



## Moroccan Educators' Pedagogic Roles towards Digital Sustainable Progress: The Case of Media Literacy Practices

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### Abstract

This article analyzes Moroccan educators' pedagogic roles in Media Literacy Practices (MLP's). Precisely, it seeks to identify factors triggering MLP's among Moroccan Language Educators (MLE); how they help build strong future ties for students and stakeholders (policy/decision makers, administrators, and parents) using Media, be it digital or print, in their everyday life. This study also aims to understand the gaps they need to fill from theory to practice in meeting new 21st century demands, particularly in educational settings, be they on-site, remote or hybrid. These major points are addressed: (1) the kinds of media tools MLE use most; (2) the suitable practices considered for use and teaching in language courses; (3) MLE's opinions about the impact of Media Literacy on both educators and students in their personal and professional lives; and (4) the feasibility of supporting the teaching and learning of Media Literacy. This study uses a mixed-methods approach with a Likert scale survey. The target population consists of 44 MLE from two language specialties, namely Arabic and English. The findings reveal different views supporting pedagogical MLP's for good links between everyday life realities and digital transformations. Finally, MLP's require both practitioners' and students' positive and ethical contributions for a successful experience.

## 1. Introduction

Morocco has evolved immensely over the past few decades in many domains. In relation to the most recent socioeconomic reforms, education has become an integral part of this growth, focusing on digital transformations, research development, and employability and power skills for youth. The New Development Plan 2035, by the Special Commission on the Development Model (SCDM), focused significantly on integrating new technologies and involving youth in change-making for positive impacts on their communities (see summary of the SCDM's general report, p. 11).

### 1.1 Significance of the Study

In this regard, one of the most notable educational plans that Morocco is currently undergoing is the shift from traditional pedagogies to more digital ones. More precisely, hybrid teaching and learning, or what is recently known as digital meta-verse learning, is a project in progress for the development of Morocco starting with recent reforms in Higher Education through the PACTE ESRI Plan 2030. Therefore, this article is a contribution to the existing body of literature that targets the positive results of teaching digital skills to Moroccan students in educational settings, which have influenced most of their everyday lives and careers.

### 1.2 Research Objectives and Rationale

To match the new requirements of the changing global and national world, this study is a contribution to the current efforts focusing on maintaining Morocco's progress on a good track for a better future. Therefore, the present study gives a descriptive map of MLE Media Literacy Practices based on their current attitudes and future aspirations concerning the use of Media (Digital/Non-Digital) tools in everyday life. The article seeks to serve the following aims:

- (1) To identify Media tools that MLE use most and their factors;
- (2) To situate and evaluate the suitable media practices used and taught in language courses; thus, building strong ties between community's stakeholders, practitioners and students;
- (3) To describe and analyze MLE opinions about the impact of Media Literacy in the teaching practicum and learners' environment;
- (4) To determine the resources (human, logistic, technical, legal and ethical) that can support the teaching and learning of Media Literacy in classrooms and their application in everyday reality.

## 2. Theoretical Framework

This part is devoted to the main theory and conceptual framework regarding the issue under investigation. First, key terms and previous studies on *Media Studies* and *Media Literacy* are presented. Second, the needs that require Media Literacy in the digital world as an integral part of educational programs are analyzed. Finally, the fundamental aspects of Media Literacy regarding language teaching are linked, given that the target population being investigated consists of language educators.

### 2.1 On Media Studies and Media Literacy: Definitions and Views

Media is part and parcel of every communication. According to Schramm's communication model (1954), communication means the practice of encoding information through sounds, symbols and actions in order to transmit that information to others; it also involves decoding and interpreting information to give communication meaning (as cited in Paxson, 2010, p. 2). Media nowadays is part of interpersonal communication (Int.Com) rather than mass communication (Mss.Com), as it stems from the interrelation between technological and communicative advances. On the one hand, Mss.Com relies more on quantity than quality, while Int.Com emphasizes vitality and quality above quantity. In the digital age, Paxson (2010) describes Media as follows:

Global electronic communications allow newspapers and magazines to print stories. Although the distribution of print media creates a time lag in delivery of the information, the potential viewership, readership or listenership for an event can approach nearly all population. (p. 3)

As for Media Studies, Paxson (2010) views it as a field that develops from communication studies, be it Int.Com or Mss.Com. Accordingly, Paxson states that:

Communication as a course of study originally focused on interpersonal communication between individuals...as mass communication technology has allowed large media firms to arise, many courses and programs now examine various aspects of communications in the contexts of mass media industries. (p. 19)

Concerning Media Literacy, the concept is like "language and/or literacy learning" when children around the age of three are often "frustrated" as they understand that language is used to communicate thoughts and feelings, but they still lack sufficient vocabulary to express and/or share their thoughts and feelings, depending on the environment and cultural backgrounds they are raised in (Paxson, 2010, p. 19).

Additionally, Kress (2003, p. 1) advocates that thinking of literacy separately is not possible nowadays without involving other socioeconomic and technological aspects, because of two important shifts:

- (5) From text as a dominant means of writing to the age of image.
- (6) From the book as a medium of information to the dominance of the screen.

