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Media Literacy: the case of Morocco

**A Thesis Submitted in Partial Fulfillment of the
Requirement for B.A Degree.**

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The first part:

Overview of Media Literacy

I. Introduction

Throughout our early childhood, we have been taught to be literate by learning how to write and read words through the process of reciting alphabets; we have been taught the skills required to recognise when and how those alphabets and symbols are put together to form words and sentences.

In today's world, messages are not just words and symbols, they come in a variety of forms: from Radio, TV, Internet, Cellular Phones....etc. i.e.: we can watch or read news on our Cell-Phones almost at any time and from anywhere. So it is a must for everybody to learn to be literate by another set of symbols: "The Media". It is a must for all individuals all over the world to learn skills needed to recognise when and how these set of new symbols are put together to form messages.

Statement of the problem

We are bombarded with media messages and many of us do not understand, or misunderstand the meaning of these messages and so cannot distinguish between truth and fantasy. The purpose of this paper is to empower us with some skills to acquire to better deal with media messages, to understand it, evaluate it and produce messages of our own. Teaching students how to create their own messages through the media is appealing to make them creative; teaching students how to deconstruct media messages is a step forward to make of them literate in the 21st century, able to question things and find solutions to their questions.

Structure of the paper

We start our research paper by providing a whole overview of Media Literacy, just to be familiar with this notion. So after making a sort of comparison between being literate in the 20th and 21st century, we have given some definitions of Media Literacy, its skills, and its benefits; then we enriched our first part by explaining and clarifying the core concepts and the key questions of Media literacy.

In the second part we have tried to bring this notion into practice by making a sort of semi-structured interviews with two groups of students. In that sense, we relied on the key questions and core concepts of Media Literacy for the purpose of knowing if our interviewees are able to deconstruct the messages they consume through the Media or not. Generally speaking, in this section we explain the methodology we have taken to do our interviews.

In the third part, we have analysed the data collection, we have classified it and transformed it into charts just to help read and analyse the data.

We end our project by a conclusion in which we have provided a sort of a summary of our findings.

II. Definitions:

A. What is media?

Media is an uncountable noun, can be used as a singular or plural word; refers to “many ways that people use to receive information or to entertain. That is television, radio, newspapers, and the internet” (Oxford dictionary).

Simply, media refers to any physical object used to communicate media messages. To most Americans and till the 1920s, the term *medium* was a word used to refer to a fortune teller or a palm reader, not a publication, so there was no such thing called media. The word *media* was an obscure Latin word, plural of *medium*.

Publications: was the collective name that was used to describe the sorts of communication at the time when print was dominant, for the original means of communication was print: books, newspapers, magazines. Later on, there comes the invention of radio and television and so the term publication can no longer fit this mix, so the writers borrowed the word *media* to encompass all these means of communication, including new online media like: the internet, cellular phones and other new technologies.¹

B. Literacy: 20th and 21st century.

According to Oxford dictionary the word literacy means: “the ability to read and write”; that means the ability to effectively understand and use messages that are expressed in written or printed symbols such as letters; in other words the ability to communicate in print. Of course this definition of literacy was useful when print was the supreme media format. Now the world has evolved and the print is no longer dominant and so the notion of literacy has changed too, to quote the UNESCO, 2003 definition: “literacy is about more than reading or writing. It is about how we communicate in society, it is about social practices and relationships, about knowledge, language, and culture. Those who use literacy take it for granted – but those who cannot use it are excluded from much communication in today’s world. Indeed it is the excluded who can best appreciate the notion of literacy as freedom”.²

C. What is media literacy?

Through our reading to many references, we come across many definitions given to media

¹ Understanding the nature of mass media, excerpted from the article “*where does the term media come from?*”. P.20

² Wilson, C., Duncan, B. (2009). *Mapping Media Education Policies in the World*. United Nations.p.128

literacy, we say many, YES, yet, they carry the same content, they differ only in words and in expressions.

To take the Ofcom's definition of media literacy: "the ability to access, understand, and create communications in a variety of contexts"³.

(The European commission, 2007), defined media literacy as "the ability to access the media, to understand and evaluate their contents and to communicate in a variety of contexts; this definition is the outcome of the work of many different people including institutions, media professionals, teachers, and educators. The two definitions are built on three main elements:

The first element is "access" the media and its content; the second element is the ability to "analyse" media messages and to be aware of how it works; the third element is to "create", in other words, to learn some skills that may help you produce your own messages.⁴

Media literacy is traditionally viewed as a type of critical literacy (backingham, 2003), which enables people to make out the implicit ideologies or agendas of media discourse they encounter (Anderson, 2006; Warnick, 2002).

The notion of media literacy relates to all media including: radio, newspapers, television, magazines...and other new digital communication technologies. It refers to the skills, knowledge and understanding that enable people to use media effectively; so through critical thinking and creative problem-solving skills, media literacy empowers people to make them informed consumers and good producers of information;⁵ it is a new tool that supplies people with all sorts of skills they need to make sense of the overwhelming flow of daily messages.⁶

Media literacy addresses the skills students need to be taught in college and universities, the competencies individuals need as they consume information in their homes, and the abilities they must have to get the challenges of the 21st century.

(Considine, 2001) sees Media Education as one of the best ways to facilitate critical thinking and student-centered education. Some scholars like Masterman suggests that "when media education is to be taught in an already established curriculum of subjects, or as an integrated part of subjects as a whole, it would be the most effective way of ensuring that every student

³ Ofcom is the independent regulator for the UK communications industry.

⁴ Silver, A. (2009). Forward to *Mapping Media Education Policies in the World*. United Nations.p.12

⁵ Silver, A. (2009). Forward to *Mapping Media Education Policies in the World*. United Nations.p.12

⁶ Scheuer, M. (2009). Forward to *Mapping Media Education Policies in the World*. United Nations.p.7

learns about media”; (Hobbs, 2001) thinks also that “linking Media Literacy to education reform could assist to achieve multicultural educational goals by developing close links between the classroom, the home and the community”.

We have to understand that the fact of one’s reading of a Sunday newspaper is not enough to make him/her think of himself/herself as a media literate, for, media literacy skills must be able to be performed in any contexts, using any media in any time (Thoman and Jolls, 2004);⁷ media literacy is not only a practice in itself, but leads to further practices, specifically it enables people to take particular types of social action (Backingham, 2003).

Jane Tallim, an education specialist, says that “media literacy is not about having the right answers; it is about asking the right questions, the result is life-long learning; she provides us with the fact that with media literacy we train ourselves to raise questions like: who is this message intended for? Who wants to reach this audience and why? From whose perspectives is this story told? Whose voices are heard and/or absent? And what strategies does this message use to get my attention and make me feel included?”⁸

III. Process skills of media literacy

As we know, media literacy is the ability to *access*, *analyse*, *evaluate*, and *create* messages in a variety of contexts/forms; so these abilities that a –media literate people– acquire are called the process skills of media literacy; in some references like “The Media Literacy of Children and Young People” they are called dimensions of media literacy.

- Access: we guess when individuals access messages, they reach the stage to locate, and collect media contents that are relevant to their needs, therefore avoid the contents that are not appropriate to them, and most importantly are able to make out the meaning of those messages properly.
- Analyse: at this level individuals are able to investigate any message from various angles such as its form, its structure, and its sequence.

⁷ Thoman, E., & Jolls, T. (2004). Media literacy - A national priority for a changing world. *American Behavioral Scientist*, 48, 18-29.

⁸ **Source:** Jane Tallim, Education Specialist, The Provincial Centre of Excellence for Child and Youth Mental Health Children’s Hospital of Eastern Ontario. [What is Media Literacy? - Flash Version](#)

- Evaluate: acquiring the ability to evaluate messages you receive, means being able to relate them to your own experiences, thus make judgments about those message's quality and relevance.
- Create: at this very stage, taking into consideration the fact that you can create and/or communicate messages, means that you are capable to write your own thoughts, using your own words, sounds, and/or images properly, and of course you are capable of making use of different technologies of communication to create, edit, and disseminate your own messages.

IV. Qualifications of a media literate person:

Based on the definitions we have provided about media literacy; we can notice that media literate people:

- ✓ Are able to exercise more informed choices with regard to the audio-visual content market.
- ✓ Are able to better protect themselves and their families from harmful, offensive, or undesirable content.
- ✓ Can think critically about what they see, hear, and read in books, papers, magazines....and many other new technologies.
- ✓ Since they can examine everything that involves in media production akin: techniques, technologies, institutions, and individuals....; they can manage to distinguish between fact and fiction.
- ✓ Aware of the fact that some owners of media can poison public minds for the sake of hidden agendas.

Notice:

- It is well agreed among experts that a media literate person is a much more difficult target for media messages, infused with cultural fanaticism.
- To become media literate is not about memorizing facts or statistics about the media, but to question everything you watch, read, or listen to; that what Masterman calls: “critical autonomy” or “the ability to think for oneself.

V. Purpose of Media Literacy:

There is no discussion of the fact that everyone is actually influenced directly or indirectly by mass media. Some people –media literate– learned how to step back and seriously examine the mass media's role in their lives: the aim of media literacy is to help you be one of those people; the aim is not to make of you a cynical person of all media, rather to help you think in an educated manner about the forces that shape the media and your relationship with them so

that you will better evaluate what you see and hear; the aim is to make you able to control the interpretation of what you see and hear in the media, instead of letting media interpretation control you. To quote (Kealy, 2004, Thoman and Jolls, 2004) “the goal of media literacy may be stated as promoting a healthy scepticism towards the media”, so that the media literate people question all images and messages presented to them, rather than simply accepting these messages at face value. (Gillmor, 2008).⁹

VI. Core concepts /key questions

The CML –Center for Media Literacy–, one of the pioneering organisations in the media literacy field suggest five core concepts that flow directly from five key questions. The main aim of this sort of –framework– is to help people transform the way they interact with media, in a hope to help them understand what they consume through mass media every second daily.

