On the Relationship Between Iranian EFL Teachers' Media Literacy and their Attitude toward Online Teaching

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Abstract

Online teaching ultimately encourages language teaching to use established and best practices to provide this teaching modality in empirically validated ways. The use of the media in classrooms leads students to learn about the subject more creatively and objectively. The study investigated the relationship between teachers' media literacy and their attitude toward online teaching. Three hundred eighty-three males and females EFL teachers participated in the present study. All participants had a Master of Arts in TEFL. The participations were selected through convenience sampling. Then, the researcher used the Pearson correlation to investigate the correlation between teachers' media literacy and their attitude toward online teaching. The results showed that there was a positive significant relationship between teachers' media literacy and their attitude towards online teaching.

Keywords: Media Literacy Education; Online Teaching; Teachers' Attitude towards Online Teaching; Teachers' Media Literacy

1. Introduction

In the 21st century, technology plays an important role in society. Digital technologies for educational purposes have been used in foreign language teaching for many years and have gradually changed as the technology itself has evolved (Cowie & Sakui, 2015). The development of technology has caused fundamental changes in the educational system of the whole world (Sangwan &Punia, 2020). In this pandemic situation, the educational system has been transferred from classic learning to online teaching (Haythornthwaite & Wellman, 2002).

Based on this phenomenon, all teachers have been requested to use technology for teaching English, but teachers should be prepared for online classes. knowledge of technology is necessary for teachers (pre-service, in-service, and teacher educators) in many teachers' training courses (Barzaq, 2007; Moradkhani et al., 2013). Moreover, foreign language teachers have different attitudes toward online teaching. The attitude of a teacher toward online

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education depends on several factors which may influence it, such as social environment (Gardner, et al. 1993), and knowledge (Papp, 1998). Some problems such as lack of media literacy for teachers, lack of teacher preparation for online teaching, and lack of interaction (Dashtestani, 2014) lead to the conduct of the present study. Due to the importance of the variables, there was a significant relationship between Iranian EFL teachers' media literacy and their attitude toward online teaching. Based on the goal of the study, the following research questions were formulated:

Q1. Is there any significant relationship between Iranian EFL teachers' media literacy and their attitude toward online teaching?

Q2. Is there any significant difference between Iranian EFL teachers' teaching experience and their attitude toward online teaching?

2. Review of Literature

Rosenbaum (2016) mentioned that everything that is covered by media such as different mediums, garners, and topics, is related to media literacy. It is intertwined with the everyday lives of people (Rosenbaum, 2016). Media literacy encourages the differentiation and review of media by individuals and makes it easier for individuals to produce new media material (Kellner & Share, 2005). In addition, the attitudes of people are also critical elements in media literacy (Brandtweiner et al., 2010). The use of the media in classrooms leads students to learn about the subject more creatively and objectively. It will strengthen interactions and learning if teachers continue to use the media efficiently, and it also allows students to build and use unlimited tools both within and outside the classroom during their learning process (Willis et al., 2014).

For different educational stakeholders, online teaching delivered many advantages and merits. Some researchers (e.g., Song et al., 2004) argued that drawbacks and difficulties could be generated by the introduction of online instruction. In addition, delays in providing input and answering the questions students caused confusion and dissatisfaction (Dashtestani, 2014). The study conducted by Dashtestani (2014), however, has shown that online teaching is not without restrictions.

It can be inferred, based on the findings of the related literature, that the majority of language teachers adopt a positive attitude toward online teaching. Hattani, (2019) examined the factors which can affect media literacy education in secondary school. One hundred ninety teacher participants took part in this study. In addition, data were obtained through a survey. The findings showed that several factors such as organizational, systematic, and attitudinal factors affected the implementation of media literacy education. The results of the study showed that teachers were identified as an important factor regarding media literacy in instructional settings.

3. Method

This study was a correlational study with the quantitative method. The first variable is teachers' media literacy; the second variable is teachers' attitudes toward online teaching. In addition, quantitative data were obtained through the instruments of the study.

Tabaran Institute of Higher Education
Journal of Research in Techno-based Language Education
Vol. 3, No. 1, March 2023

ISSN 2821 - 0301

3.1 Participants and Setting

383 English teachers based on Krejcie and Morgan (1970) took part in the present study. Both male and female EFL teachers (N=191 females and N= 192 males) participated from different cities of Khorasan Razavi province, Iran (i.e., Sabzevar, Gonabad, Neyshaboor, Mashhad). Participants were selected non-randomly through convenience sampling. All participants had a master of arts in TEFL. Teachers' experience was divided into 3 groups Group 1: 1-5 years; Group 2: 6-10 years; Group 3: more than 11 years). The number of teachers who had 1 to 5 years of teaching experience was 98, teachers who had 6-10 years of teaching experience 69, and teachers who had more than 11 years of teaching experience 104. Their age varies from 20 to 45 years. This study was conducted in October 2021.

