



Media literacy education with a critical perspective: a course design for pre-service English teachers *

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Abstract

In increasingly media-saturated educational contexts, teachers are expected not only to use media effectively but also to engage with media texts in critical, reflective, and informed ways. This study presents the design and evaluation of a semester-long media literacy (ML) course for pre-service English language teachers grounded in ML frameworks with a critical perspective. The course aimed to address the growing need for teachers to engage critically with media texts in educational contexts and was structured around key ML competencies, including accessing, analyzing, evaluating, and producing media content. The ML course focused on the analyses of various media tools, language in media, and how to use media as a language teaching material in the classroom. Using a mixed-methods approach, the research examines the impact of the course on participants' ML levels, expectations, and course evaluations. Participants were undergraduate pre-service English teachers enrolled in a teacher education program in Turkey. Data were gathered through pre-and post-tests using the Media Literacy Skills Scale, as well as mid- and end-of-term evaluations and semi-structured interviews. Findings revealed a statistically significant improvement in ML levels, especially in accessing, analyzing, and evaluating media content, while progress in content creation remained limited. Participants reported high levels of satisfaction, highlighting the course's relevance, practical value, and influence on their critical thinking and professional development. They also suggested including a wider range of media examples and hands-on media production activities. The results point to the value of integrating structured and subject-specific ML education into language teacher education programs to support teachers' ability to engage with media in educational settings.

Keywords

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Introduction

Media literacy (ML) is the ability to access, analyze, evaluate, and create media messages (Aufderheide, 1993; Hobbs, 2019). Although there are many variations in the definitions, the most accepted ones emphasize the competencies of “accessing,” “analyzing,” “evaluating,” and “communicating” messages in different forms (Anderson, 1981; Aufderheide, 1993; Hobbs, 2001). These four skills, the fundamentals of ML, help individuals navigate their way in global media culture (Hobbs, 2021; Saliu, 2024).

The first skill, access, refers to the ability to locate and gather relevant information from various sources and to recognize communication techniques, including symbols and specialized vocabulary (Hobbs, 2010; National Association of Media Literacy Education [NAMLE], n.d). The second skill, analysis, includes examining a message’s structure, content, and sequence by considering contextual factors such as social, political, and economic influences. This process requires individuals to apply prior knowledge and comprehension strategies to interpret messages effectively (Buckingham, 2003; Potter, 2016). The third skill, evaluation, involves assessing the credibility and value of media messages based on personal experiences and ethical, ideological, or democratic perspectives (Kellner & Share, 2007; Potter, 2016). It also encourages diverse responses to oral, written, or digital media content. Lastly, creation is the ability to produce and distribute messages using various communication tools. It involves brainstorming, planning, and composing while integrating multimedia elements like visuals and audio to enhance communication (Hobbs & Moore, 2013).

Media today encompasses a wide range of multimodal tools, including digital platforms, social media environments, news outlets, visual content, algorithms, and user-generated content (Pérez-Escoda et al., 2017). As the boundaries between information, entertainment, and communication continue to blur, ML has become an essential educational goal. ML education has been increasingly integrated into teacher education programs to address the challenges posed by misinformation, digital media saturation, and the growing need for critical engagement with media in educational contexts. Studies conducted across diverse disciplinary and geographical settings emphasize course-based and programmatic approaches that combine ML skill development with critical reflection on media messages, their purposes, and their sociopolitical implications. Research in teacher education highlights the role of ML in fostering teachers’ ability to analyze news and digital media, navigate bias and credibility, and support democratic participation and civic reasoning (Manfra & Holmes, 2020). More critically oriented works emphasize the importance of preparing teachers to address misinformation and disinformation through pedagogical practices that foreground critical inquiry, social justice, and media critique (Share & Mamikonyan, 2020; Trust et al., 2022). Empirical studies focusing on pre-service teachers further reveal tensions between neutrality, institutional constraints, and critical engagement in ML instruction, suggesting the need for structured support within teacher education programs (McAnulty, 2020). Beyond Western contexts, recent research also documents growing recognition of ML in EFL and non-Western educational settings, while highlighting challenges related to resources, policies, and stakeholder expectations (Yeleussiz, 2024). Complementing these findings, systematic reviews of curriculum integration stress the importance of coherent design, implementation, and evaluation of ML initiatives to ensure their sustainability and educational impact across contexts (Rojas-Estrada et al., 2024).

In Turkey, the Ministry of Education (Ministry of National Education [MoNE], 2017) has recommended incorporating these ML competencies into all courses, emphasizing that every teacher should possess ML skills. However, ML courses at universities are typically offered as electives and are not systematically integrated into teacher education programs (Koltay, 2011). In fact, early exposure to media highlights the necessity of introducing ML education at a young age (Livingstone, 2004) to protect children from potential media-related risks and to help them utilize media for learning and professional growth. Undoubtedly, such an initiative to be effective, teachers must first be trained in ML.

For language teachers, ML holds even greater significance than in general education, as they need to develop proficiency in both their native language and the target language they teach. Media serves as a powerful tool in language instruction by providing context for language learning and offering authentic materials for real-world communication. To make the most of this resource, language teachers must be media literate, possessing the skills to analyze and interpret media in both languages while considering the influence of linguistic and cultural contexts. Integrating ML into language teacher education is essential, as Schwarz stated, “ML is both subject and method in language arts” (Schwarz, 2001, p. 113).

In this study, the term media is used in a broad but operational sense, encompassing print media (e.g., newspapers, magazines), broadcast media (e.g., television news and advertisements), and digital media (e.g., online news platforms, social media, video-sharing sites, and multimodal digital texts). These media types were selected for their prevalence in English language classrooms and their potential to provide authentic linguistic input, cultural representations, and opportunities for critical analysis.

While pre-service teachers are often assumed to be familiar with such media forms due to their frequent exposure to digital environments, familiarity does not necessarily translate into pedagogical or analytical competence. For this reason, the present study does not assume media-related knowledge as a given but focuses on how a structured ML course can support pre-service English teachers in engaging with different media types in informed and pedagogically relevant ways. In language education, widely adopted frameworks such as the CEFR and ACTFL implicitly support ML by emphasizing learners’ ability to interpret, evaluate, and produce authentic and multimodal texts in meaningful communicative contexts. In particular, the CEFR Companion Volume highlights multimodal comprehension and production as components of communicative competence, while ACTFL frameworks highlight the pedagogical value of authentic media texts for developing interpretive and presentational communication skills (American Council on the Teaching of Foreign Languages [ACTFL], 2025; Council of Europe, 2020).