Therefore, these two transformations in communication and meaning (cf. Paxson's view as previously discussed) have led to a "new brave world" of literacy studies, including Media Literacy, which necessitates new modes of thinking and new logistical means of sending, receiving, understanding and interpreting information. In this regard, Burn and Durran (2007, pp. 1–2) introduced three key paradigms to define Literacy, in general, and Media Literacy, in particular:

- (7) **Cultural paradigm:** It is a representative form of values and ideas that children find important.
- (8) **Critical paradigm:** It is about critical judgment, "taste" and "pleasure", which link identity construction as well. It is also about conceptual and textual interpretation like stylistic narration

and how it connects with audiences' feelings and sense of understanding and judgment, which are used by media forms and tools.

- (9) **Transformative and Creative Paradigm:** It transcends textual understanding and involves "internal mental operations". Stakeholders like *administrative agents, teaching practitioners, medical specialties (such as neurologists and psychologists),* and more specifically *field experts (e.g., academics and literacy scholars),* do not have direct access to media forms, tools and productions, because their *applied job* starts through externalized transformation, i.e., immediately in the form of *speech*, and subsequently in the form of *writing, drama, visual design* and so on.

Burn and Durran (2007, p. 2) focused on these characteristics "because they are common to many emerging media literacy definitions" when their work was authored. However, the authors state that:

"Any attempt to clarify and simplify such a complex set of practices must also recognize how contested all definitions are and how all the interests and perspectives of all teachers, researchers and policy makers can pull in different directions." (p. 2)

In the 21st century, the common non-professional definition regarding computer literacy has been "a basic skill that every member of a society needs to acquire...similarly, Media Literacy includes knowledge of new and emerging types of Media" (Burn & Durran, 2007, p. 18). According to Canada's Media Awareness Network, Media Literacy is:

The process of understanding and using the mass media in an assertive and non-passive way. This includes an informed and critical understanding of the nature of the Media, the techniques used by them, and the impact of these techniques.

## 2.2 The Need for Media Literacy in Education

According to Burn and Durran (2007, p. 2), teaching Media Literacy is "an oscillation between the complicated, lived experience of working with teenagers...and the distanced, reflective exploration of the principles that underlie how we work with them." In the same trend, once children begin school, **they acquire a set of skills that help them transform their thoughts and feelings and construct their identity.** Literacy is an effective skill that governs their mindsets and helps in transmitting different meanings across various information processes (Paxson, 2010, p. 19). According to the same author (p. 29), "Media Literacy provides space for educators to work as teachers in both primary and secondary schools, as well as colleges and universities." To support this claim, the author references statistics from the U.S. Bureau of Labor Statistics (BLS) predicting the need for 479,000 additional teaching positions between 2006 and 2016. He also states that:

Media studies and Media Literacy teaching positions are a very small percentage of the total. Similarly, the BLS anticipates 23% growth in college teaching positions during the same period, with a small percentage of those positions in media studies and media literacy. (p. 29)

Though it may sound like a "cliché", the same situation can be projected in the Moroccan context, as there is a high need for teaching positions and qualifications to teach Media Literacy in all sectors (from elementary school to higher education). It should be noted that Media Literacy also allows students to acquire hard skills that will develop their soft skills and ultimately benefit them in their careers. Therefore, incorporating Media Education in the curricula will be beneficial for teachers and students, helping their communities' and country's socioeconomic growth, especially with regard to human, technical, legal and ethical resources.

As far as the researcher is concerned, the intergenerational gap worldwide, and in Morocco particularly, between "digital natives" and "digital immigrants" does not mean total separation; instead, it is an opportunity to grow and benefit from both groups, since, according to Hsiao and Huang (2019), even if digital natives' knowledge about recent technologies is increasing, it does not fairly guarantee adequate practical use, especially amid *cybersecurity issues and digital citizenship standards* (e.g., violation of IP law and rights – "Intellectual Property") (cf. Kara, 2018).

Moreover, the past few decades revealed that technology and media have developed at a rapid pace; therefore, it is important to become "media literate" nowadays due to the immersive impact of media resources on everyday life (Paxson, 2010, p. 18). Nevertheless, as Kress (2003), Buckingham (2003) and Burn and Durran (2007, p. 3) outlined, the term "media literacy" is unsatisfactory in different ways because, metaphorically, "it is irrevocably related to language" when applied to other media practices, and "even more literary print-related as in the French term [Alphabétisme]."

Historically, according to the earliest resource found in the literature, Media Education started as a centre for the study of communication and culture (CSCC, 1997, as cited in Kermerer, 2013, p. 3). This was synchronized with the British Media Education movement led by Len Masterman and others. Eventually, the movement was transformed in Canada through Pungente's work (1985) and the creation of the Jesuit Communication Project (JCP), whereby Media Education was promoted across Canada through ample resources for teachers, parents, church groups, school boards, students, and other interested groups. Remarkably, after about a decade, the CSCC continued its development in the Jesuit schools and launched a review of Media Education research in 1992 via *Communication Research Trends* (Vol. 13, No. 2). Professor Kermerer noted the terminology shift from Media Education to Media Literacy. The latter, according to Kermerer (2013, p. 3), "acknowledges the reality that children and young people face not just communication media like television and film in their world, but a range of screen technologies most driven by the technological revolution."

