am Neutral	6	3,3
I Slightly Agree	34	18,6
I Agree	135	73,8

As Table 6 reveals the share of individuals who has agreed with the item that goes 'Images of products are sometimes exaggerated in media commercials' is extremely high. Those respondents who answered 'I agree' and 'I slightly agree' make about 92% of the whole participants. The results reveal that the replies given to this item highly correspond with Media Literacy concepts "Media messages are constructed using a creative language with its own rules" and "Most media messages are organized to gain profit and power".

Survey item A-7: Programs broadcast on TV sometimes start trends.

Table 9

107-Options	f	%
I Disagree	0	0
I Slightly Disagree	4	2,2
I Am Neutral	23	12,6
I Slightly Agree	61	33,3
I Agree	95	51,9

As for the seventh item A significantly higher share of individuals among respondents (51.9%), together with the 'slightly agree' responses about 85 %, shows a consistent awareness of Media Literacy. Replies to this item reveal that pre-service teachers are aware of the content of the fourth Media Literacy concept "Media have embedded values and points of view".

Survey item A-8: The way of sending information in TV programs, newspapers and other mass media affects a person's point view.

Table 10

108- Options	f	%
I Disagree	2	1,1
I Slightly Disagree	3	1,6
I Am Neutral	21	11,5
I Slightly Agree	76	41,5
I Agree	81	44,3

As Table 8 shows the share of individuals who has agreed with the item that goes 'The way of sending information in TV programs, newspapers and other mass media affects a person's point view' is considerably high. Those respondents who answered 'I agree' and 'I slightly agree' make about 86% of the whole participants.

The Centre for Media Literacy (2005) stresses the point that, screen media, like all other mass media types, is primarily a business. Advertisers create messages to be aired or displayed with dollars flowing from the manufacturers or service providers. In turn, a given television program, for example, must attract and keep numbers of viewers to see those commercials. This symbiotic relationship between advertiser, medium and consumer is a powerful entity that drives the business of the media. On the basis of this information the results reveal that the replies given to this item highly correspond with Media Literacy concept "Media messages are constructed using a creative language with its own rules" and the question that should be asked "What creative techniques are used to attract my attention?".

Survey item A-9: Contents of TV programs is sometimes exaggerated.

Table 11

109-Options	f	%
I Disagree	1	,5
I Slightly Disagree	5	2,7
I Am Neutral	13	7,1
I Slightly Agree	52	28,4
I Agree	112	61,2

Majority of the participant pre-service teachers agreed (61.2 %) with the statement that "Contents of TV programs is sometimes exaggerated" which reveals that they are highly aware of the concepts of Media Literacy. The results, as it is seen in the table, reveal that the replies given to this item highly correspond with Media Literacy concept "Media messages are constructed using a creative language with its own rules" and the question that should be asked "What creative techniques are used to attract my attention?".

Survey item A-10: Articles in books, journals, newspapers and web pages are sometimes exaggerated.

Table 12

110-Options	f	%
I Disagree	11	6,0
I Slightly Disagree	15	8,2
I Am Neutral	41	22,4
I Slightly Agree	55	30,1
I Agree	61	33,3

The participants were asked to state their thoughts about the fact that 'Articles in books, journals, newspapers and web pages are sometimes exaggerated'. While about 33% of the respondents agreed with this statement, 23% of the respondents stated that they were neutral about this statement.

Survey item A-11: It is important to check the accuracy of information using other TV programs, books, newspapers and web pages.

Table 13

111-Options	f	%
I Disagree	2	1,1
I Slightly Disagree	4	2,2
I Am Neutral	12	6,6
I Slightly Agree	41	22,4
I Agree	124	67,8

The participants were asked to express their views about the statement that 'It is important to check the accuracy of information using other TV programs, books, newspapers and web pages' which is related to the fourth concept of Media Literacy that puts forward the question: 'What lifestyles, values, and points of view are represented in, or omitted from, this message?'. About 68% of the whole participants agreed with this statement which shows that participant pre-service teachers have a high awareness of Media Literacy concept.

Survey item A-12: Some websites, journals, newspapers, books, TV programs or radio programs sometimes have "biases".

Table 14

112- Options	f	%
I Disagree	3	1,6
I Slightly Disagree	1	,5
I Am Neutral	22	12,0
I Slightly Agree	57	31,1
I Agree	100	54,6

The subjects were asked if they agreed that some websites, journals, newspapers, books, TV programs or radio programs sometimes have "biases". As it can be observed from the results about 55% of the respondents stated that they believed that some media forms sometimes have biases. About 31% of the participants expressed their ideas that they slightly agreed with this statement. This result proves that participant pre-service teachers are aware of the Media Literacy concepts

Survey item A-13: Media usually construct meanings, influence and educate audiences, and impose their messages and values.

Table 15

113- Options	f	%
I Disagree	1	,5
I Slightly Disagree	5	2,7
I Am Neutral	27	14,8
I Slightly Agree	66	36,1
I Agree	84	45,9

McBrien (2005) has argued that people use the information received via media to make decisions, determine voting behaviour, and strengthen or question existing beliefs. With regard to that statement the pre-service teachers were asked whether they agreed with the statement that 'Media usually construct meanings, influence and educate audiences, and impose their messages and values'. While about 46% of the respondents agreed with this concept only 0.5% of the participants stated that they disagreed.

Additional thoughts and statements given by some of the participants in the interviews:

To the question "How would you define Media Literacy?" some of the interviewees answered:

Participant 1: *"Media Literacy is being knowledgeable about media, TV, radio and other media forms. Being able to choose what you want to watch, hear or read"*.

Participant 2: *"In my opinion, Media Literacy means going beyond the traditional literacy"*.

Participant 3: *"Media Literacy is being a conscious audience"*.

Participant 4: *"I think it is to be interested in media"*.

To the question "Has your perception of what Media Literacy means changed over the last three years changed?" some of the interviewees answered:

Participant 6: *"Of course my perception has changed. I didn't use to follow the media beforehand. But as the years passed, I'm more keen on Media Literacy, that is, I read approximately all the news from different websites"*.

Participant 2: *"No. Because "Media Literacy" is a new term that I heard from the advertisements of "Media Literacy classes at schools"*.

Participant 8: *"The media has been filled with lots of unnecessary things over the last three years"*.

Participant 5: *"Yes. Media influences people"*.

Participant 4: *"Yes. I have started to watch about news of the entire world. Before, I only used to watch movies on TV"*.

4.2.1.1 Total Average Results of the First Part

Table 16

1st Part- Options	f	%
I Disagree	2	1,1
I Slightly Disagree	6	3,2
I Am Neutral	20	10,9
I Slightly Agree	53	28,9
I Agree	102	55,7

