● Emine Sur, Emre Ünal & Kamil İşeri
Konya / Niğde (Turkey)

Primary School Second Grade Teachers' and Students' Opinions on Media Literacy

Creencias sobre alfabetización mediática en profesores y estudiantes de Educación Primaria

ABSTRACT

In this study, interviews were conducted with teachers of media literacy to determine the needs of media literacy teaching in the classroom. As a result, we see that teachers need in-service training for classes in media literacy; the media literacy lesson is adequate in terms of content but inadequate as an activity. Students indicated significant changes in their perceptions of media after taking these lessons. A «Media Literacy Level Scale» and a «Media Literacy Attitude were applied to determine students' level and attitude. The information on students was obtained through the «Private Information Form». As a result, a positive, low-level and significant relationship was found between the students' attitude levels on media literacy lessons and their media literacy levels. The study's conclusion is that there is no significant difference between the media literacy classes taken by the primary school second grade students and their attitudes and levels on media literacy. Also, no significant difference was found between the educational levels of the parents of these second graders and their attitudes and levels on media literacy. However, there was a significant difference between the students' daily newspaper reading habits and the frequency of listening to the radio and their attitudes on media literacy classes and media literacy levels.

RESUMEN

El objetivo de este trabajo es definir la situación y necesidades actuales de alfabetización mediática en el aula, a través de una serie de entrevistas. Los resultados demuestran que los docentes necesitan formación en esta área, que la enseñanza en alfabetización mediática es adecuada en términos de contenido pero inadecuada como actividad. Los estudiantes muestran cambios significativos en sus propias percepciones sobre los medios tras recibir clases de alfabetización mediática. Para evaluar el nivel y la actitud de los estudiantes se aplicaron una escala de alfabetización mediática y una escala de actitud. La información se obtuvo a través de un formulario de información privado desarrollado por los investigadores. En las conclusiones se halló una relación significativa, positiva y de bajo nivel entre los grados de actitud hacia los contenidos de la alfabetización mediática. La principal conclusión obtenida es que no existe una diferencia significativa entre los estudiantes que asisten a clases de alfabetización mediática en segundo grado de educación primaria y sus actitudes en el aula y su nivel de alfabetización. Asimismo, tampoco se aprecia una diferencia significativa entre el nivel educativo de los padres y sus actitudes. Sin embargo, sí se aprecian diferencias notables cuando existe hábito de lectura diaria de la prensa y la radio.

◆ Emine Sur is a Teacher in Konya (Turkey) (emine.sur@hotmail.com).
◆ Dr. Emre Ünal is Assistant Professor in the Department of Elementary School Teaching of the Faculty of Education at Niğde University (Turkey) (dr.emreunal@gmail.com).
◆ Dr. Kamil İşeri is Associate Professor in the Department of Turkish Teaching of the Faculty of Education at Niğde University (Turkey) (kamiliseri@nigde.edu.tr).

1. Introduction

Media is a word of Latin origin and it originates from Medium, Mediae which means belonging to the public (Bülbül, 2000: 1). This author describes the media as the whole mass media that includes print media (newspapers, magazines), electronic media (radio, television, cinema and film) and planning of cinevision, multivision, hypermedia, Internet, computing, video, books, tele-photos, radio-photos, lifax, frequencies, telephone satellites, telex, fax and telecommunication, all of which enable communication through the written word, audio or video. Media is a wide area which covers all mass media. But according to Potter (2001), we live in two different worlds; one is the media world (the virtual world contains all mass media where we can access messages), the other is the real world (the world where we come together and communicate with our friends and the people around us and exchange ideas) (Kutoğlu, 2006: 62). The media that reach everyone (young and old people) to a greater or lesser extent not only inform but also entertain; they affect and sometimes change the individual's value judgments, attitudes and beliefs (Özad, 2006: 56). The media that seek out all people of all ages can easily influence the individual, who sometimes realizes that he is subjected to media influence and is consciously affected, but on other occasions he can be unaware. Samuelson (2003) declares that individuals mostly do not realize the effect mass media news, advertisements or messages have on the clothes they wear, their lifestyle or political opinions; furthermore, people feel happy when they act, talk or live just like those they see in the media (Karaman & Karataş, 2009: 800). Media not only influence the individual, they also influence society. Media as an effective force acting on society are considered to be part of the fourth estate after legislation, enforcement and pronouncement, and they can even affect the other three estates from time to time, not only in our country but also around the world (Şeylan, 2008: 9).

