

## Policy and Governance of Media Information Literacy at Secondary School Education in Pakistan

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### Abstract

The rapid evolution of new media technologies globally presents a challenge for policymakers, regulatory bodies, and educators to adapt to the ever-changing landscape of emerging media across all disciplines. In response, states endeavor to enact measures and formulate policies aimed at preparing the younger generation for the complexities of navigating new media technologies at individual, societal, and global levels. Pakistan's National Education Policies are crafted with a forward-looking approach to meet the needs and requirements of the youth in the coming decade. However, the porous nature of these policies often results in a lack of trust in the curriculum being taught in public schools nationwide. While curriculums and textbooks are aligned with the aims and objectives of the National Education Policy, their implementation through the country's four Provincial textbook and curriculum boards leaves room for disparity. This study aims to investigate how the vision of National Education Policies is translated into the curriculum, particularly regarding Media Information Literacy (MIL), as outlined in textbooks used in public secondary education. Through content analysis of 9th and 10th-grade textbooks, this research seeks to examine the presence of MIL education. Findings reveal that MIL aspects are predominantly present in English textbooks, highlighting a disparity between the perceived knowledge outlined in national education policies and the actual knowledge possessed by students in higher secondary schools. This underscores the urgent need for updating National Education Policies and textbooks to reflect the latest discussions and standards MIL education and ever-changing landscape of digital media and artificial intelligence ahead of our young generation.

**Keywords:** Media Information Literacy, National Education Policy, Curriculum Alignment. Content Analysis, Secondary Education.

### Introduction

The national educational policies of Pakistan have undergone numerous revisions since the country's inception in 1947, with a total of nine policies formulated up until 2017 (Azam, as cited in Hanif, 2018). While these policies have been meticulously designed, they have often faced challenges in terms of consistent implementation due to administrative and political inconsistencies (Siddiqui, 2010). Of particular interest in this research are the two most recent policies: the National Education Policy of 2009-2015 and the National Education Policy of 2017-2025. It is noteworthy that the enactment of the 18th Amendment significantly impacted education governance in Pakistan, leading to a shift in administrative responsibilities from the central federation to the provinces (Siddiqui, 2010). This administrative transition has introduced complexities, as provincial authorities have had to recalibrate educational processes, albeit possessing the necessary capacities and intellectual capabilities for the task at hand.

The focus of this study is to delve into the realm of Media Information Literacy (MIL) within the context of secondary school education in Pakistan. As information and technology proliferate at a rapid pace globally, digitally advanced media have become ubiquitous, profoundly influencing various aspects of daily life (Gialamas, 2013). Media, encompassing a wide array of platforms such as digital technology, television, films, and others, serves as a vital conduit for understanding and interpreting the world around us (Hobbs, 1998). Particularly within the educational landscape, media literacy emerges as a critical factor in enabling individuals, especially the youth, to navigate and comprehend media texts effectively. With the advent of social networking sites like Facebook, which boast millions of users in Pakistan alone, the role of media in shaping societal discourse and individual perceptions has become increasingly pronounced (Kate et al., 2014). However, the burgeoning influence of media also raises pertinent questions about the literacy practices of media consumers, particularly in discerning the veracity of information disseminated through various channels (Boske, 2011; Ferrari, 2013; Gainer, 2010).

Considering these developments, the significance of media literacy in educational settings cannot be overstated. Media literacy equips students with the necessary skills to critically analyze media content, discerning between information and misinformation (Livingstone, 2010). However, research indicates that there is a gap in media literacy skills among school-going children, particularly concerning digital media literacy (Facer et al., 2003). Thus, there is a pressing need to enhance media literacy education within formal educational contexts to empower students to navigate the digital landscape effectively. Studies conducted among university students further highlight the importance of media literacy in mitigating the effects of media messages and fostering critical thinking (Aw, 2011). As media continues to evolve with advancements

in technology, there is a growing imperative to integrate media literacy education into educational curricula to cultivate informed and discerning citizens in the digital age (Cheung, 2009; Adiarsi et al., 2015).

The intersection of national education policies, media literacy, and digital media technologies presents a multifaceted landscape that requires comprehensive investigation and analysis. By exploring these dynamics within the context of secondary school education in Pakistan, this research seeks to shed light on the challenges and opportunities in fostering media literacy among the youth and inform strategies for enhancing educational practices in the digital era.

