



2025, 1(1), pp. 60-71  
Contemporary English Language Studies  
ISSN: 3062-2220

## Research Article

# An Investigation of Preservice English Teachers' Media Literacy Levels

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Submission: 03/01/2025

Acceptance: 19/01/2025

**Abstract:** In today's world, it is very common for people to come across fake news and propaganda on social media. People need to be educated to induce this type of content and information. Such education can only be possible through teachers in schools. Therefore, teachers need to have appropriate skills to guide their students on how to observe, read and critically appraise the media contents. In this sense, this study aimed to investigate the media literacy levels of preservice English teachers owing to their current level of media literacy and find ways of improving them. The participants of the study were 103 preservice English teachers who were studying at a public university. A media literacy scale, which evaluated the participants' media literacy skills in terms of knowledge, the ability to analyze and react, and the ability to judge, was used to collect data. The results revealed that the participants had a high degree of media literacy. Additionally, the male participants consistently outperformed their female counterparts, specifically regarding the dimensions of knowledge and ability to judge. Moreover, the results showed that preservice teachers' preferences regarding social media platforms were an important factor in defining their media literacy levels because Twitter users displayed higher media literacy skills across all dimensions. Nevertheless, TikTok users showed lower scores regarding the dimensions of knowledge and the ability to analyze and react. Finally, there were not any differences in the participants' media literacy levels in terms of age, academic grade, or device preference for social media access. Overall, the results implied that the preservice teachers possessed a high level of media literacy. Still, there was still room for improvement. Therefore, it was suggested that some initiatives, such as media literacy courses and activities promoting critical analysis of media, be included in the training programs to enhance their competencies.

**Keywords:** Media literacy, preservice English teachers, social media, age, gender.

## 1. Introduction

In today's world, using social media correctly is crucial to staying informed and updated about current issues and important events. It is also essential to use social media carefully to avoid its negative effects. In this sense, all individuals are required to possess sufficient media literacy skills to make use of social media platforms and benefit from them appropriately. Social media has increasingly occupied a significant portion of our daily lives, which has drawn us into a virtual world. Therefore, media literacy has become essential skill to possess if we want to use social media in an effective and safe way. Today, individuals mostly rely on mobile phones and computers to learn about significant news and keep in touch with their friends, families, and colleagues. As a result, their communication needs often lead them to using various online media platforms. These platforms are known as social media and have become essential tools for sharing information, exchanging ideas, and fostering relationships in an increasingly interconnected society.

We can trace the emergence of the term social media back to Tokyo in 1994, when it was first used to refer to online communication platforms (Aichner et al., 2021). Since then, the number of social media users around the world has increased every year. Particularly over the past decades, social media usage has expanded significantly. Research indicates that approximately 65% of people around the world actively use social media, representing 95% of all internet users (Perrin, 2015). Widespread access to social media, as well as the easy-to-manipulate nature of the content, makes social media platforms both useful and dangerous. These platforms can be valuable tools for professional connection, networking, and marketing one's skills, in addition to being an effective reference for communication (Rao & Kalyani, 2021). Social media platforms are valuable resources for information but can also be filled with incorrect information and propaganda. The impact of social media largely depends on how individuals choose to engage with these platforms. Therefore, it is crucial to be aware of hidden and misleading content on social media.

The increasing integration of digital technology into our everyday lives has resulted in the permanent presence of social media in our daily routines. We should be aware that the constant use of these platforms has transformed the way we communicate, share experiences, and engage with the world around us. Moreover, this intimate connectedness of social media and a person's daily life creates a new sense of self, a new way of thought, and perception (Ascott, 2003). While it expands human horizons in many ways, individuals may face many challenges if this connectedness is not addressed appropriately. These challenges may leave individuals with feelings of distress, depression, hostility, hopelessness, and disillusionment (Çubukçu, 2021). Therefore, media literacy is a crucial skill to adopt in today's world since it requires people to decode, analyze, evaluate, and produce communication in a variety of forms (Welsh & Wright, 2010).

Social media is one of the main means of communication in today's world, making effective communication skills essential. Teachers are in a unique position to foster these communication and media literacy skills. Language teachers, in particular, have many opportunities to promote learners' associated skills because they can make use of many materials and various content. Moreover, language teachers can utilize materials related to social media usage. Coupled with the prevalence of English on such platforms and its position as a global mediation medium, the role of English teachers becomes more critical. The same also applies just as much to preservice English teachers, who will one day be teaching future generations, and thus raises the question of how well the future teachers are prepared to impart media literacy skills to their students. In this respect, it seems critical to conduct more research on media literacy with preservice English teachers.