In fact, as the technological revolution progressed, all media types have been constructing specific messages (be they direct or subliminal), such as in political campaigns for elections and/or socioeconomic propagandas like controlling consumer behavior and crime/poverty rate, to name but a few (Paxson, 2010, p. 18).

Additionally, media audiences have different responses varying according to individual factors and belief systems (Paxson, 2010, p. 18). Accordingly, the Media have embedded values that reflect their cultural setting; they also carry Agenda(s) that affect our lives, in part due to Media owners' standards and objectives (Paxson, 2010, p. 18). Therefore, incorporating media studies in education has become a necessity rather than an option. In this regard, according to UNESCO:

The proliferation of mass media has brought about decisive changes in human communication processes and behavior. Media education aims to empower citizens by providing them with the competencies, attitudes and skills necessary to comprehend media functions.

On another perspective, the National Association for Media Literacy Education (NAMLE) states that: Media Literacy is an essential life skill for the 21st century. As communication technologies transform society, they affect our understanding of our communities, our diverse culture, and ourselves.

### 2.3 Media Literacy as an Approach in Language Teaching

Since language teaching involves the ability to transform an understanding of language systems and skills, Media Literacy requires the same. Despite their critique of the term "media literacy", Burn and Durran (2007, pp. 3–5) emphasized the importance of the term as it increases pupils' communicative competence; the researcher also seizes the opportunity to include linguistic and cultural competence, via multiple forms of literacy practices, or what is defined in the literature by Cope and Kalantzis (2000, as cited in Burn & Durran, 2007, p. 5) as "Multiliteracies", which encompasses semiotic modes and connects literacy, beyond Media Literacy, with recent technologies such as "Artificial Intelligence" (AI), that is expanding enormously across the globe. The semantical/semiotic modes are not separate from grammatical/syntactic structures (Kress, 2003, pp. 27–55). This trend has been called "multimodality" in the literature, which reinforces the translingual and transcultural background of students and helps construct and preserve their cultural (ethnic/religious) identities – such as Islam and Semitic origins (e.g., Arabic/Hebrew) and Berber/Amazigh ones, to situate the Moroccan case – as well as balancing them with other cultures and languages like French, English, and Spanish, among others. In the same line, all media messages are constructed and set an agenda, be it overt or hidden; therefore, language educators should teach their students how such processes occur without spoon-feeding them with ready-made facts and beliefs. It is, in the researcher's opinion, a transmission of skills (e.g., *critical thinking; ethical behavior like anti-cyberbullying; digital citizenship*, etc.) rather than facts and data. According to Paxson (2010):

Media have a distinct language and code (themes/icons). The icons are symbols that represent themes. The latter are ideas or ideals that can be communicated through words or icons. (p. 23)

The role of educators is to mediate information processing through language teaching so that students understand how meaning is constructed and recycled. In this regard, Media Literacy plays an integral role in developing students' language awareness, particularly pragmatic competence, as they learn how *meaning is coded and decoded* through "media icons" and "themes" (see Kress, 2003; Burn & Durran, 2007; Paxson, 2010; Kermerer, 2013; Hsiao & Huang, 2019; among others). Additionally, Media

Literacy can be useful in raising students' awareness in discourse analysis, as they understand how a particular audience reacts to specific input that is varied according to entertainment, educational or commercial purposes (see same references).

Furthermore, students' exposure to various media content allows them to differentiate between messages that are transmitted via media (be it social, virtual or print) serving some agenda(s), be they direct or subliminal, which Paxson (2010, pp. 25–26) calls “*perception* and retention” of media messages. The role of *feedback* is as important as the message itself, for it requires some skills to encode and decode the information via different networks. Paxson (2010) states that:

The interactivity of new media such as the Internet and mobile texting devices allows media creators to receive feedback, often instantly...today, the mass media ask us to e-mail or text-message them, or to post comments at their websites or social media pages. (p. 26)

In light of the abovementioned explanations, particularly the last quote, the present study investigates how Moroccan Language Educators use media tools in their everyday life as well as their teaching practices.

### **3. The Empirical Study**

In this part, descriptive and analytical data of the research are addressed. The method used and research questions and hypotheses are presented. Additionally, results of the pilot study are presented before the main data. Finally, the research findings are analyzed and future research directions are suggested based on the recommendations, be they pedagogical or policy-making suggestions.

#### **3.1 Research Method**

The current study gives a descriptive map of Moroccan Language Educators' attitudes about media practices and needs concerning the implementation of Media Literacy courses, which would eventually benefit students and their communities. This study uses a comparative approach between two target populations, namely Arabic and English Language Educators. To collect the data, a mixed-methods approach with a Likert scale survey targeting a population of 44 MLE was employed. The rationale behind this study is to find new insights concerning Moroccan educators' pedagogic roles in MLP, to meet the current and future changing demands of the 21st century, and to develop better language programs and syllabi for MLE.