Pakistan's religious, cultural, and ethnic fabric is extremely intricate and delicate. As a result, a foreign media literacy model or curriculum may be appropriate for one group but provocative for another. In nations like Pakistan, a flexible, personalized media literacy paradigm is more appropriate (Maksl et al., 2015). Over the course of decades, social media usage in Pakistan has escalated especially among the youth. The author Qaiser Khalid Mehmood stated in his article that one of the reasons why youth is inclined towards social media is because it is easy to access, cheaper and the facility of GSM is provided. According to research nearly 45 million people in Pakistan are social media users with Facebook being the topmost app used. Social media has revolutionized people's lives. For instance, it has enlightened the underprivileged people about what rights they possess and what could be possible opportunities for them to grow. Similarly, it has contributed to the building up of social connections of students in university via apps like Facebook and has dispensed information to every individual (Mahmood et al., 2020).

Extensive digital network use, on either hand, increases worries regarding educational achievement being threatened. The research looks at this topic by surveying university individuals in Saudi Arabia about the social networking use and educational accomplishment. The survey also investigated Asch social platform would be most common amongst Saudi students, how teenagers thought regarding the usage of social media, and factors apart from social media activity which have a negative influence on academic success (Alwagait, 2014).

Nowadays, views about media usage and literacy keep on emphasizing critical thinking, analysis, and assessment (Silverblatt et al., 2014). (Zainab, 2019). Hobbs (2010), Pakistan's Media Literacy Policy, and conscious processing (Potter, 2004). At the heart of media literacy are the ideas that all media messages and brands are created using artistic production methods, that messages could be deciphered differently by various people, that media have integrated attributes and perspectives, and that the messages overall are manufactured for financial gain and/or influence, according to scholars (Thoman & Jolls, 2004). Furthermore, researchers have broadly accepted the concept that media literate persons should be able to access, analyse, evaluate, and generate media material for the previous two decades (Aufderheide & Firestone, 1993). Pakistan's religious, cultural, and ethnic fabric is extremely intricate and delicate. As a result, a foreign media literacy model or curriculum may be appropriate for one group but provocative for another. In nations like Pakistan, a flexible, personalized media literacy paradigm is more appropriate (Maksl et al., 2015).

According to the UNESCO website, Media and Information Literacy is defined as "an action to provide people with the skills and abilities for critical reception, assessment, and use of information and media in their professional and personal lives" (UNESCO, 2004). UNESCO aims to assist states in formulating educational policies enriched with information Media literacy initiatives, offering facilities, teacher training, awareness programs, and pedagogical tools to incorporate into school curriculums (UNESCO, 2004). However, there remains a lack of standardized tools for assessing existing knowledge, which Stake's model suggests includes antecedent knowledge acquired beyond the curriculum (Potter, 2010). Media literacy encompasses the capacity to recognize, comprehend, interpret, produce, communicate, and compute using printed and written resources in various circumstances (Potter, 2010). Academic literature on electronic media is divided into two main bodies of research: one focusing on traditional broadcast media (television, radio, and film), termed media literacy, and the other on information retrieval and computer training, termed information literacy (Potter, 2010). The literature on mobile phones and digital television draws on both traditions and reflects the diverse interpretations of media literacy (Potter, 2010). Scholars and researchers have highlighted the importance of media literacy, not only for intentional consumers but also for those who unknowingly consume media (Koltay, 2011). Research suggests that media literacy education can enhance critical thinking skills and help individuals become more aware of their media consumption habits (Potter, 2004). Additionally, media literacy plays a crucial role in primary, secondary, and higher-level education, either as part of multimodal literacy or as a standalone subject (Koltay, 2011).

Furthermore, social media has significantly influenced communication patterns and educational outcomes, providing opportunities for engagement and professional development (Tariq et al., 2012). However, it is essential to recognize the potential risks associated with technology and social media use, especially among adolescents (Njoroge, 2013). Research suggests that targeted media literacy training may be necessary to enhance critical evaluation skills and mitigate potential negative effects of media consumption (Powers et al., 2018).

Media literacy plays a crucial role today, influencing education, communication, and social interactions. Hence it must be taught to our generation keeping in view the equal opportunities in all regions. However, there is a need for further

research and standardized assessment tools to better understand and promote media literacy across different contexts (Mihailidis, 2018).