1. All media messages are constructed/ who created this message?

It worths noting that what we read in newspapers, what we see on television...etc, is not any kind of reality, –is not a natural thing–, we should be aware of the fact that these sorts of messages are constructed, and that these constructions vary from one kind of text to another: in a magazine as a case in point, we find words in different sizes and type fonts, photographs, colors...etc. TV has hundreds of building blocks: from camera angles and lighting, to music and sound effects. This means that the messages we see were written by someone –*author*–, the images were captured, edited and the result is a creative work done by a talented team whose job is: “putting things together”. That is to say, everything we are supposed to see, hear...from the mass media is a sort of human creation who is trying to present a kind of script about the culture. We should be aware also of the fact that we will never see, hear, or read the things that were rejected, simply because everything on the media is a reflection of many decisions and the outcome of many determining factors. we guess few realise that we often—consciously or unconsciously— base our view of reality on media messages, that have been pre-constructed and have more attitudes, have more interpretations, and conclusions built in. the media to a great extent present people with versions of reality, and here lies the danger, for, most of people take what they see, and/or hear on the media for granted and usually these things go unquestioned. The main aim of this combination of –question and concept– is not to make you cynical, but to create the critical distance you need to become

⁹ Gillmor, D. (2008). *Principles for a new media literacy*: Berkman Center for Internet and Society, Harvard University.

capable of asking other questions; the aim is to help you develop your skills of looking beneath the surface of media messages to see how they are constructed.

2. Media messages are constructed using a creative language with its own rules/what creative techniques are used to attract and/or hold my attention?

People of media use some creative components for putting things together; it means that they relay on what media professionals call “creative language” to convey their messages through media, to make it look real. So words, music, colors, movements, and camera angles are such examples of the language, style, and codes we are talking about. We are sure you may notice through your experience of watching the movies for instance, that scary music heightens fear, that camera close ups convey intimacy, that big headlines in a newspaper or magazine signals significance...etc.

Patricia Aufderheide, a media scholar, says that: “every medium has its own codes and conventions, its own ways of presenting cultural reality” *–format–*; this relates also to the thesis of Marshal McLuhan that: “media is the message”. For example the way a report of an event broadcasted on radio, looks totally different from the way it is presented on TV or as a blog on a website. When we talk about these differences concerning the description of things through media, we must not forget the most essential commonality that brings mass media together which is the fact that they are all story-tellers. Knowing the methods that media follow to shape our visions of ourselves, things that surround us, and even the world, is a central concept of media literacy; being aware of this techniques will help you decode, interpret texts of media, thus being able to distinguish between reality and textual versions of reality and so decreasing to some extent your susceptibility to such manipulation.

3. Each person experiences the same media messages differently/ how might different people understand media messages differently from me?

Each individual *–audience–* interprets media messages differently based on: culture, age, life experiences, beliefs, and values; for example, members of the same family who watch the same film or access the same website may have different experiences and come out with different impressions. In other words, some of these audiences may accept some messages totally at face value that others may reject, or disagree with its message; others, find themselves not even certain if they embraced it or rejected it. We should note that all people bring their personalities consciously or unconsciously to the materials they read or watch, that is the reason that lies behind being angry at some ideas or being happy at others. Professionals of media literacy insist on asking questions about everything we get from the media, for, the more questions we ask, the more alert we can be when it comes to judging the credibility of

media messages.

4. Media have embedded values and points of view/ what life-styles, values, and points of view are presented in –or omitted– from this message?

The very fact that media messages–*content*– are constructed leads to the assumption that choices reflecting attitudes, values, and points of view have to be made. Without doubt, most media texts are targeted for an audience that can be identified by its values and ideologies. In a film for instance, a character’s age, gender, race, and language; mixed with a life-style, setting: –urban, rural; poor, rich–, plus attitudes and behaviors that are portrayed, and the action and the reaction in the plot, are instances of some ways values are “embedded” in a TV show, a sitcom, or an advertisement. To show how even news have embedded values, we may consider the fact that some news are to be in the first page, take much space and so on. We do agree with some media professionals who say that detecting the ideology of media texts is an important skill in mass communication analysis.

5. Media messages are constructed to gain profit and more power/ why is this message being sent to me?

Firstly, media materials are produced and distributed by organisations that exist in commercial settings; secondly, modern media are expensive to produce, so the need to bring in revenues by marketing products to audiences is the first and foremost –*purpose*– of media producers. They make their main revenues through advertising. Yes, we are actually talking about commercial businesses. This could be noticed easily by the fact that more space is devoted to ads in newspapers, or magazines, than the space given to news. We reckon, the majority of literate people know this fact, but the minority does not know that some media texts are created to deliver audiences to advertisers, rather than to deliver texts to audiences!

The real purpose of mass media is to create audiences and put them in a receptive mood so that the publisher can sell both space and time to sponsors –people or company that pays for a radio or television program in return for advertising– to advertise products. These sponsors pay for time and space based on the number of people the publisher predicts will consume that product. And of course if the number of consumers turns out to be less than promised, the sponsor gets a refund of it. Students of media literacy need to be aware of the implications of the media’s commercial agenda, and how “convergence” affects the media and the content of media.

Notice:

- Media Literacy practitioners around the world have evolved both the core concepts and the key questions and explore them; the outcome is five analytical aspects of

media messages: author, format, audience, content, and the motive respectively.

The second part:

Method of interviewing

Moroccan students.

I. Methodology:

We have actually provided a general overview of Media Literacy in our first section just for the sake of making the reader a bit familiar with the notion of Media Literacy, and make it easy for him/her to better understand the procedure we have taken to bring this notion into practice. In that very way, we have many times asked ourselves about the way to take to bring this notion into practice, and the best solution was to rely on the key questions and core concepts of ML to see how might students react when being asked this sorts of questions, then to analyse the answers and try to suggest reasons behind certain answers and/or attitudes. Since we have been interested in student's perception of ML, it has become obvious that the best strategy to better collect data for our project was through semi-structured interviews. Consequently, listening to student's attitudes towards /and knowledge about ML, therefore sharing multiple ideas with our readers.

II. Data Collection:

We have utilized the semi-structured interviews, that has been transcribed verbatim by very ourselves simultaneously after asking each question. The fact of choosing specific programs – films, sitcoms, ads...etc– was of no use, for some students said that they have never watched that sort of programs that were specified for the interview to be taken by interviewees as reference to take into consideration when being asked questions. As a matter of fact we were supposed to think of another solution which we were so sure to be the right one; the solution was so simple: to give the interviewees the freedom to choose the program they favor, to take it into consideration when being asked any question and try their best to answer our questions honestly. It worths mentioning that the majority of those students did not favor the fact of being audio-taped because of unknown reasons. In general, we did our best to clarify each question to the students, for most of them said that those questions were very difficult to answer. Some students, either those who belong to high school or those who belong to university asked me to translate the questions into Arabic to make it easy for them to better understand the questions and so to provide us with the appropriate answers. Of course we have found it easy to translate all the questions into Arabic.

The reason behind clarifying questions was to make sure that our interviewees get the main idea of each question, thus to make it easy for us when analyzing the data to see whether those students are able to deconstruct Media Messages or not. Our interviewees composed of two groups: a sample of students at the level of the university –*Sidi Muhammed Ben Abdellah, Fes-Sais*–, and a sample of students of high school–*Tarik Ben Ziad School, Ras Tabouda, Ait*

Sadden-.

III. The interviewees:

We have had the opportunity to interview twenty four students: six of them belong to *Tariq Ben Ziad high school*, and the other eighteen belong to English department at the University of *Sidi Muhammed Ben Abdellah, Fes-Sais*. Frankly speaking, mainly all the students were of great help and show such great deal of interest concerning the topic. To perform the interviews, we used as we had mentioned before, the key questions and the core concepts of ML. In the first part of our paper, we have discussed five key questions accompanied with five core concepts, but in our interviews we have asked a sort of Ten questions for the sake of simplifying things to our interviewees, because in general, if our reader pay attention, they will find that there are only five questions that have been simplified to soften our analysis. For more information about the procedure we went through, go back to our appendix.

IV. Procedure:

The interviews have taken approximately *thirty minutes* each, and in order to maximize their quality, our interviewees have been provided in advance with some information that allowed them to know about our research and how was it going to be about; in other words, a number of open questions and open discussions provided with examples have been submitted with the aim of giving our interviewees time to reflect over and prepare whatever they considered were the most adequate and constructive answers. Of course all our in-depth interviews were individual and were carried out in a friendly and relaxed manner; all the answers have been transcribed verbatim immediately after each question. We would like to assure our readers that we did more than our best to transmit to you our interviewee's answers as it is literally with no distortion. It worths noting that our interviewees were guaranteed that they will be treated anonymously, so there will be no mention of any name of any student.

V. Data analysis:

In this section, we discuss and analyse the data collected from our interviewees according to the ten questions described bellow.

We would like to inform our reader that the questions were the same for both groups of students, We would like to inform our reader also of the fact that our interviewees have been asked about how many hours they spend setting in front of the TV a day, this question was considered as a sort of an opening to deal with the questions that follow. The aim is to get an idea about the ratio of TV consumerism of our interviewees. We have divided our data into four sections; some sections are composed of items.

