

Assessing the Suitability and Prioritization of the Components of the media Literacy Competence Development Model for English Language Teachers

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Competency development, media literacy, English language teachers, provision of educational equipment, learners' participation in the educational structure.

Purpose: Considering the importance of media literacy and competency development in this field, the present research was conducted with the aim of assessing the suitability and prioritization of the components of the media literacy competency development model of English language teachers.

Methodology: This study in terms of purpose was applied and in terms of implementation method was mixed (qualitative and quantitative). The research population in the qualitative part was the experts of Farhangian University and principals of the first and second period schools of Tabriz city, which based on the principle of theoretical saturation number of 15 people were selected as a sample. The research population in the quantitative part was English language teachers of the first and second period schools of Tabriz city, which based on Cochran's formula number of 384 people were selected as a sample. The research tool in the qualitative part was a semi-structured interview, which its data was coded in MAXQDA software, and in the quantitative part was a researcher-made questionnaire, which its data was analyzed by structural equation modeling and weighted matrix in SPSS and SmartPLS software.

Findings: The findings showed that the media literacy competency development of English language teachers has 50 sub components in 12 main components, including the media access, production and communication, technology development at the global level, media literacy promotion infrastructure, provision of educational equipment, management of students' entry into the virtual world, lack of possibilities of educational assistance, lack of acceptance of virtual media among teachers, critical thinking training, creating a learning environment and learners' participation in the educational structure, media literacy competency development, establishing educational justice and developing and updating teachers' skills. Also, all the main components had an average variance extracted higher than 0.50 and Cronbach's and combined reliability higher than 0.70, and the media literacy competency development model of English language teachers had a good fit and their effects on each other were significant ($P < 0.05$). In addition, respectively the components of technology development at the global level, establishing educational justice, media literacy competency development, developing and updating teachers' skills, media access, production and communication, lack of acceptance of virtual media among teachers, management of students' entry into the virtual world, creating a learning environment and learners' participation in the educational structure, critical thinking training, media literacy promotion infrastructure, provision of educational equipment and lack of possibilities of educational assistance were of higher importance.

Conclusion: According to the identified components for the media literacy competency development and their prioritization can be taken an effective step to media literacy competency development of English language teachers.

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1. Introduction

Today, we are in the age of the information and communication technology (ICT) explosion, and these technologies and resulting media have become so diverse and numerous that individuals can easily communicate with anyone, anywhere, at any time (Ylipulli, Pouke, Ehrenberg & Keinonen, 2023). People in today's societies are exposed to media from early life to the end of their days, media that are engaged in informing people and changing norms and values. Therefore, media must be accepted as an inseparable part of the educational system (Porat, Blau & Barak, 2018). One of the major challenges of ICT and globalization on a macro level is the permeability of borders and the widespread dissemination of media messages in societies, and on a micro level, the walls of homes no longer represent the exclusive and personal framework of citizens, but rather a space for the penetration of media waves (Chen, Lin, Li & Lee, 2018). Media are very powerful and useful tools that, utilizing advanced technologies, facilitate the transmission of information (Nesi, Burke, Caltabiano, Spirito & Wolff, 2022).

In this context, media literacy emerges as one of the most important phenomena of the information age, helping audiences to increase their level of information and awareness, use media beyond habit and entertainment, and acquire the insight and knowledge necessary for interpreting messages (Mingoia, Hutchinson, Gleaves & Wilson, 2019). Media literacy is composed of two concepts: literacy, meaning the level of awareness and interpretation of information from a subject that results from establishing a relationship with the surrounding environment and has feedback; and media, meaning any information source that transfers knowledge and information to a person (Paxton, McLean & Rodgers, 2022). Media literacy, in addition to the ability considered in traditional literacy like reading and writing, creates the ability to analyze and evaluate messages and the power to produce and transmit information to others in various forms and tools (Nabipour, Rahmani & Taghipour, 2020). Media literacy is described as skills that support critical interaction with information provided by the media and offer ways to combat fake news (Weninger, Hu & Choo, 2017). This conceptual construct details the skills and capabilities necessary for progress with independence and awareness in the new digital communicative space, the world, and the multimedia media of the information society (Jang & Kim, 2018). Media literacy is the ability to access, dissect, evaluate, produce, and actively engage with messages in various forms of communication media, assisting individuals in becoming critical and creative thinkers, effective communicators, and active citizens (Xie, Gai & Zhou, 2019).