Teachers play a significant role in improving their students' media literacy skills to make them critical media users (McNelly & Harvey, 2021). However, teachers must possess sufficient skills to integrate media literacy into their practice. Therefore, it is essential to understand preservice teachers' media literacy skills and take necessary actions to properly equip them with these skills during their teacher training programs. Moreover, the training of teachers, beginning with preservice education, is crucial for successfully incorporating media literacy education into classroom practices (Botturi,

2019). Nevertheless, it is argued that teachers are not provided with sufficient training on the new skills needed in the 21st century (Ribble, 2012). In this sense, teacher training programs should evaluate the needs of the current era and offer modern education to equip teachers with the necessary skills needed in today's world.

Research on media literacy has shown varying results. Erdem and Erişti (2018) found that participants lacked important media literacy skills, such as being able to access, analyze, evaluate, and communicate media content, and they provided in-depth explanations of these shortcomings. In a similar study, Semerci and Semerci (2017) found that students had some level of media literacy, but there was still room for improvement. Tatar (2016) suggested that preservice English teachers in higher grades had stronger media literacy, likely because their English courses included media-related content. On the other hand, İnan (2010) found that while preservice teachers showed a moderate level of media literacy, they were not always aware of how they reacted to media messages, highlighting the need for more education in this area. Alınca (2019) also observed that participants' media literacy was at a moderate level, but they often struggled to fully understand the messages in the media. Finally, Aksoy (2021) concluded that although students demonstrated strong media literacy overall, their ability to critically analyze media messages was weaker.

Additional studies are required on the media literacy levels of preservice teachers because the importance of media literacy is increasing in our daily lives, and the role of teachers in promoting students' media awareness has become more evident. In this respect, understanding preservice teachers' level of media literacy is critical. If we can have sufficient insights into preservice teachers' media literacy levels, it can be possible to take necessary actions and precautions to equip teachers with this skill so that they can teach it. Moreover, media literacy is considered critical for a healthy language teaching and learning environment (Yüzgeç, 2020). In this respect, this study bears importance in that it aims to explore preservice English teachers' media literacy levels across different variables. The study can contribute to the existing literature by showing the preservice teachers' current levels of media literacy and potential ways to improve their skills to incorporate media literacy into their practice. To fulfil this aim, the following research questions were formed:

1. What are preservice English teachers' current levels of media literacy?
2. Is there a significant difference in preservice teachers' media literacy levels regarding gender?
3. Is there a significant difference in preservice teachers' media literacy levels regarding grades?
4. Is there a significant difference in preservice teachers' media literacy levels regarding age?
5. Is there a significant difference in preservice teachers' media literacy regarding the social media platform they use?
6. Is there a significant difference in preservice teachers' media literacy levels regarding devices they use to connect to social media platforms?

## 2. Method

### 2.1. Participants

In the research, 103 preservice English teachers from a public university acted as participants. In the department, there were approximately 400 preservice English teachers in total. A class of students from each grade was chosen to participate in the study. Thus, a stratified sampling technique was utilized to determine the sample of the study (Nguyen et al., 2021). Table 1 below shows the participants' characteristics regarding their gender, age, and grade. A high number of the participants were female (N=66, 64.1%), while the male participants constituted the minority (N=37, 35.9%). In terms of the age distribution, the largest group was 19-year-old students (N= 38), who accounted for 36.9% of the total participants. This was followed by the 20-year-old participants (N=28), who accounted for 27.2%. The number of 21- and 22-year-olds was the same (N=16), which constitutes

15.5% of the total participants in each age group. The least represented group was 23-year-old students, comprising only 4.9% with five individuals.

**Table 1**

Demographics of the Participants

Characteristic	N	Frequency	Percent
Gender	Female	66	64.1
	Male	37	35.9
Age	19	38	36.9
	20	28	27.2
	21	16	15.5
	22	16	15.5
	23	5	4.9
Grade	First	24	23.3
	Second	31	30.1
	Third	25	24.3
	Fourth	23	22.3

## 2.2. Instrumentation

In the study, the media literacy level among the preservice English teachers was assessed using the Media Literacy Level Determination Scale (MLLDS), developed by Karataş (2008). MLLDS was selected because it fits the purpose of the study, which is to explore the preservice teachers' media literacy across different variables. The scale consists of 17 individual items, which formed three dimensions: the level of knowledge (7 items), the ability to analyze and react (7 items), and the ability to judge (3 items). The reliability analysis of the scale was also found to be .698. The literature suggests that values between .70 and .95 are acceptable in social science (Nunally & Bernstein, 1994; Tavakol & Dennick, 2011). In this respect, the reliability analysis of this study can be seen as acceptable, although the value (.698) was on the lower end of the spectrum.