In Turkey, research on ML in education has expanded considerably since the early 2000s, following earlier developments in the United States and Europe (Aufderheide, 1993). However, rather than forming a coherent pedagogical tradition, the literature has largely evolved through fragmented lines of inquiry focusing on preservice teachers’ awareness, attitudes, and self-reported perceptions of ML (Aslan & Tuncer Basel, 2017; Erdem & Erişti, 2018; İnan & Temur, 2012; Uslu et al., 2016). Early studies consistently reported that while teacher candidates recognized the importance of ML and frequently used media for educational purposes, their critical engagement with media content remained limited (Deveci & Çengelci, 2008; İnan, 2010; Yördem, 2012). Subsequent research incorporating dimensions such as gender awareness and media bias similarly pointed to persistent challenges in developing greater analytical skills, despite increased sensitivity to media representations (Aydemir & Demirkan, 2018).

Quantitative studies examining ML levels among preservice and in-service teachers have produced mixed findings, suggesting that technological access and media use contribute to basic ML competencies, while higher-order critical analysis remains underdeveloped. While some studies identified factors such as gender, computer ownership, or departmental background as significant predictors of ML levels, others reported minimal demographic effects, highlighting inconsistencies across contexts (Erdem & Erişti, 2018; İnan & Temur, 2012; Karataş, 2008; Uslu et al., 2016). Collectively, these findings suggest that experience with media alone is insufficient for fostering critical media engagement, reinforcing calls for structured pedagogical intervention.

Intervention-based research in Turkey further supports this need, as studies evaluating ML training programs and elective courses have reported improvements in participants' ML and critical media literacy (CML) skills, while also noting limitations related to course scope, elective status, and lack of pedagogical depth (Barut et al., 2016; Dolanbay, 2018; Dolanbay et al., 2021; Gülay et al., 2023). Although these studies demonstrate the potential effectiveness of ML instruction, they offer limited guidance on how comprehensive, discipline-specific courses should be designed, sequenced, and integrated into teacher education programs. More recent research continues to rely predominantly on survey-based and correlational designs, particularly in studies of new ML and digital awareness (Barut Tuğtekin, 2021; Çizmeci & Karabağ Köse, 2021; Öztay & Öztay, 2021; Talan & Kuru, 2022), and to examine media-assisted and social media-based learning in language-related contexts (Koç & Ayık, 2017; Shaikh & Özdaş, 2022), leaving a noticeable gap in empirically grounded, course-based models tailored to language teacher education.

Taken together, the Turkish literature emphasizes a clear need for systematically designed and evaluated ML courses that move beyond awareness and protectionist approaches toward pedagogical models fostering critical engagement with media. Addressing this gap, the present study contributes an empirically grounded course design situated within English language teacher education, demonstrating how ML can be meaningfully integrated through structured content, instructional sequencing, and mixed-methods evaluation.

Therefore, this study aims to design and evaluate a semester-long ML course for pre-service English language teachers with a critical perspective. The course is structured to integrate critical media analysis, discussion-based instruction, and pedagogical applications relevant to language teaching, with the goal of enhancing prospective teachers' analytical media skills, critical engagement with media content, and pedagogical readiness for classroom practice.

We seek answers to the following research questions:

1. What are the participants' initial ML levels and expectations regarding the ML course?
2. To what extent have the participants' expectations been met by the end of the course?
3. How do the participants evaluate the effectiveness of the course in terms of content, pedagogy, and learning outcomes?
4. Has the ML course affected the participants' ML levels?

Method

Research Design

This study employed a mixed-method research design, integrating both quantitative and qualitative approaches to address the research questions. This methodology leverages the strengths of both approaches while compensating for their individual limitations, offering deeper insights through their combined application (Creswell & Creswell, 2018). The mixed-method approach not only provides flexibility in adapting to the complexities of educational settings and variables but also enhances the understanding of intricate phenomena by merging numerical data with rich contextual narratives. This combination enables the researcher to explore both the "what" and the "why" behind a research question while cross-validating findings, thereby improving the reliability and credibility of the results (Bryman, 2012; Greene, 2007; Tashakkori & Teddlie, 2009). This study gathered quantitative data through scales, while qualitative data were obtained from course evaluation forms and semi-structured interviews.

Setting and Participants

This study was conducted at the ELT Department of a state university. An ML course was designed for English language teacher candidates in their fourth year of study in the department. The course, which focused on improving ML skills in the first half and integrating ML and foreign language teaching in the second, was offered in the 7th semester.

The course was developed in response to the limited presence of structured, discipline-specific ML instruction in the existing ELT curriculum and to the need to support pre-service teachers' critical engagement with media for pedagogical purposes. It was designed as a semester-long course structured around progressive modules focusing on media analysis, critical discussion, and pedagogical integration into language teaching. Instruction was delivered through a combination of guided media analysis, classroom discussions, reflective tasks, and applied activities. Students entered the course with prior exposure to digital media but without formal ML training, while the instructor had prior experience in ML-related research and instruction. A detailed description of the course content, instructional procedures, and assessment framework is provided in the Procedure section. Ethics committee approval was obtained to collect data from the participants. 41 prospective teachers (24 female, 17 male) enrolled in the course. When we searched their media habits, we found that only 10 teacher candidates followed newspapers regularly. 23 of the teacher candidates did not watch TV, and only four watched it more than six hours a week. All teacher candidates actively used the Internet, while only two of them did not use any social media tools. The participants tended to engage with new media practices more than with the traditional ones, such as regularly using social networking sites, online platforms, and video-sharing applications, while engaging less frequently with traditional media formats like printed newspapers, television broadcasts, and radio.

Before the implementation of the course, participants' readiness for ML instruction was examined through two complementary sources: their initial ML levels and their expectations regarding the course. The Media Literacy Skills Scale, administered in the first week, provided baseline data on participants' competencies across the access, analyze, evaluate, and communicate dimensions. Participants' expectations regarding the ML course were elicited through an oral, instructor-guided discussion conducted during the class session in the first week. This discussion focused on participants' prior experiences with media, their perceived learning needs, and their expectations for the course content and structure. Notes taken during this session were used to inform the course implementation and to contextualize participants' readiness for the intervention.