Media literacy involves the ability to access media, understand and critically evaluate aspects and content of media to establish communication in various contexts, teaching audiences beyond just reading the appearance of media messages, to watch unplanned programs and subject them to critique and evaluation (Eidi Najafabadi, Saadatmand & Keshtiaray, 2022). Media literacy results from three consecutive stages: importance of personal planning for media use (media consumption regime), special skills of critical viewing (message characteristics), and critique of the message, resulting in the ability to use media literacy. In other words, media literacy involves 1. increasing awareness of the media consumption regime, determining the amount and manner of consuming media food from various media sources or media content; 2. teaching skills of critical reading or viewing; and 3. social, political, and economic analysis of media (Diergarten, Mockel, Nieding & Ohler, 2017). Media literacy is a skill-based understanding that allows us to distinguish different types of media from each other and differentiate and identify various media productions from each other. The primary goal is to recognize the final product of a medium from the perspective of whether there is a relationship between the content of a medium and social justice as a final product. In other words, media literacy is a blend of ways of effectively utilizing media and acquiring insight and understanding to distinguish media from each other (Zhang, Li, Liu & Miao, 2016). Individuals with media literacy, having reasoned and critical thinking based on recognition, have the ability to organize information and use it correctly in various situations and, due to the precise nature of the issue, think fundamentally and discover relationships of affairs in pursuit of creating new results (Vahedi, Sibalis & Sutherland, 2018).

One of the effective and investigable factors in media literacy is the development of its competence. Competence is a complex and multidimensional concept with wide dimensions and applications, encompassing a set of knowledge, skills, abilities, insights, attitudes, emotional, personality, and ethical characteristics that lead to improved effective performance (AlHaqan, Smith, Bader & Bates, 2021). This construct refers to the fundamental characteristics of an individual that, when employed, leads to superior performance, which individuals demonstrate during activities and performing various tasks (Koy, Yunibhand, Rauth, Bircher, Park & Henker, 2023). Competence is defined as inclinations, attitudes, beliefs, and motivational, volitional, and social skills for the successful and responsible application of these solutions in various contexts of everyday and professional life (Bernard, Hackbarth, Olmsted & Murphy, 2018). The construct of competence includes three main features: encompassing individual foundational characteristics (basic personal characteristics of an individual including motivation, physical traits, attitudes, and self-images, knowledge and skills that lead to the manifestation of behaviors in situations and performing various duties), causality relationship characteristics (causing or predicting specific behavior or performance), and standards for each competence (defining specific and measurable criteria for each competence to assess and evaluate individuals and achieve superior performance) (Turner, Mador, Lai, White & Kim, 2021). The development of competence is a set of integrated, systematic, and planned activities and actions that provide necessary opportunities for organizational members to learn and create compatibility between their competencies to confront internal and external environmental conditions and current and future demands (Mann, Amerine, Waldron, Wolcott & McLaughlin, 2018). Strategies for competency development eliminate the gap between what should be and what is, and are a method by which individuals can develop their competencies (Gowie, Wilson, Gregory & Clark, 2020). The ultimate goal of competency development is to nurture human capabilities and expand abilities, a program for changing direction to nurture capabilities and expand, improve, and promote knowledge, skills, abilities, insights, and attitudes of employees for the fulfillment of individual, social, and professional roles, duties, and responsibilities (Hertle, Jokovic, Weber, Tisch, Konig, Meibner & et al, 2017).

Given the rapid and swift changes and transformations in various areas of today's world, the education system needs transformation and significant attention to be able to fulfill its fundamental duties in educating, learning, and nurturing the future generation of the country in a worthy manner. This is emphasized in the Fundamental Transformation Document of Education with the title of improvement and transformation in the educational planning and curriculum system and physical infrastructure; one of the aspects considered in this document is the role of media in education and training (Soleimani, Izadi, Norouzi Seyed Hossini & Ghasemi, 2021). Given the various issues related to irregularities and dysfunctions in the interaction of media and audiences, as well as new media and users, one of the most important strategies focused on audiences is the development of media literacy among them (Bicharanlou, 2012). The development of media literacy for teachers is on the agenda in many countries. Teachers can provide students with all the learning opportunities of new technologies and effectively integrate the curriculum with technology to foster creativity, critical thinking, confidence, and lifelong learning. Undoubtedly, teachers equipped with media literacy competence can, while understanding, analyzing, and evaluating media, design media texts and use them in the educational process (Motamedi Mohammadabadi, Nasr Isfahani, Zamani & Asadi, 2023).