Figure 1

"MEDIA LITERACY" PERCEPTIONS OF THE STUDENTS
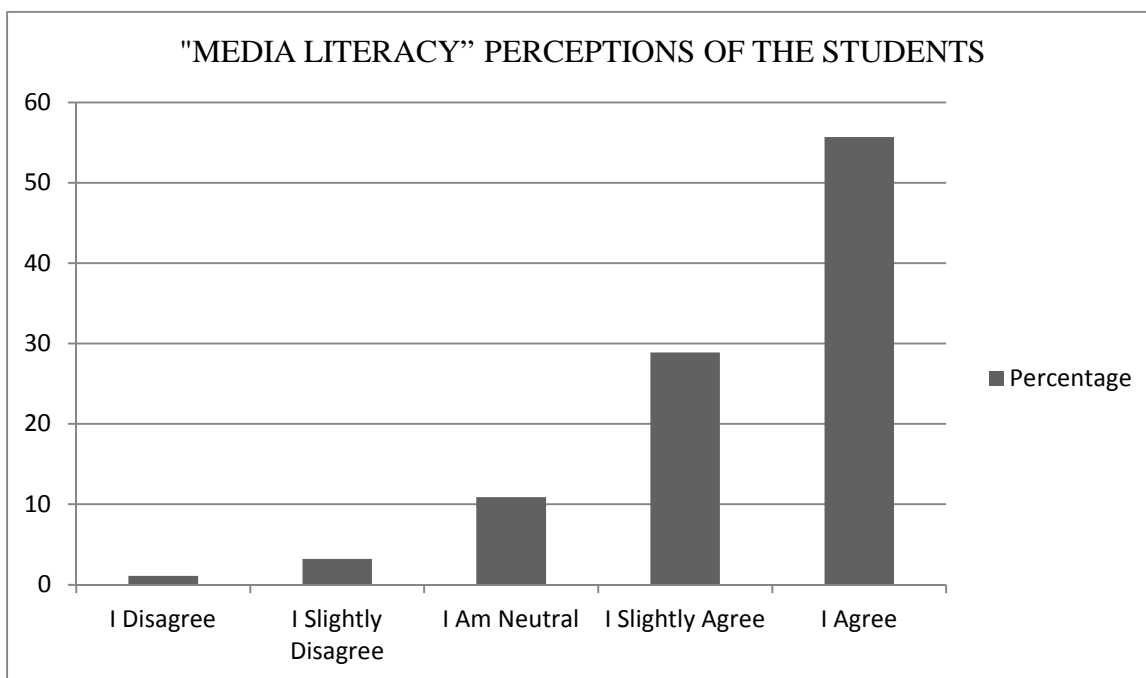
Part I of the questionnaire was prepared to find out the "Media Literacy" perceptions of the pre-service teachers attending the department of English Language Teaching in Çanakkale Onsekiz Mart University. The results obtained from the replies given by a hundred and eighty three (183) participants revealed that about 56% of the respondents agreed, 29% of them slightly agreed, 11% were neutral, 3% slightly disagreed and only 1% of the whole participants disagreed with the Media Literacy concept statements which were prepared by the researcher after a thorough review of the literature. All the statements that the participants were presented to express their thoughts about are related to the core concepts of Media Literacy which were mentioned in the Literature Review section.

According to the results, as it can be observed from the table, the majority of the participants proved with their responses that pre-service teachers are sufficiently aware of the "Media Literacy" concepts.

4.2.1.2   Differences between the Perceptions in terms of Gender and Class-level

Research Question 2: Are the "Media Literacy" perceptions of pre-service ELT teachers different in terms of gender and class-level?

In order to find an answer to this research question first variance analysis was used, then, when it was found out that there were differences, DUNCAN test was utilised in order to reveal among which groups were the differences. The results of the DUNCAN test are as follows:

Table 17

The Item	The Results of the DUNCAN Test Analysis
101	Only the difference among classes is significant. (P= 0,001)
102	The difference neither among the classes nor between the genders is significant.
103	The difference neither among the classes nor between the genders is significant.
104	The difference neither among the classes nor between the genders is significant.
105	The difference neither among the classes nor between the genders is significant.
106	The difference neither among the classes nor between the genders is significant.
107	The difference neither among the classes nor between the genders is significant.
108	The difference neither among the classes nor between the genders is significant.
109	The difference neither among the classes nor between the genders is significant.
110	The difference neither among the classes nor between the genders is significant.
111	The difference neither among the classes nor between the genders is significant.
112	The difference neither among the classes nor between the genders is significant.
113	The difference neither among the classes nor between the genders is significant.

Table 18

Descriptive Statistics and DUNCAN test results For Items N101-N113					
		Class1	Class2	Class3	Class4
Item No	Gender	$\bar{X} \pm S_{\bar{X}}$	$\bar{X} \pm S_{\bar{X}}$	$\bar{X} \pm S_{\bar{X}}$	$\bar{X} \pm S_{\bar{X}}$
N101	Male	3.52+0.28 Aa	4.76+0,12 Ba	4.37+0.32 Aa	4.00+0.29 Aa
	Female	4.16+0.22 Aa	4.68+0,09 Ba	4.25+0,14 Aa	4.16+0.16 Aa
N102	Male	4.52+0.17 Aa	4.23+0.23 Aa	4.62+0.26 Aa	4.40+0.30 Aa
	Female	4.51+0.15 Aa	4.58+0.12 Aa	4.51+0.10 Aa	4.51+0.10 Aa
N103	Male	4.73+0.12 Aa	4.07+0.34 Aa	4.62+0.18 Aa	4.30+0.26 Aa
	Female	4.35+0.17 Aa	4.38+0.11 Aa	4.65+0.09 Aa	4.35+0.12 Aa
N104	Male	4.26+0.21 Aa	4.38+0.24 Aa	4.75+0.16 Aa	4.50+0.30 Aa
	Female	4.32+0.18 Aa	4.33+0.14 Aa	4.57+0.11 Aa	4.48+0.14 Aa
N105	Male	4.47+0.23 Aa	4.15+0.27 Aa	4.37+0.32 Aa	3.80+0.35 Aa
	Female	4.12+0.17 Aa	4.33+0.20 Aa	4.31+0.16 Aa	4.09+0.15 Aa
N106	Male	4.57+0.22 Aa	4.46+0.25 Aa	4.87+0.12 Aa	4.70+0.15 Aa
	Female	4.41+0.17 Aa	4.75+0.08 Aa	4.77+0.08 Aa	4.45+0.17 Aa
N107	Male	4.21+0.18 Aa	4.61+0.14 Aa	4.37+0.32 Aa	4.40+0.22 Aa
	Female	4.16+0.16 Aa	4.33+0.13 Aa	4.45+0.12 Aa	4.38+0.13 Aa
N108	Male	4.31+0.18 Aa	4.23+0.20 Aa	4.00+0.18 Aa	4.30+0.20 Aa

	Female	4.29+0.16 Aa	4.33+0.11 Aa	4.31+0.13 Aa	4.12+0.17 Aa
N109	Male	4.57+0.17 Aa	4.53+0.24 Aa	4.25+0.49 Aa	4.30+0.21 Aa
	Female	4.32+0.14 Aa	4.36+0.14 Aa	4.80+0.07 Aa	4.38+0.11 Aa
N110	Male	3.94+0.23 Aa	3.15+0.38 Aa	4.37+0.26 Aa	3.60+0.47 Aa
	Female	3.80+0.22 Aa	3.72+0.19 Aa	3.94+0.20 Aa	3.61+0.17 Aa
N111	Male	4.42+0.23 Aa	4.69+0.17 Aa	4.75+0.16 Aa	4.30+0.39 Aa
	Female	4.64+0.12 Aa	4.33+0.16 Aa	4.68+0.10 Aa	4.51+0.11 Aa
N112	Male	4.570.13 Aa	4.07+0.30 Aa	4.50+0.26 Aa	4.10+0.27 Aa
	Female	4.51+0.15 Aa	4.25+0.17 Aa	4.48+0.11 Aa	4.25+0.12 Aa
N113	Male	4.31+0.24 Aa	4.23+0.23 Aa	4.37+0.26 Aa	4.30+0.26 Aa
	Female	4.41+0.12 Aa	3.83+0.17 Aa	4.28+0.12 Aa	4.38+0.12 Aa

As a result of the variant analysis which was done in terms of "Media Literacy" perceptions, except the item number 101, no significant statistical differences were observed between the genders and among classes, (P= 0,078). As for the item 0101, significant statistical difference was observed only among the classes, (P= 0,001).

The results of the DUNCAN test which was done in order to find out among which classes the differences are significant are given in the table above.

The differences among the grade-level averages shown with different letters are significant. Others, shown with the same letters have no significant differences.

4.2.2 Dealing with Media to Improve English Language Skills

Research Question 3: How often do pre-service teachers deal with media to improve their English language skills?

Second part of the questionnaire was prepared to find out the frequency of the fact that the pre-service teachers deal with media to improve their English Language skills. Nine questions were prepared by the researcher in order to reveal how frequent the participants exploit different types of media forms for the purpose of improving language skills. The results showed that, as it can be observed in table 24, the frequency of participants' use of media forms is not so high in comparison with their level of Media Literacy perception.

Survey item B-1: How often do you watch television programs to improve your English Language skills?

Table 19

201- Options	f	%
Never	7	3,8
Rarely	43	23,5
Sometimes	69	37,7
Usually	45	24,6
Always	19	10,4

The pre-service English Language teachers were asked to express their thoughts about the frequency that they watch television programs to improve their English Language skills. As it can be seen from the table the number of students who watch TV programs in order to improve their language skills is not adequately high. While only about

10% of them report that they always do this activity, about 24% of the participants state that they rarely watch TV programs for this purpose.