#### **3.2 Research Questions**

This study seeks to answer the following questions:

- (10) What kinds of Media tools do MLE use in their everyday life and classroom?
- (11) What suitable practices are considered in teaching Media within language courses?
- (12) How do MLE view the impact of Media Literacy on them and their students?
- (13) When and where do Media tools support the teaching and learning dynamics in classrooms and everyday reality?

#### **3.3 Research Hypotheses**

The underlying hypotheses are as follows:

- (14) It is hypothesized that MLE use different media tools, in personal and interpersonal communications, which helps raise positive aspects in their communities' sustainable development.
- (15) It is assumed that some MLE use different media tools that support their pedagogical practices in different ways.

#### **3.4 The Pilot Study**

In the preliminary study, the objective was to find out further insights about the issue under scrutiny and to bring about new ones that reorient the research process, based on testing the survey and analyzing the preliminary data. Indeed, the pilot study revealed the need to revise several aspects of the research. First, the target population was extended to all language educators, but focusing mainly on achievable samples, namely Arabic and English Language Educators. Unfortunately, data was not collected on French language teachers, though the survey was designed for that purpose as well, which will be discussed in the shortcomings of the study. Furthermore, some questions were added while others were omitted, or slightly changed, based on feedback taken and analyzed from the pilot study. The pilot study data are presented in Table 1 below.

**Table 1: Pilot Study Data Representation – Gender, Age, Teaching Level, Academic Level**

Category	Gender		Age					Teaching Level		Academic Level			
Sub-Category	Male	Female	21-25	25-30	30-35	35-40	+40	High School	University	B.A.	M.A.	Ph.D.	Post-doc
Results	6	4	2	2	3	2	1	8	2	3	5	1	2

**Table 1 (continued): Teaching Years, Digital Identity, Device Used, Media in Classroom**

Category	Teaching Years			Digital Identity		Digital Device most used Daily		Media used in Classroom		
Sub-Category	1-5	5-10	+10	Native	Immigrant	Phone	Laptop	Print	Digital	Both
Results	4	1	5	3	7	5	5	0	7	3

#### 4. Data Analysis and Findings

After collecting the data, this section is devoted to their analysis. First, results are classified based on background information, namely gender, age, teaching levels, and so on, presented in Figures 1 and 2. Second, data concerning participants’ attitudes about statements reflecting their media practices and their ranking regarding the importance of each means of media are presented in Table 2. Additionally, attitudes about Media Literacy practices are analyzed and discussed in two parts: the role of Media Literacy and the role of educators using media tools.

##### 4.1 Background Data

Figure 1: Background Data representation of English Language Educators.

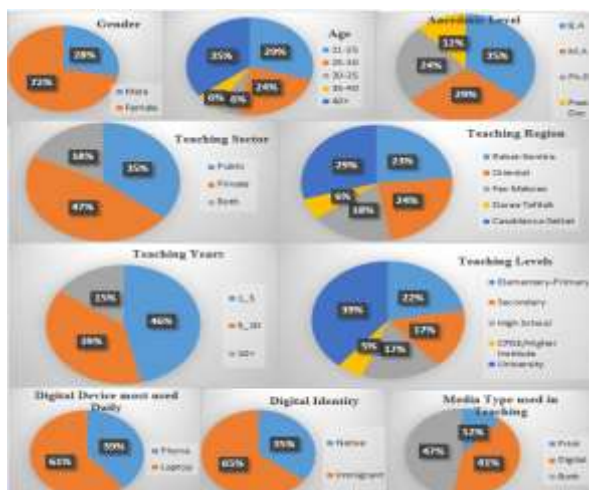
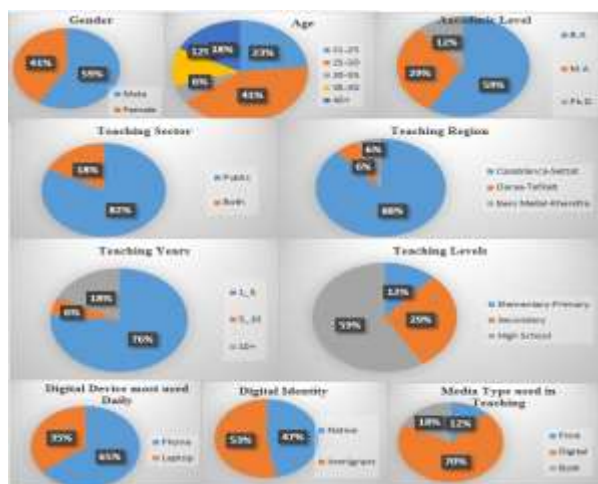


Figure 2: Background Data representation of Arabic Language Educators.

**Moroccan Educators' Pedagogic Roles towards Digital Sustainable Progress: The Case of Media Literacy Practices**



As can be seen in Figures 1 and 2, it is apparent that results differ in terms of participants' language teaching specialty – English and Arabic – summarized in Table 2 below.