According to Potter (2001), media literacy has many definitions. It has different modes. It is relative and depends on the person. Audience-oriented, it changes according to the conscious and the known. Nobody is completely media literate. It is a complicated concept, not simple (Efe-Özad, 2006: 56). The most common definition of media literacy is defined as the capacity to access a variety of messages and gain the capacity to analyze, evaluate and communicate with them (Çöloğlu & Özalpman, 2009: 195). According to the definition from «The National Leadership Conference on Media Literacy», media literacy includes the ability to analyze, evaluate and respond to messages (RTÜK [Radio and Television Supreme Council], 2007). Media literacy requires the ability to access media messages, analyze and evaluate them. Media literacy is a skill of critically thinking that allows the user to interpret the information received through the channels of mass media and enables them to develop independent decisions about the content (Erdoğan, 2010: 50). Media literacy is the capacity to take independent decisions about media content and think critically.

According to Baran (2004), media literacy is the ability to take pleasure from media content through comprehension and appreciation of media literacy (Özonur-Çöloğlu & Özalpman, 2009). Media literacy is not only a means for understanding media content, it is also about feeling secure in an appreciation of the media. Today media literacy has the same meaning as in the ninth century (Apak, 2008: 13). In the study by Sonia Livingstone and Maria Bovill, «Young People, New Media» (1999), they define media literacy as the ability to appraise critically, gaining relative values from information of different sources, and the capacity to understand the structure, form, power and limitations of screen-based content (Thoman & Jolls, 2005: 9; Apak, 2008: 13). Media literacy requires a critical point of view regarding media tools; it particularly requires the ability to comprehend tools such as TV and Internet. Media literacy can be defined as a term describing a person who deserves the title of media master as a result of an educational process which requires educational organization, background knowledge and capacity to detect and differentiate media messages (reconstructed) and make comments about them (Taşkıran, 2007: 7).

Media literacy requires the skill to realize that the messages taken from media are reconstructed in the media. An individual needs a different skill, background knowledge and educational organization in order to be media competent. In order to be media literate, we should be in touch with media. The individual who is in touch with media can begin to access information about mass media. Then, he acquires a critical understanding of the mass media. Media literacy (media competency) means acquiring capabilities to undertake appropriate actions in the world formed by media (Alver, 2011: 11). Media literacy is a framework that summarizes life and it is a potential skill that requires continuous updating year-on-year, and which changes the quality of life completely (Sadriu, 2009: 54). Media literacy gives information to the individuals about media

tools and improves the quality of their lives.

2. Method

This research presents the views of teachers and students on a media literacy class for second grade primary school pupils. What is the extent of the relationship between the attitudes on media literacy of second grade primary school students who have received media literacy education and their media literacy levels?

Are their attitudes on media literacy and their media literacy levels different according to their

1) class year?

2) father's educational levels?

3) mother's educational levels?

4) the hours they spend watching TV per day?

5) their habit of reading daily newspapers?

6) the frequency they listen to radio?

7) What are the opinions of the media literacy teachers in the second grade of primary school regarding media literacy?

This study is configured with a mixed methodology including a survey as part of the quantitative measurement process, and interviews as part of the qualitative measurement process.

2.1. The working group

This research working group includes the students who take the media literacy lessons as optional subjects and the teachers who give those classes in the primary schools of Konya-Ereğli.

According to table 1, the working group consisted of 246 students from sixth grade, 72 students from seventh grade and127 students from eighth grade.

