Role of Primary School in Promoting Media Education and English Language Skills for Students

Mona Hamad Aleedan[1] & Altaf Abdullateef Alfadhly[2]

[1] PhD. Assistant professor, Educational Leadership Department, Faculty of Education, King Faisal University, Al Ahsa, Saudi Arabia.

[2] Master of Education, Educational Leadership Department, Faculty of Education, King Faisal University, Al Ahsa, Saudi Arabia. E-mail: altaf.alfadhli92@hotmail.com

Correspondence: Mona Hamad Aleedan, Educational Leadership Department, Faculty of Education, King Faisal University, Al Ahsa, Saudi Arabia. E-mail: mhaleedan@kfu.edu.sa   https://orcid.org/0009-0005-6041-1068

Abstract

The study aimed to identify the reality of the primary school's role in promoting media education and thus imparting English language skills to students in Al-Ahsa Governorate, and to reveal whether there are statistically significant differences between the responses of the study sample regarding the reality of the school's role according to type of work and years of experience. A mixed approach (quantitative and qualitative) was used. A questionnaire was applied to a stratified random sample of female school leaders (102) and teachers (619). Personal interviews were also conducted with 21 primary school teachers in Al-Ahsa Governorate. The most important results revealed that the reality of the role of primary schools in enhancing media literacy skills among primary school students was to a high degree, and that the role of primary school in enhancing media literacy skills in the emotional aspect came in first place, followed by enhancing the cognitive aspect, while enhancing the behavioral aspect in Third place. There were also differences between the averages of the study sample's responses at the level of (0.01) according to the type of work for female school leaders. The media education at primary school has a role in providing female students with listening and speaking skills in English, and that listening to short sentences was ranked first among English listening skills, while speaking single words was ranked first among English speaking skills for female primary school students.

Keywords: English Language, Media Education, Primary School, Promotion, Students.

1. Introduction

1.1 Introduce the Problem

Since the beginning of the twenty-first century, there has been a significant transformation in various fields due to the rapid advancements in technology and information, particularly in the media. The media plays a prominent role in contemporary society, exerting a powerful influence on individuals in shaping their personalities, culture, and values, both positively and negatively (Al-Badrani, 2018). Al-Ghadouni (2017) highlights the need to integrate the role of media with schools to enhance values among students, given the proliferation of media sources and the abundance of media messages. The future vision of Saudi Arabia emphasizes the integration between education and media, as stated in the Kingdom's Ninth Development Plan, which recognizes the pivotal role of media in transitioning towards a knowledge society. This involves developing media agencies, fostering deeper relationships between media and educational institutions, and elevating the cultural level, capabilities, and skills of individuals (Ministry of Economy and Planning, Ninth Development Plan, 1431 AH).

The information revolution poses a significant challenge to the educational landscape, requiring educational institutions to make concerted efforts to confront and understand its implications. The success of media education hinges on effective management, and school leaders play a crucial role in creating an environment that enables students to engage with media changes and challenges optimally. Enhancing media education is a fundamental objective of school leadership (Al-Qasim, 2015).

Al-Shammari's (2018) study underscores the importance of schools in building students' personalities and equipping them to navigate contemporary technologies, enabling them to effectively process the vast amount of information and keep pace with cognitive and technological advancements of the era. Media education serves as an ideal solution to safeguard students from the negative effects of media messages and equips them with the necessary skills to thrive in the digital future (Al-Ajaji, 2018). Additionally, media education provides students with valuable experiences that enhance their life skills, digital literacy, and innovation capabilities (Redmond, 2015).

The media has emerged as a powerful and influential force in shaping behavior, disseminating ideas, and influencing cultural dynamics. Al-Ajaji (2018) emphasizes that the media has introduced a new reality to the educational process, posing a challenge to the centrality and significance of schools. It is crucial to implement educational initiatives that promote media education culture in schools, preparing

students to navigate various forms of media consciously in line with the evolving times (Eriqat, 2017; Al-Otaibi, 2018). By incorporating media education skills, schools can simultaneously achieve preventive and productive goals. Developing critical thinking skills is instrumental in cultivating students' media literacy, enabling them to move beyond superficiality and subjectivity towards depth, objectivity, and balance (Al-Daraan, 2016). Students' use of technical media via the Internet, such as chat rooms and blogs, contributes to their acquisition of English language learning skills (Carmen, Cśar, & Alba, 2024).

The primary stage of education holds particular importance in media education for students, as subsequent educational stages build upon it. Therefore, it is vital to focus on establishing a robust foundation of scientific knowledge for primary school students. This foundation not only facilitates their ongoing education but also fosters the development of critical and creative abilities (Al-Shammari, 2018).

1.2 Explore Importance of the Problem

Ali (2016) study highlights the pressing need for educational institutions to embrace media education to prepare individuals who can effectively navigate the era of technological advancement and the rapid dissemination of information. Ershler (2004) study emphasizes the importance of enhancing motivation among teachers and students to achieve media education. Additionally, Brooks & Normore (2010) identify one of the key roles of schools in the twenty-first century as promoting media and information literacy. Furthermore, several studies have revealed deficiencies in school leaders' attention to activities and programs that facilitate media education, as well as a lack of media program production for students (Khalil, 2015; Al-Amoudi, 2016; Abu Sharifa, 2017; Al-Shehri, 2017; Al-Jaad & Al-Asmari, 2018). Some studies have found that the media has a role in students learning English language skills, as the use of online technological tools such as chat rooms and blogs is beneficial in teaching English speaking skills (Carmen et al, 2024). And learning vocabulary, and the intensity of its use, is related to mastery of learning English as a foreign language (Alfan & Junaidi, 2023).

The main research question that guides this study is: What role does the primary school play in promoting media education and English Language Skills for students?

To address this main question, the study seeks to answer the following questions:

1- What is the role of the primary school in enhancing students' cognitive media education?

2- What is the role of the primary school in enhancing students' emotional media education?

3- What is the role of the primary school in behaviorally enhancing media education for students?

4- Does media education contribute to enhancing students' English language skills?

5- What are the statistically significant differences, between the average responses of the study sample members regarding the role of primary school in enhancing students' media education cognitively, emotionally, and behaviorally, considering the variables of the study (type of work, and years of experience)?

The primary objective of this study was to investigate the role of primary schools in enhancing students' media education in terms of cognitive, emotional, and behavioral aspects, and acquisition them of English language skills. The findings of this study hold significant importance as they can provide valuable insights for decision-makers in the Ministry of Education, educational media developers, and education department officials. These insights can guide the development of appropriate measures and programs aimed at enhancing media education for primary school students and fostering their awareness of media messages and English language skills. It is important to note that this study had certain limitations. Specifically, it focused on examining the role of primary schools in enhancing media education and English skills for students cognitively, emotionally, and behaviorally. The perspective of school leaders and teachers from government primary schools for girls in Al-Ahsa Governorate, Kingdom of Saudi Arabia, was considered in this study.

1.3 Terms of the Study

Media Education: In this study, media education is defined by various scholars and experts. Al-Badrani (2018) defines media education as the process of receiving, analyzing, interpreting, and critiquing various forms of media (audio, visual, and written) without being unduly influenced by them. UNESCO defines media education as encompassing all forms of communication, including print, graphics, audio, and animation. It aims to equip individuals with the skills to effectively use these means of communication, think critically, analyze media messages, identify their sources, interpret them, and understand the values they convey (Fedorov, 2008). Al-Otaibi (2018) describes media education as an educational process that imparts media knowledge and skills to students, enabling them to utilize media resources according to established guidelines. The researchers of this study define media education as the collective efforts of schools to enhance students' attitudes, behaviors, and knowledge, enabling them to comprehend and evaluate the implicit meanings of media content in the context of societal values and culture.