The third part:

**Moroccan students and the
Media.**

Introduction

When it comes to Media, we are mass consumers; it is a fact that on average, most of people specialize some time watching TV, listening to music, accessing the internet....etc. Roughly, according to the interviews we have had with some students, 65% of those students have internet access home, and of course most of them use it frequently for everything: from researching school projects, to playing online games, to sending instant messages or chatting with their classmates. But for all their exposure to media, these students spend precious little time analyzing the messages they are bombarded with everyday. Have these students known that their opinion about violence, commercialism, issues of gender and race is developing as consequence of Media images around them? Could these students deconstruct -to some extent- the different messages they receive from Media in general and TV specifically? Could our interviewees choose their programs wisely, could they distinguish between truth and fantasy?.....etc. that is what we are going to discover throughout this part.

I. First section: This section investigates how many hours students spend watching their favorite program

Hours	Num of respondents	Percentage
One hour	0	0%
Two hours	6	25%
Three hours	8	33,33%
More	10	41,66%
Total	24	100%

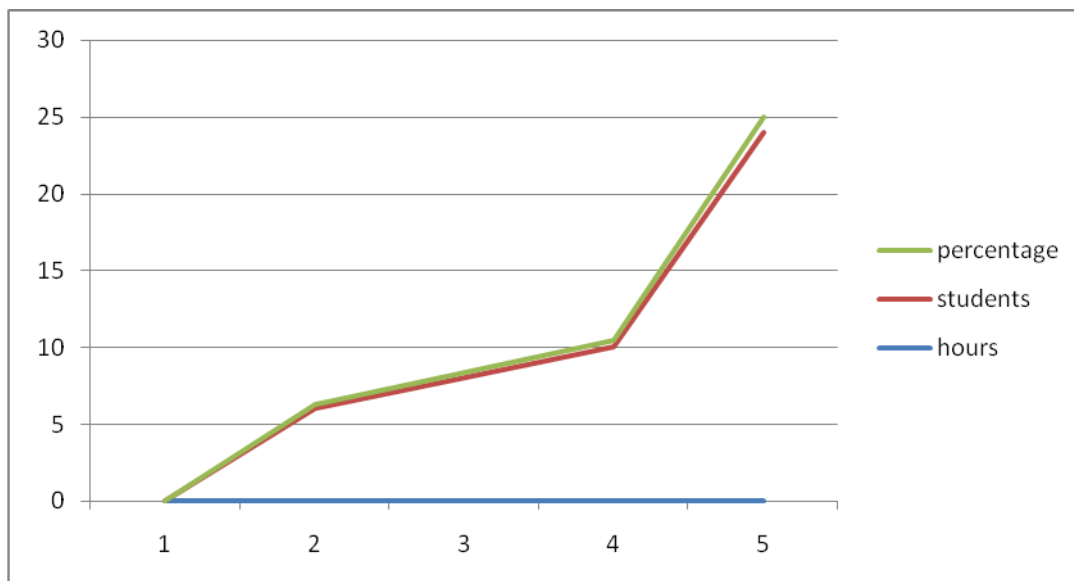


Chart 1: The number of hours students spend in front of TV.

Chart 1 indicates that the number of students who spend more than three hours in front of TV are 10, and this represents (41.66 %); followed by (33.33%) of those who spend three hours, and one out of four (25%) of our interviewees spend less than three hour. This indicates that students consume Media, since the majority of those who said that they spend about two to three hours a day watching TV, told us that they spend more and more hours watching TV if they have nothing to do concerning their studies.

II. Second section: Messages and Values; this section is composed of four items.

A. Item 1: what makes this message realistic or unrealistic? i.e. does your favorite program reflect any sort of reality, or is it all about fantasy? How?

Choices	Num of respondents	Percentage
Yes	7	29,17%
No	14	58,33%
No idea	0	0%
Indifferent	0	0%
It depends	3	12,50%
Total	24	100,00%

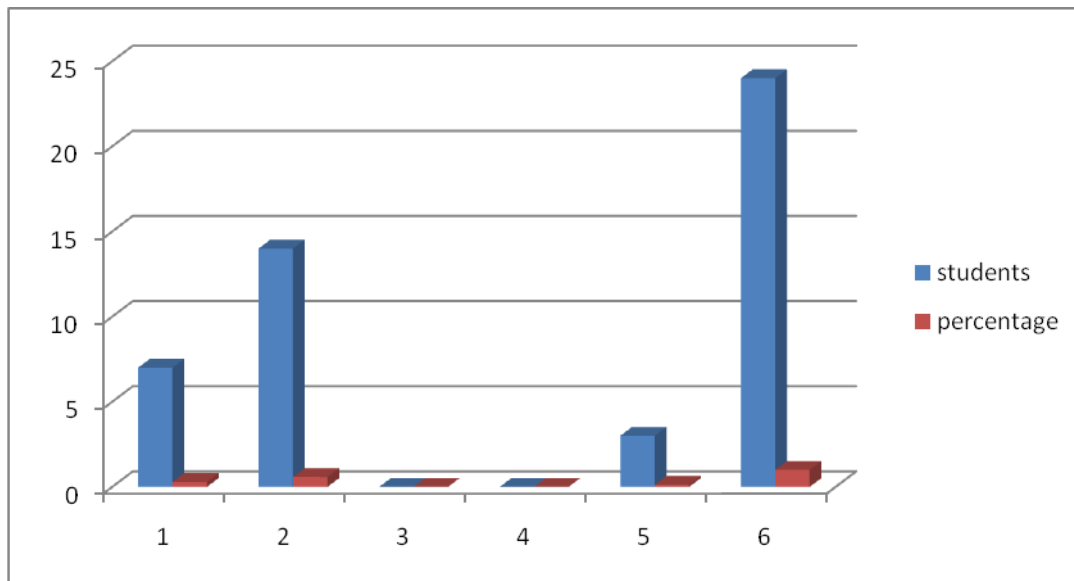


Chart 2: describing student's attitudes towards messages on TV.

The second chart above reveals that (58.33%) of students believe that what they see on TV is unrealistic, (29.17%) think that the programs they favor are very realistic, and more than (12%) of students said that there are films as a case in point that depict reality and there are others that depict fantasy, it depends on the program. To quote one of the main reasons that students rely on to believe that what they see on TV is totally true was:

“For me, crimes, violence, homelessness...etc that is depicted in some of my favorite films truly reflect reality, since it depicts a sort of reality of the outside world”.

In contrast here is one of the main reasons that many students provide to assure us that nearly all what they see in films is just fantasy:

“Concerning violence, the fact that the hero of the film defeats 20 men without even being injured is a great exaggeration that has nothing to do with reality; also exaggeration in love stories depicting in some way that everything is perfect on TV can be considered as a sort of contradiction in our daily lives”.

during our discussion with students concerning this item, we have deduced that all of them without exception focus only on one thing: either on the story or on actors while answering our question, thus giving no importance to what many scholars of media call “creative language”, i.e.: words, sounds, colors, camera angles and so on, and how they are put together to make things look real. We guess if our interviewees come to understand how people of media put things together and how much can this affect their attention, probably then they could think of other reasons to consider when questioning truth and fantasy of media messages as a whole.

B. Item 2: social ideologies; do you think there are ideologies depicted in the films or programs you favor?

Choices	Num of respondents	Percentage
Yes	14	58,33%
No	8	33,33%
May be	1	4,17%
Indiferent	1	4,17%
Total	24	100,00%

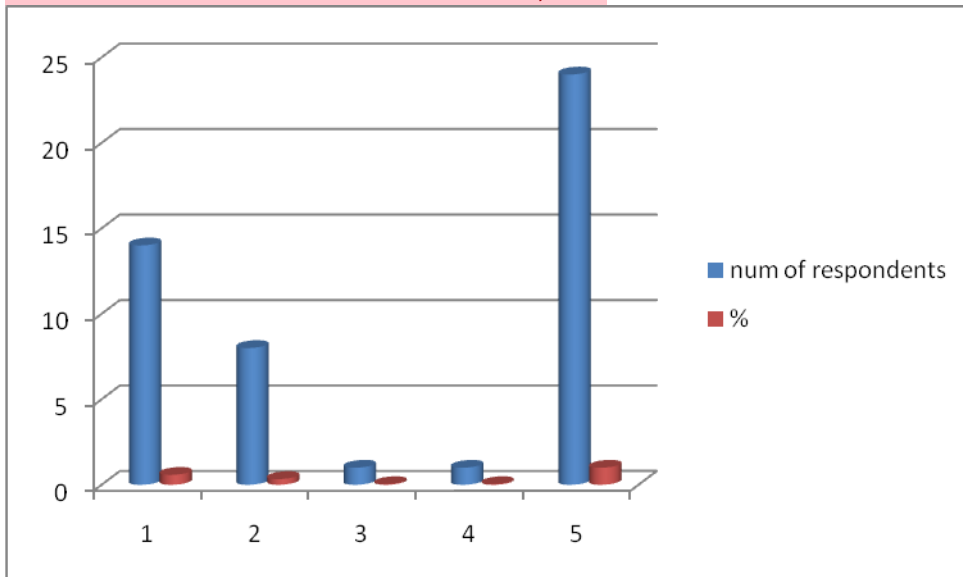


Chart 3: description of ideologies in programs from student's point of view.