**Table 2: Results' Analysis for Background Data**

Data	English Teachers	Arabic Teachers	Conclusions
<b>Gender</b>	More female participants (72%) than male (28%).	More male participants (59%) than female (41%).	Female teachers seem to teach English more than Arabic, while in the latter gender is approximately equal.
<b>Age</b>	The majority are 40+ aged; the second majority are young teachers aged between 21 and 30.	The majority are young teachers aged between 21 and 30; the least majority are older teachers aged between 35 and 40+.	English language teachers are more aged than Arabic ones. Predictions suggest this will be reversed in future paradigms.
<b>Academic Level</b>	The majority are B.A. and M.A. holders (64%), while Ph.D./Post-doc holders represent 36%.	The majority are B.A. holders (59%), while M.A. holders are 29% and Ph.D. holders represent 12%.	Many English Language Teachers go beyond B.A. and M.A. studies, while only a few Arabic teachers achieve Ph.D. and post-doctorate qualifications.
<b>Teaching Sector</b>	The majority work in the private sector (47%), while others work in public (35%) and a few in both (18%).	The majority work in the public sector (82%), while a few work in both sectors (18%).	English educators tend to prefer teaching in the private sector while Arabic educators work more in the public sector, due to reasons like salary and working conditions.
<b>Teaching Levels</b>	The majority work at University (39%) while the rest have different preferences: 22% elementary, 17% secondary/high school, 6% CPGE.	The majority work in High School (59%) while the rest work in secondary (29%) and elementary (12%). None work at University or CPGE.	English language educators have wider job preferences than Arabic ones. The former work in all sectors due to their higher education, while the latter's preferences are limited to elementary/primary to high school.
<b>Teaching Regions</b>	The participants work in 5 regions. The majority are	The participants work in 3 regions. The majority are	Participants are from different regions across

	from Casablanca-Settat (29%), Oriental (24%) and Rabat-Kenitra (23%).	from Casablanca-Settat (88%), while the rest are from Beni Mellal-Khenifra and Daraa-Tafilalt (6% each).	Morocco. The majority are based in Casablanca-Settat territories. English educators were reachable in 5 regions while only 3 for Arabic educators.
<b>Teaching Years</b>	The majority have 1–5 years (46%) or 5–10 years (39%) of experience, while only 15% have more than 10 years.	The majority have 1–5 years (76%) of experience, while 18% have more than 10 years, and only 6% have 5–10 years.	Arabic teachers have fewer years of experience than English educators, due to academic levels or other reasons not defined in this study.
<b>Digital Device</b>	The majority use their Laptops (61%) while others (39%) prefer their phones.	The majority use their phones (65%) while others (35%) prefer their laptops.	English educators use their laptops more than phones, while the reverse is true for Arabic educators, due to teaching levels/environment (e.g. CPGE and university students).
<b>Digital Identity</b>	The majority are digital immigrants (65%) while others (35%) are natives.	Results are approximately equal: 53% are digital immigrants while 47% are natives.	There is no clear generation gap between digital natives and immigrants for Arabic teachers, while the gap is apparent for English educators.
<b>Media Type in Teaching</b>	The majority prefer mixed media (47%) or digital only (41%), while only a few (12%) use printed media.	The majority prefer digital media (70%) while only a few use mixed (18%) or printed (12%) media.	Arabic teachers use digital media more in their classes as opposed to English educators, who use mixed modes. This is due to the gap in digital identities or the type of device used daily.

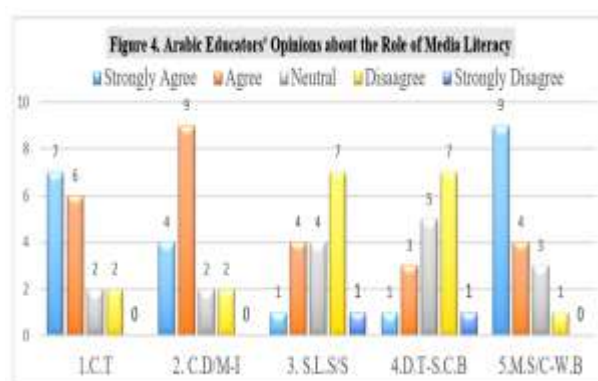
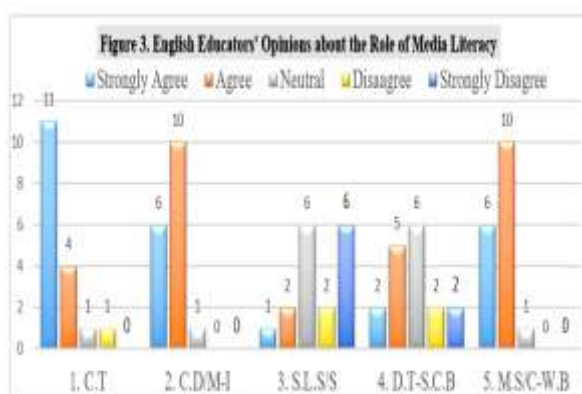
## **4.2 Attitudes about Media Literacy Practices**