English language skills: In the current research, it means listening and speaking: Listening skill is defined as the ability to effectively understand and absorb information, conversations, and audio materials in English. Speaking skill is defined as the ability to express thoughts, feelings, and information clearly and accurately using the English language and to formulate sentences and phrases correctly (Siegel, 2020).

The concept of media education emerged in the late 1960s, with its significance recognized in The Newsom Report issued by the Central Advisory Council for Education in London in 1963. This report emphasized the importance of teaching media literacy in pre-university education. One of the fundamental principles of media education, as highlighted by Al-Daraan (2016), Ibrahim (2017), and Al-Badrani

(2018), is educating students about the presence of explicit or implicit values and ideologies in media messages. Each media message carries specific concepts and has commercial implications. Furthermore, each recipient possesses their own selective abilities.

Educational institutions aim to fulfill their role in media education by promoting positive trends, instilling principles, values, morals, and noble ideals in students. They strive to foster a culture of responsible and ethical engagement with technologies, including verifying information validity, respecting laws, avoiding harm and privacy violations, and leveraging media technologies in the educational process (Al-Tahami, 2017). Moreover, educational institutions focus on developing students' understanding and interpretation of media messages, enabling them to evaluate and confront foreign cultures presented in the media.

Media education encompasses various important tasks. One of its prominent objectives is to educate individuals on methods of coexisting with others, understanding the demands of the modern era, recognizing rights and responsibilities, fostering a sense of belonging, patriotism, and respect for others (Khader, 2018). It also involves equipping individuals with the skills of confronting rumors and intellectual deviations, promoting social education, and developing analytical, critical, evaluative, and problem-solving skills, as well as reading, writing, rhetoric, presentation, and dialogue skills to facilitate effective communication, and a balance between preserving the past and embracing renewal, or between absolute and unconditional openness in selecting media messages, and enhancing language skills (Al-Ajaji, 2018). Media education also plays a role in preserving the social fabric and national unity (Ibrahim, 2017), and enabling individuals to navigate the mechanisms of interacting with media globalization and citizenship (Cappello, Felini, & Hobbs, 2011). Al-Ajaji (2018) highlights several skills that are relevant to media education, including critical thinking, effective communication, visual culture, technological proficiency, network interaction, guidance and self-learning, and ethical and socially responsible use of information technology, and inhansing language skills.

The role of schools in promoting media education is significant in three key areas: cognitive, emotional, and behavioral. In the cognitive domain, schools foster critical thinking skills among students in their engagement with media, with school leaders assuming roles that activate cognitive media education skills. This includes diversifying cultural backgrounds and utilizing the school Radio to educate students about problem-solving methods aligned with societal culture. In the emotional realm, schools provide positive role models, create a safe and reassuring environment, instill adherence to values, promote culture, and immunize against intrusive ideas (Al-Daraan, 2016). They also cultivate a culture of respect for others, privacy protection, and foster loyalty and belonging to the homeland through participation in various national events. In the behavioral sphere, schools encourage students to participate in creating media materials for the school, organize competitions to showcase their media production, engage them in designing the school website, and encourage them to express opinions and produce media content. Furthermore, schools develop students' effective communication skills, arrange visits to traditional and digital media production institutions, reinforce the principles of dialogue (Abu Sharifa, 2017), and promote listening and speaking skills.

Various educational media serve to enhance media education for students, including the school press, school Radio, school theater, seminars, lectures, and the Internet (Khader, 2018). Primary schools may encounter obstacles that limit their role in promoting media education for students. These obstacles include negative teacher attitudes towards media education, a gap between school culture and the culture sought by the media, insufficient funding sources for media education projects in schools, and a lack of professional training opportunities for teachers in the field of media education (Al-Ajaji, 2018). Other challenges include a lack of understanding of the concept of media education, the absence of a clear strategy for educational media, school buildings that are ill-equipped to implement media education programs and the absence of a dedicated guide for media education activities (Al-Shehri, 2017).

Media education contributes to providing students with the skills of learning English as a foreign language. As students face difficulties in phonemic awareness and decoding words when learning the English language (Vimochana, Bindu, Lamessa, & Ramesh, 2023). This confirms the importance of using digital applications to provide students with listening and speaking skills, especially mobile phone applications that help students repeatedly hear English terms, which enhances their ability to speak English as a foreign language (Raj & Baisel, 2024). Watching English television programs also helps children learn the English language (Alshammari, 2024).

1.4 Pravious Studies

Some previous studies have examined media education for students from various perspectives. For instance, Wan & Gut (2008) conducted a study to explore the role of media education for students. Al-Mutairi (2012) proposed an administrative strategy to activate media education among educational leaders in the Saudi Ministry of Education. Studies by Al-Balawi (2013) and Junova (2016) shed light on the school's responsibility in achieving media education. Al-Saab (2013) and Elma, Kesten, Dicle & Mercanuzun (2010) focused on the reality and obstacles of the school's role in media education from the teachers' point of view. Al-Arifi (2013), Saleh (2013), Schmidt (2013), and Ghosh, Bagchi, & Das (2015) discussed the essential knowledge, skills, and values that should be included in media education, as well as the challenges faced by educational leaders in achieving the goals of media education. Khalil (2015) aimed to identify a list of media education skills necessary for students and address media literacy. The studies conducted by Al-Sulaimani (2015) and Ali (2016) examined the role of media education in confronting contemporary intellectual trends. Badia, Meneses, Sigales, & Fabregues (2015) explored teachers' perceptions of media education. Hussein (2015) focused on the role of school theater in students' media education. Canny (2015), Lee (2016), and Al-Daraan (2016) proposed a conceptual framework for media education based on global experiences. Khalil (2016) aimed to identify the role of media in achieving students' intellectual security. Al-Ajaji (2018) addressed the role of media education in strengthening students' communicative values. Al-Amoudi (2016) examined the reality of female teachers'

contribution to media education from the perspective of female students. Abu Sharifa (2017) and Mahoney & Khwaja (2016) explored the role of school principals in activating educational media to enhance citizenship dimensions. Al-Tahami (2017) aimed to identify the role of media education in developing social communication skills among female secondary school students in Riyadh. Al-Shehri (2017) aimed to assess the implementation of media education by school leaders. Al-Issa (2017) studied the reality of educational media in the educational process. Strasburger (2010) and Al-Jaad & Al-Asmari (2018) investigated the contribution of female teachers to media education for female students. Al-Qarni (2018) examined the experiences of different countries in providing media education to students in public education institutions, considering cultural forces and factors influencing it.

Vimochana, et al. (2023) found that students face difficulties in phonemic awareness and word decoding when learning English. Carmen et al. (2024) used online technological tools such as chat rooms and blogs to assess English speaking skills. Alfan & Junaidi (2023) aimed to know the types of vocabulary learning strategies, the intensity of use, and their relationships to vocabulary mastery for learners of English as a foreign language. Ainagul, Natalya, Anna, Arailym, & Bota (2023) examined the use of multimedia and media technologies in english language lessons as a means of increasing student motivation. Alshammari (2024) found that maintaining the English language of children in families was through mothers speaking English to them at home, watching english television programs, maintaining relationships with native english speakers, and playing online educational games in English.

2. Method

The study used mixed approach (quantitative and qualitative) to investigate the role of primary school leaders and teachers in promoting media education and thus imparting English language skills to students. This approach allows for a comprehensive exploration of the research problem, providing depth through qualitative insights and breadth through quantitative evaluations (Creswell, 2014). The study applayed questionnaire to school leaders and teachers for quantitative data and applied an interview with 21 teachers for qualitative data.