Data Collection

Data was gathered using scales, course evaluation forms, and semi-structured interviews. The Media Literacy Skills Scale (Erişti & Erdem, 2017) was utilized. The scale consists of items measuring four core domains of ML: access, analyze, evaluate, and communicate. Given that the present study aims to examine changes in pre-service English language teachers' analytical and critical engagement with media, the scale was considered appropriate for capturing both baseline competencies and post-intervention development across these dimensions. To assess the teacher candidates' ML levels before and after the course, this scale was administered to participants during the first and final weeks of the semester. The reliability scores were calculated as .934 for the pre-test and .943 for the post-test. The scale comprised four subcategories—access, analyze, evaluate, and communicate (create)—which represent the core competencies of ML.

The teacher candidates assessed the course's effectiveness through two evaluations: one conducted at mid-term and the other at the end of the semester. These evaluations were employed as formative and summative tools to capture participants' reflections at different stages of the course. They consisted primarily of open-ended questions designed to elicit in-depth, reflective responses rather than numerical ratings. Both evaluations focused on participants' perceptions of the course content, topics, teaching methods and techniques, instructional materials, and assessment strategies. The mid-term evaluation specifically examined how the course influenced their interaction with media. Meanwhile, the end-of-term evaluation expanded on this by also exploring the course's impact on their future

teaching careers, as well as its strengths and weaknesses. Additionally, semi-structured interviews were conducted with six volunteer teacher candidates to gain further insights into their experiences and perspectives.

Quantitative data collected through the Media Literacy Skills Scale for both pre- and post-tests were analyzed using SPSS (Statistical Package for Social Sciences) 21.0. Since the sample size in this study was fewer than 50 participants ($n < 50$), the Shapiro-Wilk test was applied to assess the normality of the pre-test and post-test distributions. The results indicated that the pre-test did not deviate from normality ($W = .969$, $p = .389$), and the post-test also showed a normal distribution ($W = .944$, $p = .066$). Additionally, both the Q-Q plot and histogram confirmed that the data followed a normal distribution.

Qualitative data obtained from course evaluation forms and interviews were analyzed using thematic analysis, following the six-phase framework proposed by Braun and Clarke (2006). The analysis involved familiarization with the data, initial code generation, identifying themes, reviewing the themes, defining and naming them, and producing the final report. All qualitative data were analyzed manually by the researchers without the use of qualitative data analysis software. Recurring codes were identified through a thorough review of the forms and interview transcripts and were then grouped into overarching themes. During the coding process, the frequency of repeated words and statements was considered. The identified codes were systematically categorized into themes and structured into thematic maps. Each theme was then labeled and examined to ensure it accurately captured the core aspects it represented. To enhance the trustworthiness of the qualitative analysis, several strategies were employed. Prolonged engagement with the data and iterative coding were used to ensure depth of analysis. Triangulation was achieved by drawing on multiple data sources, including mid-term evaluations, end-of-term evaluations, and interviews. In addition, representative excerpts were used to support each theme, and the themes were repeatedly reviewed to ensure consistency and alignment with the data.

Procedure

The ML course, designed for English language teacher candidates, was first implemented in the fall term of the 2021-2022 academic year. Although several years have passed since its initial implementation, the course design remains theoretically and pedagogically relevant, as it is grounded in enduring frameworks of critical media literacy, critical pedagogy, and language teacher education that continue to inform contemporary ML scholarship and practice. The syllabus used in the course included the following topics:

- Media and media literacy
- Types of literacy
- Types of media
- Common-sense assumptions and stereotypes in the media
- Historical development of media literacy
- Freire and critical pedagogy
- Critical media literacy
- The fundamentals of media literacy
- Analysis of media
 - Five key questions for media analysis
 - Sample newspaper article analysis

- Media literacy concepts: Information
 - Misinformation
 - Disinformation
 - Manipulation
- The definition of language
- The power of language
- Advertisements
 - How advertisers target audiences
 - How advertisements are analyzed
- Mass media and language teaching
 - Why is media literacy important in language teaching?
 - Social media in language classrooms
 - Tasks and activities to use media in the classroom

The course was delivered by the second author, a senior lecturer at the department, and supervisor of the study. The first author, in addition to collecting the data, supported the instructional process by designing course materials and observing classroom interactions. To minimize potential bias arising from the dual role of instructor and researcher, data collection instruments were administered systematically, and qualitative findings were grounded in direct participant responses rather than instructional interpretations. The course was conducted over a 17-week semester with two contact hours per week and was delivered fully face-to-face. The first week of the semester was devoted to the introduction to the course and the application of the pre-test of ML skills of the participants. During this week, participants' expectations of the course were elicited through guided oral discussions. Mid-term evaluations were conducted in Week 8, while the post-test and end-of-term evaluations were administered in the final week. Semi-structured interviews were completed after the course concluded. The open-ended items included in the course evaluation forms and the semi-structured interview questions are provided in appendices for transparency.

The syllabus topics reflect the actual instructional sequence followed throughout the semester and were organized according to a scaffolded progression. Instruction moved from foundational concepts of media and literacy toward critical media analysis and pedagogical integration in language teaching. Early weeks focused on introducing core ML concepts and theoretical foundations, including critical pedagogy and CML, while later weeks emphasized analytical practices, language-focused media analysis, and classroom-oriented applications. Course materials were shared with participants each week in advance to support preparation and informed participation in discussions.

The course was informed by an inductive curriculum development approach inspired by Taba's instructional model (Taba, 1962), which emphasizes learner needs, progressive conceptualization, and the construction of knowledge through guided discussion. This structural framework was complemented by principles of critical pedagogy (Freire, 1970) and constructivist and experiential learning approaches (Kolb, 1984), positioning learners as active meaning-makers rather than passive recipients of knowledge. In line with Freire's critique of the banking model of education, the course avoided teacher-centered transmission of predefined interpretations and instead foregrounded dialogic learning through problem-posing activities. For example, students analyzed news reports, advertisements, and TV series and movies by critically examining who was represented or marginalized, what ideological positions were promoted, and how language and visuals were used to shape meaning.

Experiential learning principles were operationalized through cycles of experience, reflection, and application. The instructor adopted a facilitative role, supporting reflection and inquiry rather than acting as the sole transmitter of content. Students first engaged with authentic media texts, reflected on their interpretations through guided questions and peer interaction, and then connected these insights to pedagogical applications in English language teaching. Instructional activities were organized around collaborative rather than individual discussions, meaning that interpretations were jointly constructed through small-group negotiation, perspective comparison, and collective meaning-making rather than through isolated student responses. In this way, theoretical principles from critical pedagogy and experiential learning were embedded directly into the course content and instructional practices.