Reviewing chart 3, one finds an important number of students, about (58.33%), agreed on the fact that there are ideologies depicted in films they favor watching, (33.33%) of them could never accept ideologies exist in films, and a small number of them, about (2%) are either not sure, or they do not even care. We would like to share with our reader two of the main reasons that some interviewees have provided as an evidence that ideologies are depicted:

“It is not good for them-people of media- to show us reality as it is, this may spoil their agendas. Of course there are ideologies, we talk about companies, and we talk about money-investments-; so people of media are not interested in informing us than selling products and culture to us”.

“If we consider Turkish movies in Morocco, this sort of movies bring to our houses, and community as a whole, another type of culture, a culture that is too different from ours, I consider this as an ideology meant to destroy our own culture”.

C. Item 3: What is omitted from this message? Do you feel or guess that there are things that must be included in your favourite program but was omitted?

Choices	Num of respondents	percentage
Yes	18	75%
No	2	8,33%
Indifferent	3	12,50%
No idea	1	4,17%
Total	24	100%

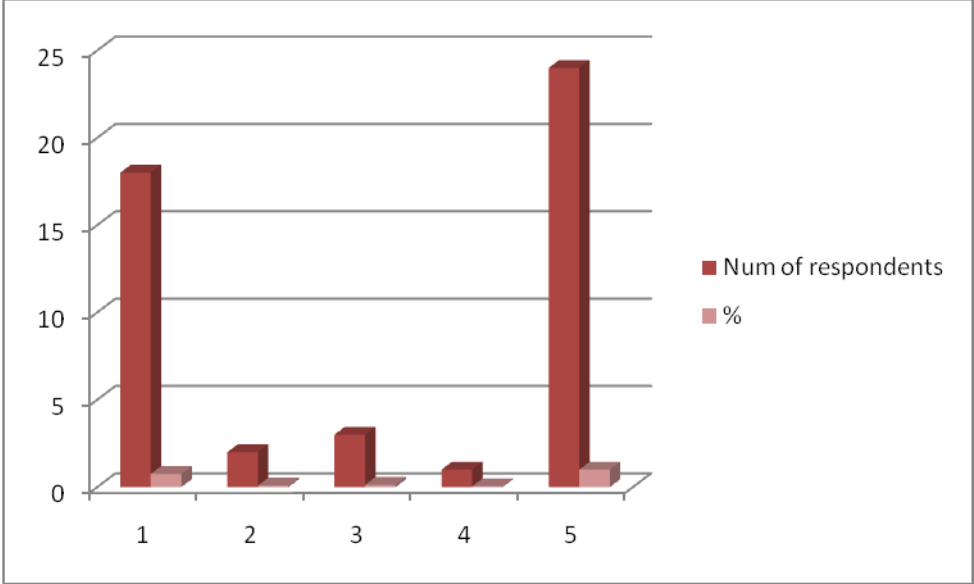


Chart 4: ratio of messages that are omitted according to our interviewees.

From the chart 4 above, we can see that there are 18 students, which represents (75%), who agreed that there are things to be omitted from any program, for these students, this is very normal if we are to consider the job of editors, providing the reason that: “ *we will see and hear only the things that people of Media wants us to hear or see*”; another student added: “ *I see religion as the main thing that is omitted most of the time, religion could be included in two cases in films: either when the Heroes of the film marry, or when someone died, in both cases the mosque or the church could be seen*”.

We can also note from the chart that (12.5%) of students do not care if there are things to be omitted because of the reason that they are watching TV for the sake of amusement. The other remaining students especially some of those that belong to the high school told us either they have no idea about it (4.17%), or reject the idea as a whole (8.33%), for them they believe it is impossible that things are to be omitted, providing no reason for that.

D. Item 4: Behaviors and lifestyles that are depicted, do you believe that in films, there are behaviors and life-styles to be sold to us?

Choices	Num of respondents	Percentage
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Yes	10	41,67%
No	5	20,83%
Indifferent	2	8,33%
No idea	7	29,17%
Total	24	100,00%

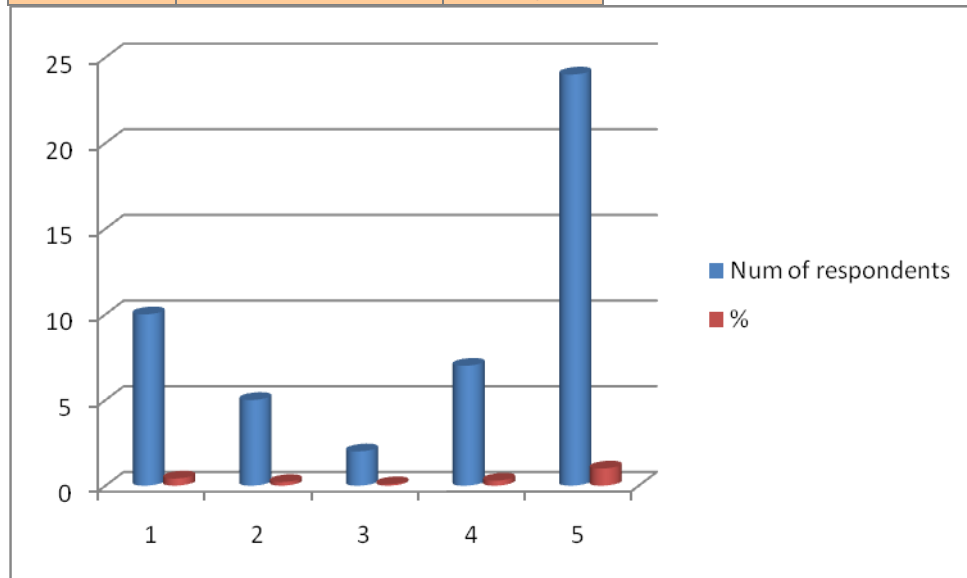


Chart 5 : life-styles and behaviors depicted in programs.

As chart 5 reveals , (41.67%) of our interviewees vote for the fact that there are life-styles and behaviors to be sold through films, followed by (29.17%) of students who ignore the idea as a whole without providing us with any reason. We can also see that (20.83%) of others who agree that people of Media have no intention in selling either life-styles or behaviors to us, and that everything we see depicts a real culture of other communities, and the reason for showing other cultures to us is just for the sake of enriching our knowledge about other cultures, followed by (8.33%) of the students who are not interested at all. Among the reasons that the students who believe life-styles and behaviors are sold, we could state two of the main ones as follows:

“Moroccan women that are depicted on TV, the way they dress, the way they eat, even the way they interact has nothing to do with Moroccan women in the outside world, on the one hand, because not all women go in the street half naked, and on the other hand, not all of them are unveiled”.

“ the fact of depicting Turkish Secular way of living, and the fact of translating the whole context into Moroccan Arabic [...], is a sign that the depicted sort of culture is the ideal one and that is probably the message that Media wants to convey to us: That our culture is an old-fashioned one, and the best solution for us is to be –civilized– and look like those on TV, behave like themetc”.

III. Third section: codes and convention; this section is composed of three items:

A. Item 1: why was this message sent, do you have any idea?

Choices	Num of respondents	Percentage
Indifferent	1	4,17%
No idea	5	20,83%
Yes	18	75%
Total	24	100,00%

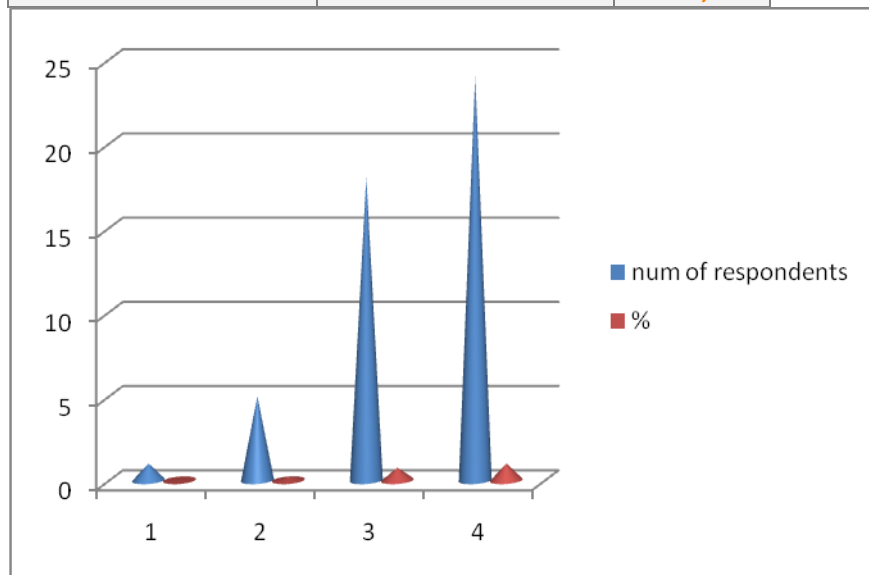


Chart 6: ratio of students who know the reason behind sending messages through the Media.

Chart 6 shows that an important percentage of the students, about (75%) believe they know the reason behind sending messages through TV; these students provide us with three reasons:

- ✓ Messages are sent to sensitize us.
- ✓ Messages are sent to inform us.
- ✓ Messages are sent neither to sensitize nor to inform, but are sent for other reasons.