Review literature

Motamedi Mohammadabadi et al. (2023) in a study on the model of teaching media literacy to teachers concluded that occupational requirements, social developments, and media hazards as causal factors should be presented to teachers as primary and secondary trainings in media literacy in the dimensions of knowledge, attitude, and skill as the central phenomenon. Policies, program development, and funding as platforms alongside motivational factors, instructor competence, content, and equipment as intervening factors influence the success of the program and create individual, occupational, and social outcomes.

Saei, Basirian Jahromi, and Dehzad (2022) in a study on the obstacles to the development of media literacy education in Iranian schools found that the main obstacles included the lack of a responsible body for media literacy education, non-systematic policymaking and decision-making in education, lack of a precise definition of the goal of media literacy education, and misunderstanding of the concept of media literacy.

Soheili, Arezi, and Mohamadi (2022) in a study on the relationship between digital competence and individual and contextual factors concluded that individual factors and their components including professional interaction, selection, teaching and learning, and contextual factors and their components including assessment, empowerment of learners, and facilitation of learners' learning had a direct and significant impact on digital competence and its components including digital literacy, digital usage, and digital transmission.

Qureshi, Imani, and Nazem (2019) in a study on the factors affecting the promotion of media literacy concluded that the effective factors included religious beliefs, educational programs, individual competence, technological skills, managerial support, and social capabilities, and the designed model for it had a suitable fit.

Cherner and Curry (2019), in their research on preparing teachers for media literacy education, found that media literacy provides teachers and students with a set of skills essential for analyzing, critiquing, and responding to media information effectively.

Fortunati (2018), through research on information and communication technology, determined that teachers, by invoking social communications and utilizing media literacy educational programs, could enhance teaching and learning, elevating students to higher levels of understanding.

Media literacy is a vital life skill, especially given the vast influence of media in all aspects of life today. Therefore, possessing this skill is essential for all citizens to enhance their civic roles and active, effective participation in the globalized era. Without media literacy, teachers fall behind their students, leaving them unsupported amidst a plethora of educational, cultural, social, political, psychological, and religious information. Thus, enhancing and developing teachers' media literacy can significantly prevent media literacy-related harms. Given the importance of media literacy and competency development in this field, the current study aimed to assess the fit and prioritize the components of a model for developing English language teachers' media literacy competencies.

2. Methodology

This applied study employed a mixed (qualitative and quantitative) method. The qualitative research sample consisted of 15 experts from the University of Teacher Education and secondary school principals in Tabriz, selected through purposive sampling based on the principle of theoretical saturation. Key selection criteria included a minimum of 10 years of work experience and at least a bachelor's degree, as reported in Table 1.

Table 1. Demographic information of interviewees

ID	Gender	Organizational position	Work Experience (Year)	Education
S1	Male	Faculty of Farhangian University	21	PhD
S2	Male	Faculty of Farhangian University	23	PhD
S3	Male	Faculty of Farhangian University	26	PhD
S4	Male	Faculty of Farhangian University	12	PhD
S5	Male	Faculty of Farhangian University	13	PhD
S6	Male	Faculty of Farhangian University	19	PhD
S7	Male	Faculty of Farhangian University	17	PhD
S8	Male	Faculty of Farhangian University	14	PhD
S9	Male	Faculty of Farhangian University	15	PhD
S10	Male	School Manager	16	Bachelor's degree
S11	Male	School Manager	20	Master's degree
S12	Female	School Manager	17	Master's degree
S13	Female	School Manager	18	Bachelor's degree
S14	Male	School Manager	22	Master's degree

S15	Male	School Manager	27	Bachelor's degree
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Additionally, the research population in the quantitative section comprised English language teachers from both junior and senior high schools in the city of Tabriz. Based on Cochran's formula, a sample size of 384 individuals was selected through stratified random sampling. In the cluster random sampling method, initially, the sample size for each cluster or education district was determined. Then, sampling was conducted from each cluster or education district in proportion to its sample size. Specifically, 80 individuals were selected from district one, 35 from district two, 63 from district three, 128 from district four, and 78 from district five. The demographic information of the respondents to the questionnaire was reported in Table 2.