The revised syllabus, which is presented in Appendix - 1, was prepared after the course, considering the candidate teachers' evaluations. It is presented as a pedagogical output of the study rather than the instrument used during data collection.

For the mid-term, the students were asked to analyze a news article of their own choosing using the media analysis framework introduced in the course. For the final, besides a newspaper article, the students were asked to analyze an advertisement and a Turkish TV series or movie scene using both the media analysis framework and the discourse analysis toolbox by Schneider (2013) for language analysis. For series/movie analysis, the students were also asked to focus on gender roles in the media they chose.

Results

1. What are the participants' initial ML levels and expectations regarding the ML course?

In order to understand the effect of the course on the candidate teachers' ML levels, the same scale was administered as a pre-test and post-test. The results of the pre-test, showing the initial ML levels of the participants, are presented in the following table.

Table 1. Descriptive Statistics of Pre-Test

	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>Mean</i>	<i>SD</i>
Total scale	39	3.27	4.96	4.29	.41
Access	39	3.10	5.00	4.32	.55
Analyze	39	2.87	5.00	4.35	.47
Evaluate	39	3.43	5.00	4.31	.45
Communicate	39	3.00	5.00	4.16	.50

As Table 1 shows, the participants already had a high level of ML at the beginning of the term in skills of access ($M=4.32$, $SD=.55$), analyze ($M=4.35$, $SD=.47$), evaluate ($M=4.31$, $SD=.45$), and communicate ($M=4.16$, $SD=.50$).

The expectations of the candidate teachers of the course were elicited during the first week of the semester through guided oral discussions conducted in class. Participants were encouraged to freely express what they hoped to gain from the course and how they expected media to be addressed in relation to English language teaching. Notes were taken during these discussions, and participants' responses were reviewed and analyzed inductively. These expectations are summarized below:

- To explore English-language news on global current events.
- To analyze and discuss news articles written by both native and non-native English speakers.
- To develop skills in identifying true and false news and addressing issues related to misinformation in the media.
- To understand how English is utilized across various media platforms and for different communicative purposes.

- To learn strategies for incorporating media into English language teaching.
- To examine the role of mass media and social media in language classrooms across different age groups.
- To participate in discussions and brainstorming sessions.
- To work with diverse media formats, including newspapers, advertisements, and more.
- To design instructional activities that use media as authentic materials for teaching English

To illustrate the summary of the expectations, one of the students said “We can see the examples of current events written in English.” He expressed the need to study and analyze the news written in English, be it as a native or the foreign language of its creator. Another participant stated that “I would like to learn how to make sure the information I saw in the media is true”, claiming that she does not believe the advertisements she saw in social media.

2. To what extent have the participants' expectations been met by the end of the course?

The candidate teachers were asked during both mid-term and end-of-term evaluations whether the course had met their expectations. In the mid-term evaluations, 64% of the participants stated that the course was in line with their expectations, while the remaining 36% felt that it exceeded their expectations. The prospective teachers highly valued the course structure, content, and delivery, noting its influence on their perspectives and perceptions. They also highlighted their personal and academic growth, as well as their active engagement and interest in the course. However, 5% of the candidate teachers reported that the course did not fully meet their expectations. These candidate teachers had anticipated more diverse examples and a deeper analysis of current news. They wished to examine each media tool in greater detail. Based on this feedback, analysis of different media types such as newspaper articles, social media posts, and advertisements was included in the revised syllabus.

The course was reported to be particularly effective in enhancing candidate teachers' critical thinking and analytical skills by the participants. Many participants shared that it broadened their perspectives on how media shapes beliefs, values, and everyday decision-making. As one candidate teacher noted, “I didn't know I should be critical while using social media. Now, I am aware of how media can be manipulated and how to protect myself from these manipulations” (ST13). Another candidate teacher expressed, “It taught me to be more critical and look from different perspectives. It has given me a new way of seeing things” (ST24).

Overall, the course contributed to the development of future language teachers' CML awareness and skills which the participants perceived as crucial for their professional and personal development. One candidate teacher reflected, “I enrolled in this course because its name sounded interesting. I never imagined it would have such an impact on my life and future career” (ST35).

3. How do the participants evaluate the effectiveness of the course in terms of content, pedagogy, and learning outcomes?

The candidate teachers evaluated the course through mid-term and end-of-term evaluations and semi-structured interviews. Table 2 presents the themes that emerged from the categories of topics and contents, methods and techniques, materials, and assessment in mid-term, end-of-term evaluations, and semi-structured interviews.

Table 2 Themes Emerged from Mid-term and End-of-term Evaluations

Categories	Mid-term	End-of-term
Topics & Contents	relevance and applicability engagement and enjoyment clarity and comprehensibility effectiveness and utility diverse perspectives	content and relevance engagement and interaction educational impact course delivery
Methods & Techniques	engagement and interaction relevance and applicability clarity and understanding motivation and encouragement	freedom and respect in learning practical and applied learning engagement and interaction effectiveness and learning outcomes
Materials	thoughtful selection variety and effectiveness relevance and timeliness clarity and accessibility	relevance and suitability effectiveness engagement and interaction clarity and presentation
Assessment	application of learning freedom and choice critical thinking development preparation, engagement, and enjoyment fairness and effectiveness	practical application and relevance assessment fairness and consistency innovative assessment strategies encouragement and motivation

To illustrate how the themes were generated, Table 2 above is based on an inductive coding process in which participants' written responses and interview excerpts were first coded at the semantic level and then clustered into sub-themes and broader thematic categories. Table 3 provides a sample of the coding scheme used in the analysis.

Table 3. Sample of the Coding Scheme Used in Thematic Analysis

Raw Data Excerpt	Initial Code	Sub-theme	Category
"It involves realia and materials we are exposed to every day." (S29)	Real-life relevance	Relevance	Topics & content
"Being able to share our ideas and having a say in discussions makes me feel important and heard." (S2)	Freedom of expression	Freedom and respect in learning	Methods & Techniques
"The assignments gave me a reason to dive deep into the content. I was able to use critical thinking skills effectively." (S38)	Critical thinking development	Critical engagement	assessment

Table 3 presents a sample of the coding scheme used in the thematic analysis to illustrate how raw data excerpts were initially coded and subsequently grouped into sub-themes and overarching thematic categories. The examples are representative of the broader analytic process applied to all qualitative data.

In the mid-term evaluation, teacher candidates highlighted that one of the most valuable aspects of the course was the use of real media from daily life as course content. "It was very real life. The topics we covered were related to the media messages that we receive every day" (ST17). Similarly, in the end-of-term evaluations, they expressed appreciation for how the course remained relevant by addressing contemporary issues drawn from everyday experiences.