We will deal with this in detail in chart 7. Chart 6 reveals also that five of our interviewees, i.e. (20.83%) said they have no idea about this, and (4.17%) said they are not interested at all, considering the reason that they are watching TV just for amusement and relaxation.

a. Item 1.a: **what are the reasons then?**

Choices	Num of respondents	percentage
Sensitise	2	11,11%
Inform	1	5,56%

Other purposes	15	83,33%
Total	18	100,00%

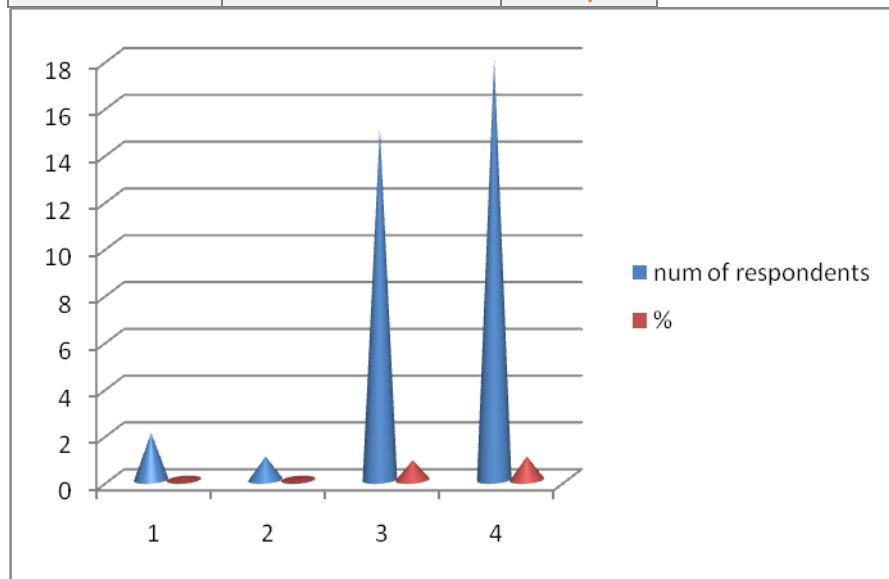


Chart 7: description of reasons why messages are sent.

For those who have claimed knowing the reason behind sending messages, we have devoted a sub-item for this, just to share with our reader some of the reasons that have been provided for that. So keep in mind that the number of students who vote for knowing the reasons is 18.

It is obvious from chart 7 above that the percentage of students who vote for the idea that messages are sent to serve other purposes reaches (83.33%), and this is an important rate. Many reasons have been provided for that; let us share some of them with you reader:

“It was mainly to attract viewers, to sell us products, to persuade us purchase things we are not in need, and to affect people in a negative way”.

“Messages are sent for two main reasons: first and foremost to make money through advertising products, and to spoil our culture and religion. I say this because I see some people in our society imitate everything they see on TV, and take everything for granted”.

There is one student who said that messages are sent to inform us, providing the reason bellow:

“Through some programs, I can know what is going on in the whole world, of course am talking about news programs”.

The last type of answers were the students who said that messages are sent to sensitize us (11.11%), let us share then one of their main reasons:

“Thanks to one of my favourite programs, I knew the diet to go on, my eating habit has been improved, and I can feel better now”.

B. Item 2: what do you like/ dislike about it?, so what do you like about it?

Choices	Num of respondents	%
Everything	10	41,67%
Nothing	8	33,33%
Indifferent	2	8,33%
It depends	4	16,67%
Total	24	100,00%

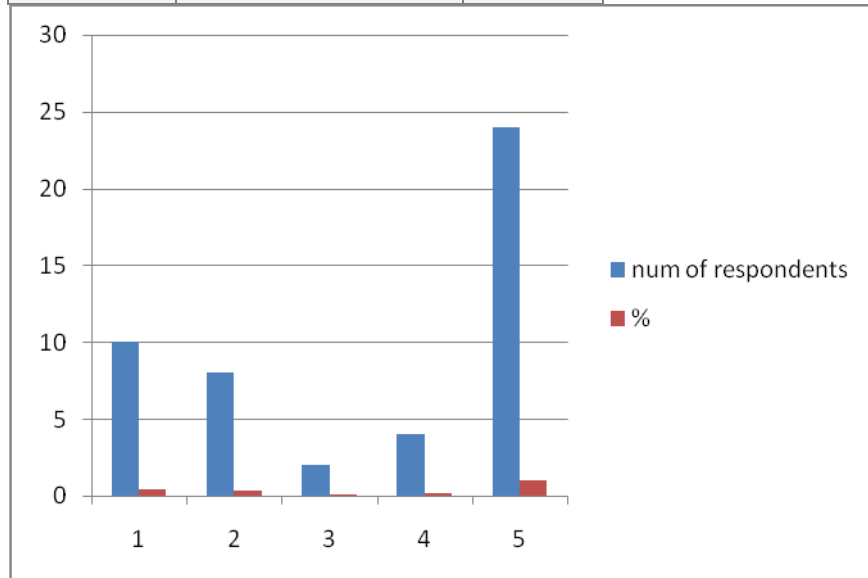


Chart 8 : describes programs students like and/or dislike.

From the chart 8 above, we can deduce that the percentage of students who said they like everything on TV ranks first (41.67%), followed by (33.33%) of students who said they do not like anything, it worths noting that those students are among the ones who were aware of the reason why messages are sent, why certain programs are to be translated into the mother tongue of our country....etc.chart 8 indicates also that there are two students (8.33%) whose answer was “*I do not care*”, and of course are among the ones who watch for the sake of amusement. The remaining percentage was for the students who preferred to be neutral by saying that there are programs they like and programs they dislike. Let us take a look at some reasons students have provided to show they like everything they see on TV:

“most of the time, unconsciously, I can find myself thinking if what I see on TV can happen to me, that is the moment I feel myself admiring the stories, actors[....], I start then thinking and being sure that what I see depicts reality”.

“I like the realistic stories, I try to put myself in the same situation of the hero/heroine, then I see if it is appropriate to behave in such a way”.

Those two reasons give a sort of an idea about the stages people go through to imitate others.

C. Item 3:what do you think and feel about it?, so what is your attitude towards programs

you favour?

Choices	Num of respondents	%
Interesting	5	20,83%
uninteresting	1	4,17%
Indifferent	4	16,67%
No idea	11	45,83%
It depends	3	12,50%
Total	24	100,00%

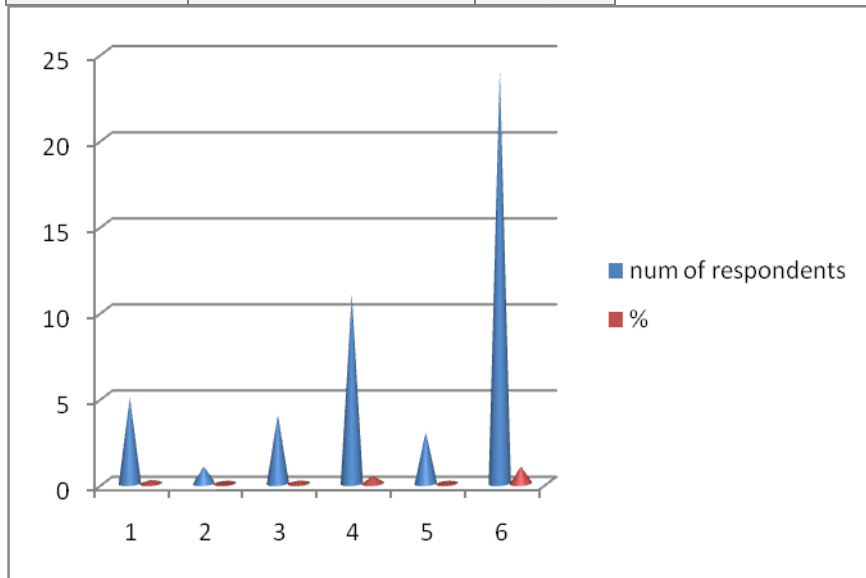


Chart 9 : describing student's point of view towards programs they watch.

We have asked students this question, in order to know about their attitude towards the quality of programs they consume, could they choose the better program? Are the programs they follow on TV interesting, healthy...? Are they satisfied with what they consume? Or else, uninteresting, unhealthy...., and they are not satisfied with its quality?

Chart 9 indicates that only (20.83%) believe that the programs they consume on Moroccan channel are interesting, and healthy to consume, providing the evidence that: *“stories of Turkish movies are so wonderful on our channel, I gained some experiences from them, and I feel very happy to follow those stories, those stories can be true; I am really satisfied with their products”*, (4.17%) said that Moroccan Programs are not interesting, providing the reason that: *“In Moroccan TV, Moroccan films, and soaps are scarce, our channel is full of Turkish soaps that I really do not favor at all”*. we note also from the same chart that (45.83%) of students who said, they have no idea about the quality of Moroccan programs, through our discussion with them, we found out that the majority of these students follow foreign channels, they rarely switch to the Moroccan channel; we notice also that (16.67%) of

students who said they are not interested about the quality of programs, the evidence of watching just for amusement still works with these students. The last remaining percentage (12.5%) was for the interviewees whose answer was neutral, most of them provided the reason: “ *in the Moroccan channel, of course there are programs with which we are really satisfied to watch and follow, and there are others of bad quality, not healthy at all, and have no sense*”.

From these data we can deduce that the majority of the students are not able to classify, or choose their programs.