The interviews were carried out with four teachers, two men and two women. The statutory tenure of teacher T1 is 12 years, of teacher T2 18 years, teacher T3 7 years and teacher S1 10 years. Three teachers graduated as Teachers of Turkish and one in Social Sciences.

The interviews were conducted between 01/05/2012 – 16/05/2012. The longest interview was 35 minutes, with T1, and the shor-

Table 2: Information about the teachers who entered the working group				
Teacher Code	Gender	Age	Faculty Graduation	Statutory Tenure
T1	Female	34	Turkish Teacher	12
T2	Male	56	Faculty of Education/Turkish Teacher	18
T3	Female	29	Turkish Teacher	7
S1	Male	32	Social Sciences Teacher	10

test was 20 minutes, with S1. The teachers had had no in-service education on media literacy lesson.

2.2. Data collection tools

This study used a «Teacher Interview Form», an «Attitudes Scale on Media Literacy» and a «Media

Tabla 3: Entrevistas con docentes			
Código docente	Fecha entrevista	Lugar de la entrevista	Duración de la entrevista
T1	01/05/2012	Biblioteca	35 minutos
T2	03/05/2012	Biblioteca	30 minutos
T3	14/05/2012	Biblioteca	25 minutos
S1	16/05/2012	Despacho profesor	20 minutos

Literacy Level Assessment Scale» as research tools. During the interview with teachers, the interviewer posed the questions in the same order and phrased them in same way, and tried to minimize his impact and subjective judgments. The interviews were recorded with the permission of the interviewees. All participants were given a code number in order to analyze the data obtained from the interview. Turkish Teachers were coded as T1, T2 and T3 while the Social Sciences Teacher was coded as S1.

The scale applied to the students consists of three parts. In the first, there are 8 questions under the heading «Private Information Form», which aim to determine how many hours a day the students spend watching TV and the educational level of their parents.

In the second part, there is a 31-item scale named «Attitudes Scale on Media Literacy» that aims to determine the students' attitudes towards media literacy (Elma & al., 2009a).

The «Media Literacy Attitude Scale» is a 4-factor scale that measures the alpha internal consistency coefficient and item-total correlations as a reliability symbol for each sub-factor; the articles of the scale are seen to be distinguishing. A five-point Likert rating scale was used to determine the students' ideas. The scale consists of these choices: (5) I completely agree, (4) I agree, (3) I have no idea, (2) I disagree, (1) I strongly disagree.

In the third part, there is a «Media Literacy Level Assessment Scale» prepared by Karaman & Karataş

Table 1: Distribution of students who entered the working group by class		
Class	Nº	%
Sixth Grade	246	55.1
Seventh Grade	72	16.2
Eighth Grade	127	28.5
Total	445	100

(2009), whose purpose is to determine teacher media literacy levels. Some articles are adapted in accordance with the elementary school students' levels of understanding.

The data collection tool consists of three parts to determine the students' socio-demographic characteristics, the relationship between the students and mass media, and the students' media literacy levels. The questions are rated as five-point Likert including 1= Never, 2=Rarely, 3=Sometimes, 4=Mostly, and 5= Always. The articles on the scale are classified as three factors; «having true knowledge», «ability to analyze and form a reaction» and «ability to hear/see the implicit messages».

2.2.1. Structural validity and reliability of the media literacy level assessment scale

It was decided to make a factor analysis of the study in order to determine the validity of the scale. First, KMO and Barlett tests were done in order to test whether the scale was appropriate for the analysis. In this context, the KMO test score should be .50 or higher, and the Barlett globalization test should be statistically significant (Jeong, 2004: 70). As a result of this study, the KMO test score was 93 and the Barlett globalization test (P<0.01) result was significant. In the exploratory factor analysis, the limit value is taken as .45 for the factor loading, and the varimax rotation technique, as one of the vertical techniques, was used to find items with a high correlation and to facilitate determinations on the factors. Two factors were obtained as a result of the exploratory factor analysis on the Media Literacy Level Assessment Scale. The first factor reached 28.45% and the second factor 27.97% of the total variance of the scale. The total size of the scale was 56.42%. For Büyüköztürk (2002: 119), ıt is sufficient for the rate variances to be explained if the scale has one factor that is 30% or higher. The data obtained from the factor analysis emphasize that the validity of the scale is high level.