Participants found the topics covered up to the eighth week engaging and enjoyable. By interacting with thought-provoking and insightful course materials, they felt they had strengthened their critical thinking skills (ST12). Likewise, in the end-of-term evaluations, candidates noted that the

course encouraged deep reflection through its stimulating discussions and thought-provoking questions, helping them “realize different parts of themselves” (ST2).

Beyond developing a critical perspective, teacher candidates also reported that the course helped them become more open-minded. “They were the topics each person should know. Learning about those topics and contents made me more intellectual and open-minded to some situations that I was not aware of. I discovered new perspectives thanks to this course’s content” (ST25).

Some teacher candidates also mentioned that rather than introducing completely new concepts, the course helped them recognize and critically engage with media content they had already encountered.

In addition to the mid-term evaluation, many end-of-term responses emphasized that the course was highly interactive and enjoyable due to its discussion-based approach rather than the traditional lecture format. This structure made class sessions feel more like open conversations, fostering active participation between the teacher candidates and the lecturer. Candidate teachers engaged in all stages of the course through activities such as brainstorming, which they believed enhanced their involvement. “The speed of the course was good; it allowed us to talk about the previous week and current topics and discuss them. Everyone had time to participate and learn in the process” (I3).

Table 4 summarizes the themes that emerged from the questions in the end-of-term evaluations and semi-structured interviews regarding the effectiveness of the course during the candidate teachers’ interaction with media and the use of media in language teaching.

Table 4. Themes Emerged from the Effectiveness of the Course in Interaction with the Media and Using Media in Language Teaching

Interaction with the Media	Using Media in Language Teaching
enhanced critical thinking	integrating media literacy into the curriculum
increased media literacy	skill development
discernment of information	pedagogical strategies
awareness and consciousness	
personal development and behavior change	

As Table 4 shows, one of the most valued outcomes of the course was that the teacher candidates learned to critically question the media, which, in turn, improved their critical thinking skills. The course raised their awareness of media content, focusing on the manipulation techniques and persuasion strategies commonly used. “I find myself questioning the news more, asking whether I can confirm the information or not” (ST26). “After the course, I began analyzing everything mentally. For example, I noticed that advertisements for bitter chocolates prefer darker backgrounds and portray more stylish people. I often question their aim and mindset” (I5).

In addition to sharpening their critical and analytical thinking, the teacher candidates also expanded their perspectives. Some admitted that, before taking the course, they rarely paid attention to the media they encountered daily, such as billboards. However, the course helped them recognize various forms of media and better understand their underlying messages and objectives. As Interviewee 2 described:

Even though I saw those things, I didn’t try to create an opinion about them. But, after this lesson, because now we understand so many different aspects, I can say what they aim with the message because now we understand so many different aspects. Developing this comprehension was a success for me.

While media had previously seemed complex and difficult to interpret, by the end of the semester, the teacher candidates developed greater media awareness. They acquired the ability to distinguish between real and false news, as well as analyze and interpret the meanings behind media messages. This newfound awareness also enabled them to verify information more effectively and engage with media more critically. “When I come across information that looks problematic, I use five key questions that we learned in the course” (I4).

Some of the teacher candidates also noted that the course had influenced their perspectives on media and its impact on their beliefs and ideologies. “I am someone who is easily affected by media. The course helped me to understand that appearances could be deceiving” (ST39). Their awareness of media manipulation made them more selective, conscious, and deliberate in how they engage with media content.

After the eighth week, the course content shifted towards a stronger focus on language, with the final weeks dedicated to exploring how media can be integrated into English language teaching. Participants were asked whether they intended to apply the knowledge gained in the course to their future teaching careers. Their responses demonstrated a strong commitment to incorporating media-related insights into their professional practice.

Most teacher candidates expressed that they viewed media as an authentic resource that could be adapted to students' levels and interests in the language classroom. They emphasized that media should not only serve as instructional material but also as a topic of discussion to help students develop critical media literacy skills. “I can give suitable tasks to my students to ask them thought-provoking questions to increase their media literacy” (ST8).

Beyond language instruction, candidates highlighted their desire to train students with additional skills such as critical thinking, analytical reasoning, and information literacy. They recognized the need to guide students in navigating and evaluating media content effectively. “Our students bring their own experiences too. It is up to us to guide them, protect them from information disorders, and provide them with the necessary knowledge base useful to look for the correct information” (I5).

Participants appeared to embrace a critical pedagogical approach, aiming to raise awareness and challenge perspectives. They emphasized the importance of carefully selecting media materials to align with learning objectives, demonstrating their commitment to choosing appropriate content. As one of the teacher candidates noted, “As a teacher, I will be more careful about the materials that I will use in the classroom and make my students more aware of the effects of the media” (ST12).

They also acknowledged that the course provided valuable insights into using media for language instruction. “We have no choice but to use social media as a material in our courses because it will become an indispensable part of the children” (ST19). Rather than relying solely on textbooks, candidates suggested using media texts to teach grammar and vocabulary. Additionally, they proposed adopting an innovative approach by establishing speaking clubs centered around media, which could serve as a stimulus for language production.

At the end of the course, the candidate teachers evaluated the strengths and weaknesses of the ML course, which are presented in Table 5.

Table 5. Strengths and Weaknesses of the Course

Strengths	Weaknesses
educational impact	curriculum and timing
course content and structure	course content limitations
teaching methods and course delivery	course management and accessibility
student engagement	
practical application	

As shown in Table 5, participants' evaluations of the course revealed several strengths and weaknesses clustered around clearly defined categories.

Analysis of participants' evaluations revealed several interrelated strengths of the course, clustered under the overarching theme of educational impact. This theme was derived from recurring codes related to critical awareness, real-world relevance, participatory learning, and pedagogical applicability. First, participants emphasized that the course made a substantial contribution to the development of critical thinking and questioning skills. They highlighted that gaining analytical tools increased their confidence as learners and future teachers. "It actually provides the students ways to be critical. So the student becomes more confident because they start questioning around them" (S2).