Survey item B-2: How often do you go to movies to improve your English Language skills?

Table 20

202- Options	f	%
Never	21	11,5
Rarely	45	24,6
Sometimes	64	35,0
Usually	36	19,7
Always	17	9,2

The participant pre-service teachers were asked to report how frequent they go to movies to improve their English Language skills. According to the results of the questionnaire, 12% of the respondents state that they never go to movies for this purpose. On the other hand only 9% of them report that they always go to the movies in order to improve their language skills.

Survey item B-3: How often do you listen to the radio programs to improve your English Language skills?

Table 21

203-Options	f	%
Never	52	28,4
Rarely	52	28,4
Sometimes	46	25,1
Usually	24	13,1

Always	9	4,9

The respondents were asked to express their ideas about the frequency that they listen to the radio programs in order to improve their English Language skills. As a response to this question, according to the data in the Table 17, merely 5% of the participants replied that they always listened to the radio programs for this purpose. Surprisingly, as many as 25% of the students reported that they never listened to any radio programs in order to be able to have better language skills.

Survey item B-4: How often do you read a printed newspaper or a magazine to improve your English Language skills?

Table 22

204- Options	f	%
Never	8	4,4
Rarely	46	25,1
Sometimes	74	40,4
Usually	43	23,5
Always	12	6,6

The participant pre-service teachers were asked to state how often they read a printed newspaper or a magazine to improve their English Language skills. The table shows that as a response to this item only approximately 7% of them said that they 'always' read these kinds of printed materials for this purpose. However, about 41% of the participants reported that they 'sometimes' dealt with such an activity to have better language skills.

Survey item B-5: How often do you read a book to improve your English Language skills?

Table 23

205- Options	f	%
Never	6	3,3
Rarely	30	16,4
Sometimes	75	41,0
Usually	52	28,4
Always	20	10,9

The participant pre-service teachers were asked to state how frequent they read a book to improve their English Language skills. As it can be observed from the table above only 10% of the respondents report that they 'always' read books in order to have better language skills. It is obviously seen that a minority of pre-service teachers are concerned about improving their English Language skills by a book. Surprisingly, nearly 17% of the future teachers declare that they 'rarely' read books to improve the skills they will need in their teaching experience.

Survey item B-6: How often do you play a video or a computer game to improve your English Language skills?

Table 24

206- Options	f	%
Never	24	13,1
Rarely	36	19,7
Sometimes	35	19,2
Usually	44	24,0

Always	44	24,0

The respondents of the questionnaire were asked to declare their thoughts about how often they play a video or a computer game to improve their English Language skills. As it can be observed from the table above the shares of the responses to this question are even. While 24% of all the respondents state that they 'always' play video or computer games, 13% of them report that they never do such activities in order to improve their English language skills.

Survey item B-7: How often do you visit web sites to improve your English Language skills?

Table 25

207- Options	f	%
Never	2	1,1
Rarely	12	6,6
Sometimes	35	19,1
Usually	69	37,7
Always	65	35,5

The subjects were asked to report how often they visit some web sites to improve their English Language skills in this item. As it can clearly be observed from the responses in the table above the number of the students who declared that they 'always' do this activity is comparatively high. Approximately 36% of the participants declared that they 'always' visited web sites to make their English skills better. On the other hand, only 1% of the respondents stated that they 'never' visited any web sites for this purpose.

Survey item B-8: How often do you send or receive an email to improve your English Language skills?

Table 26

208- Options	f	%
Never	34	18,6
Rarely	36	19,7
Sometimes	57	31,1
Usually	36	19,7
Always	20	10,9

The subjects were asked to report how often they send or receive an email to improve their English Language skills. As it can clearly be observed from the responses in the table above the number of the students who declared that they 'always' do this activity is about 11% of the whole. On the other hand, approximately 19% of the participants declared that they 'never' sent or received emails for this purpose.

Survey item B-9: How often do you surf the internet in order to find authentic materials to improve your English Language skills?

Table 27

209- Options	f	%
Never	3	1,6
Rarely	12	6,6
Sometimes	30	16,4
Usually	56	30,6
Always	82	44,8

The respondents of the questionnaire were asked to declare their thoughts about how often they surf the internet in order to find authentic materials to improve their English Language skills. As it can be observed from the table above 'always' responses to this question make about 45% of all answers. Whereas only about 2% of the respondents state that they 'never' surf the internet in order to improve their English language skills.

Additional thoughts and statements given by some of the participants in the interviews:

To the question "How do you think Media Literacy influences students' language learning?" some of the interviewees answered:

Participant 14: "*Learners can watch or listen to movies, videos about target language. The learning is visual and more effective*".

Participant 4: "*They may want to speak and practice*".

Participant 2: "*Watching news, documentaries, or listening to music in the target language have positive effects on language learning*".

Participant 5: "*Yes, if it is used in an appropriate way. For example, for a language learner it is a quick and cheap access to every kind of written and visual materials*".

To the question "Do you think students' success in language learning can be accelerated by media? If yes, how? If no, why not?" some of the interviewees answered:

Participant 6: "*Yes, possibly*".

Participant 1: "*I think if it is used in a right way, it can be beneficial for students' success in language learning. The programs suitable for the age levels of learners can accelerate learning*".

Participant 8: "*Of course yes. If it is used in an appropriate and planned way it can be beneficial for students' success in language learning. Even Media, by itself, has a big*

influence in language learning. Learner can easily explore the target language culture, get access to films, books, magazines etc."

Participant 4: *"Yes, if it is used in favour of learning. It can be the best way of learning".*

4.2.2.1 Total Results of the Second Part

Table 28

Options	f	%
Never	17	9,5
Rarely	35	18,9
Sometimes	54	29,4
Usually	45	24,6
Always	32	17,5

Figure 2

DEALING WITH MEDIA TO IMPROVE ENGLISH LANGUAGE SKILLS
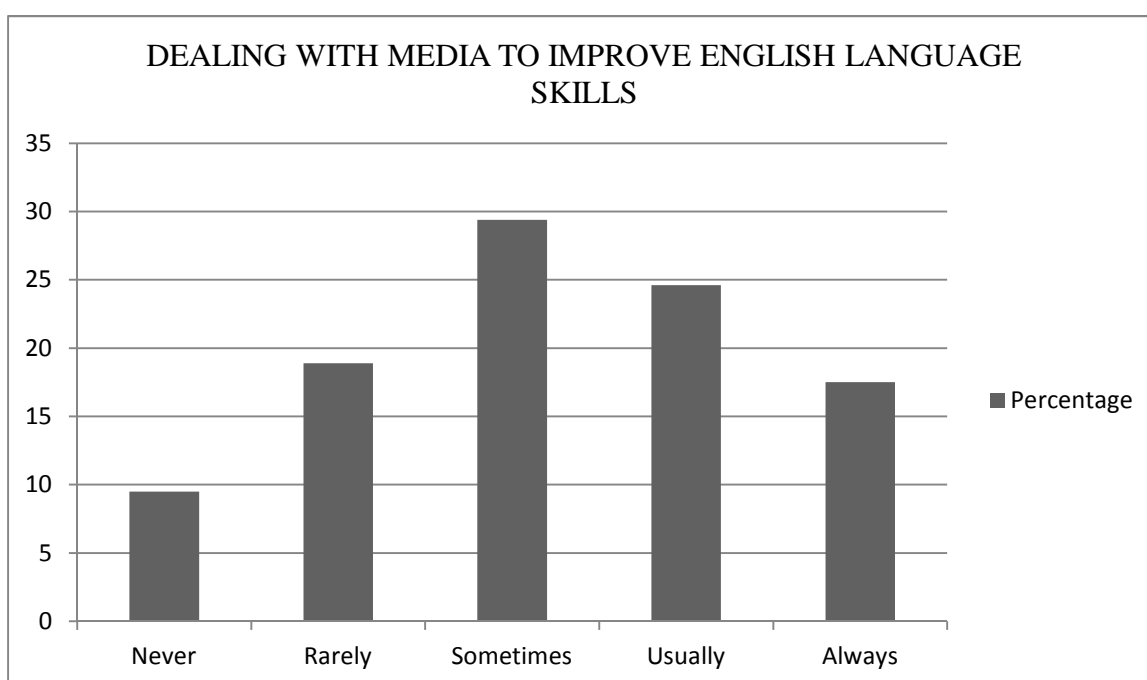
This part of the questionnaire was prepared to find out the frequency of pre-service teachers' use of different media forms in order to improve their English Language skills. The results obtained from the replies given by the respondents revealed that about 18% of them 'always' utilised media which can be accounted comparatively a low degree when we know that their 'Media Literacy' perception is about 56%.