Table 2. Demographic information of questionnaire respondents

Variable	Value	Observed frequency	Observed percentage
Gender	Female	102	56,26
	Male	282	44,76
Marriage status	Single	79	57,20
	Married	305	43,79
Age (Year)	26-30	23	99,5
	31-5	101	30,26
	36-40	148	54,38
	41-45	67	45,17
	Above 45	45	72,11
Education	Associate degree	81	09,21
	Bachelor's degree	186	44,48
	Master's degree	101	30,26
	PhD	16	17,4

The research tool used in the qualitative section was a semi-structured interview with four questions, which are as follows: 1) In your opinion, to what extent is media literacy necessary for teachers in the field of teaching? 2) How do you assess the scientific collaborations between English language teachers and students, considering media tools? 3) What are your views on the impact of media literacy of English language teachers in enhancing the academic status of schools and teachers' instruction? 4) How do you see the impact of media literacy of English language teachers on students? It should be noted that the interviews were conducted individually and at a pre-arranged time and place. The average duration of the interviews with each expert was 45 minutes, and the validity of the interviews was confirmed using triangulation methods. The reliability was determined using the inter-coder agreement coefficient, which was found to be 0.88.

The quantitative tool was a researcher-made questionnaire with 50 items across 12 components, including access, media production and communication, global technology development, infrastructure for enhancing media literacy, educational equipment provision, managing students' entry into the virtual world, lack of educational support facilities, non-acceptance of virtual media among teachers, critical thinking education, creating a learning environment and learner participation in the educational structure, developing media literacy competencies, establishing educational equity, and updating teachers' skills. The questionnaire's face validity was confirmed by experts, and reliability for all components was above 0.70, as measured by Cronbach's alpha.

In this study, qualitative data were analyzed using MAXQDA software coding, and quantitative data were analyzed using SPSS and SmartPLS software for structural equation modeling and weighted matrix methods.

3. Findings

This mixed-method study comprised qualitative and quantitative parts, with findings reported as follows. Table 3 listed the primary and secondary components of developing English language teachers' media literacy competencies.

Table 3. Primary and secondary components of development of media literacy competence of English language teachers

Primary components	Secondary components
Access, Production, and Media Communications	1. Online and quick problem-solving by the teacher, 2. Developing access to technological equipment, 3. Creating collaboration and trust between the teacher and students, 4. Attractiveness of media and creating motivation in students, 5. Increasing mutual relationship in media analysis along with students.
Global Technology Development	6. Synchronization of individuals with the world's current technology, 7. The need for progress in societies, 8. The difficulty of education without using technology.
Infrastructure for Enhancing Media Literacy	9. Strengthening communication and cultural infrastructure, 10. Attention of policymakers and planners to allocate budget for media literacy education, 11. Using new methods and technologies in teaching, 12. Creating and upgrading the necessary communication infrastructure.
Provision of Educational Equipment	13. Continuous evaluation of required equipment in schools, 14. Allocating budget for school equipment, 15. Providing financial resources for schools, 16. Using up-to-date educational equipment.
Student Onboarding Management in the Virtual World	17. Creating and strengthening technological platforms, 18. Decryption ability, understanding, evaluating and dealing with various media forms, 19. Considering psychological, emotional, spiritual, behavioral, and intellectual factors of students, 20. Creating legal flexibility in the monitoring laws of media.
Shortage of Educational Assistance Facilities	21. Lack of resources and necessary facilities to create a link between media and education, 22. Inattention of education to the importance of using social media in education, 23. Lack of equipment and facilities in schools, 24. Insufficient financial resources.
Lack of Acceptance of Virtual Media Among Teachers	25. Lack of information and communication skills of teachers, 26. Failure to equip teachers with media literacy, 27. Resistance of teachers to learning, 28. Failure to hold workshops focused on media literacy for teachers.
Teaching Critical Thinking	29. Teaching criticism of issues, 30. Learning critical thinking, 31. Encouraging people to question and answer, 32. The necessity of a comprehensive discourse on critical thinking.
Creating an Inclusive Learning Environment and Student Involvement in Educational Structure	33. Holding educational classes and in-service training for teachers, 34. Proper evaluation of students, 35. Increasing healthy competition among teachers, 36. Improving teaching and familiarity with up-to-date scientific methods, 37. Improving the process of teaching and learning.
Developing Media Literacy Competence	38. Improving the efficiency of the educational system, 39. Increasing analytical skills and strengthening critical thinking of students, 40. Improving the quality of education and teaching, 41. Reducing social harm in modern media environments, 42. Increasing creativity along with lifelong learning.
Establishing Educational Justice	43. Helping to create a healthy community, 44. Upgrading teachers' profession, 45. Continuous and up-to-date learning, 46. Reducing social harm in individuals.
Developing and Updating Teacher Skills.	47. Skill in accessing new media, 48. Skill in using different media forms, 49. Analytical and evaluative skills in media, and 50. Skill in producing content in new media.