The target population for the study included all female school leaders and teachers in primary schools within Al-Ahsa Governorate, amounting to a total of 3159 individuals as of the year 2022. To ensure representativeness, a stratified random sampling technique was utilized to select a sample from the study population. Table 1 provides an overview of the study population and the corresponding sample size.

Table 1. Study population and sample

Variable	Population*		Quantitative Sample		Qualitative Sample	
			No.	%	No.	%
type of work	Leader	115	102	88.7	-	-
	Teacher	3044	619	20.3	21	100
	Total	3159	721	22.8	21	100
Years of Experience	(5) <		41	5.7	4	19
	(5) > (10)		248	34.4	11	52
	(10) >		432	59.9	6	29
	Total		721	100	21	100

(*) Statistics of the General Administration of Education in Al-Ahsa Governorate, 2022.

As shown in Table 1, the distribution of the study sample in relation to the size of the study population. The sample represented approximately 22.8% of the total study population. Notably, the group of women with 10 years of experience or more constituted the largest percentage within the sample.

Study Tools

The study employed (1) A questionnaire to assess reality of media education promotion in primary schools within Al-Ahsa Governorate. The questionnaire was validated prior to its administration. A five-point Likert scale was utilized to measure the participants' responses, with response options ranging from "5" for "completely agree" to "1" for "completely disagree." Internal consistency and validity of the questionnaire statements were assessed using Pearson correlation coefficients. (2) In-depth individual interviews were also conducted with a sample of female primary school teachers, after obtaining their consent to conduct the personal interview.

Table 2 presents the results of the internal consistency analysis of questionnaire.

Table 2. Correlation Coefficients between Questionnaire Items and Total Score of Respective Dimensions (n=40)

Dimension	No.	Correlation Coefficients	No.	Correlation Coefficients	No.	Correlation Coefficients
Enhancing media education skills cognitively	1	0.73**	6	0.81**	11	0.62**
	2	0.76**	7	0.81**	12	0.77**
	3	0.70**	8	0.86**	13	0.69**
	4	0.69**	9	0.91**	14	0.71**
	5	0.79**	10	0.72**	15	0.64**
Enhancing media education skills Emotionally	1	0.72**	6	0.78**	11	0.87**
	2	0.75**	7	0.74**	12	0.81**
	3	0.75**	8	0.91**	13	0.76**
	4	0.79**	9	0.77**	14	0.68**

Dimension	No.	Correlation Coefficients	No.	Correlation Coefficients	No.	Correlation Coefficients
	5	0.63**	10	0.85**	15	0.72**
	1	0.69**	6	0.79**	11	0.73**
	2	0.84**	7	0.70**	12	0.79**
Enhancing media education skills Behaviorally	3	0.76**	8	0.71**	13	**0.74
	4	0.71**	9	0.67**	14	0.78**
	5	0.75**	10	0.76**	15	0.75**

**Significant at 0.01 level

As shown in Table 2, the correlation coefficients between the questionnaire items and the total scores of their respective dimension. It is noteworthy that all correlation coefficients are positive and statistically significant at a significance level of 0.01. This indicates a strong and valid internal consistency between the questionnaire items and the overall scores of the corresponding dimensions.

Table 3. Correlation Coefficients between Questionnaire items and the Overall Questionnaire Score (n=40)

Enhancing media education skills cognitively		Enhancing media education skills Emotionally		Enhancing media education skills Behaviorally	
No.	Correlation Coefficient	No.	Correlation Coefficient	No.	Correlation Coefficients
1	0.65**	1	0.72**	1	0.67**
2	0.65**	2	0.60**	2	0.84**
3	0.69**	3	0.75**	3	0.77**
4	0.64**	4	0.81**	4	0.76**
5	0.74**	5	0.59**	5	0.73**
6	0.75**	6	0.62**	6	0.76**
7	0.73**	7	0.70**	7	0.60**
8	0.84**	8	0.81**	8	0.71**
9	0.87**	9	0.68**	9	0.57**
10	0.68**	10	0.74**	10	0.70**
11	0.64**	11	0.89**	11	0.62**
12	0.71**	12	0.76**	12	0.78**
13	0.65**	13	0.78**	13	0.69**
14	0.65**	14	0.50**	14	0.73**
15	0.63**	15	0.57**	15	0.71**
Overall dimension	0.94**	Overall dimension	0.91**	Overall dimension	0.94**

** Significant at 0.01 level As shown in Table 3, the correlation coefficients between the questionnaire items and the total score of the questionnaire. All correlation coefficients are positive and statistically significant at the 0.01 significance level, indicating a strong and valid internal consistency between the questionnaire items and the overall score of the questionnaire. Additionally, the dimensions of the questionnaire were assessed for reliability using Cronbach's alpha coefficient. The reliability coefficients for the dimensions ranged from 0.94 to 0.95, demonstrating high internal consistency. Moreover, the overall reliability coefficient for the entire questionnaire was calculated to be 0.96, indicating excellent reliability.

3. Results

The results will answer questions of the study to identify the reality of the primary school's role in promoting media education and imparting English language skills to students in Al-Ahsa Governorate.

Question 1: The reality of primary schools in Al-Ahsa Governorate regarding the enhancement of students' cognitive media education, as perceived by the study participants, is presented in Table 4. The table includes means, standard deviations, and response ranking for the sample's perceptions of the primary school's role in enhancing media education cognitively for students.

Table 4. The reality of the primary school's role in Enhancing media education skills cognitively for students

No.	Item	Mean	Degree of agreement	Std.	Rank
4	Encouraging students to participate in school Radio activities related to developing critical thinking and problem-solving skills.	3.82	High	1.13	1
11	Encouraging the establishment of theatrical activities that help students adopt ethical attitudes towards various human issues.	3.67	High	1.15	2
2	Utilizing the school Radio to educate students about effective methods of knowledge search.	3.65	High	1.19	3
7	Urging activity school leaders to train students in transmitting information and news from reliable and original sources.	3.63	High	1.16	4
8	Creating effective methods to enhance students' understanding of Islamic culture.	3.61	High	1.15	5
13	Encouraging students to participate in training courses related to media	3.59	High	1.19	6

No.	Item	Mean	Degree of agreement	Std.	Rank
	education.				
9	Planning media programs aimed at raising awareness and enhancing students' ability to differentiate between positive and negative ideas in media messages.	3.50	High	1.15	7
12	Activating "media reading" to analyze media materials chosen by students, supervised by qualified teachers, within classroom and extracurricular activities.	3.37	Medium	1.24	8
15	Encouraging students to utilize the school library for engaging in beneficial reading.	3.36	Medium	1.32	9
3	Providing students with a solid foundation in media communication.	3.34	Medium	1.15	10
10	Evaluating media materials presented by students and teachers within the school before displaying them.	3.32	Medium	1.19	11
6	Establishing educational media programs within the school that foster understanding and conscious discernment between judgments and opinions.	3.29	Medium	1.17	12
14	Conducting regular meetings with parents to raise awareness about the significance of their children's involvement in extracting constructive ideas from media messages.	3.18	Medium	1.24	13
1	Organizing training programs to familiarize students with efficient media usage.	3.09	Medium	1.21	14
5	Arranging seminars within the school where students actively participate in evaluating media messages.	3.06	Medium	1.21	15
	Overall average	3.43	High	0.93	

As shown in Table 4, the descriptive statistics for the items related to the role of school leaders in enhancing cognitive media education skills, as perceived by the study participants. The means range from 3.06 to 3.82, with an overall average of 3.43. These results indicate a high level of agreement among the study members regarding the importance of school leaders in enhancing cognitive media education skills. Notably, item 4 obtained the highest mean score of 3.82, along with a standard deviation of 1.13, suggesting a substantial level of agreement among the participants. On the other hand, item 5 received the lowest mean score of 3.06, with a standard deviation of 1.21, indicating relatively lower agreement compared to other items.