4.2.3 Benefits of "Media Literacy" to English Language Learning and Teaching

Research Question 4: What are pre-service teachers' perceptions of the benefits of "Media Literacy" to teaching and learning English Language?

Survey item C-1: "Media Literacy" develops critical thinking towards English texts in the media.

Table 29

301- Options	f	%
I Disagree	0	0
I Slightly Disagree	4	2,2
I Am Neutral	31	16,9
I Slightly Agree	69	37,7
I Agree	79	43,2

As Buckingham (2003) explained Media Literacy in educational terms involves teaching students to be critical consumers of existing media forms. The participant pre-service teachers were asked to report their thoughts about the benefits of Media Literacy" in English Language learning and. According to the results of the questionnaire, approximately 44% of the respondents state that they 'agree' with this benefit of "Media Literacy". On the other hand nobody reported that they disagree with the benefit that

"Media Literacy" develops critical thinking towards English texts in the media. As it can be observed from the results it can be clearly stated that the participant pre-service teachers believe in the benefits of "Media Literacy" to develop critical thinking towards English texts in the media.

Survey item C-2: "Media Literacy" develops an appreciation and understanding of English texts in the media.

Table 30

302- Options	f	%
I Disagree	1	,5
I Slightly Disagree	1	,5
I Am Neutral	34	18,6
I Slightly Agree	76	41,5
I Agree	71	38,8

The respondents of the questionnaire were asked to declare their thoughts about the statement: "Media Literacy" develops an appreciation and understanding of English texts in the media. As it can be observed from the table above the shares of the responses to this question declare that pre-service teachers highly agree with this benefit of "Media Literacy". While about 39% of all the respondents state that they 'agree', only about 1% of them report that they disagree with this statement that "Media Literacy" develops an appreciation and understanding of English texts in the media.

Survey item C-3: "Media Literacy" motivates students and develops their communicative abilities in the English Language.

Table 31

303- Options	f	%
I Disagree	0	0
I Slightly Disagree	7	3,8
I Am Neutral	24	13,1
I Slightly Agree	74	40,4
I Agree	78	42,6

The European Commission (2006) has highlighted the definition of media literacy as 'the ability to access the media, to understand and to critically evaluate different aspects of the media and media contents and to create communications in a variety of contexts'. Fedorov (2003) argued about the benefits of Media Literacy that Media Literacy education is needed to develop a person's communicative abilities. In this item the participant pre-service teachers were asked to state whether they agree or disagree with the statement: "Media Literacy" motivates students and develops their communicative abilities in the English Language. The table above shows that as a response to this item approximately 43% of the subjects said that they 'agree' with this benefit of "Media Literacy". However, none of the participants reported that they 'disagree' with the benefit of Media Literacy that it motivates students and develops their communicative abilities in the English Language. The results of the questionnaire proved that pre-service teachers have a high awareness of the benefit underlined by the researchers above.

Survey item C-4: "Media Literacy" develops an aesthetic perception of the English texts in the media.

Table 32

304- Options	f	%
I Disagree	0	0
I Slightly Disagree	5	2,7
I Am Neutral	46	25,1
I Slightly Agree	68	37,2
I Agree	64	35,0

Fedorov (2003) argues Media Literacy Education is needed to develop an appreciation and aesthetic perception, understanding of media texts, estimation of aesthetical quality of media texts. In accordance with what Fedorov states the participant pre-service teachers were asked to state what they think about the statement: "Media Literacy" develops an aesthetic perception of the English texts in the media. As it can be observed from the table above 35% of the respondents report that they 'agree' that "Media Literacy" has such a benefit. It is obviously seen that none of the participant pre-service teachers disagree with this item. Approximately 37% of the future teachers declare that they 'slightly agree' that "Media Literacy" develops an aesthetic perception of the English texts in the media. According to results it can be argued that pre-service teachers are highly aware of the concept of Media Literacy expressed by Fedorov (2003).

Survey item C-5: "Media Literacy" helps students learn about the theory and history of media, media culture and media education.

Table 33

305- Options	f	%
I Disagree	5	2,7
I Slightly Disagree	13	7,1
I Am Neutral	28	15,3
I Slightly Agree	64	35,0
I Agree	73	39,9

In this item the pre-service teachers were asked to share their ideas of the statement that "Media Literacy" helps students learn about the theory and history of media, media culture and media education. As it can be observed in the table above while nearly 40% of the participants answered 'I Agree', only about 3% of them stated that they 'disagreed'.

Survey item C-6: "Media Literacy" protects students from possible harmful influences of media while studying English.

Table 34

306- Options	f	%
I Disagree	7	3,8
I Slightly Disagree	23	12,6
I Am Neutral	46	25,1
I Slightly Agree	64	35,0
I Agree	43	23,5

The participants were asked to share their opinions about the statement that "Media Literacy" protects students from possible harmful influences of media while studying English Language. The results of the study presented in the table above prove that about 24% of the participants stated that they 'agreed' with the statement introduced in the item. On the contrary, about 13% of the respondents declared that they 'slightly disagreed' and 4% of them completely 'disagreed'.

Survey item C-7: "Media Literacy" helps students learn about media technology in order to use in studying English.

Table 35

307- Options	f	%
I Disagree	0	0
I Slightly Disagree	7	3,8
I Am Neutral	30	16,4
I Slightly Agree	73	39,9
I Agree	73	39,9

Daley (2003), Jenkins (2003) and National Communication Association (1998) argue that Media literate students use a variety of media and formats for different purposes, can select appropriate media for the right audience and purpose, can use processes and techniques appropriate to selected media and format to create effective products, and they can also incorporate multimedia into informal and formal presentations. The participant pre-service teachers were asked to interpret their thoughts about the statement that "Media Literacy" helps students learn about media technology in order to use in studying English. As it can be seen in the table above, while about 40% of the respondents declared that they 'agree' and another 40% 'slightly agree', none of the participants told that they disagreed. These results proved that majority of the pre-service teachers agree with this certain of Media Literacy stated by the above-mentioned researchers.

Survey item C-8: "Media Literacy" develops the skills for the analysis of English texts in Media in terms of cultural values.

Table 36

308- Options	f	%
I Disagree	1	,5
I Slightly Disagree	9	4,9
I Am Neutral	32	17,5
I Slightly Agree	80	43,7
I Agree	61	33,3

Haynes (2004) draws our attention on the fact that there is great interest on the part of English language majors to learn about other cultures and countries. He adds that many students use the media to learn about the latest news, gossip, history, festivals, and so on, of a particular culture. The authentic English that they encounter on the Internet, on television, and in films, is representative of that country's social/historical context and without knowledge of that context; the student will miss many cues given in the messages. On the basis of this fact the respondent pre-service teachers were asked to report whether they agree with the statement: "Media Literacy" develops the skills for the analysis of English texts in Media in terms of cultural values. It can be clearly observed in the table above approximately 34% of the participants declared that they 'agree' and about 44% of them stated that they 'slightly agree' with this benefit of "Media Literacy". However, only about 1% of the subjects stated that they completely 'disagreed' with the above presented benefit of "Media Literacy".

Survey item C-9: "Media Literacy" helps students to access, analyze, evaluate, and communicate media messages when reading English passages."