Abbreviation Key for Figures 3 and 4:

- (16) Enhances students’ critical thinking skills = C.T
- (17) Helps practitioners combat (dis)misinformation = C.D/M-I
- (18) Should be separate from language systems or skills = S.L.S/S
- (19) Is difficult to teach because of students’ cultural background = D.T-S.C.B
- (20) Is a must for students and their communities’ well-being = M.S/C-W.B

### **4.2.1 English and Arabic Educators’ Attitudes about the Role of Media Literacy**

In this category, questions 10 and 11 are examined as presented in Figures 3 and 4 below, which represent educators’ attitudes about the role of Media Literacy in education and language teaching. It is evident that many participants strongly agree or agree with statements that Media Literacy is very helpful in many ways, while they disagree in other areas.



- (21) First, English Educators (E.E) **strongly agree (11 responses)** that Media Literacy (M.L) enhances students' critical thinking skills, while Arabic Educators' (A.E) responses are mixed between **strongly agree (7 responses) and agree (6 responses)**.
- (22) Secondly, both E.E (**10 responses agree and 6 strongly agree**) and A.E's responses (**9 agree and 4 strongly agree**) are **approximately similar** towards M.L helping practitioners combat (dis)misinformation.
- (23) Thirdly, E.E responses about teaching M.L separately from language systems or skills are **equally varied between being neutral and strongly disagree (6 responses)**, while A.E differ between **disagreeing (6 responses) and equally either agreeing or neutral (4 responses each)**.
- (24) The fourth statement's results reveal that E.E are mostly either **neutral or agree (6 and 5 responses, respectively)** about the difficulty of teaching M.L because of students' cultural background; while the reverse is true for A.E, who **disagree (7 responses) or are neutral (5 responses)**.
- (25) Finally, concerning the necessity of teaching M.L for students and their communities' well-being, the majority of E.E either **agree or strongly agree (10 and 6 responses, respectively)**, while the case is slightly similar for A.E, viz. **strongly agree (9 responses) or are neutral (4 and 3 responses, respectively)**.

To conclude, based on Figures 3 and 4 and the description above, it is evident that both E.E and A.E confirm that Media Literacy is very helpful in many ways:

- (26) Enhances students' critical thinking skills = C.T
- (27) Helps practitioners combat (dis)misinformation = C.D/M-I
- (28) Is a must for students and their communities' well-being = M.S/C-W.B

However, some differences in participants' responses occur, which is normal due to the language specialty they are teaching. Both E.E and A.E's responses differ on the following:

- (29) Should be separate from language systems or skills = S.L.S/S
- (30) Is difficult to teach because of students' cultural background = D.T-S.C.B

### 4.2.2 English and Arabic Educators' Attitudes about their Roles in Media Literacy

In this category, questions 10 and 11 are examined as presented in Figures 5 and 6 below, which represent educators' attitudes about their roles in using M.L in education and language teaching.

Figure 5: English Language Educators' Attitudes about their Roles in Media Literacy.

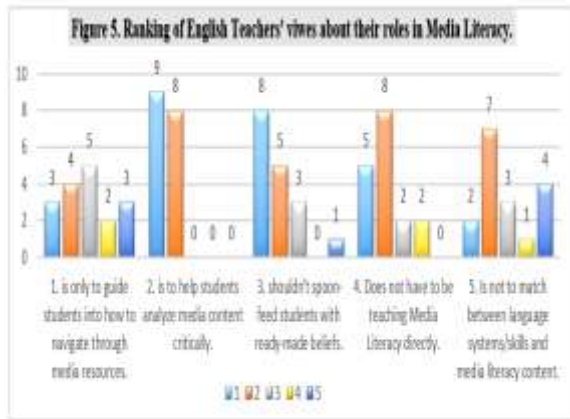
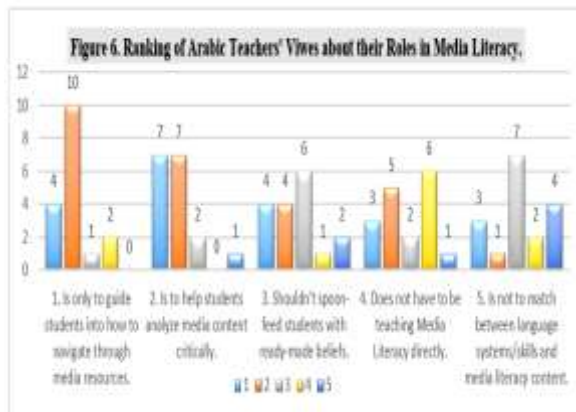


Figure 6: Arabic Language Educators' Attitudes about their Roles in Media Literacy.



Based on the results presented in Figures 5 and 6, the reader can notice some differences between English and Arabic language educators' attitudes about their roles in using Media Literacy in educational practices and while teaching it. The results are summarized in Table 3 below.