IV. fourth section: producers and consumers.

A. Item 1: who created this message? Any idea?

Choices	Num of respondents	%
Yes	0	0,00%
No	18	75,00%
Indifferent	6	25,00%
Total	24	100,00%

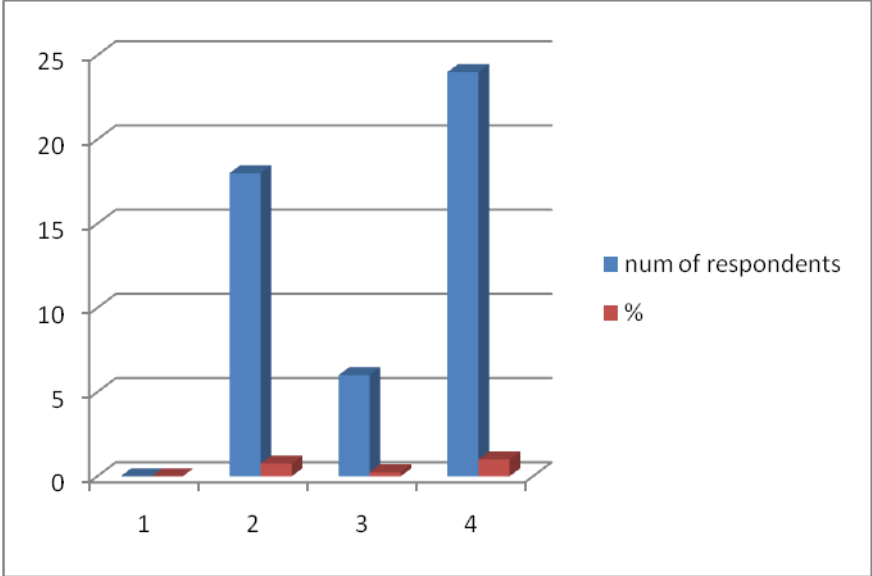


Chart 10: student’s knowledge about the creator of messages

On the basis of the findings represented in chart 10 above, we can notice that a great percentage of students, about (3/4) have no idea about who creates Media messages; to state one of their main reasons: “*Since we are talking about big companies, it is impossible to know the people who create those messages, of course am not talking about people who present, or those who act, because those people are just sort of workers*”. And the rest of them (1/4) are

not interested at all. It worths noting that during our discussion with each interviewee, either those who were indifferent, or those who had no idea, did not question the reason behind knowing the creator of media messages; to some extent, they totally ignore the fact that if we are to know about the creator of media messages, we may notice ideologies he/she intended to still in his/her programs, we may also measure the credibility of his/her programs as a whole, and so on....

B. Item 2: do you think that everybody understands messages differently? How?

Choices	Num of respondents	%
Yes	17	70,83%
No	6	25%
Indifferent	1	4,17%
Total	24	100,00%

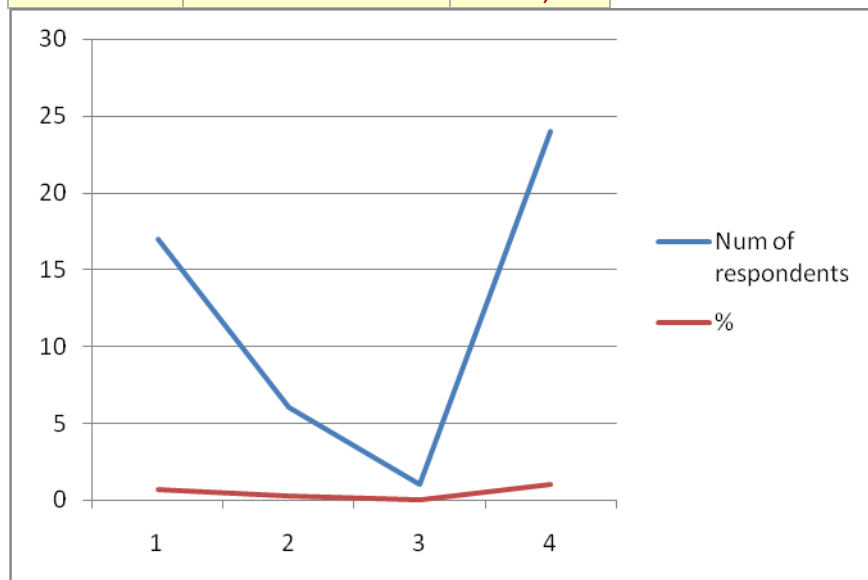


Chart 11 : student’s view about simillarity, or difference of people’s understanding of messages. It is noticeable from chart 11, that mainly the majority of student’s response (70.83%) was that each individual understands media messages differently from others, providing for that many reasons, and those are some of them:

“I think it is up to the way you understand the program, for instance, if you focus on the content as a whole, your way of interpretation will be too different from the way if you focus on ads throughout the program; it also has to do with literacy: the way a literate person will understand media messages must be too different from an illiterate one”.

“I think it is up to one’s experience, for I once recall my sister cried due to an emotional scenery that I found too normal”.

We notice also that (25%) said that most of people have the same opinion; get the same message at the end of each film, their proof was as follows:

“Nearly all Turkish movies I watched share the same context, speak about similar stories, they speak about love, relationships....etc, so people seem to have the same point of view of understanding things”.

There was only one student who refused to take either position.

C. Item 3: who is the target audience?

Choices	Num of respondents	%
Children	0	0,00%
Youth	16	66,67%
Adults	3	12,50%
Youth and adults	2	8,33%
Everyone	3	12,50%
Total	24	100,00%

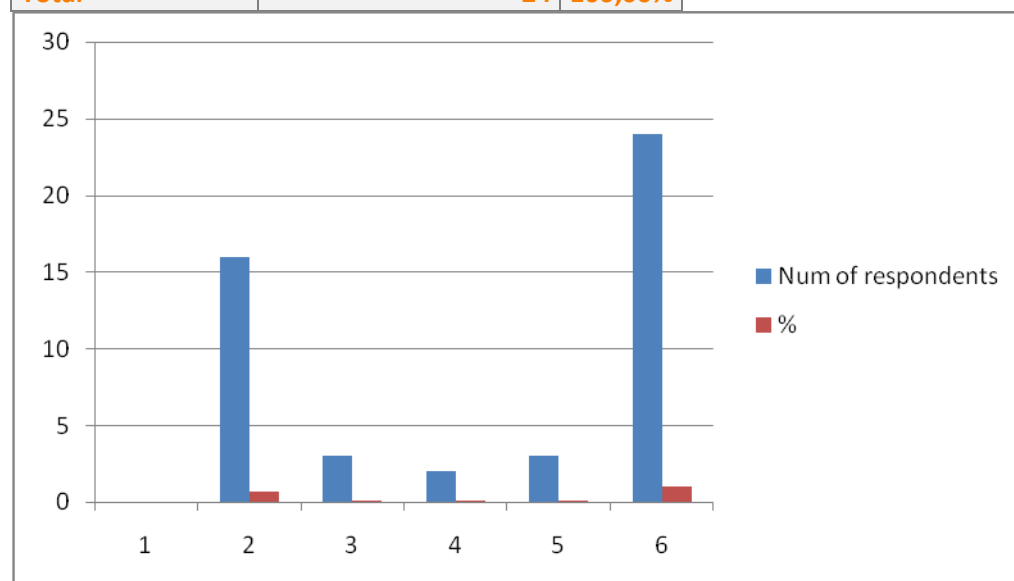


Chart 12 : Description of student’s attitude towards “target audiences” concerning Turkish soaps.

When we asked students this question, they were required to inform us about the type of the program they took as reference to base their judgment. We were really surprised by the fact that the majority of our interviewees focused their attention on Turkish soaps, and that is

probably the main proof that the percentage of responses concerning “children” as target audience was (0%). As chart 12 indicates, more than (66%) vote for youth being targeted by Media, providing the following reason:

“I think old people have experienced many things, and so they are not concerned, thus I guess youth are the focus of media”.

It is indicated also that (12.5%) of students said that adults in general are more targeted in soap operas; about the same percentage (12.5%) were convinced of the fact that everybody is targeted by Turkish soaps even children, the evidence they gave for that was:

“In my family, my little brother, aged 5 years old, is keen on watching these sorts of soaps, I see him very sad when the soap comes to its end”.

For others, (8.33%), they saw Turkish soaps targeted both youth and adults, basing their answers on the fact that a large number of their friends and their parents consume these soaps.

We may say that through our discussion with our interviewees, it is obvious they can observe then judge, but we have deduced that the majority ignore that Media companies create their content, not for everyone but for specific audience, in other words, they choose their “Target Market” basing their choice on gender, age, ethnicity, education level, political affiliation, religion, and beliefs....etc. And the list goes on.

V. Conclusion:

According to the analysis of our data, to our discussions with our interviewees, and according to what we have learned through our reading to many articles and several topics of ML, we have deduced that if individuals all over the world-not just students- want to consume Media intelligently, they need to be Media savvy, they need a full understanding of how media

works, to feel comfortable asking questions about messages they receive through the Media, they need to comprehend to what extent what they see affect what they get. They are in need to learn Media Literacy to distinguish between information, entertainment, and persuasion. In that sense they will be able to know that all messages have a source and that knowing the source can to some extent confirm the credibility of messages, free themselves from its influence, learn and acquire the skills needed to navigate safely through an ocean of messages and images they get from the media. From this perspective, we can see how much media literacy is important to be taught in schools.

We cannot deny the fact that some of our interviewees could to some extent deconstruct some sorts of messages and provide acceptable reasons, but this is not enough to make them literate, they need to learn more and more to brush their knowledge about how media works. So if we are interested to prepare such sort of students, there will be just one solution which is to integrate media education in our curriculum stage by stage.

In that way, bearing in mind that the dominant models of media education around the world are drawn from English speaking countries: Canada, USA...etc, and taking into consideration the difference in culture, values, education policy and pedagogy..., shall we follow the western models or think of our own model?