Findings revealed that these competencies include 50 secondary components across 12 primary components, namely access, media production and communication, global technology development, infrastructure for enhancing media literacy, educational equipment provision, managing students' entry into the virtual world, lack of educational support facilities, non-acceptance of virtual media among teachers, critical thinking education, creating a learning environment and learner participation in the educational structure, developing media literacy competencies, establishing educational equity, and updating teachers' skills (Table 3). Table 4 reported the average extracted variance, Cronbach's alpha reliability, and composite reliability of these primary components.

Table 4. Average variance extracted and Chronbach’s and composite reliability of the primary components development of English language teachers’ media literacy competencies

Primary components	Average Variance Extracted (AVE)	Cronbach’s alpha	Composite reliability
Access, Production, and Media Communications	51.0	76.0	83.0
Global Technology Development	69.0	82.0	87.0
Infrastructure for Enhancing Media Literacy	77.0	90.0	93.0
Provision of Educational Equipment	74.0	88.0	92.0
Student Onboarding Management in the Virtual World	53.0	78.0	86.0
Shortage of Educational Assistance Facilities	62.0	77.0	85.0
Lack of Acceptance of Virtual Media Among Teachers	72.0	87.0	91.0
Teaching Critical Thinking	53.0	71.0	81.0
Creating an Inclusive Learning Environment and Student Involvement in Educational Structure	62.0	84.0	89.0
Developing Media Literacy Competence	62.0	84.0	89.0
Establishing Educational Justice	73.0	88.0	91.0
Developing and Updating Teacher Skills	64.0	80.0	87.0

The findings showed that all primary components had an average extracted variance above 0.50 and Cronbach's alpha and composite reliability above 0.70 (Table 4). Considering the GOF criterion value of 0.51, higher than 0.36, the model for developing English language teachers' media literacy competencies had an appropriate fit, with structural equation modeling results reported in Figures 1 and 2 and Table 5.