**Table 3: Ranking Summary of E.E and A.E's Attitudes about their Roles in Teaching M.L**

Ranking	English Educators' Role	Arabic Educators' Role
1st	Should not be spoon-feeding students with ready-made skills and beliefs.	Is only to guide students into how to navigate through media resources.
2nd	Is to help students analyze media content critically.	Is to help students analyze media content critically.
3rd	Is only to guide students into how to navigate through media resources.	Should not be spoon-feeding students with ready-made skills and beliefs.
4th	Does not have to be teaching Media Literacy directly.	Does not have to be teaching Media Literacy directly.
5th	Is not to match between language systems/skills and media literacy content.	Is not to match between language systems/skills and media literacy content.

Concerning specific percentages of ranking roles, they are exhibited in Tables 4 and 5 below.

**Table 4: Summary Ranking Percentages of E.E Attitudes**

Degree of Importance	Role	Ranking	Percentage
<b>Most important</b>	Should not spoon-feed / Help analyze critically	1 & 2	75%
<b>Neutral</b>	Guide students to navigate media resources	3	12.5%
<b>Not important</b>	Not teach directly / Not match language/media	4 & 5	12.5%

**Table 5: Summary Ranking Percentages of A.E Attitudes**

Degree of Importance	Role	Ranking	Percentage
<b>Most important</b>	Guide students / Help analyze critically	1 & 2	68%
<b>Neutral</b>	Not spoon-feed / Not teach directly	3 & 4	25%
<b>Not important</b>	Not match language systems/skills and media content	5	19%

As can be seen in Tables 3 and 4, **the most important role(s) for E.E** are: (1) “Should not be spoon-feeding students with ready-made skills and beliefs” and (2) “Is to help students analyze media content critically.” Both roles carry a percentage of 75%. Additionally, E.E are neutral about role (3) “Is only to guide students into how to navigate through media resources” with 12.5%, while they consider role (4) “Does not have to be teaching Media Literacy directly” and (5) “Is not to match between language systems/skills and media literacy content” as not important with 12.5% each.

**Concerning the A.E as seen in Tables 3 and 5**, the most important role(s) are: (1) “Is only to guide students into how to navigate through media resources” and (2) “Is to help students analyze media content critically.” Moreover, A.E consider roles (3) “Should not be spoon-feeding students with ready-made skills and beliefs” and (4) “Does not have to be teaching Media Literacy directly” as neutral with 25% each, while role (5) “Is not to match between language systems/skills and media literacy content” remains not important.

### 4.3 Concluding Remarks

In this section, the results of the data are presented in three parts.

(i) **Concerning the importance of Media Literacy, it...**

- (31) Enhances students' critical thinking skills.
- (32) Helps practitioners combat (dis)misinformation.
- (33) Is necessary for students and their communities' well-being.

(ii) **As for the roles of educators, on the one hand, English Educators think that:**

- (34) “Should not be spoon-feeding students with ready-made skills and beliefs”
- (35) “Only help students analyze media content critically”

are the “most important roles”, while they think the following roles are either “not important” or “neutral”:

- (36) “Only to guide students into how to navigate through media resources”
- (37) “Does not have to be teaching Media Literacy directly”
- (38) “Is not to match between language systems/skills and media literacy content”

(iii) **On the other hand, Arabic Educators think that:**

(39) “Only to guide students into how to navigate through media resources”

(40) “Only help students analyze media content critically”

are the “most important” roles, while the following roles are “neutral” or “not important”:

(41) “Should not be spoon-feeding students with ready-made skills and beliefs”

(42) “Does not have to be teaching Media Literacy directly”

(43) “Is not to match between language systems/skills and media literacy content”

Finally, the differences in educators’ roles are related to the nature of the language specialty they are dealing with, because as the language changes, understanding media content and using it in the classroom can also change and affect educators’ methods and teaching strategies as well.

In fact, these last points are among the missing elements in this research, which will be discussed in the following section, shedding light on some limitations of the research inquiry and suggesting a set of pedagogical recommendations.

## **5. Limitations, Implications and Recommendations**

This research article has been an academic response to Moroccan Language Educators’ attitudes about Media Literacy Practices, the case of English and Arabic Educators. However, there are some limitations concluded in the following points:

(44) Limited sample population (44 participants).

(45) Need for more participants interviewed and observed during the teaching period to see how Media Literacy can be taught.

(46) Lack of extension of the research framework to include other educators like French language educators.

(47) Lack of participants from all Moroccan regions and cities.

However, the research results reveal promising outcomes to use in future research, such as extending the research sample to include the aforementioned points. Therefore, based on the analysis of the data, these elements are recommended to enrich the research in future steps:

(48) Despite the increasing importance of Media Literacy, some factors should be addressed through new pedagogical activities like coaching or training within Media Literacy, soft skills and language skills.

(49) A balance between content and language corpora involving Media tools with the right teaching methods is the best approach to reach positive results for Media Literacy teaching.