Table 37

309- Options	f	%
I Disagree	2	1,1
I Slightly Disagree	6	3,3
I Am Neutral	17	9,3
I Slightly Agree	83	45,4
I Agree	75	41,0

Daley (2003) and "National Communication Association" (1998) released a definition of Media Literacy which was "Media literacy is the ability to access, interpret, analyze, produce, and evaluate messages in all varieties and combinations of print, visual, and digital formats. On the basis of this definition the participants were asked to share their thoughts about the benefit of "Media Literacy" stated in item number nine of the third part of the questionnaire which goes: "Media Literacy helps students to access, analyze, evaluate, and communicate media messages when reading English passages". 41% of the participants declared that they 'agreed' and about 46% of them said that they 'slightly agreed' with this benefit of "Media Literacy". On the other hand, only 1% of the subjects reported that they completely 'disagreed'. These frequency results proved that the participants

Survey item C-10: "Media Literacy" can help students recognize how the media messages in the English textbooks introduce popular culture and influence personal choices.

Table 38

310- Options	f	%
I Disagree	1	,5
I Slightly Disagree	3	1,6
I Am Neutral	29	15,8
I Slightly Agree	79	43,2
I Agree	71	38,8

The participants were asked to state their ideas about the statement that "Media Literacy" can help students recognize how the media messages in the English textbooks introduce popular culture and influence personal choices. Approximately 39% of the participants stated that they 'agree' and 43% of the subjects declared that they 'slightly agreed' with the statement. On the other hand, only 1% of the respondents reported that they 'disagreed' with this stated benefit of "Media Literacy".

Additional thoughts and statements given by some of the participants in the interviews:

To the question "Do you think Media Literacy classes should be introduced at university level? If your answer is yes, how it should be achieved?" some of the interviewees answered:

Participant 2: *"I think, no. Children start to watch TV at very young ages. It should be introduced at secondary school"*.

Participant 5: *"No, because university is too late. Maybe in high schools Media literacy lessons can be integrated into curriculum. But Media Literacy lessons must be well-planned by the experts"*.

Participant 6: "*I think yes. Today's children are learning a lot of things via technology. In the universities, there can be lessons for it as optional.*

Participant 3: "*Yes, they are more enthusiastic*".

Participant 7: "*Yes, media Literacy should be taught at all levels*".

4.2.3.1   Total Results of the Third Part

Table 39

3rd Part Total- Options	f	%
I Disagree	2	1
I Slightly Disagree	8	4
I Am Neutral	33	17,9
I Slightly Agree	73	39,9
I Agree	69	37,6

Figure 3

WHAT DO YOU THINK MIGHT BE THE BENEFITS OF "MEDIA LITERACY" IN ENGLISH LANGUAGE LEARNING AND TEACHING?
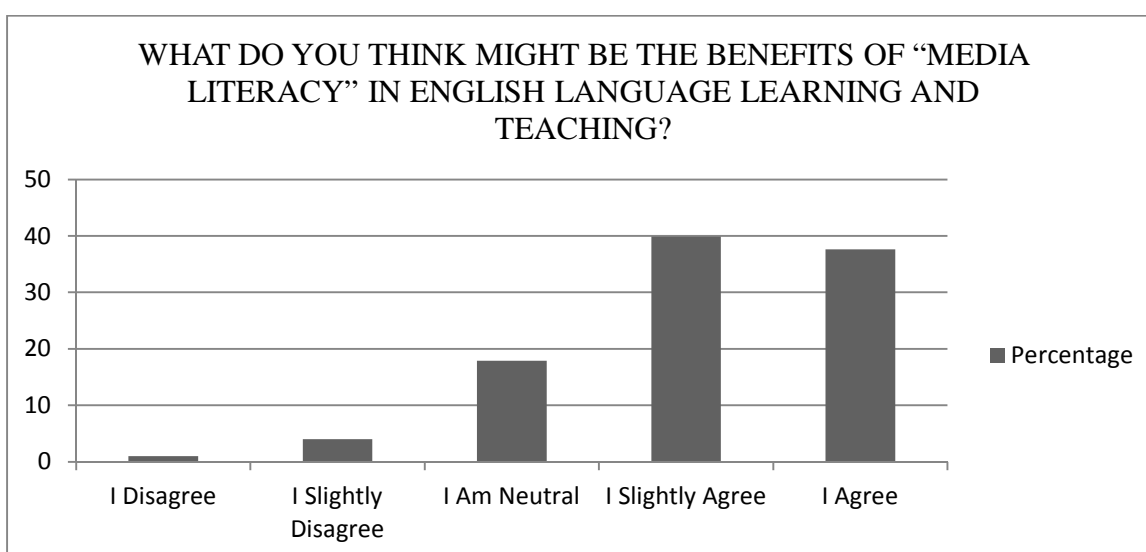
4.2.4   Are the Teachers "Media Literate" in English Classes?

Research Question 5: To what extent are the ELT teachers Media Literate according to pre-service ELT teachers?

Survey item D-1: How often do your teachers advise you to read, listen, watch and write through English?

Table 40

401- Options	f	%
Never	4	2,2
Rarely	6	3,3
Sometimes	23	12,6
Usually	54	29,5
Always	96	52,5

As Jenkins (2003) and Daley (2003) argue Media literate students use a variety of media and formats for different purposes in communicating information and ideas effectively to multiple audiences. With respect to this statement put forward by the experts the pre-service teachers were asked how they would rate the frequency of the fact that their teachers advise them to read, listen, watch and write through English. As it is seen in the table above the teachers of the ELT department in Çanakkale Onsekiz Mart University quite frequently, about 53% of the respondents stating 'always', advise their students to read, listen, watch and write through English.

Survey item D-2: How often do your teachers use multimedia devices, hardware and software, to present class materials?

Table 41

402- Options	f	%
Never	6	3,3
Rarely	7	3,8
Sometimes	37	20,2
Usually	71	38,8
Always	62	33,9

According to National Communication Association (1998), Daley (2003), and Jenkins (2003) media literate students can incorporate multimedia into informal and formal presentations. They can also use hardware and software efficiently and effectively in media productions. In the light of statements above the pre-service teachers were asked to share their ideas about the frequency of the fact that their teachers use multimedia devices, hardware and software, to present class materials. As can be observed from the table about 34% of the respondents stated that their teachers 'always' used technological devices to present class materials.

Survey item D-3: How often do your teachers encourage you to attend seminars, workshops or after-school programs to improve your communicative skills?

Table 42

403- Options	f	%
Never	8	4,4
Rarely	31	16,9
Sometimes	50	27,3
Usually	57	31,1
Always	37	20,2

In this item the pre-service teachers were asked to share their ideas of the frequency of the fact that their teachers encourage them to attend seminars, workshops or after-school programs to improve their communicative skills. As it can be seen in the table above while 20% of the participants answered 'always', about 17% of them stated that this happened 'rarely'.

Survey item D-4: How often do your teachers encourage you to send/receive emails or to keep a blog in English to improve your language skills?

Table 43

404- Options	f	%
Never	26	14,2
Rarely	37	20,2
Sometimes	66	36,1
Usually	40	21,9
Always	14	7,7

The participants were asked to share their opinions about the frequency of the fact that teachers encourage them to send/receive emails or to keep a blog in English to improve their language skills. The results in the table above prove that only about 8% of the participants stated that this happened 'always'. On the contrary, about 15% of the respondents stated that this kind of encouragement 'never' took place. Nevertheless, about 36% of the participants stated that their teachers 'sometimes' encouraged them in this way.

Survey item D-5: How often do your teachers encourage you to read or download online news, newspapers or news magazines?

Table 44

405- Options	f	%
Never	11	6,0
Rarely	25	13,7
Sometimes	45	24,6
Usually	51	27,9
Always	51	27,9

The participant pre-service teachers were asked to interpret their thoughts about the frequency that their teachers encourage them to read or download online news, newspapers or news magazines. As it can be seen in the table above, while 28% of the respondents declared that they were always encouraged to read or download online news, newspapers or news magazines, 6% of the participants told they were never encouraged to that.

Survey item D-6: How often do your teachers encourage you to distinguish false and misleading information from authentic information?