## 2.3. Procedure

The data for the study was collected in December 2024. The questionnaire forms were delivered to the participants after obtaining the necessary permissions from the ethical board and the administrative unit. The voluntary participants were asked to complete the questionnaire. The aim and scope of the research were explained before distribution, and it was assured that the participants' responses would be kept confidential. Moreover, it was explained that the participants could withdraw from the study at any time without any penalties. The data collection process was completed after the participants responded to the questionnaire items.

## 2.4. Analysis

The data was analyzed through the Statistical Package for the Social Sciences (SPSS) 25. program. Firstly, the participants' demographics were obtained through descriptive analysis. Later, independent sample t-tests were used to determine the differences among the preservice teachers' media literacy levels regarding gender, social media application, and device variables. In this respect, analyses regarding the use of Instagram, Facebook, YouTube, LinkedIn, and Snapchat were not administered since the number difference between those who used it and those who did not was very large (see Table 2). Lastly, analysis of variance (ANOVA) tests were employed to determine if the level of media literacy among the participants differed in terms of age and grade.

### 3. Results

#### 3.1. Participants' Social Media Preferences

Table 2 below demonstrates the social media preferences of the preservice teachers. According to the table, Instagram appears as the main platform used by the participants, with a percentage of 91.3. Moreover, YouTube (92.2%) and TikTok (56.3%) are also frequently used applications among the participants. Facebook was also used by many participants, with a percentage of 49.5. In contrast, the preservice teachers did not prefer platforms like Snapchat (28.2%) and LinkedIn (17.5%).

**Table 2**

Descriptive Statistics Regarding the Participants' Use of Social Media

		Frequency	Percent
Facebook	User	9	8.7
	Nonuser	94	91.3
Instagram	User	94	91.3
	Nonuser	9	8.7
Twitter (X)	User	51	49.5
	Nonuser	52	50.5
YouTube	User	95	92.2
	Nonuser	8	7.8
LinkedIn	User	18	17.5
	Nonuser	85	82.5
TikTok	User	58	56.3
	Nonuser	45	43.7
Snapchat	User	29	28.2
	Nonuser	74	71.8

p < .05

#### 3.2. Participants' Media Literacy Levels

The Table 3 below shows the preservice teachers' average mean scores regarding each dimension. According to the findings, the preservice teachers had a high media literacy level (X=3.94). To be more specific, the participants had the highest score in the dimension of knowledge, with an average of 4.28. Moreover, they had a relatively high average score in the dimension of the ability to judge (X=3.85). Finally, regarding the dimension of the ability to analyze and react, the participants' average score was also acceptable (X=3.85).

**Table 3**

The Participants' average scores in terms of each dimension

Dimension	X	SD
Media literacy level determination scale	3.94	.55
The level of knowledge	4.28	.79
The ability to analyze and react	3.53	.59
The ability to judge	3.85	.72

p < .05

#### 3.3. Participants' Media Literacy Differences Regarding Gender

Table 4 below illustrates the independent sample t-test results in terms of gender. In this respect, the results showed that a significant difference (p=.00) was found between the preservice teachers' media literacy levels in terms of gender regarding MLLDS. This difference was found to be in favor of male participants (X=70.89 for males, 64.81 for females). Similarly, when the dimensions

of the scale were considered, there also seemed to be significant differences. Regarding the level of knowledge, male participants ( $X= 32.37$ ) significantly ( $p=.00$ ) outperformed their counterparts ( $X=28.66$ ). As for the ability to judge, male participants' scores ( $X=12.37$ ) were significantly ( $p=.00$ ) higher than female participants' scores ( $X=11.12$ ). In contrast, there were not any significant differences ( $p=.17$ ) between the participants in the dimension of the ability to analyze and react.