(50) Media Literacy is a promising field and aspect of teaching; both educators and students enjoy it, particularly amid the new transformations in the digital era. Therefore, both educators and students need to be trained about the role of Media Literacy in everyday life, which can be taught jointly with Language components in courses in all sectors.

## **6. Conclusion**

Morocco has evolved enormously in many fields, including education. In the latter, tremendous efforts have been made in recent years in line with reforms that target the integration of foreign languages, technology and soft skills in all educational domains.

Logically, this shift is not a coincidence, but results from hard work and several initiatives led by King Mohammed VI and the Ministries of Education, let alone the role of other stakeholders like administrators, educators and students as vehicles for change.

The latter focuses on meeting the rapid demands and shifts in the global labor market, which affects the national perspective as well. For instance, Media Literacy has become a necessity in Moroccan schools; therefore, the current study aimed at analyzing Moroccan Language Educators’ attitudes about Media Literacy practices.

The study has revealed that English and Arabic language educators, as the target population, have different attitudes about the role of Media Literacy in educational practices. Based on the results, Media Literacy: (1) enhances students’ critical thinking skills; (2) helps practitioners combat (dis)misinformation; and (3) is a must for students and their communities’ well-being.

Other results about the role of educators in teaching Media Literacy reveal that English and Arabic educators have different views regarding the importance of their roles in M.L; that is why each group of language specialty educators has ranked their roles depending on the language contexts.

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## Additional Resources

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## List of Abbreviations

- M.A-ed = Moroccan Educators.  
Med.Ed = Media Education.  
Med.Lt = Media Literacy.  
M.L.P's = Media Literacy Practices.  
M.A-lg.ed = Moroccan Language Educators.  
E.E = English Educators.  
A.E = Arabic Educators.

## Appendix: Questionnaire

### 1. What is your gender?

- (51) Male  
(52) Female

### 2. What is your age category?

- (53) 21-25  
(54) 25-30  
(55) 30-35  
(56) 30-40  
(57) +40

### 3. What is your academic level?

- (58) B.A.  
(59) M.A.  
(60) Ph.D.

- (61) Post-Doctorate
- 4. Which sector do you teach at?**
- (62) Public  
(63) Private  
(64) Both
- 5. Which region do you teach at?**
- (65) Tanger-Tetouane-El Houceima  
(66) Oriental  
(67) Fes-Meknes  
(68) Rabat-Sale-Kenitra  
(69) Casablanca-Settat  
(70) Daraa-Tafilalet  
(71) Guelmim-Oued Noun  
(72) Beni Mellal-Khenifra  
(73) Marrakesh-Safi  
(74) Souss-Massa  
(75) Dakhla-Oued Ed-Dahab
- 6. What level do you teach?**
- (76) High School  
(77) University  
(78) Secondary School  
(79) Elementary/Primary School  
(80) CPGE or Higher Institutions
- 7. How long have you been teaching?**
- (81) 1-5 Years  
(82) 5-10 Years  
(83) More than 10 years
- 8. Are you a Digital Native or an Immigrant?**
- (84) Digital Native (Generation Z): Born or brought up during or after the widespread use of digital technologies.  
(85) Digital Immigrant: Born or brought up before the widespread use of digital technologies.
- 9. What digital device do you use most?**
- (86) Phone  
(87) Laptop  
(88) Desk Computer/Tablet
- 10. Please justify the previous answer. (Why/when do you use it? In what ways does it help you?)**
- 11. What source of media do you use most?**
- (89) Digital  
(90) Print  
(91) Both
- 12. In brief, kindly justify the previous answer. (Why/when do you use it? In what ways does it help you?)**
- 13. Do you prefer to use media resources in your pedagogical practices?**
- (92) Yes  
(93) No
- 14. In brief, please justify the previous answer. (Why or why not?)**
- 15. In what ways do you think Media Literacy at schools/university can help students and their community?**
- (94) Combating (Dis)Misinformation.  
(95) Orienting students towards critical thinking.  
(96) Enhancing students' and their communities' "psycho-somatic" well-being.  
(97) All the abovementioned.

**16. Kindly mark the situation that best suits your choice with the following statements: Media Literacy...**

- (98) ...is very important for students to enhance their critical thinking skills.
- (99) ...helps practitioners to combat (dis)misinformation received by students.
- (100) ...should be separate from language systems or skills.
- (101) ...is difficult to teach because of students' cultural background.
- (102) ...is a must for the well-being of students and their communities.

**17. Do you think that Media Literacy at schools/university is progressive or regressive?**

- (103) A. Progressive: Gets better and more advanced.
- (104) B. Regressive: Gets less developed or returns to an older state.

**18. Briefly, please justify the previous answer. (Why A or B?)**

**19. Kindly rate the following statements according to their value in your opinion from 1 (most important) to 5 (least important): The teacher/professor's role...**

- (105) ...is only to guide students into how to navigate through media resources.
- (106) ...is to help students analyze media content critically.
- (107) ...should not be spoon-feeding students with ready-made beliefs.
- (108) ...does not have to be teaching Media Literacy directly.
- (109) ...is not to match between language systems/skills and media literacy content.

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