Table 45

406- Options	f	%
Never	13	7,1
Rarely	31	16,9
Sometimes	59	32,2
Usually	52	28,4
Always	28	15,3

Haynes (2004) argues in his article "Creating Discerning Students" that many EFL students throughout the world currently use a great variety of media sources in English to do research for presentations, reports and essays. He states that recognizing reliable Internet sources is part of the skills one develops through a study of media literacy. Learning to decipher fact from opinion is essential when supplying sources to support a thesis. He further adds that recent course books deal with a wide variety of controversial social issues. Students can be drawn to the role the media plays in shaping public opinion and attitudes around these topics: how the story is presented, what information is given and what omitted. On the basis of these requirements from teachers the pre-service participant teachers were asked to share their thoughts about how often their teachers encourage them to distinguish false and misleading information from authentic information. The results of the questionnaire reveal that only 15% of the participants declared that they were 'always' encouraged, while about 24% said they were 'sometimes' encouraged by their teachers in this way. Approximately 7% of the respondents, on the other hand, reported that they were 'never' encouraged by their teachers to distinguish false and misleading information from the authentic. These collected data show that teachers need to motivate their future teachers more frequently in this way.

Survey item D-7: How often do your teachers use videos, films, web sites, popular music, newspapers and magazines in the English classes?

Table 46

407- Options	f	%
Never	5	2,7
Rarely	22	12,0
Sometimes	39	21,3
Usually	62	33,9
Always	55	30,1

The participant pre-service teachers were asked to report their thoughts about the frequency that their teachers use videos, films, web sites, popular music, newspapers and magazines in the English classes. This item was specially prepared to discover how often the ELT teachers use different media forms in the English Language classes. As it can be observed from the results demonstrated in the table above ELT teachers mostly use different forms of media forms in English classes, with a frequency rate of 30% 'always' and 34% 'usually'.

Survey item D-8: How often do your teachers involve you in creating media productions using video cameras or computers for presentations in the English classes?

Table 47

408- Options	f	%
Never	9	4,9
Rarely	19	10,4
Sometimes	38	20,8
Usually	70	38,3
Always	47	25,7

The respondent pre-service teachers were asked to report how frequent their ELT teachers involve them in creating media productions using video cameras or computers for presentations in the English classes. As it can be clearly observed in the table above approximately 26% of the participants declared that their teachers 'always' demand that they prepare such media assignments using video cameras or computers for presentations in the English classes. However, only 5% of them stated that they were never asked to create such media productions.

Survey item D-9: How often do your teachers stimulate debates on how to produce media messages without discriminating, stereotyping, and labelling any person or any segment of society?

Table 48

409- Options	f	%
Never	22	12,0
Rarely	32	17,5
Sometimes	67	36,6
Usually	48	26,2
Always	14	7,7

The participants were asked to state how often their teachers stimulate debates on how to produce media messages without discriminating, stereotyping, and labelling any person or any segment of society in the English classes. Interestingly only about 8% of the participants stated that they were 'always' stimulated accordingly. On the other hand, 12% of them reported that they were 'never' encouraged to produce media messages without any biases against any segment of society.

Survey item D-10: How often do your teachers encourage you to read, listen and watch media messages in English texts carefully and think about them critically?

Table 49

410- Options	f	%
Never	6	3,3
Rarely	20	10,9
Sometimes	49	26,8
Usually	66	36,1
Always	42	23,0

Haynes (2004) argues that as language teachers we can assist our students in making sense of the innumerable messages in English that overwhelm them daily in their academic and personal lives. He states that through Media Literacy they can become more aware of how they interpret the messages they take in on television and Internet and in the print and entertainment media. Media literacy study helps prepare students for their later roles by developing their critical observation and inquiry skills. He also adds that by learning to distinguish words and expressions that carry double meanings learners are more able to critically analyze the information and the language they encounter. In fact, if learners understand how and in whose interests the media operates, when they experience media from an authentic source, they will realize that the source itself is part of that cultural context. In the light of the facts above the participant pre-service teachers were asked to share their ideas of the frequency that their teachers encourage them to read, listen and watch media messages in English texts carefully and think about them critically. According to the findings of the questionnaire 23% of the participants stated that they were 'always' encouraged to read, listen and watch different media messages critically. However, about 4% of them reported that they were 'never' encouraged in this way. Surprisingly, this is not an expected level of encouragement from teachers.

Survey item D-11: How often do your teachers encourage you to ask yourself following questions when encountering a media message?
"Whose point of view is presented?"
"Whose perspective is missing?"
"Why is this message distributed?"

Table 50

411- Options	f	%
Never	20	10,9
Rarely	51	27,9
Sometimes	49	26,8
Usually	46	25,1
Always	17	9,3

Blake (1995) and Fedorov (2003) argued that Media Literacy emphasizes critical thinking towards all forms of media forms and media productions. Thus, participants of this survey were asked to declare whether they were encouraged by their ELT teachers in the English language classes to ask themselves the following questions when encountering a media message.

"Whose point of view is presented?"

"Whose perspective is missing?"

"Why is this message distributed?"

According to the responses given by the participants merely about 9% of them were 'always' stimulated to ask themselves these questions. However, almost 10% of the respondents declared that they were 'never' encouraged in this way. According to the results shown in the table, it seems that, teachers need to encourage their students to be critical more frequently than they do at the moment.

Survey item D-12: How often do your teachers encourage you to reflect upon the credibility, balance of portrayal and accuracy of the content of media messages?

Table 51

412- Options	f	%
Never	22	12,0
Rarely	26	14,2
Sometimes	57	31,1
Usually	55	30,1
Always	23	12,6

The participants were asked to declare how frequent their teachers encourage them to reflect upon the credibility, balance of portrayal and accuracy of the content of media messages. As it can be observed from the findings about 13% of the respondents declared that they were 'always' encouraged by their teachers to contemplate in the above stated way.

Additional thoughts and statements given by some of the participants in the interviews:

To the question *"Do you consider yourself Media literate? Why? Why not?"* some of the interviewees answered:

Participant 1: *"I can't say that, because I haven't attended any special courses related to the Media Literacy"*.

Participant 2: *"No, I'm not. I only use Internet"*.

Participant 5: *"Partly, because my interest in media is limited. The reason is that it is very unnecessary to follow every event showed by the media. I'm not a member of any social media websites, for example, because it is not so required. It is useless. I just read news and get different ideas about the daily events. Therefore, I cannot describe myself as media Literate totally"*.

To the question *"Do you think your ELT teachers are Media literate? Why? Why not?"* some of the interviewees answered:

Participant 1: *"I don't know, maybe"*.

Participant 6: *"Not all of them, because most of them are not aware of using media effectively for English teaching and learning"*.

Participant 7: *"Some of our teachers are Media Literate. They bring a lot of authentic materials into the class"*.

Participant 8: *"Several of them are Media Literate. They always try to update themselves and use new things while teaching. But, some of them do not want to renovate their knowledge and teaching strategies. They do not show development about the way they teach something"*.

4.2.4.1   Total Results of the Fourth Part

Table 52   Total results of the fourth part

Options	f	%
Never	13	6,9
Rarely	26	13,9
Sometimes	48	26,3
Usually	56	30,6
Always	41	22,1

Figure 4
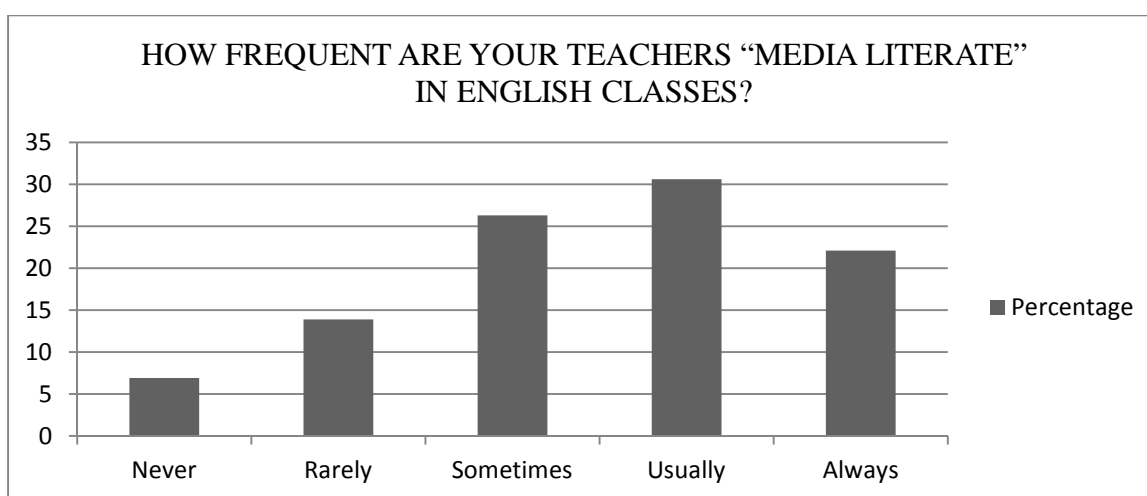
To the question above the pre-service teachers replied that approximately 55% of their teachers most of the times are media literate.