3.2 Procedures

The first step of this study was selecting the participants. To achieve this end, a message was sent to teachers' Telegram groups to select teachers who had master of arts degrees in TEFL. Based on Krejcie and Morgan's (1970) table, 383 teachers took part in this study. The scales were taken for about 40–45 minutes. The scale link was sent to the teachers and shared on their social media networks, such as Telegram App. The researcher presented the demographic data as well as the responses in spreadsheet format to the items in each scale. The Cronbach's alpha reliability of attitude towards online teaching scale and teacher's media literacy scale were .78 and .81, respectively.

4. Results and Discussion

4.1 Results of the First Research Question

To answer the first research question, Pearson Correlation was used. Table 1 depicts the correlations between the scales of teachers' media literacy and their attitude toward online teaching.

Table 1
Matrix of Correlations Between the Variables

Correlations		
	ML	ATOT
Media Literacy	1	.74
		.00
	271	271
Attitude toward online teaching	.74	1
	.00	
	271	271

As Table 1 shows, teachers' media literacy had a significant positive correlation with the teacher's attitude towards online teaching (r=.74, p=.00). As the p-value was .00, it was smaller than 0.05. The magnitude of the correlation was strong. This means that teachers with higher media literacy had positive attitudes toward online teaching.

4.2 Results of the Second Research Question

To answer the second research question, One-way ANOVA was used. Table 2 shows the descriptive statistics for each group. Years of experience are divided into 3 groups. As Table 2 shows, the number of teachers who had 1 to 5 years of teaching experience was 98 and the mean was 95.17 and the standard deviation was 19.89. Furthermore, 69 teachers had 6-10 years of teaching experience and the mean and standard deviation were 89.49 and 19.89. Finally, 104 teachers had more than 11 years of teaching experience, the mean and standard deviation were 101.09 and 25.07, respectively.

Table 2
Descriptive Statistics

Teaching Experiences	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	95% Confidence Interval for Mean Upper Bound	Minimum	Maximum
1-5	98	95.1735	21.58466	2.18038	90.8460	99.5009	54.00	131.00
6-10	69	89.4928	19.89430	2.39499	84.7136	94.2719	54.00	129.00
+11	104	101.0962	25.07252	2.45856	96.2202	105.9721	40.00	133.00
Total	271	96.0000	22.97696	1.39575	93.2521	98.7479	40.00	133.00

As Table 3 shows, the experience affected attitudes toward online teaching p=.004. Therefore, there is a significant difference between Iranian EFL teachers' teaching experience and their attitude toward online teaching.

Table 3
Results of the ANOVA Test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5689.664	2	2844.832	5.571	.004
Within Groups	136854.336	268	510.651		
Total	142544.000	270			

According to Table 4, since the level of significance was less than 0.05, teachers with more than 11 years of teaching experience had a positive attitude toward online teaching.

Table 4
Multiple Comparisons

(I) TE	(J) TE	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
1-5	6-10	5.68072	3.55126	.248	-2.6889	14.0504
	+11	-5.92268	3.18132	.152	-13.4205	1.5751
6-10	1-5	-5.68072	3.55126	.248	-14.0504	2.6889
	+11	-11.60340*	3.50868	.003	-19.8727	-3.3341
+11	1-5	5.92268	3.18132	.152	-1.5751	13.4205
	6-10	11.60340*	3.50868	.003	3.3341	19.8727

In terms of the relationship between teachers' media literacy and their attitude towards online teaching, Celebi & Copur (2019) indicated that there was a negative significant relationship between teachers' media literacy and other variables such as problem-solving skills. Aybek (2016) also found that teachers' experience can affect their attitudes toward online teaching. Teachers who had more than 11 years of experience showed a positive attitude toward online teaching, compared with teachers who had one to five years of experience. In addition, the results showed that the finding of the study was in the same line with Kar (2020) and Cs (2021) who found there was a significant relationship between years of experience and teachers' attitudes towards online teaching. The finding of the present study is in the same line of Kumar (2011) who studied the attitudes of teachers of higher education toward online teaching. They concluded that teachers who were acquainted with computer and communication technology had a positive attitude toward online teaching compared to teachers who were not familiar with the technology. Therefore, teachers' experiences affected teachers' attitudes toward online teaching.

5. Conclusion

The results of the study showed that teachers' media literacy had a significant positive correlation with the teacher's attitudes toward online teaching. Furthermore, teachers who had more than 11 years of experience had a positive attitude toward online teaching compared with those who had one to five years of experience. The result of the present study can help teachers to apply their knowledge perfectly and develop their media literacy on the adoption of online teaching. Teachers and instructors should be aware of the importance of media literacy and teacher's attitude toward online teaching to enhance their classroom performance. Teachers can understand the value of media literacy to increase their awareness, competence, and self-confidence.

Considering the limitations of the study, there are some recommendations for further research. It is suggested that future studies investigate the relationship between other kinds of media literacy and online teaching regarding teachers or students. In addition, it is possible to conduct further research on a large scale over a longer time. Future studies may be needed to address the relationship between teachers' media literacy and their attitude toward online teaching with teachers' teaching styles and with different levels of teachers' intelligence. Generalizing its results to other EFL/ESL situations is possible but with great caution. The present study was done about master teachers other future research would be about bachelor teachers.

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