The Media Literacy Level Assessment Scale initially included 16 articles, but then it was decided to discard those substances (5, 16) which did not figure in any article or which had a load value under .45, thus reducing the scale to 14 articles. Büyüköztürk (2002: 119) indicates that if the factor co-variance of the substances is close to 1 or higher than .66 then it is a good solution, but, in practice it is generally difficult to accept. After factor rotation, the first factor is seen to include 7 substances (8, 10, 11, 12, 13, 14, 15), as does the second (1, 2, 3, 4, 6, 7, 9).

Cronbach's alpha reliability coefficient was performed to determine the reliability of the scale. According to the statistics, Cronbach's alpha value was.93, and the values related to the scale's first and second factors were .87 and .90 respectively.

2.2.2. Structural validity and reliability of the attitude scale on media literacy

It was decided to make a factor analysis to determine the validity of this scale. First, KMO and Barlett tests were run to find out whether the scale was appropriate for the analysis. In this context, the KMO test result should be .50 or higher, and the Barlett globalization test score should be statistically significant (Jeong, 2004: 70). In this study, the KMO test result was 88 and the Barlett globalization test (P<0.01) result was significant. In the exploratory factor analysis, the limit value was taken as .45 for the factor loading, and the varimax rotation technique, as one of the vertical techniques was used to find items with a high correlation and to make determinations on the factors.

Four factors were obtained as a result of the exploratory factor analysis on the Media Literacy Level Assessment Scale. These factors amounted to 22.59%, 9.13%, 8.54% and 8.46% of the total variance of the scale, respectively. The total scale size was 48.72%. The data obtained from the factor analysis emphasize that validity of the scale is high level.

The Media Literacy Level Assessment Scale initially included 31 articles. However, after discarding those substances with a load value under .45 (6, 11, 12, 13, 25, 28), there remained 25 articles. Büyüköztürk (2002: 119) indicates that if the factor covariance of the substances is close to 1 or higher than .66 it is a good solution, but, in practice it is generally difficult to accept. After factor rotation, four factors were observed to include 13 (14,15,16, 17,18,19, 20, 24, 26, 27, 29, 30, 31), 4 (7,8,9,10); 5 (1, 2, 3, 4, 5) and 3 articles (21, 22, 23), respectively.

Cronbach's alpha reliability coefficient was performed to determine the reliability of the scale. According to the statistics, Cronbach's alpha value was .88 and the values for the scale's factors were .89, .73, .63, and .70, respectively.

2.3. Data resolution and analysis

Before resolution of the data, the surveys were given a sequence number. We used 445 scales for the evaluations. In conclusion, the points on the attitude scale on media literacy are: 5) I completely agree, 4) I agree, 3) I have no idea, 2) I disagree, 1) I strongly disagree. The media literacy level assessment scale is determined as: 1=Never, 2=Rarely, 3=Sometimes, 4=Mostly, 5=Always.

Table 4: The correlation table shows the relationship between the attitude on media literacy classes and media literacy levels

	Attitude	Level
r	1	.195(**)
p		.000
n	445	445

3. Results and comments

The correlation table related to the question «What is the level of the relationship between the attitudes towards media education of students who have received media literacy education in the second grade of primary school and their media literacy levels?» is shown in table 4.

When we analyze table 4, we see a positive, low-level and significant relationship between the attitudes of primary school second graders towards media literacy and media literacy levels ($r = .195$, $p < 0.05$). This result could mean that the greater the change in the attitude level towards media literacy classes of primary school second grade students, the more the media literacy levels can fluctuate.