Question 2: The study aimed to assess the reality of primary schools in Al-Ahsa Governorate regarding the enhancement of students' emotional media education, as perceived by the study participants. Table 5 presents means, standard deviations, and ranking of the study sample members' assessments concerning the reality of school leaders' role in enhancing the emotional media literacy skills of primary school students.

Table 5. The reality of the primary school's role in Enhancing media education skills Emotionally for students

No.	Item	Mean	Degree of agreement	Std.	Rank
14	Fostering students' loyalty to their country by paying attention to national celebrations.	4.40	Very High	0.89	1
15	Contributing to the reinforcement of Islamic values and principles through diverse media activities and programs.	4.16	High	0.99	2
2	Developing positive behavioral tendencies in students through the preparation of regular radio programs.	3.97	High	1.01	3
5	Utilizing the role of student counselors to address psychological issues arising from negative media influences.	3.94	High	1.12	4
8	Cultivating participatory values in students through engagement in work groups and public activities.	3.87	High	1.02	5
1	Developing students' awareness of their own emotions and empathy towards others through exemplary teaching.	3.81	High	1.07	6
10	Guiding students to report any instances of ridicule or racial discrimination.	3.73	High	1.11	7
6	Conducting lectures aimed at instilling religious values in students' hearts.	3.70	High	1.17	8
4	Identifying students' inclinations and interests through their involvement in media programs and various school activities.	3.68	High	1.12	9
13	Promoting students' participation in activities that encourage positive interaction with the media while upholding Islamic identity principles.	3.64	High	1.13	10
12	Utilizing necessary school equipment for media education to foster positive attitudes among students when dealing with information.	3.58	High	1.15	11
9	Providing programs that raise awareness about the dangers of embracing deviant ideologies and cultural invasion.	3.50	High	1.21	12
7	Distributing brochures to students explaining the importance of acquiring moral values.	3.42	High	1.19	13
11	Teaching students to convey and write media messages objectively,	3.37	Medium	1.12	14

No.	Item	Mean	Degree of agreement	Std.	Rank
	detached from personal opinions and emotions.				
3	Collaborating with educational and media institutions to organize seminars that highlight the profound impact of media on behavior.	3.32	Medium	1.27	15
	Overall average	3.73	High	0.86	

As shown in Table 5, the results regarding the role of primary schools in enhancing students' emotional media literacy skills, as perceived by the study participants. The means for the items in the second dimension ranged from 3.22 to 4.40, with an overall mean of 3.73, indicating a high level of agreement among the participants. Notably, item 14 achieved the highest mean score of 4.40, with a standard deviation of 0.89, suggesting a very strong consensus among the participants. On the other hand, item 3 received the lowest mean score of 3.22, accompanied by a standard deviation of 1.27, indicating a moderate level of agreement compared to other items.

Question 3: The study aimed to examine the reality of primary schools in Al-Ahsa Governorate concerning the behavioral enhancement of media education among students, as perceived by the study participants. To address this question, the study calculated means, standard deviations, and ranking of the study members' assessments regarding the reality of the primary school's role in behaviorally enhancing media education skills for primary school students. The findings are summarized in Table 6.

Table 6. The reality of the primary school's role in Enhancing media education skills Behaviorally for students

No.	Item	Mean	Degree of agreement	Std.	Rank
4	Activating the role of teachers in developing students' dialogue skills through various teaching activities.	3.85	High	1.04	1
14	Creating school pages on social media platforms to showcase students' cultural achievements.	3.71	High	1.23	2
3	Training students in practicing dialogue etiquette through diverse activities.	3.61	High	1.13	3
9	Strengthening the school's connection with society by organizing field visits to social and national events, documenting them in the media with student participation.	3.58	High	1.18	4
6	Involving students in the planning of various media activities and programs.	3.41	High	1.20	5
10	Allowing students to participate in producing videos of school events.	3.41	High	1.26	6
8	Encouraging students to formulate concise and purposeful media messages that express their unique citizenship identity.	3.37	Medium	1.19	7
13	Participating in hosting scientific exhibitions both within and outside the school to showcase students' outstanding media works.	3.37	Medium	1.28	8
11	Developing creative school theater activities that enable students to produce and direct their own scripts.	3.36	Medium	1.24	9
1	Establishing communication channels within the school that provide students with opportunities to participate and express their opinions.	3.35	Medium	1.22	10
2	Facilitating dialogue sessions for students to express their opinions on various intellectual models and societal trends, led by the activity leader.	3.31	Medium	1.22	11
5	Encouraging student participation in the work of newspapers and periodicals that focus on students' rights, providing a platform for expressing their opinions.	3.10	Medium	1.22	12
7	Equipping the learning resources room with tools and resources that support media production.	3.09	Medium	1.38	13
15	Involving students in managing and maintaining the school's official pages on social networking sites.	3.07	Medium	1.36	14
12	Establishing annual awards for media education, recognizing outstanding achievements in categories such as Best Photography, Best Article, Best Direction, and Best Screenplay, for both teachers and students.	3.00	Medium	1.35	15
	Overall average	3.37	Medium	0.96	-

As shown in Table 6, means, standard deviations, and ranking of the study members' assessments for the items related to the role of primary schools in enhancing these skills. The means ranged from 3.00 to 3.85, with an overall mean of 3.37, indicating a moderate level of agreement among the participants. Notably, item 4 obtained the highest mean score of 3.85, with a standard deviation of 1.04, suggesting a high level of consensus among the participants. Conversely, item 12 received the lowest mean score of 3.00, with a standard deviation of 1.35, also indicating a high level of agreement but with a relatively lower score compared to other items.

Overall, considering the previous findings, Table 7 presents means, standard deviations, and ranking of the study members' assessments for the questionnaire and its dimensions.

Table 7. Participants' Evaluations of the Instrument and Its Respective Dimensions

Dimensions	Mean	Std.	Rank
Enhancing media education skills cognitively	3.43	0.93	2
Enhancing media education skills Emotionally	3.73	0.86	1
Enhancing media education skills Behaviorally	3.37	0.96	3
Overall score for the instrument	3.51	0.87	-

As shown in Table 7, an overview of the primary school's role in enhancing media education skills among students in Al-Ahsa Governorate. The findings indicate that the reality of this role was significantly high, as reflected by mean of 3.51 and a standard deviation of 0.87.

Furthermore, the study examined the impact of primary schools on media education skills in three domains: cognitive, emotional, and behavioral. The results indicate that the emotional domain achieved the highest mean score of 3.73, with a standard deviation of 0.86, indicating a high level of implementation. The cognitive domain ranked second, while the behavioral domain ranked last, with a moderate level of implementation, as evidenced by mean of 3.37 and a standard deviation of 0.96.