**Table 4**

Independent Sample T-Test Results in Terms of Gender

Dimension	Gender	N	X	SD	Sig
Media literacy level determination scale	Female	66	64.81	7.73	.00*
	Male	37	70.89	10.88	
The level of knowledge	Female	66	28.66	3.84	.00*
	Male	37	32.37	7.19	
The ability to analyze and react	Female	66	25.03	3.74	.17*
	Male	37	26.13	4.19	
The ability to judge	Female	66	11.12	1.95	.00*
	Male	37	12.37	2.30	

\* $p < .05$

### 3.4. Participants' Media Literacy Differences Regarding Grade

Table 5 below presents the preservice teachers' media literacy levels in terms of grade. The results indicated that there were no significant differences ( $p=.06$ ) in MLLDS and its dimensions regarding the grade variable.

**Table 5**

ANOVA Results in Terms of Grade

Dimension	Grade	N	X	SD	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Media literacy level determination scale	1	24	66.33	10.14	Between Groups	158.12	3	52.70	.58	.62*
	2	31	68.87	11.60	Within Groups	8865.87	99	89.55		
	3	25	65.92	7.94	Total	9024.00	102			
	4	23	66.34	6.52						

$p < .05$

### 3.5. Participants' Media Literacy Differences Regarding Age

Table 6 below presents the ANOVA results in terms of age. According to the table, the mean scores of the participants who were 19 years old were 67.44. The participants' mean scores, who were 20 years old, were found to be 67.94. Similarly, the mean scores of the participants who were 21 and 22 years old were 63.68. However, the differences between these mean scores were not statistically meaningful ( $p=.40$ )

**Table 6**

ANOVA Results in Terms of Age

Age	N	X	SD	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
19	38	67.44	11.9	Between	262.59	3	87.53	.98	.40*
			2	Groups					
20	28	68.03	8.09	Within Groups	8761.40	99	88.49		
21	18	67.94	8.53	Total	9024.00	102			
22	19	63.68	5.23						
Total	103	67.00	9.40						

\*p < .05

**3.6. Participants' Media Literacy Differences Regarding the Use of Twitter (X)**

Table 7 below displays independent sample t-test results regarding using Twitter (X). The results revealed that the preservice teachers' media literacy skills differed depending on whether they used Twitter (X) in the scale and its dimensions. Firstly, the results showed that the users (X=70.13) had a significantly (p=.00) higher degree of media literacy than those who did not use it (X=63.92). As for the sub-dimension of the level of knowledge, the users' scores (X=31.68) were significantly (p=.00) higher than nonusers' scores (X=28.34). In the sub-dimension of the ability to analyze and react, users (X26.41) also outperformed the nonuser participants (24.41) significantly (p=.01). Finally, there was a significant difference(p=.03) in the participants' media literacy levels in terms of using Twitter (X), favoring the users (X=12.03, X=11.11).

**Table 7**

Independent Sample T-Test Results Regarding the Use of Twitter (X)

Dimension	Twitter (X)	N	X	SD	Sig
Media literacy level	User	51	70.13	9.15	.00*
determination scale	Nonuser	52	63.92	8.67	
The level of knowledge	User	51	31.68	6.31	.00*
	Nonuser	52	28.34	4.12	
The ability to analyze and react	User	51	26.41	3.79	.01*
	Nonuser	52	24.46	3.84	
The ability to judge	User	51	12.03	2.12	.03*
	Nonuser	52	11.11	2.12	

\*p < .05

**3.7. Participants' Media Literacy Differences Regarding the Use of TikTok**

Independent sample t-test results regarding the use of TikTok are presented in Table 8, given below. The results indicated significant differences in the participants' scores depending on whether they used TikTok. First of all, the total scores showed that the nonuser (X=69.53) significantly (p=.02) outperformed the users (X=65.03) in media literacy. Moreover, there was a significant difference (p=.01) between the users (X=28.79) and the nonusers (X=31.55) in the dimension of the level of knowledge favoring the nonusers. In the dimension of the ability to analyze and react, the nonusers' scores (X=26.33) were also significantly higher (p=.03) than the users' scores (X=24.72). Finally, the results indicated that there were not any significant differences (p=.76) between the TikTok users (X=11.51) and the nonusers (X=11.64) in the dimension of the ability to judge.