As the perception styles and levels of being influenced by the media literacy classes among primary school second grade students change, so their attitudes towards this lesson modify. The levels of media literacy of students with positive attitudes towards this lesson also increase.

1) Results of the first sub-problem. The results related to the problem expressed in the question «Are primary school second grade students' attitudes on media literacy and their media literacy levels different according to their classes?» are presented in table 5.

As we see in table 5, the one-way variance analysis shows that there is no significant difference related to media literacy lessons ($F_{(3-441)} = 2.555$, $p > 0.05$) and media literacy levels $F_{(3-441)} = .979$, $p > 0.05$)

between the classes taken by primary school second grade students and attitudes. Yeşil & Korkmaz (2008: 68), who are student teachers, determined that there is a significant difference according to class grade between TV addiction and literacy levels. That is, the TV literacy levels of the students who are in 4th grade are higher than those of students in 1st grade.

2) The results of the second sub-problem. The results related to the problem raised in the question «Are primary school second grade students' attitudes on media literacy and their media literacy levels different according to their fathers' educational level are shown in table 6.

As observed in table 6, the result of the one-way variance analysis shows there is no significant difference related to media literacy lessons ($F_{(4-440)} = .342$, $p > 0.05$) and media literacy levels ($F_{(4-440)} = .802$, $p > 0.05$) between the educational level of the fathers of primary school second grade students and attitudes.

Table 6: One-way ANOVA table shows the Primary School Second Grade Students' Attitude Level on Media Literacy and Media Literacy Levels according to the fathers' educational level

Scale		Sum of Squares	Sd	Average of Squares	F	p
Attitude	Between Groups	.624	4	.156	.342	.849
	In group	200.615	440	.456		
	Total	201.239	444			
Level	Between Groups	3.722	4	.930	.802	.524
	In Group	510.532	440	1.160		
	Total	514.253	444			

In literature, we have not found a study which shows the relationship between attitude levels on the media literacy of the primary school second grade students who take media literacy classes and their fathers' level of education.

3) The results of the third sub-problem. The results related to problem posed in the question «Are primary school second grade students' attitudes on media literacy and their media literacy levels different according to their mothers' educational level are shown in table 7.

As seen in table 7, the result of the one-way variance analysis is that there is no significant difference related to media literacy lessons ($F_{(5-439)} = .807$, $p > 0.05$) and media literacy levels ($F_{(5-439)} =$

Table 5: One-way ANOVA table shows the Primary School Second Grade Students' Attitude Towards Media Literacy and Media Literacy Levels, according to the classes they taken

Scale		The sum of squares	Sd	Average of squares	F	p
Attitude	Between Groups	3.439	3	1.146	2.555	.055
	In Group	197.801	441	.449		
	Total	201.239	444			
Level	Between Groups	3.403	3	1.134	.979	.402
	In Group	510.850	441	1.158		
	Total	514.253	444			

Table 7: One-way ANOVA table shows the Primary School Second Grade Students' Attitude Level on Media Literacy and Media Literacy Levels according to the mothers' educational level						
Scale		Sum of Squares	Sd	Average of Squares	F	p
Attitude	Between Groups	1.834	5	.367	.807	.545
	In Group	199.405	439	.454		
	Total	201.239	444			
Level	Between Groups	5.050	5	1.010	.871	.501
	In Group	509.204	439	1.160		
	Total	514.253	444			

.870, p>0.05) between the educational level of the mothers of primary school second grade students and attitudes. In literature, we have found no study which shows the relationship between the attitude levels on media literacy of the primary school second grade students who take media literacy lessons and their mothers' educational level.

4) The results of the fourth sub-problem. The results related to the problem in the question «Are primary school second grade students' attitudes on media literacy and their media literacy levels different according to the hours they spend watching TV per day?» are in table 8:ol Second Grade Students' Attitude Level on Media Literacy and Media Literacy Levels according to how many hours they spend in front of the TV.