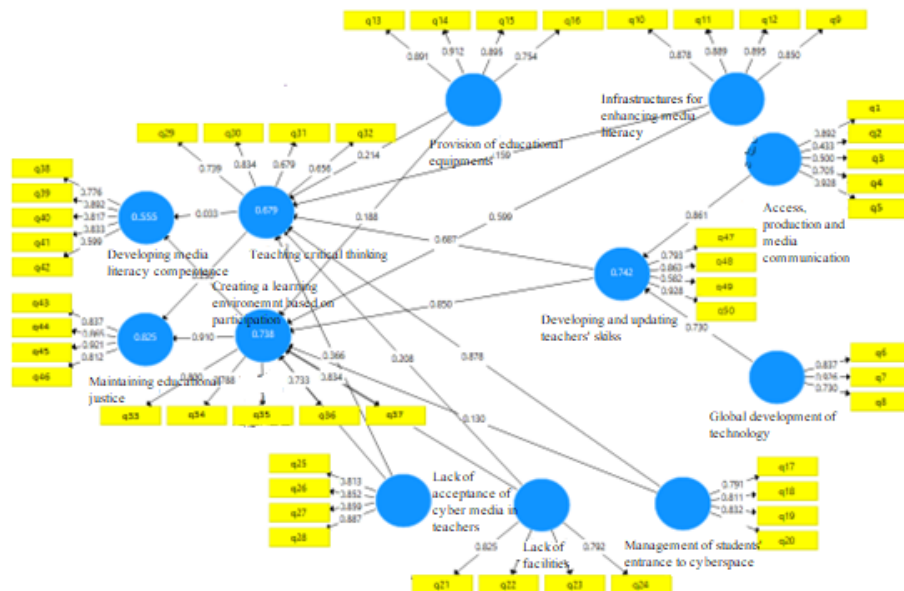


Figure 1. Structural equations model of the development of the development of English language teachers’ media literacy competencies in path coefficient mode

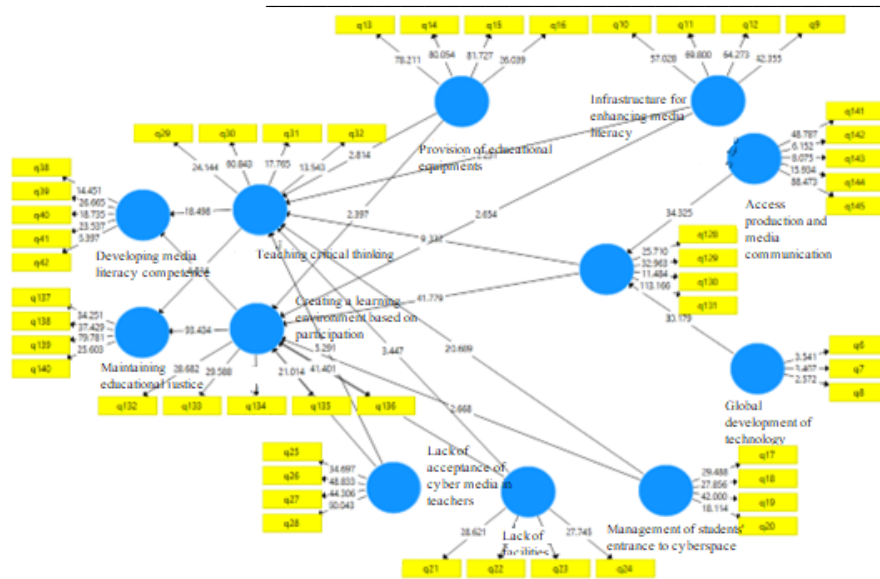


Figure 2. Structural equations model of the development of the development of English language teachers' media literacy competencies in t-value mode

Table 5. Path coefficients of the model of the development of English language teachers' media literacy competencies

Effect	Path coefficient	t-value	p
The effect of critical thinking education on establishing educational justice.	23,0	83,5	000,0
The effect of critical thinking education on developing media literacy competencies.	33,0	49,18	000,0
The effect of creating a learning environment and learner participation in the educational structure on establishing educational justice.	91,0	43,93	000,0
The effect of creating a learning environment and learner participation in the educational structure on developing media literacy competencies.	23,0	81,4	000,0
The effect of providing educational equipment on critical thinking education.	21,0	81,2	005,0
The effect of providing educational equipment on creating a learning environment and learner participation in the educational structure.	18,0	39,2	017,0
The effect of global technology development on the development and updating of teachers' skills.	73,0	17,30	000,0
The effect of development and updating of teachers' skills on critical thinking education.	68,0	33,9	000,0
The effect of development and updating of teachers' skills on creating a learning environment and learner participation in the educational structure.	85,0	77,41	000,0
The effect of access, production, and media communications on the development and updating of teachers' skills.	86,0	32,34	000,0
The effect of media literacy infrastructure on critical thinking education.	15,0	23,2	026,0
The effect of media literacy infrastructure on creating a learning environment and learner participation in the educational structure.	18,0	65,2	008,0
The effect of the lack of acceptance of virtual media among teachers on critical thinking education.	36,0	29,5	000,0
The effect of the lack of acceptance of virtual media among teachers on creating a learning environment and learner participation in the educational structure.	39,0	49,10	000,0
The effect of managing students' entry into the virtual world on critical thinking education.	87,0	68,20	000,0
The effect of managing students' entry into the virtual world on creating a learning environment and learner participation in the educational structure.	13,0	66,2	008,0
The effect of the shortage of auxiliary educational facilities on critical thinking education.	20,0	44,3	001,0
The effect of the shortage of auxiliary educational facilities on creating a learning environment and learner participation in the educational structure.	62,0	77,41	000,0