Overall, the study demonstrates that primary schools in Al-Ahsa Governorate play a significant role in enhancing students' media education skills, with a particular emphasis on the emotional and cognitive domains. Efforts can be made to further strengthen the implementation of media education in the behavioral domain. *Question 4*: The study aimed to examine the contribute of media education in enhancing students' English language skills. To address this question, in-depth individual interviews were conducted with (21) female primary school teachers. Responses were classified into two axes. Table (8) shows the classification of the results of personal interviews:

Table 8. Listening and speaking skills that media education has contributed to enhancing from one point of view

Question	Type	Teachers Responces	N.	Total	%	R.
(1) To what extent does media education contribute to enhancing students' English listening skills?	Single Word	Students like to listen to English words on the school Radio.	6	16	76	2
		Media education contributed to creating a passion among students for listening to new English words.	5			
		The students ask me about the translation of some words in English that they hear.	5			
	Short Sentences	Media education helped students to listen short English sentences.	10	20	95	1
		School Radio helped in listen correct pronunciation of English sentences.	6			
		students have a passion for listening to short English sentences on the school Radio.	4			
	Long Sentences	School curriculums encouraged students to listen English conversation.	5	12	57	3
		Students listen to English movi on YouTube	4			
		Students try to understand the long sentences they hear in English.	3			
	Dialogue and Discussion	Students listen to English movi on YouTube	3	6	29	4
		Media education encouraged students to listen English dialogue	3			
(2) To what extent does media education contribute to enhancing students' English-speaking skills?	Single Word	Media education enhanced students' ability to pronounce English correct words	13	21	100	1
		The school Radio contributed to correcting the students' pronunciation of English words	8			
	Short Sentences	Media education encouraged students to easily pronounce short English sentences	10	16	76	2
		The study curricula helped the students to pronounce short English sentences	6			
	Long Sentences	Students watching English movies on YouTube helped them pronounce long English sentences easily	15	15	71	3
	Dialogue and Discussion	Media education contributed to the students speaking English together	3	5	25	4
		Media education enhanced the students' ability to conduct dialogue in English	2			

As shown in Table 8, media education contributes to enhancing listening and speaking skills in English for female primary school students. Most listening skills were for short sentences, then single words, while most of the language speaking skills were for single words, then short sentences, and finally for dialogues and discussions in English. Listening to short sentences was ranked first among the responses to the listening skills axis, while speaking single words was ranked first among the responses to the speaking skills axis.

Question 5: The study aimed to determine whether there were statistically significant differences in the study members' responses regarding the role of primary school in enhancing media literacy skills based on the variables of the study, specifically the type of work and the number of years of experience.

1. Differences based on the type of work variable:

To examine whether there were statistically significant differences in the study members' responses based on the type of work variable, the Mann-Whitney test was conducted. The results are as follows:

Table 9. Mann-Whitney Test Assessing the Significance of Variances in Study Participants' Responses Regarding the Primary School's Contribution to Enhancing Students' Media Literacy Skills Based on the work Type Variable

Dimension	Work Type	No.	Average rank	Total rank	value Z	Sig. level	Sig.
Enhancing media education skills cognitively	Leader	102	439.05	44783.00	4.09	0.00	0.01
	Teacher	619	348.14	215498.01			
Enhancing media education skills Emotionally	Leader	102	459.04	46822.00	5.13	0.00	0.01
	Teacher	619	344.84	213459.00			
Enhancing media education skills Behaviorally	Leader	102	464.48	47376.50	5.42	0.00	0.01
	Teacher	619	343.95	212904.49			
Overall score for the instrument	Leader	102	460.74	46995.50	5.22	0.00	0.01
	Teacher	619	344.56	213285.49			

As shown in Table 9, the statistical analysis results for examining the presence of significant differences in the study members' responses regarding the role of primary school in enhancing media literacy skills, based on the variable of type of work. The significance level used was 0.01.

The Z values in the dimensions of enhancing media literacy skills cognitively, enhancing media literacy skills emotionally, enhancing media literacy skills behaviorally, and the overall score of the tool were found to be significant at the 0.01 level. This indicates the presence of statistically significant differences in the study members' responses.

The averages of the study members' responses regarding the reality of the primary school's role in enhancing media education skills for primary school students in these aspects were found to be influenced by the difference in the type of work variable. Specifically, the results favored school leaders, suggesting that they perceive a greater impact of primary schools in enhancing media literacy skills compared to other job roles.*Differences based on the variable of number of years of experience*:

To investigate whether there were statistically significant differences in the study members' responses regarding the role of primary school in enhancing media literacy skills based on the variable of number of years of experience, a one-way analysis of variance test (One-Way ANOVA) was conducted. The results are summarized in Table 10:

Table 10. One-Way ANOVA (F-test) Examining the Significance of Disparities in the Perception of Primary School's Impact on Enhancing Students' Media Literacy Skills Based on the Variable of Years of Professional Experience

Dimension	Variance Source	Sum of Squares	Df.	Mean Square	F.	Sig. level	Sig.
Enhancing media education skills cognitively	Between Groups	0.64	2	0.32	0.37	0.694	Non
	Within Groups	626.64	718	0.87			
Enhancing media education skills Emotionally	Between Groups	0.03	2	0.02	0.02	0.9778	Non
	Within Groups	538.54	718	0.75			
Enhancing media education skills Behaviorally	Between Groups	0.42	2	0.21	0.23	0.798	Non
	Within Groups	662.25	718	0.92			
Overall score for the instrument	Between Groups	0.14	2	0.07	0.10	0.910	Non
	Within Groups	539.30	718	0.75			

As shown in Table 10, the statistical analysis results for investigating the presence of significant differences in the study members' responses regarding the role of primary school in enhancing media education skills, based on the variable of number of years of experience.

The F values in all dimensions, as well as the total score of the questionnaire, were found to be not significant. This indicates that there are no statistically significant differences in the averages of the study members' responses regarding the reality of the school's role in enhancing media education skills for primary school students in these aspects based on the variable of number of years of experience.

Thus, the differences observed in the responses cannot be attributed to variations in the number of years of experience among the study sample.

4. Discussion

To discuss and interpret the results, a scale was used to assign weight to the response alternatives. The answer level was determined based on the given ranges as follows:

Very High (4.21-5.00), High (3.41-4.20), Medium (2.61-3.40), Low (1.81-2.60), Very Low (1.00-1.80).

This scale allows for a more nuanced understanding of the study members' responses and provides a framework for interpreting the results based on the assigned weights to the response alternatives.

Discussion the Results for the First Question:

Table 4 provides insights into the level of interest exhibited by primary schools in implementing programs related to knowledge, criticism, analytical thinking, and decision-making. Primary schools demonstrate a belief in the significance of these areas and their associated skills, recognizing them as essential components in the development of students' personalities. Such programs contribute positively to enhancing

students' cultural awareness, expanding their thinking horizons, and equipping them with the necessary skills for conscious and constructive engagement with the media.

The schools' commitment to implementing the directives outlined in the internal circular issued by the Educational Media Department (No. 35860944/10) on 5/8/1435 AH is evident. This circular emphasizes the importance of organizing seminars and scientific meetings on media awareness, as well as conducting specialized exhibitions focused on ethical content in information technology. Additionally, the schools prioritize equipping students with the skills necessary for verifying information published on the internet, thereby enhancing their intellectual awareness.

These findings align with a study conducted by Ali (2016), which similarly emphasized the crucial role of thinking and knowledge in addressing the challenges posed by intellectual invasion. However, the results differ from a study conducted by Al-Shammari (2018), which indicated a moderate level of cognitive impact attributed to textbooks in shaping the learner's personality and providing them with media education knowledge, skills, and values.

The ranking of item 4 can be interpreted as a reflection of the study sample's recognition of the importance of critical thinking and problem-solving skills. These skills are regarded as crucial tools in the current era, aiding in the navigation of vast amounts of knowledge and the diverse ideas it encompasses. Additionally, the study sample's high emphasis on critical thinking indicates their ability to engage with media messages positively through analysis, interpretation, and deeper comprehension of their content.

This emphasis on critical thinking can be further elucidated by the implementation of various educational programs and projects within the field of media education. The General Administration of Education in Al-Ahsa, specifically the Student Activities Department, has encouraged the execution of such initiatives. For example, the Arab Reading Challenge Project, which was disseminated through an internal circular (number 39238223) dated 2/16/1439 AH, stands as one of the significant endeavors fostering critical thinking, problem-solving skills, research, discovery, and knowledge production.