VI. Appendix

A. Method of expanding the key questions/core concepts of Media Literacy

This appendix has been put for the purpose of sustaining and confirming the data we have accumulated throughout our interviews. We have asked our interviewees 10 questions, but as we have said they are just 5 questions. In other words, we have just expanded the 5 key questions and core concepts of Media Literacy for the sake of simplifying the questions to get accurate answers. Below is the method we have gone through to expand them:

Let us take the 1st key question and explain how it was expanded.

I. All media messages are constructed/ who created this message?

- Who created this message? Any idea?
- Social ideologies; do you think there are ideologies depicted in the films or programs you favor?
- What is omitted from this message? Do you feel or guess that there are somethings that must be included in your favor program but it was omitted?

From the perspective of construction, it is obvious that the message we receive through the Media has been created by someone, so here the question “who created this message?” rises itself; since we talk about people who create messages, it means automatically we will talk about ideologies, because each individual has his own believes, his own way of thinking that he may be convinced to be the perfect one, and of course this person will try to still his ideas using the media; at the end, when we speak about ideologies, this will lead us talk about editing, omitting things and adding other things, probably for the purpose of serving an agenda or securing one’s job...etc.

Notice: the same way was taken to expand the following other questions.

II. Media messages are constructed using a creative language with its own rules/what creative techniques are used to attract and/or hold my attention?

- What do you like/ dislike about it?, so what do you like about it?
- What do you think and feel about it? So what is your attitude towards programs you favour?

III. Each person experiences the same media messages differently/ how might different people understand media messages differently from me?

- Do you think that everybody understands messages differently? How?

IV. Media have embedded values and points of view/ what life-styles, values, and points of view are presented in –or omitted– from this message?

- Behaviors and lifestyles that are depicted, do you believe that in films, there are behaviors and life-styles to be sold to us?
- What makes this message realistic or unrealistic? i.e. does your favorite program reflect any sort of reality, or is it all about fantasy? How?

V. Media messages are constructed to gain profit and more power/ why is this message being sent to me?

- Why was this message sent, do you have any idea?
- Who is the target audience?

B. Classification of the key questions/core concepts of Media Literacy

Also we have gone through the same path to classify and divide our question into 3 sections as follows:

I. Messages and Values; this section is composed of four items.

- What makes this message realistic or unrealistic? i.e. does your favorite program reflect any sort of reality, or it is all about fantasy? How?
- Social ideologies; do you think there are ideologies depicted in the films or programs you favor?
- What is omitted from this message? Do you feel or guess that there are somethings that must be included in your favor program but it was omitted?
- Behaviors and lifestyles that are depicted, do you believe that in films, there are behaviors and life-styles to be sold to us?

II. Codes and convention; this section is composed of three items:

- Why was this message sent, do you have any idea?
- What do you like/ dislike about it?, so what do you like about it?
- What do you think and feel about it? So what is your attitude towards programs you favour?

III. Producers and consumers.

- Who created this message? Any idea?
- Do you think that everybody understands messages differently? How?
- Who is the target audience?

C. The whole details of our interviews.

First section: This section investigates how many hours students spend watching their favorite program.

respondents	Choices					
	Yes	No	1 hour	2 hours	3 hours	more
1	✓			✓		
2	✓			✓		
3	✓				✓	
4	✓				✓	
5	✓					✓
6	✓					✓
7	✓					✓
8	✓				✓	
9	✓				✓	
10	✓					✓
11	✓			✓		
12	✓				✓	
13	✓					✓
14	✓				✓	
15	✓					✓
16	✓			✓		
17	✓			✓		
18	✓				✓	
19	✓			✓		
20	✓				✓	
21	✓					✓
22	✓					✓
23	✓					✓
24	✓					✓

Second section: Messages and Values; this section is composed of four items.

Item 1: what makes this message realistic or unrealistic? i.e. does your favorite program

reflect any sort of reality, or is it all about fantasy? How?

respondents	choices				
	yes	No	No idea	indifferent	If yes how?
1	✓				Reflects reality of the outside world
2	✓				Everything is real.
3	✓				Same reason
4		✓			Depicts idealism in relationships.
5	✓				The stories are true in life.
6	✓				Tells about what in society.
7		✓			Exaggeration when it comes to violence.
8		✓			A lot of lies, just lies.
9		✓			Depicting thieves as kind people.
10		✓			Nothing to do with the outside world.
11		✓			No reason
12	✓				No reason
13		✓			There is no reality.
14	✓	✓			Some are real, some not: up to the topic.
15		✓			No reason.
16		✓			It is obvious.
17		✓			They fail in depicting reality.
18	✓	✓			They try to approximate reality.
19		✓			The type of relationships between actors never occur in reality, too idealistic.
20	✓				Speaks about true things in life.
21		✓			It is about money.
22		✓			Stories are not real.
23		✓			It is about story telling.

24	✓	✓			There is some sort of truth and fantasy.
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Sample of good examples:

- For me, crimes, violence, homelessness...etc that is depicted in some of my favorite films truly reflect reality, since it depicts a sort of reality of the outside world.
- Concerning violence, the fact that the hero of the film defeats 20 men without even being injured is a great exaggeration that has nothing to do with reality; also exaggeration in love stories depicting in some way that everything is perfect on TV can be considered as a sort of contradiction in our daily lives.

Item 2: social ideologies; do you think there are ideologies depicted in the films or programs you favor?

Respondents	Choices			
	Yes	No	Indifferent	If yes/no provide us with examples
1	✓			A culture of not ours.
2		✓		They are telling true stories, no place for ideologies.
3	✓			Way of life, style of cloths.
4			✓	No reason.
5	✓			Religion is weak.
6	✓			No reason.
7	✓			Depicting American way of life.
8	✓			Are trying to give bad view about Islam.
9		✓		No reason.
10	✓			Satanic ideologies.
11	✓	✓		No reason.
12		✓		It is the reality.
13	✓			Religion, life-style....
14		✓		No reason.
15	✓			Ads.

16	✓			Religion, sexy images....
17	✓			No reason.
18	✓			They want to force their culture on us.
19		✓		Just for entertainment.
20		✓		Depicts just reality.
21	✓			Policy not to trust others.
22		✓		No reason.
23		✓		No reason.
24	✓			Religion.

Sample of good examples:

- ✓ It is not good for them-people of media- to show us reality as it is, this may spoil their agendas. Of course there are ideologies, we talk about companies, and we talk about money-investments-, so people of media are not interested in informing us than selling products and culture to us.
- ✓ If we consider Turkish movies in Morocco, this sort of movies bring to our houses, and community as a whole another type of culture, a culture that is too different from ours, I consider this as an ideology meant to destroy our own culture.

Item 3: What is omitted from this message? Do you feel or guess that there are somethings that must be included in your favor program but it was omitted?

Respondents	Choices			
	Yes	No	Indifferent	How do you know?, provide examples
1	✓			You are not to hear or see what you want.
2	✓			No reason.
3		✓		Everything I expect to see is there.
4			✓	No reason.
5	✓			Iam sure I will never see such thing in real life.
6			✓	I watch to amuse and forget about problems.
7	✓			Of course that is the reason we have editors.
8	✓			They focus only on lower class.
9	✓			No reason.

10	✓			They avoid talking about religion.
11	✓			Media is controlled, so many things will be omitted
12		✓		Nothing is omitted, it is all real.
13	✓			Religion is omitted.
14	✓			There are rules to respect: make up, style...etc.
15	✓			I feel that everything I see on TV is designed.
16	✓			Of course there are people who control the media.
17			✓	My focus is on story, just to amuse.
18				I have no idea about that.
19	✓			They depict the higher class as the ones who are intelligent.
20	✓			They give much priority to poor people.
21	✓			Reality is omitted.
22	✓			They include jus the bourgeois class.
23	✓			For media, poor people are savage.
24	✓			That is the job of editors and producers.

Sample of good examples:

- We will see and hear only the things that people of Media wants us to hear or see.
- I see religion as the main thing that is omitted most of the time, religion could be included in two cases in films: either when the Heroes of the film marry, or when someone died, in both cases the mosque or the church could be seen.
- They depict higher class as the ones ho are intelligent, who understand how to control matters, how to solve problems [...] and they show that lower class, besides living in bad conditions, are stupid and are the main source of problem in the community as a whole.
- They include the bourgeois class, this is obvious through the life-style, cloths, cars...etc.
- I see a lot of bias, poor people are always marginalized even when the media comes to depict them in stories.

Item 4: Behaviors and lifestyles that are depicted, do you believe that in films, there are behaviors and life-styles to be sold to us?

Respondents	Choices			
	Yes	No	Indifferent	provide us with some examples
1	✓			Focusing on foreign culture and life-style.
2	✓			Same reason.
3	✓			Nothing to do with our culture.
4			✓	No reason.
5	✓			Cloths, secularism...etc.
6	✓			Racism, western way of life.
7				No idea.
8			✓	Iam not interested.
9	✓			Cloths, culture, customs...etc.
10	✓			Western life, ideas, cloths, cars, houses...etc.
11	✓			Cloths, secular life, bare bodies...etc.
12		✓		What is depicted is real.
13				No idea.
14				No idea.
15		✓		Everything is real on TV.
16		✓		Same reason.
17				No idea.
18	✓			They compare between our culture and the other culture.
19				No idea.
20		✓		Same reason.
21				No idea.
22	✓			They want to show that our culture is old-fashioned.
23				No idea.
24		✓		They are just telling stories/ innocent stories.