4.2.4.2   Teaching through Media

Table 53

4th through- Options	f	%
Never	10	5,3
Rarely	21	11,4
Sometimes	43	23,2
Usually	58	31,6
Always	52	28,2

Figure 5
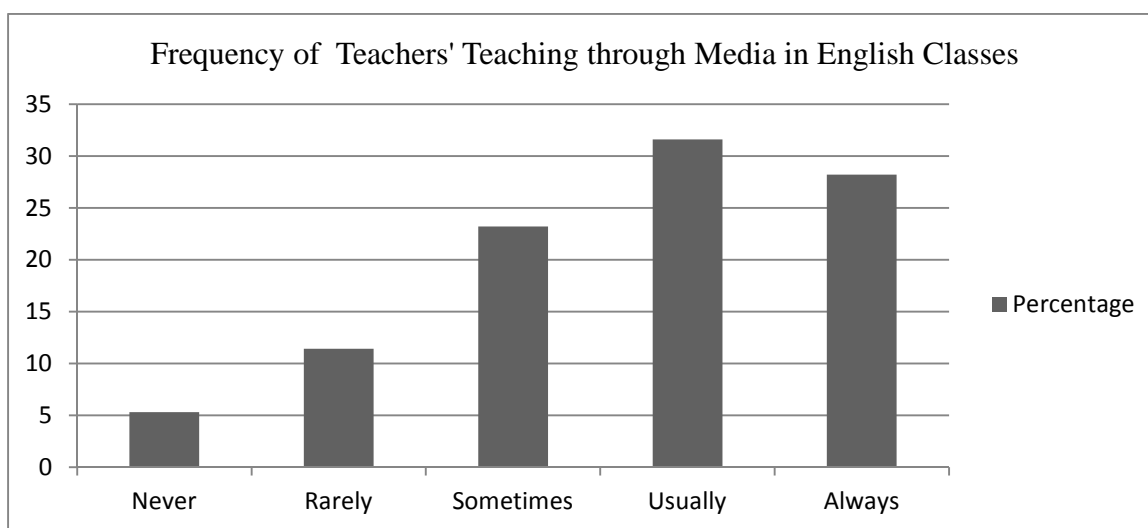
As it can be observed from the table above the frequency of teaching 'through' media in the classes is relatively high. However, according to the Media Literacy concepts using media forms to teach language doesn't prove that the teacher is media literate.

4.2.4.3　　　　Teaching about Media

Table 54

4th about- Options	f	%
Never	17	9
Rarely	32	14,4
Sometimes	56	30,7
Usually	53	29,2
Always	25	13,5

Figure 6
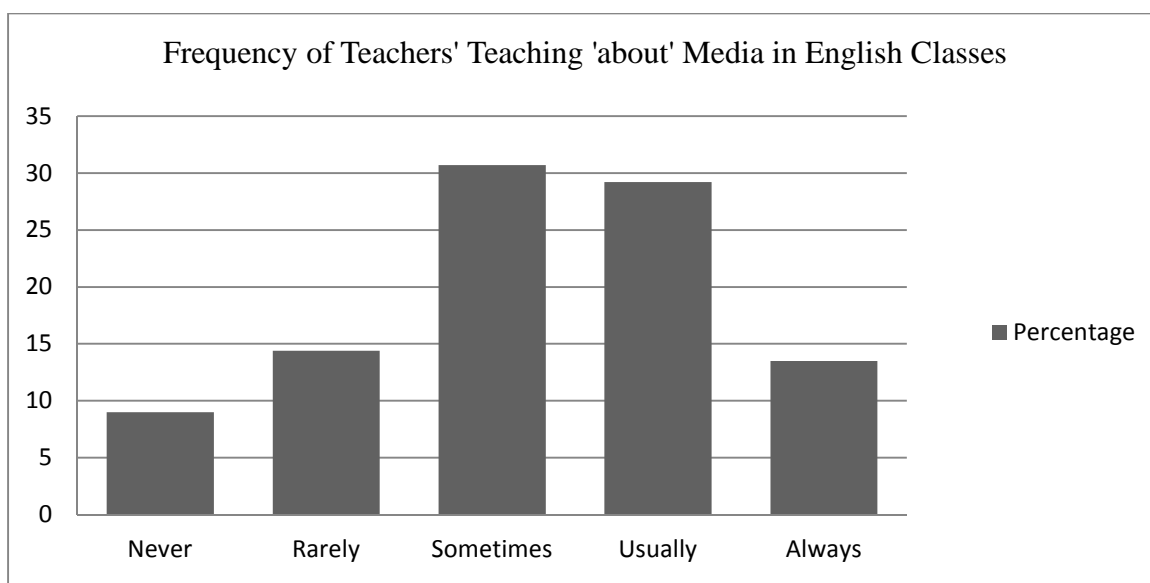
As it can be seen in the figure above about 14% of the pre-service teachers state that their teachers teach 'about' media which is actual sign of being "Media Literate".

CHAPTER FIVE

CONCLUSIONS, SUGGESTIONS AND IMPLICATIONS

5.0   Introduction

This concluding chapter presents an outline of the study, summarizes the findings of the study, and then depicts the conclusions of the study. As a result, it presents some implications for those who are interested in the area of "Media Literacy", in particular, for the teachers of English as a foreign language and it makes some suggestions for further research.

5.1   Summary of the Study

This study has attempted to reveal the "Media Literacy" perceptions of the pre-service teachers studying in the Department of the English Language Teaching, in Çanakkale Onsekiz Mart University. It was conducted in 2011-2012 Academic Year. In this study both quantitative and qualitative research methodologies were used. A questionnaire including a part of open-ended interview questions was utilised in order to obtain data from the respondent pre-service teachers. After the preparation phase of the questionnaire it was needed to be proofread by the experts and piloted and finally reviewed. Following the piloting process necessary changes were made by the researcher by adding and omitting some items and parts. In the end it was time to administer the

questionnaire. Participants of the study were a hundred and eighty three (183) students from 1st, 2nd, 3rd, and 4th grades. There were fifty (50) male students and a hundred and thirty three (133) female students. Of the all students fifty were 1st grade, forty nine were 2nd grade, forty three were 3rd grade, and forty one of them were 4th grade students. The findings were analyzed statistically by using both Microsoft Word programs and SPSS (Statistical Package for Social Sciences).

Answers for the following research questions were sought throughout the study.

Research Question 1: What are the Media Literacy perceptions of the pre-service ELT teachers?

Research Question 2: Are the "Media Literacy" perceptions of pre-service ELT teachers different in terms of gender and class-level?

Research Question 3: How often do they deal with media to improve their English language skills?

Research Question 4: What are pre-service teachers' perceptions of the benefits of "Media Literacy" in teaching and learning English Language?

Research Question 5: To what extent are the ELT teachers Media Literate according to pre-service ELT teachers?

5.2   Conclusions

This study set out to investigate "Media Literacy" perceptions of pre-service teachers attending Çanakkale Onsekiz Mart University English Language Teaching Department and their ELT teachers' "Media Literacy" state in the English classes. It also aimed to find out how frequent the pre-service teachers deal with media to improve their English language level and to uncover their perceptions of the benefits of Media Literacy in ELT classes. The results of this study revealed several interesting and unique conclusions. In the lights of this study, it is possible to say that pre-service teachers

attending Çanakkale Onsekiz Mart University English Language Teaching Department are eminently aware of the concepts of "Media Literacy".