### **Statement of The Problem**

This study revolves around the importance of media information literacy in contemporary society. While some scholars argue that media literacy empowers individuals to access information effectively (Fedorov, 2003), the rapid pace of technological advancement has led to the creation of new businesses and inventions. There is a growing concern among researchers that continued technological advancement may eventually lead to a scenario where humans are replaced by machines, with technology dictating the rules of society (Ramey, 2013). Consequently, individuals' levels of media literacy are influenced by their perceptions and personal positions (Jeong, 2012). In the context of Pakistan, educational policies have been crafted to align with the country's vision and mission, incorporating input from various stakeholders. However, recent global educational trends emphasize the importance of critical thinking, media literacy, and numeracy, with UNESCO highlighting media and information literacy as essential components of educational curricula. Despite these trends, the curriculum in Pakistan has lagged, failing to incorporate the latest developments in media and information literacy. While the world moves towards embracing virtual and hyper-text realities, along with the emergence of phenomena such as the metaverse, Pakistani educational curricula continue to focus on outdated mediums such as newspapers, magazines, CDs, and mice. This discrepancy highlights the urgent need to update educational curricula in Pakistan to reflect contemporary media landscapes and equip students with essential media information literacy skills. Thorough reassessment of the curriculum taught to high school students is essential to address existing gaps in media literacy education. Failure to do so in a timely manner may result in missed opportunities for effective learning. The primary objective of this study is to assess the media information literacy curriculum taught through textbooks at the high school level.

### **Objective of the Study**

To identify and analyze any gaps in the curriculum pertaining to Media Information Literacy as outlined in the textbooks for 9th and 10th grade, in alignment with the directives of the National Education Policy.

### **Research Questions**

What are the gaps in Media Information Literacy curriculum at Public Schools as per discussion of National Education Policy of Pakistan.

### **Literature Review**

Media and Information Literacy (MIL) encompasses the skills and competencies required for individuals to critically receive, assess, and utilize information and media in both personal and professional contexts (UNESCO, n.d.). UNESCO has been instrumental in advocating for MIL by assisting states in formulating educational policies enriched with MIL initiatives. These initiatives include providing resources, teacher training programs, awareness campaigns, and pedagogical tools to integrate MIL into school curriculums (UNESCO, n.d.). However, a standardized tool for assessing existing knowledge in MIL is lacking, which is essential for understanding the antecedent knowledge acquired beyond the formal curriculum (Stake, 2006). This gap in assessment tools prompts research questions based on the discussions. Literacy, broadly defined, entails the ability to recognize, comprehend, interpret, produce, communicate, and compute using printed and written resources across various contexts. Within the academic literature, two distinct bodies of research cover electronic media: traditional broadcast media (television, radio, and film), termed media literacy, and information retrieval and computer training, referred to as information literacy. The emergence of mobile phones and digital television draws from both traditions. The term "media literacy" is used by scholars, educators, activists, and the public to denote various concepts, but common characteristics among definitions include critical reception, analysis, and understanding of media content (UNESCO, 2004; Potter, 2010).

Media literacy is essential not only for intentional media consumers but also for those who inadvertently consume media, as their presence contributes to the expansion and diversification of digital technology. Media literacy education has been integrated into primary, secondary, and higher education curriculums as part of multimodal or standalone literacy initiatives (Koltay, 2011). Research by Scharrer et al. (2019) examined media rating within a digital literacy program in the United States from adolescents' perspectives. The study highlighted the need for flexible and abstract alternatives to the existing media rating system. Festl (2019) explored how various dimensions of teenagers' social media literacy and their social environments influence their online behavior. The study underscored the importance of promoting media literacy as a preventive measure against negative online behaviors. Potter (2004) emphasized the cognitive theory of media literacy, emphasizing the importance of understanding media's intended effects and functions. Adams and Hamm

(2001) described media literacy as the ability to create personal meaning from verbal and visual symbols encountered in daily media consumption.

Furthermore, the integration of media literacy into educational programs has been advocated by scholars to address the evolving media landscape effectively (Katherine, 2018). Media literacy is crucial for navigating the complexities of modern communication technologies and fostering critical thinking skills among students (Fedorov, 2003).