The findings indicated that the effects of the model for developing media literacy competencies among English language teachers were significant ($P < 0.05$) (Figure 1 and 2 and Table 5). The importance of the primary and secondary components of the model for developing media literacy competencies of English language teachers was examined, with the results of the weighted matrix reported in Table 6.

Table 6. Weighted matrix of the model for developing media literacy competencies in English language teachers

Primay component	Weight	Secondary component	Weight
Access, Production, and Media Communications	0852,0	Online and fast troubleshooting by teachers	0189,0
		Developing access to technological equipment	0176,0
		Creating collaboration and trust between teachers and students	0160,0
		Engaging media and creating motivation in students	0172,0
		Increasing mutual relationships in media analysis with students	0170,0
Global Technology Development	0786,0	Synchronizing people with the latest technology in the world	0294,0
		The need for progress in societies	0284,0
		The difficulty of education without using technology	0297,0
Infrastructure for Enhancing Media Literacy	0824,0	Strengthening communication and cultural infrastructure	0215,0
		Attention of policymakers and planners in allocating budget to media literacy education	0194,0
		Using new methods and technologies in teaching	0221,0
		Creating and upgrading necessary communication infrastructure	0193,0
Provision of Educational Equipment	0794,0	Ongoing evaluation of equipment needed in schools	0213,0
		Allocating budget to provide school equipment	0193,0
		Providing financial resources for schools	0186,0
		Using up-to-date educational equipment	0202,0
Student Onboarding Management in the Virtual World	0841,0	Creating and strengthening technological platforms	0205,0
		The ability to decode, understand, evaluate, and work with different media formats	0218,0
		Considering psychological, emotional, spiritual, behavioral, and intellectual factors of students	0201,0
Shortage of Educational Assistance Facilities	0684,0	Creating legal flexibility for monitoring laws in the media sector	0217,0
		Not allocating the necessary resources and facilities to create a link between media and education	0150,0
		Neglecting the importance of using social media in education	0151,0
		Lack of equipment and necessary facilities in schools	0195,0
Lack of Acceptance of Virtual Media Among Teachers	0848,0	Insufficient financial resources	0189,0
		Lack of information and communication knowledge for teachers	0210,0
		Failure to equip teachers with media literacy	0219,0
		Resistance of teachers to education	0201,0
Teaching Critical Thinking	0833,0	Failure to hold workshops focused on media literacy for teachers	0217,0
		Teaching criticism of issues	0207,0
		Learning critical thinking	0209,0
		Encouraging individuals to question and answer	0208,0
Creating an Inclusive Learning	0841,0	The importance of comprehensive discourse with critical thinking	0209,0
		Conducting educational classes and on-the-job training for teachers	0170,0
		Proper evaluation of students	0159,0

Environment and Student Involvement in Educational Structure		Increasing healthy competition among teachers	0175,0
		Upgrading teaching and familiarity with modern scientific methods	0164,0
		Improving the teaching and learning process	0173,0
Developing Media Literacy Competence	0871,0	Improving the efficiency of the education system	0178,0
		Increasing analytical skills and strengthening critical thinking of students	0166,0
		Improving the quality of teaching and education	0178,0
		Reducing social damages in new media environments	0171,0
		Increasing creativity alongside lifelong learning	0179,0
Establishing Educational Justice	0875,0	Assisting in creating a healthy society	0215,0
		Promoting the profession of teachers	0216,0
		Continuous and up-to-date learning	0223,0
		Reducing social damages to individuals	0221,0
Developing and Updating Teacher Skills.	0875,0	The skill of accessing modern media	0215,0
		The skills of using and applying different media	0216,0
		Media analysis and evaluation skills	0223,0
		Content production skills in modern media.	0221,0

The findings indicated that the components of global technology development, establishing educational equity, developing media literacy competencies, updating teachers' skills, access, media production and communication, non-acceptance of virtual media among teachers, managing students' entry into the virtual world, creating a learning environment and learner participation in the educational structure, critical thinking education, infrastructure for enhancing media literacy, educational equipment provision, and lack of educational support facilities were of higher importance (Table 6).