The findings in this study revealed that, while majority of the pre-service teachers (56%) agreed with the thirteen "Media Literacy"- concept-oriented statements which were presented in the questionnaire, only 1.1% of the participants disagreed with them. The replies given to the open-ended questions in the interview held with the participants also revealed close results. One of the participants' answer given as a definition to "Media Literacy" proves this conclusion: *"Media Literacy is being a conscious audience."* which perfectly summarises the concepts of "Media Literacy".

Included in the first part, as an answer to the second research question which was whether there were any significant differences between the "Media Literacy" perceptions of pre-service ELT teachers in terms of gender and class-level, it can be stated, as a result of the SPSS tests, that except the first statement of the first part there are no significant differences.

As for the second part of the survey it was observed that 30% of the participants 'sometimes', 25% of them 'usually', and 18% of the respondents 'always' deal with media in order to improve their English Language skills. One of the participants gave the following answer to the open-ended question if dealing with media could accelerate language learning: *"Of course yes, if it is used in an appropriate and planned way. Media itself has a big influence on language learning. Learners can easily explore the culture of the target language; they can get access to movies, books and magazines"*. These results of the questionnaire with results of the interview show that the pre-service teachers deal with media quite frequently. However, about 10% of the 'never' answers shouldn't be omitted too.

According to the findings of the third part participants mostly agree with the benefits of "Media Literacy" in English Language learning and teaching. Approximately 38% of the respondents replied 'I agree', and about 40% of them stated 'I slightly agree' which proves that pre-service students are seriously aware of the benefits of Media Literacy in learning and teaching English language.

As for the fourth part which was aimed to find out how often the ELT teachers of the participants teach 'through media' and 'about media' in English language classes;

while 28% of the students stated that they always teach 'through media', only 13% of them said that they always teach 'about media' which shows that although the teachers use different kinds of media forms, like journals, magazines, newspapers, internet and computers in English Language Classes they pay less attention to teaching 'about media' which makes the main concept of "Media Literacy" .

5.3   Methodological Implications

The implications of the present study are possible to be outlined briefly as follows. First of all, the results of this study reveal implications that are important in understanding how the pre-service teachers perceive Media Literacy and its significance in ELT classes. This research may be helpful for the researchers in order to understand students' perceptions of Media Literacy and do further studies. Since this study was conducted at Çanakkale Onsekiz Mart University, the findings and results cannot be generalized to other pre-service ELT teachers of the Country. Because of that reason, further studies in different universities and educational institutions can be conducted to have a vivid view of Media Literacy perception of the students.

5.4   Suggestions for Further Research

This study has some suggestions for further researches and studies. Firstly, similar studies can be conducted in different universities in different cities with students with various cultural and social backgrounds. The sample size can be increased in order to receive more reliable results. Similar studies can be even conducted in primary and high schools. Further future researches may compare different variables with Media Literacy perception. Longitudinal studies related to Media Literacy in ELT classes may be conducted.

5.5   Summary of the Chapter

In this chapter, the conclusions and implications of the study have been stated and suggestions for the further studies have been presented.

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APPENDIX

QUESTIONNAIRE

Class: (1) (2) (3) (4)	Gender: (Male) (Female)

I. "MEDIA LITERACY" PERCEPTIONS OF THE STUDENTS

	I agree	I slightly agree	I am neutral	I slightly disagree	I disagree
1. Even though journalists collect a lot of information, an article or the presented news is just a part of the collected information.					
2. If the background music changes, impressions of the same TV scene change too.					
3. If the layout and the way of presentation changes, impressions of the same article change too.					
4. The Producer of a TV news show is concerned about how to attract viewers.					
5. Everybody understands TV programs in different ways.					
6. Images of products are sometimes exaggerated in media commercials.					
7. Programs broadcast on TV sometimes start trends.					
8. The way of sending information in TV programs, newspapers and other mass media affects a person's point view.					
9. Contents of TV programs are sometimes exaggerated.					
10. Articles in books, journals, newspapers and web pages are sometimes exaggerated.					
11. It is important to check the accuracy of information using other TV programs, books, newspapers and web pages.					
12. Some websites, journals, newspapers, books, TV programs or radio programs sometimes have "biases".					
13. Media usually construct meanings, influence and educate audiences, and impose their messages and values.					

II. DEALING WITH MEDIA TO IMPROVE ENGLISH LANGUAGE SKILLS

	Always	Usually	Sometimes	Rarely	Never
1. How often do you watch television programs to improve your English Language skills?					
2. How often do you go to movies to improve your English Language skills?					
3. How often do you listen to the radio programs to improve your English Language skills?					
4. How often do you read a printed newspaper or a magazine to improve your English Language skills?					
5. How often do you read a book to improve your English Language skills?					
6. How often do you play a video or a computer game to improve your English Language skills?					
7. How often do you visit web sites to improve your English Language skills?					
8. How often do you send or receive an email to improve your English Language skills?					
10. How often do you surf the internet in order to find authentic materials to improve your English Language skills?					

III. WHAT DO YOU THINK MIGHT BE THE BENEFITS OF "MEDIA LITERACY" IN ENGLISH LANGUAGE LEARNING AND TEACHING?

	I agree	I slightly agree	I don't have an idea	I slightly disagree	I disagree
1. "Media Literacy" develops critical thinking towards English texts in the media.					
2. "Media Literacy" develops an appreciation and understanding of English texts in the media.					
3. "Media Literacy" motivates students and develops their communicative abilities in the English language.					
4. "Media Literacy" develops an aesthetic perception of the English texts in the media.					
5. "Media Literacy" helps students learn about the theory and history of media, media culture and media education.					
6. "Media Literacy" protects students from possible harmful influences of media while studying English.					
7. "Media Literacy" helps students learn about media technology in order to use in studying English.					
8." Media Literacy" develops the skills for the analysis of English texts in Media in terms of cultural values.					
9. "Media Literacy" helps students to access, analyze, evaluate, and communicate media messages when reading English passages.					
10. "Media Literacy" can help students recognize how the media messages in the English textbooks introduce popular culture and influence personal choices.					

IV. ARE YOUR TEACHERS "MEDIA LITERATE" IN ENGLISH CLASSES?

	Always	Usually	Sometimes	Rarely	Never
1. How often do your teachers advise you to read, listen, watch and write through English?					
2. How often do your teachers use multimedia devices, hardware and software, to present class materials?					
3. How often do your teachers encourage you to attend seminars, workshops or after-school programs to improve your communicative skills?					
4. How often do your teachers encourage you to send/receive emails or to keep a blog in English to improve your language skills?					
5. How often do your teachers encourage you to read or download online news, newspapers or news magazines?					
6. How often do your teachers encourage you to distinguish false and misleading information from authentic information?					
7. How often do your teachers use videos, films, web sites, popular music, newspapers and magazines in the English classes?					
8. How often do your teachers involve you in creating media productions using video cameras or computers for presentations in the English classes?					
9. How often do your teachers stimulate debates on how to produce media messages without discriminating, stereotyping, and labelling any person or any segment of society?					
10. How often do your teachers encourage you to read, listen and watch media messages in English texts carefully and think about them critically?					
11. How often do your teachers encourage you to ask yourself following questions when encountering a media message? "Whose point of view is presented?" "Whose perspective is missing" "Why is this message distributed?"					
12. How often do your teachers encourage you to reflect upon the credibility, balance of portrayal and accuracy of the content of media messages?					

V. INTERVIEW QUESTIONS

1. People define the concept "Media Literacy" in many different ways. How would you define "Media Literacy"?

2. Has your perception of what "Media Literacy" means changed over the last three years?

3. How do you think that "Media Literacy" influences students' language learning?

4. Do you think students' success in language learning can be accelerated by media? If yes, how? If no, why not?

5. Do you think "Media Literacy" classes should be introduced at university level? If your answer is yes, how it should be achieved?

6. Do you consider yourself "Media Literate"? Why? Why not?

7. Do you think your ELT teachers are "Media literate"? Why? Why not?