These findings align with (Al-Shammari, 2018), which emphasizes the urgent need for media education to enhance students' critical thinking, research, and investigative abilities. They also resonate with (Al-Shehri, 2017), which highlights the significant role of schooling in developing critical thinking skills in relation to media content. The study by Lee (2016) further supports these findings, indicating that teaching methods and approaches in new media education enhance students' media knowledge, and cultural awareness. However, these results differ from (Al-Mutairi, 2012), which indicated that the employment of critical thinking skills in media education was relatively low among educational leaders in Saudi Arabian schools.

Among the statements in Table 4, item 5 obtained the lowest ranking. This may be attributed to the fact that it represents an advanced media skill that necessitates a high level of cognitive awareness from students. The lower average score for this item could be indicative of the lack of experts and specialists in this field. Delivering a symposium on the evaluation of multiple media messages objectively requires individuals with sufficient knowledge and expertise in this skill. This finding aligns with the study conducted by Al-Saab (2013), which indicated that the study participants' contribution to organizing seminars where students read, analyze, and evaluate media messages was at a moderate level. However, it differs from the studies conducted by Hussein (2015) and Al-Qarni (2018), which emphasized the importance of organizing seminars where students actively participate in the reading, analysis, and evaluation of media messages, resulting in high scores.

Discussion the Results for the Second Question:

Table 5 provides insights into the extent of schools' awareness of the importance of emotional control while dealing with media messages. Emotional control is recognized as an essential component of the psychological structure and can significantly impact individuals' thinking processes and decision-making. The schools' emphasis on this aspect can be attributed to their interest in activating the role of counselors who work with students. Implementing activities and programs that help students develop values and attitudes related to emotional awareness and management is a key focus.

One such program is the Positive Behavior Promotion Program, issued by the Guidance and Counseling Department of the Al-Ahsa Education Administration. This program aims to establish behavioral rules and boundaries, foster a sound intellectual culture, and enhance positive behaviors among students. It emphasizes values such as honesty, integrity, and the protection of the homeland. By instilling these values, students develop the capacity to make positive use of the media. Additionally, the implementation of the "Rafq" program, affiliated with the Guidance and Counseling Department, aims to reduce all forms of violence, including electronic violence. It equips students with personal and social skills and preventive educational methods to address violence arising from media interactions, promoting psychological and social well-being.

Furthermore, the schools prioritize the implementation of programs such as strengthening national principles and values. This program focuses on building a balanced Islamic personality that serves both the students and the community, under the supervision of the Student Activity Department at the General Administration of Education in Al-Ahsa. Additionally, the "We Meet to Promote" program, supervised by the Public Relations Department and the Educational Media Department at the General Administration of Education in Al-Ahsa, nurtures positive intellectual, psychological, and social values, trends, and practices.

These findings align with (Ali, 2016), which emphasizes the significant role of emotional factors in addressing the challenges posed by intellectual invasion. However, they differ from (Al-Shammari, 2018), which indicates a weak degree of emotional influence attributed to

textbooks in shaping learners' personality and providing them with media education knowledge, skills, and values.

Item 14 obtained the highest ranking, indicating that schools have made noticeable efforts in paying attention to national occasions, with a particular emphasis on celebrating National Day. This focus aligns with the study members' perception of schools aiming to achieve several goals, including fostering a sense of citizenship among students by instilling pride in the true Islamic religion and the Saudi approach characterized by moderation and centrism. The celebrations also embody feelings of love and loyalty towards the rulers, promote a sense of belonging to the homeland, and preserve and develop national achievements.

These efforts are in line with the requirements outlined in Ministerial Circular No. (371740273) dated 11/27/1437 AH, which approves the implementation of the project to celebrate National Day under the slogan "Vision of a Homeland." The circular emphasizes the importance of pride in religion, loyalty to the King, belonging to the homeland, and the development of national values. Additionally, schools activate programs that focus on preserving and celebrating Saudi heritage, such as the Janadriyah Program for Heritage and Culture.

These findings are consistent with (Abu Sharifa, 2017), which highlights the significant role of schools in encouraging students and teachers to participate in local and national media events. However, they differ from (Al-Qasim, 2015), which suggests that the estimates of school principals' role in employing educational media to enhance national belonging among students in Irbid Governorate were at a moderate level.

Item 3 obtained the lowest ranking, indicating that schools face challenges related to administrative procedures, centralization of decision-making, and a lack of autonomy in coordinating and cooperating with educational and media institutions. Schools are burdened with lengthy administrative procedures, limited decision-making authority, and a lack of time due to numerous tasks and responsibilities placed on school leaders. This preoccupation with administrative and technical work hinders the school's ability to fully fulfill its role in achieving the goals of media education.

To overcome these challenges, schools need to benefit from the expertise and experience of various educational and media institutions, which can assist in preparing and implementing effective educational and media plans. This finding differs from (Al-Arifi, 2013), which indicated a high degree of integration between media institutions and educational institutions. Additionally, (Al-Shammari, 2018) emphasized the importance of cooperation between educational and media institutions. On the other hand, both (Al-Shehri, 2017) and (Al-Ajaji, 2018) studies revealed a weak connection between schools and media institutions, indicating limited participation and cooperation with organizations and institutions involved in media education.

Discussion the Results for the Third Question:

The findings from Table 6 reveal a lack of educational programs that foster a culture of dialogue and develop students' discussion skills and the ability to influence others during media interactions. This shortage may be attributed to the absence of effective communication channels within schools and a weak recognition of the need to implement dialogue programs. Additionally, there is a lack of interest in media activities that encourage students to produce multimedia materials. Such activities are often excluded from the student activity management plans of the Department of Education, particularly in the case of theatrical activities, which tend to focus on the artistic aspects rather than the production aspects, such as producing and directing theatrical texts (Ministry of Education's Guide Plan Executive, 1436 AH).

These findings align with (Al-Daraan, 2016), which indicates that media activities are rarely included in non-curricular student activity plans in schools. This suggests a limited emphasis on incorporating media education into behavioral fields. However, these results differ from (Al-Shammari, 2018), which highlights the weak role played by textbooks in shaping learners' personality and providing them with knowledge, skills, and values of media education. Additionally, Al-Daraan (2016) and Al-Qarni (2018) concluded that educational applications of media were weak in the behavioral field.

On the other hand, item 4 obtained the highest ranking, indicating that schools recognize the significant role teachers play in developing students' dialogue skills. They adopt engaging and enjoyable teaching methods that involve raising questions, organizing cultural competitions that require opinions or dialogue, and incorporating role-playing activities in academic studies. These approaches create a conducive atmosphere that encourages students to critically investigate the truth during dialogues and support their ideas with relevant evidence. To ensure that dialogue skills become ingrained in students as a general behavior, teachers also link teaching activities with extracurricular initiatives. For example, they may allocate a school broadcast segment dedicated to dialogue and support it with purposeful scenes that help students discover and enhance their dialogue abilities.

These findings are consistent with the studies conducted by Al-Balawi (2013) and Al-Ajaji (2018), which highlight the high degree of the teacher's role in facilitating dialogue among students through media-related content. However, they differ from the studies conducted by Al-Saab (2013) and Al-Amoudi (2016), which suggest a moderate level of training provided to students in practicing dialogue and engaging in debates to express different opinions.

Item 12 obtained the lowest ranking, suggesting that primary schools face challenges in allocating a budget specifically for media education. The operating budget for primary schools is allocated based on specific items outlined by the Education Department, as per the circular of the Education Department in Al-Ahsa No. (36970659) dated 6/7/1436 AH. Consequently, schools are unable to allocate a specific budget item for media education. This finding aligns with (Al-Shehri, 2017), which identifies the lack of financial support allocated to media education programs as a significant obstacle hindering the activation of school leadership in media education. This obstacle was reported to be of great magnitude. However, these results differ from the studies conducted by Al-Balawi (2013) and Al-Daraan (2016), which conclude

that awarding active students in school Radio and allocating annual awards for media education to students were highly regarded.