**Table 8**

Independent Sample T-Test Results Regarding the Use of TikTok

Dimension	TikTok	N	X	SD	Sig
Media literacy level determination scale	User	58	65.03	7.53	.02*
	Nonuser	45	69.53	10.94	
The level of knowledge	User	58	28.79	3.76	.01*
	Nonuser	45	31.55	6.98	
The ability to analyze and react	User	58	24.72	3.53	.03*
	Nonuser	45	26.33	4.24	
The ability to judge	User	58	11.51	2.06	.76*
	Nonuser	45	11.64	2.30	

\*p &lt; .05

### 3.8. Participants' Media Literacy Differences Regarding the Use of the Use of Device

Table 9, given below, illustrates the participants' independent sample t-test results regarding the use of the device. The results, in this sense, yielded some interesting implications. Regarding the total scale, there were no significant differences ( $p=.09$ ) between the participants ( $X=68.43$ ) who accessed social media through personal computers (PC) and mobile phones and the participants ( $X=65.35$ ) who accessed through only mobile phones. Similarly, In the dimensions of the level of knowledge ( $p=.10$ ) and the ability to analyze and react ( $p=.16$ ), the differences were not statistically significant. However, there was a significant difference ( $p=.01$ ) in the sub-dimension of the ability to judge in favor of those who used both PC and mobile ( $X=12.02, 11.02$ ).

**Table 9**

Independent Samples T-Test Results Regarding the Use of Device

Dimension	Device	N	X	SD	Sig
Media literacy level determination scale	PC and Mobile	55	68.43	8.62	.09*
	Mobile	48	65.35	10.06	
The level of knowledge	PC and Mobile	55	30.45	3.62	.10*
	Mobile	48	29.47	7.16	
The ability to analyze and react	PC and Mobile	55	25.92	4.09	.16*
	Mobile	48	24.85	3.68	
The ability to judge	PC and Mobile	55	12.05	2.40	.01*
	Mobile	48	11.02	1.70	

\*p &lt; .05

## 4. Discussion and Conclusion

This study investigated preservice teachers' media literacy levels to provide insights into their ability to use social media platforms effectively. The findings of the study can significantly contribute to the literature by highlighting the preservice teachers' current levels of media literacy and offering insights into their tendencies to integrate media literacy into their future teaching practices. Moreover, some action can be taken to increase the effectiveness of teacher training programs to put more emphasis on improving media literacy skills of preservice teachers based on the results.

First of all, the findings of this study showed that participants had a high level of media literacy, which was consistent with several existing studies (e.g., Karaman & Karataş, 2009; Özcan, 2022; Shin & Zanuddin, 2019; Yavuz, 2018), but also contradicted others (e.g., Kaya & Korucuk, 2022; McGrew et al., 2017; Tetep, 2019). Therefore, it can be concluded that the current study was partially in line with the literature. Moreover, the results of the study indicated that the male preservice teachers' media literacy levels were higher compared to female participants regarding gender variable. In this regard, although the study did not try to explain this difference through further investigation,



the finding might have resulted from differences in the participants' media exposure, confidence, or engagement with media content. When the relevant literature considered, the findings regarding the gender variable opposed some previous studies. For example, studies conducted by Semerci and Semerci (2017) and Aksoy (2021) concluded that gender did not have any influential effect on the participants' media literacy levels. Moreover, Yüzgeç (2020) observed that female participants had media literacy skills than males, which also did not support the results of this study. On the other hand, Alınca (2019) and Park and Burford (2013) concluded that male participants outperformed females in media literacy, which supported the current findings. As a result, it seemed that the current study was partially in line with the existing literature in terms of gender variable.

Furthermore, the current study showed that there were not any meaningful differences in the participants' media literacy levels based on their grade levels, which was a result that did not collaborate with other studies from the literature. For instance, Tatar (2016) observed that preservice teachers in higher academic grades often showed stronger media literacy, which opposed the current study. Similarly, Yıldız-Durak et al. (2020) suggested grade level was an important factor in determining the participants' media literacy levels, which also contrasted with the findings of this study.

The results of the study in terms of the use of social media platform also offered some valuable insights into how these platforms might influence on the formation of individuals' media literacy skills. To give an example, the results indicated that Twitter (X) users had significantly higher levels of media literacy in all dimensions of the scale. This result can be attributed to the platform's structure, which emphasizes real-time information sharing and diverse discourse. The multi-perspective exposure to current events and debates with people from varying mindsets might facilitate users' critical thinking and evaluative skills, enhancing their media literacy. The results indicated that teachers might enhance students' analytical and evaluative skills, as well as their media literacy, by integrating Twitter (X)-related activities. This could include exercises focused on analyzing trending topics and evaluating the credibility of various sources.