Media literacy plays a vital role in equipping individuals with the skills to critically engage with media content. By integrating media literacy education into formal curriculums and promoting awareness among educators and students, societies can empower individuals to navigate the digital age responsibly and intelligently.

The practice of obtaining, assessing, and producing media content is known as media literacy. Media literacy encompasses more than just being literate in a specific media. (Observations Potter, 2010). According to the US National Association for Media Literacy Education, media literacy is the ability to use all forms of communication and media to "access, analyze, evaluate, create, and act." The path of media literacy education differs slightly from that of media literacy in general. It is anticipated that teaching media literacy will raise awareness of the impacts and influences of communication and media, as well as promote the idea of generating and consuming media notes. Hobbs (2011). While media literacy is taught differently in different parts of the world, for example, in Pakistan and the United States, it is a required subject in some European countries. Through various initiatives, extracurricular activities aim to support, strengthen, and improve young people's media literacy abilities.

Around the world, there are two primary approaches to imparting media literacy among children to equip them with the skills needed for the future. The first approach involves teaching media literacy as a separate subject, allowing for a comprehensive understanding of the topic. However, in the secondary school education system of Pakistan, numerous subjects are taught irrespective of their practical applicability, leaving limited space for additional subjects such as media literacy. As a result, the second approach involves integrating media literacy into the curriculum and textbooks. A preliminary examination revealed that media literacy lessons are predominantly incorporated into English textbooks in Pakistani schools, particularly in the 9th and 10th grades. These English textbooks serve as the medium through which lessons on media information literacy are delivered, effectively embedding them into the curriculum. Thus, students receive exposure to media literacy concepts and skills within the framework of their English language education.

Media literacy of youth of Pakistan is a unique and important topic but there is less attention on the topic in the existing literature. Role of media literacy and its positive effects has various aspects (Ahmad, Khan & Hassan, 2016). Giving totally different version, another author focuses on the mass media and development in Pakistan as emphasizing, that media plays important role in political, or social development of the masses. The literature more concentrates that how the media covered the terrorist activities in Pakistan (Shuja, 1983, Shehryar & Akhtar, 2016). Media literacy is a collective term which is comprised of diverse approaches like development of critical thinking, understanding how the media of today is bringing change in our thinking and culture. Literacy is no longer related to reading and writing only. It has developed from creating to decoding the message. So, media literacy now empowers youth of today to create and engage in the digital globe of media environment (What is Media Literacy, n.d.)

Practically speaking, media information literacy (MIL) and media literacy (IML), which are sometimes used interchangeably, are not all that different from one another. However, some scholars distinguish between MIL and IML based on the fact that the former focuses primarily on literacy while the latter places a greater emphasis on media and information. IML primarily deals with accessing, obtaining, and interpreting messages from all forms of media; in contrast, MIL deals with messages from the media in addition to going above and beyond by producing original content, comprehending biases and propaganda, and providing an emotional interpretation of the messages to encourage civic engagement and active and participatory citizenship. To distinguish media literacy from information literacy, several academics and UNESCO have focused on the topic. In the US, media literacy is also known as information and communication technologies (ICT), as defined in Definitions of IL (2019).

To determine whether of its member states are integrating media information literacy into their curricula, UNESCO took the initiative to look into media education research in 2001. An project of this kind also aimed to assist member nations in creating an all-encompassing system for teaching our children about the media and its influences. The results of the survey indicated that media education in the 52 countries that were included had progressed in a fairly uneven way, according to the Library of Congress Web Archives Collection (2015). While some nations have achieved headway integrating media education into the curriculum and others have attempted to teach it as a stand-alone subject, all nations have acknowledged the importance of media education and have put pressure on governments and policy makers to take meaningful steps.

Scholars and educators continue to debate the precise definition of media knowledge (Christ, 2004; Hobbs & Jensen, 2009; Potter, 2010), with an emphasis on critical thinking in most approaches (Silverblatt, 2008). Many within academia argue that literacy encompasses the capacity to craft media messages (Aufderheide, 1993; Hobbs, 2010). Media education

training programs have been shown to yield positive effects on various facets including media literacy, critical analysis, perceived utility, motivation, behavioral norms, attitudes, and conduct (Jeong, Cho, & Hwang, 2012).