As observed in table 8, the result of the one-way variance analysis is that there is no a significant difference related to media literacy lessons (F(5-439)=1.030, p>0.05) and media literacy levels (F(5-439)=.860, p>0.05) between the number of hours the primary school second grade students spend watching TV per day and attitudes. In literature, we have found no study which shows the relationship between the attitude levels on media literacy of the primary school second grade students who take media literacy lessons and the amount of spent time in front of TV.

5) The results of the fifth sub-problem. The results related to the problem in the question «Are pri-

mary school second grade students' attitudes on media literacy and their media literacy levels different according to their habit of reading daily newspapers?» are shown in table 9.

As seen in table 9, the independent test reveals that there is a significant difference related to media literacy lessons (t(441)=3.582, p<0.05) and media literacy levels (t(441)=2.482, p<0.05) between the primary school second grade students' reading of daily newspapers and attitude. When we look for a reference for this difference, we see the balance is in favor of those who read daily newspapers.

Karaman & Karataş (2009) researched student teachers' media literacy levels regarding reading daily newspapers. According to their research, there is a significant difference between those who read newspapers on a daily basis and those who do not. In addition, the media literacy levels of these readers of daily newspaper are higher. Şahin & Tüzel (2011) made a study to determine to what extent student teachers believe the media reflect what is happening in the real world. They concluded that it is understood that those student teachers who consider TV, radio and the Internet to be the most reliable media tool have more positive views about the issue of the media reflecting the real world than those who consider books and newspapers to be the most reliable media tool. Santibáñez (2010); Ponte & Aroldi (2009) made an important study on this subject. In a study by Yazgan & Kıncal (2009: 509), they determined that college students who read more newspapers than their peers have greater skills in critical media literacy (Şahin & Tüzel, 2011:135). The results of similar studies support the result of this research.

6) The results of the sixth sub-problem. The results related to problem expressed in the question «Are primary school second grade students' attitudes on media literacy and their media literacy levels different according to how often they lis-

Table 8: One-way ANOVA table shows the Primary School Second Grade Students' Attitude Level on Media Literacy and Media Literacy Levels according to how many hours they spend in front of the TV per day						
Scale		Sum of Squares	Sd	Averages of Squares	F	p
Attitude	Between Groups	2.333	5	.467	1.030	.399
	In Group	198.906	439	.453		
	Total	201.239	444			
Level	Between Groups	4.989	5	.998	.860	.508
	In Group	509.264	439	1.160		
	Total	514.253	444			

Table 9: Independent Test showing the Primary School Second Grade Students' Attitude Level on Media Literacy and Media Literacy Levels based on reading daily newspapers?						
Scale	Reading Newspaper	n	$\bar{x}$	S	t	P
Attitude	Yes	215	3.55	.65	3.582	.000
	No	228	3.33	.68		
Level	Yes	215	3.58	1.07	2.482	.013
	No	228	3.33	1.07		

ten to the radio?» are presented in table 10.

As seen in table 10, the result of the one-way variance analysis shows that there is no significant difference related to media literacy lessons (F(3-4441)= 4.508, p<0.05) and media literacy levels (F(3-441)= 3.868, p<0.05). between how often primary school second grade students listen to the radio and attitudes.

According to the results of the Scheffe Test made to determine the differential reference point in the primary school second grade students' attitudes on media literacy between those who listen to or do not listen to the radio, we can see that there is a difference in favor of those who listen to radio a few hours a day. The test shows that in the primary school second grade students' media literacy levels, there is a difference in favor of those who listen to the radio once a week and those who do not. In the literature review, we found no result that was as directly proportional or inversely proportional as this result.