Closely related to this, the course content was considered essential for their educational, professional, and social lives. It was seen as highly relevant to real-world scenarios and raised awareness about the media. "We can use what we learned in this course throughout our lives, as media will always be important. I wish more people could reach this course" (I3). The course was effective in encouraging deep reflection, thanks to its thought-provoking and enlightening content. Candidate teachers emphasized that the course covered a wide range of topics, using real-life examples to make them more relatable. The delivery of the topics was interactive and enjoyable, highlighting the dynamic nature of the course and its teaching methods. The teacher candidates appreciated that the lecturers were knowledgeable and well-prepared to teach the course. The course followed a student-centered approach, with a good balance of student-teacher talk time throughout the term, which the teacher candidates found valuable, as exemplified with the statement by Interviewee 4: "It is valuable that we have been constantly assessed by the lecturer through question-answer sessions. Our opinions on the topics and the evaluation of the course are appreciated".

In addition, the course fostered an inclusive and participatory learning environment, which enabled candidates to engage with diverse perspectives and learn collaboratively. This dialogic atmosphere was seen as central to both cognitive and social learning outcomes. "Everyone in the class has different opinions, and thanks to that, I also learned from my friends. By discussion, I became aware of other people's ideas and appreciated them" (ST26).

Finally, the teacher candidates felt they were provided with practical strategies and materials that would be useful in their future teaching. The non-judgmental discussion climate was perceived as particularly empowering, encouraging active participation and self-expression. "The course was a genuinely nice change from other courses since everyone was willing to participate in judgment-free discussions. It was new for me to speak my opinion in a course without being afraid to say something wrong" (I6).

The course was offered as an elective in the 4th year of the ELT Department. However, the teacher candidates suggested that it should have been introduced in earlier years for two main reasons. First, they believed that if the course had been available in the 2nd or 3rd year, they would have gained more knowledge about the media throughout their university education. Second, the candidates were concerned that their focus on career development, such as preparing for exams or pursuing graduate studies, might prevent them from giving the course adequate attention.

A notable percentage of the participants, however, (35%) noted that the number of examples provided was limited and that a greater variety and quantity of examples should have been included. They suggested that this limitation might be due to time constraints, as the course had to cover a wide range of topics in a short amount of time each week. They also pointed out that although one of the course's key strengths was the freedom of speech in the classroom, they hesitated to express their opinions, citing fear of doing so for political reasons. They explained that certain discussions often became too political, which made them uncomfortable due to their backgrounds and upbringings.

4. Has the media literacy course affected the participants' ML levels?

The findings of the post-test are presented in Table 6.

Table 6. Descriptive Statistics of Post-Test

	N	Min	Max	Mean	SD
Total scale	39	3.64	4.98	4.50	.337
Access	39	2.91	5.00	4.56	.466
Analyze	39	3.80	5.00	4.51	.374
Evaluate	39	3.57	5.00	4.51	.401
Communicate	39	3.33	5.00	4.44	.414

Table 6 illustrates that participants had a high level of ML at the end of the term. Analysis shows that the participants had high levels of literacy in skills of access ($M=4.56$, $SD=.466$), analyze ($M=4.51$, $SD=.374$), evaluate ($M=4.51$, $SD=.401$), and communicate ($M=4.44$, $SD=.414$).

In order to see the difference between the participants' ML levels before and after the course, a paired samples t-test was conducted. Table 7 below presents the results.

Table 7. Paired Samples T-test Results of Pre-test and Post-test

	Paired Differences		t	df	Sig.(2-tailed)	d
	Mean	SD				
Pre-test						
Post-test	-.21	.560	-2.368	38	.023	0.39

The results in the Table 7 indicate that the ML level of teacher candidates after the course ($M=4.50$, $SD=.337$) was significantly higher than their ML level at the beginning of the term ($M=4.32$, $SD=.557$), $t(38) = -2.368$, $p < .05$). Cohen's d has been used to calculate the effect size for the difference between groups which results in a value of 0.39 indicating medium effect size. The finding suggests that the course has been effective in increasing the ML level of pre-service teachers of English.

Although the participants' ML levels were already relatively high at the beginning of the semester, the statistically significant increase observed in the post-test suggests that the course contributed to further development of their ML skills rather than merely maintaining existing competence.

The improvement across all sub-dimensions - access, analyze, evaluate, and communicate - indicates that the course supported both critical engagement with media content and broader media-related competencies.

Discussion, Conclusion & Suggestions

This study examined the impact of a semester-long ML course on pre-service English language teachers' ML development, expectations, and perceptions of course effectiveness. The findings indicate that structured, course-based ML instruction can significantly enhance teacher candidates' ML skills while supporting their critical engagement with media and pedagogical awareness. The results of this study present a statistically significant increase in ML levels among teacher candidates after the course instruction. Quantitative analysis indicated substantial improvements across all subskills: accessing, analyzing, evaluating, and communicating, with the "communicate" subscale scoring the lowest. This pattern is consistent with earlier findings by Erdem (2018) and suggests that while teacher candidates become more skilled at consuming and critically engaging with the media, their capacity to create and contribute to media discourse remains underdeveloped. This imbalance has meaningful implications for language teacher education, particularly considering the growing emphasis on multimodal communication and digital production in ELT classrooms (Kellner & Share, 2007; Yılmaz & Özkan, 2013). The relative underdevelopment in the "communicate" dimension echoes the concerns about the

“participatory gap” in digital education (Jenkins et al., 2009), wherein learners are competent consumers but hesitant producers of digital content. To overcome the participation gap, they advocate for a culturally responsive, skill-focused, and ethically grounded approach to media education, in which all learners move from being passive consumers to active, responsible producers of the media.

The current findings contribute to the growing body of research that supports ML course implementation in teacher education. Prior studies (Barut et al., 2016; Dolanbay, 2018; Karataş, 2017) have demonstrated that structured ML programs yield measurable improvements in participants’ ML skills. However, recent research in Turkey has largely relied on descriptive or correlational designs, offering limited insight into how ML competencies can be systematically developed through course-based interventions, particularly within language teacher education (Barut Tuğtekin, 2021; Çizmeci & Karabağ Köse, 2021). Moreover, while existing intervention studies contribute valuable insights, discipline-specific pedagogical grounding remains an area requiring further development (Dolanbay et al., 2021). Among these studies few have focused specifically on language teacher candidates, whose professional roles inherently involve guiding learners in navigating linguistic and cultural elements within media texts. This reinforces calls for systematically designed and evaluated ML curricula in teacher education, as emphasized in recent international reviews highlighting the importance of coherent curriculum design, implementation, and evaluation for sustainable ML integration (Rojas-Estrada et al., 2024). Therefore, this study extends the current literature by integrating ML education into a language teaching context, highlighting how future educators connect critical literacy with pedagogical practice. These findings are also supported by international research emphasizing the importance of structured and pedagogically grounded ML education in teacher preparation, particularly for addressing misinformation, fostering critical inquiry, and supporting democratic participation (Manfra & Holmes, 2020; Share & Mamikonyan, 2020; Trust et al., 2022).