The number of studies and evaluations assessing the relevance and efficacy of media literacy education is on the rise (Hobbs & Frost, 2003; Duran, 2008; Vraga, Tully, & Rojas, 2009; Ashley et al., 2010). However, one of the foremost challenges facing the field is the need to evaluate the effectiveness of media literacy education in a comprehensive manner (Martens, 2010; Potter, 2004). The diverse array of ad hoc procedures, definitions, and metrics used in such assessments has led to a lack of comparability across studies and over time. Potter (2004) argues that establishing a framework for evaluating media literacy interventions necessitates the development of a cognitive framework.

Prior to 1999, MIL was not included in education policy, according to earlier research. MIL is not adequately stated in Pakistan's National Education Policies, according to a study that used Critical Discourse Analysis of the Educational Policies of 1999, 2009, and 2017. Although some information literacy-related topics have been covered, the policies as a whole are inadequate in terms of MIL. The National Education Policies must be updated to reflect the most recent MIL and UNESCO standards debates in order to close this gap. (Naseer, Bibi, & Aziz, 2023)

In this study, Potter's (2004) cognitive model of media literacy serves as the theoretical underpinning. Potter's model is well-suited as it encompasses key elements crucial for literacy and provides insights into how viewers interpret messages (Stephanie & Maksl, 2015). The researcher adopts Potter's model to focus specifically on media literacy, which comprises five fundamental knowledge structures: content knowledge, media industries, media effects, interaction and needs, and intellectual capabilities or "personal locus." Understanding these structures enhances individual awareness and decision-making, facilitating the achievement of personal goals (Potter, 2004).

### **Theoretical Framework**

The multifaceted nature of the research necessitates consideration of various theoretical frameworks rather than relying on one. In evaluating the curriculum through the lens of Media Literacy, different theoretical frameworks are pertinent. Hobbs (2010, 2011) and Kellner and Share (2007) offer distinct perspectives. Hobbs categorizes media literacy into three frames: "Author and Audiences," "Media messages and meanings," and "Representation and reality." Conversely, Kellner proposes four approaches for comprehensive media education: the protectionist approach, media arts education, media literacy movement, and critical media literacy.

Moreover, numerous models address curriculum evaluation. Woods (1988) asserts that curriculum evaluation extends beyond mere measurement and testing to encompass all activities related to the curriculum, including teacher involvement. Davis (1981) presents a straightforward model of curriculum evaluation, emphasizing the "delineating sub-process" to capture the curriculum's structure and focus comprehensively. This process entails incorporating both the audience's (students) and presenters' (teachers) perspectives.

Woods integrates Davis' model into Stake's (1967) "countenance of educational evaluation" model, which posits that evaluation begins with understanding intents and actions. Stake categorizes these as "antecedents, transactions, and outcomes," with "antecedent intents" referring to conditions preceding curriculum implementation, such as students' and teachers' backgrounds and interests.

This study's departure point lies in evaluating the curriculum while considering students' prior knowledge, acknowledging their exposure to Media Information Literacy through social interactions, peer influences, and mass media. Setiono and Soedarsono (2018) applied Stake's model to evaluate engineering study programs, finding its strengths and applicability across disciplines.

### **Research Methodology**

The research conducts content analysis of the curriculum taught to 9th and 10th graders in Pakistan through National Textbooks and three National Education Policies. Additionally, content analysis is performed on textbooks used by the Federal Board of Education Islamabad and the Punjab Textbook and Curriculum Board.

Media Literacy Curriculum taught at secondary school was the entire population of study with respect to the content and discourse analysis of curriculum.

The entire curriculum of all subjects was the population and only curriculum which discussed the Media Information Literacy discussions was taken. Hence there was no sample size at this stage as well. All books containing Media Information Literacy discussions taught at Public Schools were taken. The curriculum of 9<sup>th</sup> and 10<sup>th</sup> is taken into consideration for Content Analysis of the Media Literacy curriculum from all the provincial and federal textbook boards. There was no mention of any media education or media literacy in any of the books before 9<sup>th</sup> classes hence those books have been skipped. There was also no mention of media literacy in any other books but only in the books of 9<sup>th</sup> and 10<sup>th</sup> English books in all boards hence these were selected for Analysis. The following books have sampled for analysis.