4. Conclusion

In the tumultuous age of information, where we are daily exposed to various auditory, visual, and written media, media literacy has become increasingly important. Therefore, just as students need to plan their learning in accordance with their age and native culture, programs, models, and patterns must be designed and developed to enhance their media literacy, making them applicable in everyday life. This research aimed to assess the fit and prioritize the components of a model for developing the media literacy competencies of English language teachers.

The findings of this study revealed that the development of media literacy competencies in English language teachers involves 50 secondary components within 12 primary components. These include access, media production and communications, global technology development, infrastructure for enhancing media literacy, provision of educational equipment, management of students' entry into the virtual world, lack of educational support facilities, non-acceptance of virtual media among teachers, critical thinking education, creating a learning environment and participant involvement in the educational structure, development of media literacy competencies, establishing educational equity, and updating teachers' skills. All primary components showed an average extracted variance above 0.50 and both Cronbach's alpha and composite reliability above 0.70, indicating that the model for developing English language teachers' media literacy competencies had a suitable fit and significant inter-component effects ($P < 0.05$). These findings are consistent with those of Motamedi Mohammadabadi et al. (2023), Saei et al. (2022), Soheili et al. (2022), Qureshi et al. (2019), Cherner and Curry (2019), and Fortunati (2018).

Given the importance of media literacy in schools and its role in reducing recent harms, a course titled "Thinking and Media Literacy" has been included in the curriculum. The Ministry of Education, as one of the most formal educational organizations in the country, plays a significant role as the origin of transformations in society. In today's mediated world, this group is influenced by domestic and international media activities and must strengthen their development of media literacy. Therefore, 21st-century education without the use of information and communication technology, digital tools, and media is unimaginable. Consequently, teachers need to upgrade their information and communication technology and media literacy. Media literacy offers teachers and students a set of skills necessary for analyzing, critiquing, and responding to the digital texts they read and the television programs and social media they view. Teachers can encourage education and learning through social communications and media literacy education programs, ultimately enabling students to engage in higher levels of comprehension and studies. Additionally, media literacy education makes participants more skeptical of commercial messages, as they become more aware of the techniques used by advertisers to persuade viewers. Information and communication technologies and media in today's digital world can expose teachers and students to inappropriate and unreliable content, distancing them from the natural and real world. However, the benefits of digital technology outweigh its disadvantages. In other words, information and communication technologies can aid in the professional development and empowerment of teachers and students, significantly improving the quality of their learning and teaching, and enhancing teachers' confidence and proficiency in using this technology. Today, English language teachers face numerous challenges not only in how to teach in classrooms but also in preparing students to take responsibility for learning outside the classroom. One of the important factors in educational advancement and changing attitudes in learner education is the integration of teacher-led instruction with information and communication technology, which aids in subject learning and helps learners acquire critical thinking and problem-solving skills.

Finally, no research is free from limitations, and this study is limited by its cross-sectional nature, restricting the generalizability of the results. The use of cross-sectional data does not adequately assist in interpreting the fit assessment of the model for developing the media literacy competencies of English language teachers. Therefore, it is recommended that longitudinal studies be conducted to enhance our understanding of the potential relationships between causes and effects. Considering the review conducted in this research, it is suggested that a strategic program for media literacy education be developed, taking into account the professional needs of teachers and social requirements. Also, increasing access to media and its content for everyone, including teachers, physically, to reduce the digital divide is crucial. In this regard, creating connections and coordination between different organizations such as Education, Higher Education, and Broadcasting for alignment and coordination in teaching media concepts to teachers will be effective. The final suggestion is to enhance the scientific capability of teachers in the field of media literacy through in-service training courses, educational workshops, and scientific conferences.

Ethical Considerations

In this research, all ethical standards were observed.

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Authors' Contributions

The first author was responsible for conducting interviews and implementing the questionnaire, while the second and third authors were responsible for data analysis and writing the article.

Conflict of Interest

There were no conflicts of interest among the authors.

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