In general, the significant role played by primary schools in enhancing media literacy skills can be explained by their awareness of the nature of technological advancements and the substantial impact that various media outlets have on shaping students' minds, forming attitudes, and influencing experiences. This awareness necessitates equipping students with these essential skills, particularly at the primary stage. The efforts made by the Al-Ahsa Education Department, including the Student Activities Department and the Department of Education, Guidance, Counseling, and Educational Media Management, contribute to developing the performance of schools and striving for the integration of students' personalities.

These findings align with the studies conducted by Al-Balawi (2013) and Al-Shehri (2017), which conclude that school administrators play a highly significant role in achieving media education. The study by Mahoney & Khwaja (2016) indicates positive trends among school leaders and their assistants towards media education. However, these results differ from the study conducted by Al-Mutairi (2012), which suggests a moderate level of implementation of media education in the Saudi Ministry of Education. Additionally, Al-Saab (2013) concludes that there is limited interest among school administrators in programs and activities aimed at achieving media education, and the role of public-school principals in employing educational media to enhance national belonging among students was rated as moderate.

Discussion the Results for the Fourth Question:

The results of the fourth question can be interpreted that media education contributed to enhancing both listening and speaking skills in English for primary school students, as teachers reported that media education and school Radio contributed to the students' passion for listening to English words, short and long sentences, and repeating the words they heard. This may be due to the primary school's keenness to teach students English language skills, especially through school Radio, and this is consistent with a study (Alshammari, 2024). The teachers encourage the students to learn the English language. Students also have a passion for learning English words to understand the conversations they hear through YouTube, and English programs, especially through mobile phones (Vimochana, et al., 2023), (Raj & Baisel, 2024). Parents' encouragement of students to learn English helped enhance the role of primary school in students' acquisition of English language skills (Alshammari, 2024). It can also be explained that listening skills for short sentences were ranked first in the listening skills axis by saying that students prefer to listen to sentences that convey an integrated meaning, more than listening to single words, and this is consistent with a study (Carmen et al., 2024). It also explains that speaking single words was ranked first among speaking skills, that speaking words is easier than speaking short or long sentences for primary school students, and this is consistent with the study (Alfan & Junaidi, 2023), and that students are still in the early stages of education.

Discussion the Results for the Fifth Question:

The results of the fifth question, which examined the variables of the study, namely the type of work and the number of years of experience, provide insights into the differences observed. Table 9 illustrates that school leaders play a significant role in promoting media education within primary schools. They oversee the implementation of programs aimed at developing students' critical understanding of media and regularly follow up on these programs by reviewing reports and submitting them to the Education Department. School leaders also organize and support various activities that enhance students' media education skills, address their shortcomings, and instill knowledge and values in them. These activities provide opportunities for students to express their opinions, exchange viewpoints, and develop a sense of oversight by focusing on the programs offered. Moreover, school leaders motivate students to engage in creative participation through competitions that foster these qualities.

These findings align with (Abu Sharifa, 2017), which reveals differences in the implementation of media education practices among educational leaders based on their job positions, with directors of education showing a higher level of implementation compared to other positions, and principals exhibiting better implementation compared to teachers. However, these results differ from (Al-Arifi, 2013), which indicates no statistically significant differences in the responses of the sample based on job position or type of work.

Table 10 shows that there were no significant differences in the responses based on the number of years of experience. This can be attributed to the similarity in working conditions and the shared programs and methods implemented by schools. Additionally, the rapid developments in various fields, including media education, necessitate continuous learning and keeping up with educational innovations in the media and technological domain. This leads to increased knowledge and experience among the study participants.

These findings are consistent with (Abu Sharifa, 2017) and (Al-Qarni, 2018) studies, which also indicate no differences in responses based on the number of years of experience. However, these results differ from (Khalil, 2016), which suggests that there are differences in responses based on years of experience, with those having more experience showing higher levels of implementation.

5. Conclusion and Recommendations

Educational Admistrations should be Providing schools libraries with adequate resources that support and facilitate media education in English language. The connection between schools and parents is essential to educate students about media education skills. Collaboration and cooperation between primary schools and media institutions should be fostered to enhance media education for students. The school theater can be effectively utilized to develop students' skills in English language and media education. Schools should provide opportunities and platforms for students to express their creativity and produce their own media messages. Provide training for school leaders and teachers on skills and strategies to promote media literacy among students.

Study Suggestng more studies to explore the obstacles of enhancing students' media education skills from the perspective of parents,

obstacles to using school Radio to enhance students' English language learning, a proposed vision for activating media education skills in the primary stage specifically for girls in the Kingdom of Saudi Arabia.

Authors contributions

Dr. Aleedan was responsible for study design, discussion, and revising. Alfadhly was responsible for data collection analysis and drafted the manuscript. Authors contributed equally to the study. All authors read and approved the final manuscript.

Competing interests

Sample: The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Sciedu Press.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned, externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

Open access

Copyrights

References

Abu Sharifa, S. (2017). *The role of secondary school principals in activating educational media to enhance citizenship: a proposed scenario.* (Unpublished MA.), King Khalid University.

Ainagul, M., Natalya, U., Anna, Y., Arailym, I., & Bota, T. (2023). The Use of Multimedia in English Classes as a Means of Increasing Student Motivation. *World Journal of English Language, 13*(9), 10-17. https://doi.org/10.5430/wjel.v13n9p10

Al-Ajaji, H. (2018). The role of media education in strengthening communicative values. King Fahad National Library.

Al-Amoudi, H. (2016). The reality of the contribution of first-year secondary school teachers to media education from the point of view of female students in the city of Mecca. *Journal of Reading and Knowledge, 180*, 1-21. Retrieved from https://search.mandumah.com/Record/751845/Description#tabnav

Al-Arifi, A. (2013). *Media education and the role of educational leadership in achieving its goals*. (Unpublished MA.), Imam Muhammad bin Saud Islamic University.

Al-Badrani, F. (2018). *Media education is a media decoding industry.* The beginning house.

Al-Balawi, S. (2013). *The responsibility of the secondary school in achieving media education among students from the point of view of teachers.* (Unpublished MA.), Islamic University of Medina.

Al-Daraan, N. (2016). *A proposed vision for media education at the secondary stage for girls in the Kingdom of Saudi Arabia in light of global experiences*. (Unpublished PhD.), Imam bin Saud Islamic University.

Alfan, Z. & Junaidi, M. (2023). Vocabulary Learning Strategies and Vocabulary Mastery by Indonesian EFL Learners. *World Journal of English Language, 13*(8), 453-461. https://doi.org/10.5430/wjel.v13n8p453

Al-Ghadouni, A. A. (2017). The Level of Including Media Education Values in Secondary School Students' Hadith and Islamic Culture Textbooks in Kingdom of Saudi Arabia. *Journal of Curriculum Studies and Teaching Methods, 218*, 128-158. Retrieved from

https://search.mandumah.com/Record/802330

Ali, A. (2016). The role of media education at the secondary level in confronting the challenges of intellectual invasion: a proposed scenario. *Journal of the Faculty of Education at Benha University, 27*(107), 297-338.

Al-Issa, A. (2017). *The reality of educational media in the educational process from the point of view of educational leaders.* (Unpublished MA.), Imam Muhammad bin Saud Islamic University, Riyadh.

Al-Jaad, N. & Al-Asmari, F. (2018). The reality of intermediate schoolteachers' contribution to media education for female students. *King Abdulaziz University Journal of Arts and Humanities, 26*(1), 195-225. https://doi.org/10.4197/Art.26-1.9

Al-Mutairi, K. (2012). *An administrative strategy for employing media education in educational leadership practices in the Saudi Ministry of Education.* (Unpublished PhD.), University of Jordan.