The course was informed by ML frameworks with a critical perspective, drawing on key insights from CML scholarship that emphasize examining media in relation to power, ideology, and representation (Kellner & Share, 2007). By analyzing how language and multimodal elements construct meaning in media texts, teacher candidates engaged with the sociopolitical dimensions of discourse and developed a more critical pedagogical stance. Their growing awareness of manipulation, bias, and information disorder reflects the development of what Mihailidis (2018) terms “civic media literacy”, highlighting the role of ML education in preparing educators for democratic participation. Despite the overall success of the course, one notable limitation was its insufficient emphasis on media production. The communicate sub-scale had the lowest mean, reflecting the course’s primary focus on analysis over creation. As Barut et al. (2016) suggest, developing productive media skills is essential for empowering learners to participate fully in digital culture. In this context, teacher candidates are not merely passive recipients of media messages, but also potential facilitators of media-based learning environments. By engaging in media creation, they can gain firsthand experience with challenges of message design, audience awareness, and ethical communication, skills increasingly relevant in contemporary language teaching. Moreover, the feedback collected through course evaluations and interviews revealed that the course may have failed to acknowledge the importance of integrating hands-on media creation for skill development. While teacher candidates were able to engage with a variety of media texts critically, the absence of a creative component may have limited their ability to internalize and transfer their learning. To address the issue, digital storytelling, podcast creation, or participatory journalism as productive extensions in future implementations of the course can be included to facilitate students’ transition from critical consumers to critical creators.

The course also clarified participants' expectations regarding ML education. While most anticipated a focus on English-language news analysis, many expressed an evolving interest in broader media phenomena, including disinformation, language bias, and the cultural politics of representation. These various expectations indicate that participants were not only receptive to the course content but also responsive to its broader implications. Their desire to understand how English functions across various media platforms reveals a growing awareness of the intersection between language and ideology, a key principle of critical literacy (Janks, 2010).

Interestingly, teacher candidates reported a strong interest in learning how to identify and challenge information disorder in digital and social media contexts, which also emphasizes the importance of information literacy in teacher education (Frau-Meigs, 2019). In today's media-saturated world, educators must be prepared to guide students through complex information environments characterized by algorithmic bias, echo chambers, and deepfakes. According to Wardle and Derakhshan (2017), addressing information disorder requires a coordinated effort among all stakeholders—including national governments, media organizations, technology companies, educators, and civil society—to raise public awareness about its risks, promote critical information literacy, and empower individuals to access and evaluate reliable information. The inclusion of information disorder in this course responded directly to the needs of teacher candidates and appeared to be one of the most impactful aspects of the syllabus. This finding reflects broader international concerns regarding the challenges teachers face in addressing misinformation and navigating institutional, pedagogical, and sociopolitical constraints in ML instruction (McAnulty, 2020; Yeleussiz, 2024).

One of the most noticeable themes that emerged from teacher candidates' feedback was the importance of real-world applicability. The course's reliance on authentic media texts, such as news articles, advertisements, and social media posts, allowed teacher candidates to bridge theory and practice by engaging them in experiential learning activities. Participants analyzed real media texts using guiding questions derived from ML frameworks, compared how language used differently in different media platforms, and discussed the linguistic and ideological choices embedded in these texts. The value of discussing current events, analyzing real media messages, and connecting these to pedagogical interests was repeatedly emphasized during the course. These findings agree with the broader literature on experiential learning, which emphasizes the role of authentic tasks in fostering deep learning (İnan, 2010; Kolb, 1984).

Moreover, the interactive and student-centered nature of the course was frequently cited as a strength. Candidate teachers appreciated the use of class discussions, brainstorming activities, and collaborative tasks, which helped them engage with complex media issues in a supportive environment. These approaches are consistent with Freire's pedagogical ideals, which see learners as collaborators in the learning process rather than as passive recipients. This approach also helped mitigate the potential alienation that can arise when discussing sensitive political or social topics in the classroom.

Nevertheless, the course was not without its challenges. A small number of participants expressed discomfort when discussing political issues, suggesting the need for clearer guidelines on classroom discourse and a more deliberate approach to creating a safe space for diverse viewpoints. CML engages with controversial or sensitive issues. Therefore, teacher educators must be equipped to facilitate difficult conversations while maintaining an inclusive and respectful learning environment (Mihailidis & Thevenin, 2013).

Another limitation identified by participants was the insufficient diversity of media examples. Although the course incorporated various formats, such as videos, articles, and social media content, some candidates felt that the selection was too narrow in scope. In particular, they sought more exposure to visual media, such as television broadcasts and documentaries, as well as genre-specific content like satire, infographics, and memes. The feedback from the participants highlights the need to include a wider variety of media formats in future versions of the course, acknowledging the multi-modal character of current communication practices.

Many participants suggested that encountering ML concepts in their final year limited their ability to apply these insights across other coursework or field experiences. From a curricular perspective, this points to the importance of integrating ML education earlier in teacher training programs.

From a pedagogical perspective, the findings emphasize the importance of integrating ML into language teacher education. As media increasingly shape language, identity, and communication, future teachers must be prepared not only to analyze media critically but also to use media pedagogically. These competencies include designing media-informed lessons, facilitating critical discussions, and addressing issues such as misinformation, representation, and digital ethics. Such skills align with broader 21st-century educational priorities, including Global Citizenship Education and Education for Sustainable Development. Moreover, the results indicate that ML education contributes to the improvement of professional skills that extend beyond classroom instruction. Participants expressed greater confidence in critically assessing information, making thoughtful decisions, and participating in public discussions- essential skills not only for teachers but also for active and responsible citizenship. These findings reveal that ML empowers individuals to take part more thoughtfully and responsibly in democratic civic life.

The findings also suggest that ML education can influence how prospective language teachers understand and enact their professional identities. Rather than viewing themselves solely as conveyors of linguistic knowledge, participants began to see their potential as facilitators of critical inquiry, cultural awareness, and ethical communication. This improvement reflects a broader re-imagining of the teaching profession in the digital age, where reflective engagement, social responsibility, and pedagogical innovation are valued.

In conclusion, this study demonstrates the feasibility and value of implementing an ML course with a critical perspective within an English language teacher education program. Through a mixed-methods evaluation of candidates' ML development, course expectations, and feedback, the research provides evidence for the positive impact of ML instruction on future educators' critical thinking, professional identity, and pedagogical preparedness.