In contrast, the results of the study indicated that the use of TikTok has a negative effect on participants' levels of media literacy, which might be due to the platform's emphasis on short-term entertainment content. Additionally, the content that users can see is completely decided by TikTok based on their preferences, mainly without any conscious input from the users themselves, which limits exposure to diverse viewpoints and hinders critical engagement. To address these challenges, teachers might try integrating TikTok into media literacy courses by teaching students how to assess the platform's content critically, recognize biases on the platform, and identify credible sources in an entertainment-focused environment. As a result, these platform-specific findings revealed that there was a need for educational initiatives that considered the unique characteristics of different social media platforms.

Moreover, the findings regarding the preservice teachers' device preferences to access social media platforms showed meaningful differences in their media literacy levels. In this respect, the preservice teachers who accessed social media through their personal computers and mobile phones exhibited higher levels of media literacy compared to the participants who used only their mobile devices. It should be noted that there has been limited research on the impact of device usage in the literature; the findings of this study were consistent with a longitudinal study by Park and Burford (2013) in that both studies indicated that using multiple devices can enhance media literacy. As a result, the two studies suggested that utilizing a combination of computers and mobile phones offered users varied experiences, such as getting accustomed to different interfaces and interacting with a broader array of content formats. Consequently, the findings implied that using various devices might improve users' critical evaluation and synthesis of information.

In conclusion, the results of the current study indicated that the preservice teachers had a high level of media literacy, which implied that they could take responsibility promoting their students' media literacy skills through teaching. English teachers have many opportunities to

encourage media literacy through language teaching because they can make use of materials and content provided by social media platforms. Regarding this, it is obvious that teacher training programs should include courses aimed at improving media literacy of preservice teachers and teaching them how media literacy could be integrated into language teaching lessons. Therefore, preservice teacher training programs need to include courses that promote critical analysis of media, encourage evaluating diverse sources, and provide opportunities to improve the skills necessary for identifying misinformation. To this end, teaching media literacy in university settings could be more explicit and focused. It is believed that explicit media literacy instruction can enhance students' media literacy competency (Ranieri & Bruni, 2018). Such an approach would instil confidence and allow preservice teachers to address media literacy in their classrooms. Additionally, even short and resource-limited media literacy courses might significantly improve teachers' ability to integrate media literacy into their professional practices (Botturi, 2019). Thus, extra-curricular activities like workshops and seminars focusing on the practical application of media literacy in classroom settings could also enhance preservice teachers' competencies. Media literacy training could involve exercises such as keeping a media-use diary, using information search and evaluation strategies, reading, viewing, listening, and discussing texts, cross-media comparison, gaming, simulation, and role-playing (Hobbs, 2010). All these activities can also be used in language teaching, suggesting that media literacy education can be easily integrated into language teaching through various activities. In this respect, teacher training programs should put more emphasis on the pedagogical perspective of media literacy education and educate preservice teachers on how they can combine these two separate but related disciplines. It can be argued that media literacy courses should be mandatory in teacher training programs (Taşkın, 2010). Given that social media has become a prominent tool that keeps us informed and updated about current news and global issues, media literacy is a critical skill that every citizen should possess. However, acquiring proficiency in media literacy is a challenging process. Teachers, as the shapers of generations, should take active roles in the teaching of this skill. In this respect, language teaching seems to be a potential way to promote media literacy in society. However, this can only be accomplished if teachers have the essential skills and knowledge to effectively teach media literacy. This study indicated that preservice teachers possessed a certain degree of media literacy and could take active roles in promoting it through their teaching practice if they were pedagogically prepared and encouraged.

#### **4.1. Suggestions for Further Research**

While the current study provides rich insight into the topic, certain limitations must be acknowledged. Reliance on self-reported data inherently includes potential biases in participants' responses. Additionally, the sample was drawn from a single institution through a single inventory. In this sense, it is recommended that more research be conducted to investigate the media literacy levels of preservice teachers studying at different departments and universities through multiple inventories. More research can also focus on preservice teachers' media literacy levels using different methodologies. For example, longitudinal studies may help explain the tendencies of the media literacy of preservice English language teachers or those from other departments to change over time. Intervention studies can also portray how the educational implementation of media literacy can influence preservice teachers' skills related to such literacy. Lastly, investigations with broader samples could provide a deeper comprehension of their existing levels of media literacy and the extent to which they are likely to include concerns related to how media are used in their teaching approaches.

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