4. Conclusions and recommendations
4.1. Conclusions

When we examine the relationship between the primary school second grade students' attitude level on media literacy classes and media literacy levels, we find a positive, low-level and significant relationship. This situation shows that the more the attitude level on media literacy lessons of primary school second grade students increases, the greater the fluctuation in media literacy levels. It is well-understood that there is no significant difference between primary school second grade students' classes where they are taught media literacy and attitudes towards the media literacy lesson and media literacy levels. It is seen that there is no significant difference between

the educational level of the fathers of primary school second grade students and the attitudes related to media literacy classes and media literacy levels. It is also seen that there is no significant difference between the educational level of the mothers of primary school second grade students and the attitudes related to media literacy lessons and media literacy levels.

There is also no significant difference between the number of hours the primary school second grade students spend in front of the TV and attitudes related to media literacy lessons and media literacy levels. We also observe that there is no significant difference between the primary school second grade students' consumption of newspapers on a daily basis and attitudes related to media literacy lessons and media literacy levels. There is also no significant difference between how often primary school second grade students listen to the radio and the attitudes related to media literacy classes and media literacy levels. Finally it is understood that there is a significant difference in favor of those who listen to the radio once a week and those who do not. The conclusions from the interviews with teachers about media literacy are that teachers do not have enough information about the media literacy education program or they give media literacy courses using a system that is virtually one of rote learning.

Teachers think that media literacy lessons are adequate in terms of content but the activities are inadequate. They also indicate that they use the «Teacher's Handbook for Media Literacy Lesson» and they mainly use the discussion method during the lesson. As a result of interview we can see that teachers have some difficulties with these lessons because they did not have in-service training on how to give media literacy classes. Teachers think that this lesson has a positive effect on the students' perspective on media. On the other hand, teachers indicate that there is positive progress in students' attitudes after taking this lesson.

Table 10: One-way ANOVA table shows the Primary School Second Grade Students' Attitude Level on Media Literacy and Media Literacy Levels according to the frequency with which they listen to the radio?						
Scale		Sum of Squares	sd	Average of Squares	F	P
Attitude	Between Groups	5.987	3	1.996	4.508	.004
	In Group	195.252	441	.443		
	Total	201.239	444			
Level	Between Groups	13.185	3	4.395	3.868	.009
	In Group	501.068	441	1.136		
	Total	514.253	444			

The teachers agree that a media literacy lesson can be effective. They state that, after taking this lesson, there is a progress especially in the perception of TV, for example, which they watch in accordance with their age and level. The teachers think that media literacy classes are related to their own departments, so Turkish teachers think this lesson is associated to the teaching of Turkish and the Social Sciences teacher thinks this lesson is associated with Social Sciences. Teachers also think that they should receive training in this area before they give courses; media education should be given to student teachers at university and conferences should be organized on this issue; working in the various media organs at the universities can also be useful for students. The evaluation of the interviews with the teachers show us that they are not trained sufficiently in the constructivist teaching method. The teachers think that there should be more mass media in the context of the media literacy lesson.

4.2. Recommendations

The more students' attitude levels on media literacy increase, so their media literacy levels rise as well. Students develop their attitude as they perceive the media literacy lesson, and he/she is affected by that lesson. A media literacy education program should be developed considering this situation and the activities that can catch the attention of children and which would be appropriate for them. Thus, the lesson will have reached its objective and the media literacy level will have increased. Because there is no difference between the children's classrooms (where they are educated) and their attitudes to the media literacy class and their media literacy levels, whenever we want, this lesson can be given to the primary school second grade students (6th, 7th and 8th grades), students who read daily newspapers which affect their media literacy levels and attitudes in a positive way. For this reason, students should be directed to use the newspapers in the media literacy lesson. Students' listening to the radio affects their media literacy levels and attitudes in a positive way. For this reason, students should also use the radio in the media literacy lesson. The teachers should take in-service training on how to plan a media literacy lesson. In that way, the lack of knowledge would be overcome about media literacy lesson planning and this lesson's educational program. In addition, media literacy lessons should be given to student teachers at universities. Media literacy lessons are given at different schools and by different subject teachers. The necessary measures should be taken for this confusion to be removed.

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