However, addressing the limitations and weaknesses of the course in future implementations through incorporating media production, diversifying media formats, and fostering voluntary and respectful discussions on controversial topics will maximize the course's effectiveness. Integrating ML education more broadly and systematically into language teacher training curricula has the potential to cultivate more reflective, informed, and socially conscious language educators prepared to navigate and shape the media landscapes of tomorrow.

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Appendices

Appendix 1 - Revised Syllabus (Post-Implementation Version)

Course Objectives: This course aims to provide students with a clear understanding of media and literacy concepts, equipping them with the skills to critically analyze media content and its societal effects. Students will explore the power of language in media, develop practical media literacy skills, and investigate the connection between media and language teaching. They will also learn to design effective lesson plans incorporating authentic media.

Learning Outcomes:

At the end of this course, students will be able to

- define key concepts related to media literacy and critical media literacy;
- access, analyze, evaluate, and communicate media messages using established media literacy frameworks;
- identify bias, stereotypes, and ideological positioning in media texts, including news, advertisements, films, and social media content;
- critically examine the role of language in shaping meaning and power relations in media discourse;
- distinguish between misinformation, disinformation, and manipulation in media environments;
- design media-based English language teaching activities suitable for learners' age, proficiency level, and educational context;
- adapt authentic media materials for use in diverse ELT classrooms;
- reflect on their own media practices as future teachers and responsible media users.

Weeks	Topic	Methods & Techniques	Materials
1	Introduction to Media Literacy • Overview of media literacy, • definitions, • core principles, • its significance in education	lecture discussion brainstorming, guided questioning (eliciting participants' prior experiences with media and collaboratively mapping initial understandings)	Lecture slides, introductory handouts
2	Critical Analysis of Media Messages • Tools and strategies for analyzing media, • types of information disorder	Workshop (guided small-group analysis of media texts using analytical frameworks) group discussion. Hands-on practice (classification of media examples based on types of information disorder)	Media clips, handouts.
3	Critical Analysis of Media Messages 2 • Analysis of media through five key questions	Workshop (structured analysis of media texts through the "five key questions" of media literacy) group discussion (reflecting on how meaning, purpose, and audience are constructed in media messages) Hands-on practice (independent and collaborative analysis of media clips using guiding questions)	Media clips, handouts.
4	Understanding Media Influence and Bias • Identifying bias and influence in media content	Group analysis (collaborative examination of news articles to identify bias, framing, and ideological positioning), guided discussion critical questioning	Articles, media analysis worksheets
5	Media Representation and Stereotypes • Representation of gender, race, culture, and other identities in media	Lecture, group discussion, case studies, film analysis (close analysis of selected media texts illustrating stereotypical portrayals), collaborative projects	Films, commercials, academic readings
6	The Analysis of Language in Media • How and why language is used in different media tools • critical discourse analysis	Discussion, lecture, Q&A session, group discussion, hands-on practice	Media analysis worksheets, commercials
7	Integrating Media Literacy in English Language Teaching • Strategies for incorporating media into language instruction	Interactive lecture, small group work (designing classroom activities using media as authentic language input), Collaborative planning	Sample lesson plans, teaching aids
8	Midterm Exam		
9	Designing Media-Based Instructional Materials • Practical session on creating media-based language teaching materials	Workshop (step-by-step creation of media-based language teaching materials) Peer review	Activity templates, peer review forms

10	Adapting Media for Different Learner Levels Adapting media content to various language proficiencies and different age groups	Discussion, practical exercise (adapting a single media text for multiple learner profiles)	Adapting guides, sample media
11	The Role of Social Media in Language Learning Exploring the potential benefits and challenges	Lecture, Discussion, Group debate, real-world examples (analysis of authentic social media content used for language learning)	Research articles, social media examples
12	The Role of Artificial Intelligence in Language Learning and Teaching - Understanding the applications, benefits - Ethical concerns of AI in language learning	Interactive demonstrations (hands-on exploration of AI-based language learning tools), discussions group projects case studies, practical AI tool usage ethical analysis (discussion of bias, authorship, and responsibility in AI-generated content)	Language-learning AI tools (e.g., ChatGPT, Grammarly, Babbel) research articles case studies
13	Media Projects in ELT Creating and presenting media projects	Group work (designing media-based instructional projects for ELT contexts), peer feedback, Cooperative learning peer assessment	Student-led project materials
14	Student Presentations and Peer Review Presenting final media projects and peer evaluation	Presentations (student-led presentation of media projects), feedback session	Student projects, feedback forms
15	Student Presentation and Peer Review 2 Course Review and Final Exam Preparation - Presenting final media projects and peer evaluation - Review of key concepts and preparation strategies for the final exam	Q&A interactive review Presentations, feedback session	Summary notes, and practice questions Student projects, feedback forms
16	Final Exam Week		
17			

Appendix 2 - Mid-term and End-of-the-term Evaluation Questions

Mid-term Evaluation

- Has the course met your expectations so far? Please explain.
- Looking back on the previous weeks, what do you think about the topics and contents we have covered?
- What is your opinion of the methods and techniques used during the course?
- What is your opinion of the selection of reading passages, videos, and other related materials?
- What is your opinion of the assessment techniques?
- In your opinion, to what extent and how this course might be beneficial when you interact with any type of media?

End-of-the-term Evaluation

1. Has the course met your expectations? Please explain.
2. Looking back on the previous weeks, what do you think about the topics and contents we have covered? Does the course need any modifications? What would you suggest?
3. What is your overall evaluation of
 - a. the methods and techniques used during the course?
 - b. the selection of reading passages, videos, and other related materials?
 - c. the assessment techniques?
4. In your opinion, to what extent and how this course might be beneficial when you interact with any type of media in your personal life?
5. Do you think you can use the information that you have learned in your future teaching career? Please explain.
6. What are the strengths and weaknesses of the course?

Appendix 3 - Semi-structured Interview Questions

1. What is your overall evaluation of the course? (Syllabus, topics, course hour)
2. What is your opinion of the methods and techniques? Do you have further suggestions?
3. What is your opinion of the materials? (Videos, reading materials, examples) Which materials would you like to see or skip during the course?
4. Do you want to add any topics to the syllabus or drop them? Why?
5. Do you benefit from this course while interacting with the media? (During and after the course)
6. Do you think that this course will be helpful in your teaching career? If yes, how? If no, why?
7. Can you list the strengths and weaknesses of the course?