Sample of good examples:

- Moroccan women that are depicted on TV, the way they dress, the way they eat, even the way they interact has nothing to do with Moroccan women in the outside world, on the one hand, because not all women go in the street half naked, and on the other hand,

not all of them are unveiled.

- the fact of depicting Turkish Secular way of living, and the fact of translating the whole context into Moroccan Arabic [...] is a sign that the depicted sort of culture is the ideal one and that is probably the message that Media wants to convey to us: That our culture is an old-fashioned one, and the best solution for us is to be –civilized– and look like those on TV, behave like themetc.

Third section: codes and convention; this section is composed of three items:

Item 1: why was this message sent, do you have any idea?

Respondents	Choices				
	Indifferent	No idea	yes	Because	
			sensitize	Inform	Other purpose
1			✓		
2		✓			
3				✓	
4					✓
5					✓
6	✓				
7					✓
8					✓
9					✓
10		✓			
11					✓
12			✓		
13					✓
14					✓
15		✓			
16					✓
17					✓
18		✓			
19					✓
20					✓
21					✓

22		✓			
23					✓
24					✓

Sample of good examples:

- It was mainly to attract viewers, to sell us products, to persuade us purchase things we are not in need, and to affect people in a negative way.
- Messages are sent for two main reasons: first and foremost to make money through advertising products, and to spoil our culture and religion. I say this because I see some people in our society imitate everything they see on TV, and take everything for granted.
- Through some programs, I can know what is going on in the whole world, of course am talking about news programs.
- Thanks to one of my favourite programs, I knew the diet to go on, my eating habit has been improved, and I can feel better now.
- For many goals: political goal and financial ones.
- To make us live in imagination.
- To waste our time and to control us.
- To tell us that the culture depicted on Media is the perfect one, what we have to do is just to imitate this culture and be happy, because what we imitate is the perfect thing.

Item 2: what do you like/ dislike about it?, so what do you like about it?

Respondents	Choices			
	Everything	Nothing	Indifferent	provide us with some examples
1	✓			No reason.
2	✓			Relationships, love stories..
3		✓		It is all fake.
4		✓		Story telling.
5		✓		I do not like cloths.
6	✓			Same reason.
7				I like the Decor, the acting..., but I dislike style of dressing.
8		✓		I do not like the acting.
9		✓		They lie a lot (ideal love).

10				I like adventurous movies, but not sexy style.
11	✓			Cars, dressing, acting...etc, everything.
12	✓			Everything is interesting there.
13	✓			Everything is real.
14			✓	I watch just to amuse
15			✓	Same reason.
16	✓			Cloths, songs, dancing...etc
17		✓		A lot of exaggeration.
18	✓			The look of women, music.
19				I dislike the way Islam is depicted on TV.
20		✓		Same reason.
21		✓		Same reason.
22				I like violence, not sexy shows.
23	✓			no reason.
24	✓			Furniture, cities, cars...etc.

Sample of good examples:

- most of the time, unconsciously, I can find myself thinking if what I see on TV can happen to me, that is the moment I feel myself admiring the stories, actors[...], I start then thinking and being sure that what I see depicts reality.
- I like the realistic stories, I try to put myself in the same situation of the hero/heroine, then I see if it is appropriate to behave in such a way.
- I dislike the way Muslim women are depicted on TV –unveiled, cutting her hair like man [...], it is not fair, it is not the real image of Muslim women.

Item 3: What do you think and feel about it? So what is your attitude towards programs you favour?

Respondents	Choices			
	Interesting	uninteresting	indifferent	No idea
1	✓			
2				✓
3	✓			
4			✓	

5	✓			
6			✓	
7				✓
8				✓
9			✓	
10				✓
11	✓			
12	✓			
13				✓
14				✓
15				
16				
17				✓
18				✓
19				✓
20				✓
21				✓
22		✓		
23			✓	
24				

Sample of good reasons:

- Stories of Turkish movies are so wonderful on our channel, I gained some experiences from them, and I feel very happy to follow those stories, those stories can be true; I am really satisfied with their products.
- In Moroccan TV, Moroccan films, and soaps are scarce, our channel is full of Turkish soaps that I really do not favor at all.

- in the Moroccan channel, of course there are programs with which we are really satisfied to watch and follow, and there are others of bad quality, not healthy at all, and have no sense.

Fourth section: producers and consumers.

Item 1: who created this message? Any idea?

Respondents	Choices			
	Yes	No	Indifferent	provide us with some examples
1		✓		No Idea.
2			✓	No Idea.
3		✓		No Idea.
4		✓		No Idea.
5		✓		No Idea.
6		✓		No Idea.
7		✓		No Idea.
8		✓		No Idea.
9		✓		It is impossible to know the creator of the message.
10			✓	It is of no use, I watch just to amuse.
11		✓		No Idea.
12		✓		No Idea.
13		✓		No Idea.
14		✓		No Idea.
15		✓		No Idea.
16		✓		No Idea.
17			✓	No Idea.
18		✓		No Idea.
19		✓		No Idea.
20		✓		No Idea.
21		✓		No Idea.
22			✓	No Idea.

23			✓	No Idea.
24			✓	No Idea.

Sample of good examples:

- Since we are talking about big companies, it is impossible to know the people who create those messages, of course I am not talking about people who present, or those who act, because those people are just sort of workers.

Item 2: do you think that everybody understands messages differently? How?

Respondents	Choices			provide us with some examples
	Yes	No	Indifferent	
1	✓			Up to understanding, intelligence, and point of view...etc.
2		✓		We end up with the same view in our family.
3	✓			I guess it is up to how you understand the program.
4		✓		I watch for amusement.
5	✓			No reason.
6	✓			No reason.
7	✓			Up to literacy.
8		✓		No reason.
9	✓			No reason.
10	✓			Depends on one's conviction.
11		✓		No reason.
12	✓			Up to literacy.
13	✓			Too different.
14	✓			Same reason.
15	✓			Ignorants believe everything.
16	✓			Same reason.
17	✓			Same reason.
18			✓	I watch to amuse.
19		✓		Most of the time I end up with the same conclusion as my sister's.

20	✓			Up to literacy.
21	✓			Same reason.
22	✓			Same reason.
23		✓		No reason.
24	✓			Up to the way you get the program.

Sample of good examples:

- I think it is up to the way you understand the program, for instance, if you focus on the content as a whole, your way of interpretation will be too different from the way if you focus on ads throughout the program; it also has to do with literacy: the way a literate person will understand media message must be too different from an illiterate one.
- I think it is up to one's experience, for I once recall my sister cried due to emotional scenery that I found too normal.
- Nearly all Turkish movies I watched share the same context, speak about similar stories, they speak about love, relationships....etc, so people seem to have the same point of view of understanding things.
- I personally focus on the facts and I found many times, that I do not share the same idea as others in my family, since they focus on the story and on actors.
- I can not accept any message, for I feel that some of them are not real, so how am I getting to be involved and feel happy when the hero is happy and vice versa.

Item 3: who is the target audience?

Respondents	Choices				
	Children	Youth	Adults		Everyone
			Men	Women	
1		✓	✓	✓	
2		✓			
3			✓	✓	
4		✓			
5		✓			
6			✓	✓	
7		✓			

8		✓			
9		✓			
10		✓			
11		✓	✓	✓	
12		✓			
13		✓			
14		✓			
15		✓			
16		✓			
17			✓	✓	
18		✓			
19		✓			
20		✓			
21		✓			
22					✓
23					✓
24					✓

Sample of good examples:

- I think old people have experienced many things, and so they are not concerned, thus I guess youth are the focus of media.
- In my family, my little brother aged 5 years old is keen on watching these sorts of soaps, I see him very sad when the soap comes to its end.
- If we are to consider cartoons, they are specialized for children, though some are for youth and adults; but if we are consider Turkish soaps as a case in point, hey are mainly for youth and specifically for girls.

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Table of content

Acknowledgement.....
...2

The first part

I. Introduction

.....	4
II.	
Definitions.....	
.....6	
A. What is media?	6
B. Literacy: 20 th , 21 st century	
.....6	
C. What is media literacy?	
.....7	
III. Process skills of media	
literacy.....	8
IV. Qualifications of a media literate	
person.....	9
V. Purpose of media	
literacy.....	10
VI. Core concepts: key	
questions.....	10

The second part

I. Methodology.....	
15	
II. Data	
Collection.....	1
5	
III. The	
interviewees.....	
16	
IV.	
Procedure.....	
.....16	
V. Data	
analysis.....	16

The third part

Introduction	19
I. First section	19
II. Second section: Messages and values	20
A. Item 1: what makes this message realistic or unrealistic?	20
B. Item 2: are there any social ideologies?	22
C. Item 3: What is omitted from this message?	23
D. Item 4: are there any Behaviors and lifestyles depicted?	24
III. Third section: Codes and Conventions	25
A. Item 1: why was this message sent?, do you have any idea?	25
a. Item 1.a. what are the reasons then?	26
B. Item 2: what do you like/ dislike about it?, so what do you like about it?	27
C. Item 3: what do you think and feel about it?, so what is your attitude towards programs you favour?	28
IV. Fourth section: producers and consumers	30
A. Item 1: Who created this message and why? Any idea?	30
B. Item 2: How might different people and this message differently from you? Is there any difference first?	31
C. Item 3: Who is the target audience?	

.....	32
V. Conclusion.....	35
VI. Appendix.....	36
A. Method of expanding key questions/core concepts of Media Literacy.....	36
B. Classification of the key questions/core concepts of Media Literacy.....	37
C. The whole details of our interviews.....	38
References.....	5
4	
Table of content.....	57