Al-Otaibi, F. (2018). *The degree of inclusion of media concepts in social and national studies textbooks in general education in light of media education standards and the nature of Saudi society.* (Unpublished MA.), Umm Al-Qura University.

Al-Qarni, F. A. (2018). *Media education in some countries and the possibility of benefiting from it in the Kingdom of Saudi Arabia.* (Unpublished MA), University of Jeddah.

Al-Qasim, M. (2015). *The role of public-school principals in Irbid Governorate in employing educational media to enhance national belonging among students.* (Unpublished PhD.), Yarmouk University.

Al-saab, M. (2013*). A proposed vision for activating the role of secondary school in media education to confront the challenges of cultural globalization.* (Unpublished MA.), Qassim University.

Alshammari, A. (2024). Second Language Maintenance Amongst Sojourner Saudi Families After Returning to Their Home Country. *World Journal of English Language, 14*(2), 101-108. https://doi.org/10.5430/wjel.v14n2p101

Al-Shammari, S. (2018). *Media education and ways to include it in the general framework of curricula in educational institutions in the State of Kuwait.* (Unpublished PhD.), Cairo University.

Al-Shehri, A. (2017). *The reality of activating school leadership for media education among government middle school students in Riyadh.* (Unpublished MA.), Imam Muhammad bin Saud Islamic University, Riyadh.

Al-Sulaimani, M. (2015). *A proposed vision for activating the role of educational media in confronting contemporary intellectual trends from an Islamic educational perspective.* (Unpublished PhD.), Umm Al-Qura University.

Al-Tahami, A. (2017). *The role of media education in identifying some of the social communication skills available to female secondary school students in public schools in Riyadh.* (Unpublished MA.), King Saud University.

Badia, A., Meneses, J., Sigales, C., &Fabregues, S. (2015). Factors Affecting School Teachers' Perceptions of the Instructional Benefits of Educational Digital Media. *e-Journal of Educational Research, Assessment and Evaluation, 21*(2), 1-11.

Brooks, J, & Normore, A. (2010). Educational Leadership and Globalization: Literacy for a Global Perspective. *Educational Policy Journal, 24*(1), 52-82. https://doi.org/10.1177/0895904809354070

Canny, J. (2015). *Mass Media Education in the Classroom: Preparing Young Learners to Live in a Mass Media-saturated World.* (Unpublished MA.), Teaching Department of Curriculum. University of Toronto, Toronto.

Cappello, G., Felini, D., & Hobbs, R. (2011). Reflections on Global Developments in Media Literacy Education: Bridging Theory and Practice. *Journal of Media Literacy Education, 3*(2), 66-73. https://doi.org/10.23860/jmle-3-2-1

Carmen, B., Cśar, O., & Alba, V. (2024). Assessing EFL Listening and Speaking Skills During Remote Tea ching. *World Journal of English Language, 14*(2), 490-501. https://doi.org/10.5430/wjel.v14n2p490

Creswell, J. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE.

Elma, C., Kesten, A., Dicle, A., & Mercanuzun, E. (2010). Media Literacy Education in Turkey: AN Evaluation of Media Processes and Ethical Codes. *Educational Sciences: Theory and Practice, 10*(3), 1439-1458. Retrieved from https://files.eric.ed.gov/fulltext/EJ919858.pdf

Eriqat, A. (2017, May 16-18). The role of media education in intellectual security. Presented to the International Media Conference: Media between Hate Speech and Intellectual Security at Zarqa University, Zarqa.

Ershler, J. (2004). The Fictive Characteristics of Effective Educational Leaders. *Academic Leadership Journal, 2*(2), 10-51. https://doi.org/10.58809/ALJ20040401/TUQS2343

Fedorov, A. (2008). Media Education Around the World: Brief History. *Acta Didactica Napocensia, 1*(2), 56-68. Retrieved from https://eric.ed.gov/?id=EJ1052329

Ghosh, S., Bagchi, A., & Das, p. (2015). The awareness of Media Literacy and Media Education Among the Users of University Library in India: a case Study. *Journal of Library and information Science, 5*(2), 329-340. Retrieved from http://irjlis.com/wp-content/uploads/2015/08/12-IR-279-52.pdf

Hussein, R. (2015). The role of school theater in media education for students in pre-university education. *Journal of Reading and Cognition, 162,* 191-260.

Ibrahim, N. (2017). *Media education in the face of media misinformation.* Dar Al-Sahab for Publishing and Distribution.

Junova, I. (2016). *Media Education in Primary School in the Czech Republic.* University of Hradec Kralove, Czech Republic. https://doi.org/10.1051/shsconf/20162601092

Khader, W. (2018). *A new vision in educational media*. Dar Al Fajr for Publishing and Distribution.

Khalil, H. (2015). Evaluating the reality of students' practice of media education skills in light of their multiple sources of media culture and its effects: a survey study on a sample of secondary school students in Saudi public education. *Childhood Studies, 18*(66), 15-29.

Khalil, H. (2016). The current and hoped-for role of educational media in achieving intellectual security for secondary school students from the point of view of media activity supervisors: a comparative study between a sample of media activity supervisors in general education schools in the Kingdom of Saudi Arabia and others in the Arab Republic of Egypt. *Childhood Studies, 19*(70), 1-20.

Lee, A. (2016). *Media Education in the School 2.0 era: Teaching media literacy through laptop computers and iPad. Global Media and China, 1*(4), 435-449. https://doi.org/10.1177/2059436416667129

Mahoney, K, & Khwaja, T. (2016). Living and Leading in a Digital Age: a Narrative Study of the Attitudes and Perceptions of School Leaders about Media Literacy. *Journal of Media Literacy Education, 8*(2), 77-98. https://doi.org/10.23860/jmle-8-2-4

Ministry of Economy and Planning. (1431 AH). *Ninth development plan.* Kingdom of Saudi Arabia.

Ministry of education. (1436 AH). *Executive guide to the student guidance plan*. Kingdom of Saudi Arabia.

Raj JR, K. A. & Baisel, A. (2024). Empirical Study on the Influence of Mobile Apps on Improving English Speaking Skills in School Students. *World Journal of English Language, 14*(2), 339-348. https://doi.org/10.5430/wjel.v14n2p339

Redmond, T. (2015). Media Literacy is Common Sense: Bridging Common Core Standards with the Media Experiences of Digital Learners. *Middle School Journal, 46*(3), 10-17. https://doi.org/10.1080/00940771.2015.11461910

Saleh, L. (2013). Visual educational media and its role in instilling values among primary school students from the point of view of male and female teachers. *Jerash Journal of Research and Studies, 15,* 591-608.

Schmidt, H. (2013). Media Literacy Education from Kindergarten to College: A Comparison of how Media Literacy is Addressed Across the Educational System. *Journal of Media Literacy Education, 5*(1), 295-309. https://doi.org/10.23860/jmle-5-1-3

Siegel, J. (2020). *Developing notetaking skills in a second language: insights from classroom research*. Routledge. https://doi.org/10.4324/9780429347252

Strasburger, V. (2010). Media Education. *Pediatrics, 126*(5), 1012-1017. https://doi.org/10.1542/peds.2010-1636

Vimochana, M., Bindu, M. R., O. Lamessa, O., & Ramesh, M. (2023). Exploring Challenges of Dyslexic Students Learning English as a Second Language: Reading Drama Script. *World Journal of English Language, 13*(8), 590-601. https://doi.org/10.5430/wjel.v13n8p590

Wan, G., & Gut, D. (2008). Roles of Media and Media Literacy Education: Lives of Chinese and American Adolescents. *New Horizons in Education, 56*(2), 28-42.