- a. Federal Textbook Board 9<sup>th</sup> and 10<sup>th</sup> English Books

- b. Punjab Textbook Board 9<sup>th</sup> and 10<sup>th</sup> English Books
- c. Sind Textbook Board 9<sup>th</sup> and 10<sup>th</sup> English Books
- d. Baluchistan Textbook Board 9<sup>th</sup> and 10<sup>th</sup> English Books
- e. Khabur Pakhtunkhwa Textbook Board 9<sup>th</sup> and 10<sup>th</sup> English books.

### Data Collection Tool

Coding Sheet as suggested in Content Analysis was used, where the data of 5 dimensions. as below was considered.

1. Page Area (number of pages with exact lines or words if possible)
2. Word Frequencies and Keywords (what are most frequent words)
3. Thematic analysis (most common themes, old and new words etc)
4. Keyword in Context (what are keywords repeated and what is their context)
5. Iconic Text, such as drawings, paintings, and icons, pictures (how many pictures and what type of pictures used).

Data were collected the from Textbooks collected from 09<sup>th</sup> and 10<sup>th</sup> classes published by all textbook boards and currently being taught to all public schools across Pakistan.

### Analysis of Textbooks

This part consists of analysis of the textbooks to identify the media literacy content.

#### Punjab Textbook and Curriculum Board, Lahore.

##### 9<sup>th</sup> Class English textbook

For 9<sup>th</sup> class under the publication of Punjab Curriculum and Textbook Board Lahore. This book is comprised of 12 units in which different topics are covered. One of them is related with 'Media and its Impact'. In this chapter, there is a tutorial session happens between the teachers and students about the media and its impact. The purpose of this unite is to teach the students about the contemporary media and its role in society, its uses and abuses and some practical work that how to write an email. The text of this chapter is comprised on three page and rest of are left for the exercise. Most of the exercises and information is left for the teachers to teach the students rather than mentioning in the text. For example, the critical role of media and its negative effects on the society, teacher supposed to tell these things to students.

**Table 1.**

*Page Area (number of pages with exact lines or words if possible)*

Details	Description
Unit Number	3
Name and Title of Unit	Media and its Impact
Total Units	12
Pages for this unit	10
Total pages for this book	138
Number of pictures used	4
Number of pages given for exercise	7 out of 10 pages of unit

The components and organization of a book unit named "Media and its Impact" are described in Table 1. There are twelve units in the book, with this one being the third. Within the book, which has 138 pages overall, it takes up 10 pages. The unit additionally includes four photographs. In addition, seven of the ten pages in the unit are devoted to exercises.

**Table 2.**

*Thematic analysis (most common themes, old and new words etc.)*

Details	Description	Remarks
Type of themes	Discussion (what is being discussed)	Remarks (overall understanding)
Theme 1 (what this is all about)	Media coverage and large audience	Media can influence the

		attraction of people
Theme 2	Means of communication	Media is main source of entertainment
Theme 3	Media coverage of social issues	Constructive
Theme 4	Media as mouthpiece of downtrodden	Social responsibility of media

Keyword in Context (what are keywords repeated and what is their context) Means of communication, Information, Media, Entertainment

A theme analysis of conversations found in a specific context likely pertaining to media studies or communication is shown in Table 2. The research reveals four major themes: Large audience and media coverage implies that the media can draw a sizable audience, demonstrating its capacity for influence. Communication channels is cited as the main source of entertainment in this instance, emphasizing its function in content distribution and communication. Media coverage of social issues focuses on the good aspects of the media, especially when it comes to covering social concerns that have the potential to improve society. Media as a mouthpiece for the oppressed emphasizes the media's social duty by showing it as a forum for oppressed or marginalized voices.

**Table 3.**  
*Visual and Iconic Figures*

Number of Pictures	Description	Number of illustrations
2	An image iconic representation of a newspaper, computer's desktop, and oral communication between two persons	3

Frist illustration Picture, is newspaper that is a source of information, and a fist type of media is called print media  
 Second Illustration, Computer screens shows that internet is also a source of information  
 Third illustration, two peoples are talking with each other indicates about how oral communication occurred

Table 3 lists notable and visually appealing individuals associated with the topic, in relation to communication or media studies. It has two pictures, each with various visual representations: A newspaper is seen in the first graphic, signifying print media as a conventional means of disseminating information. A computer screen is used in the second graphic to represent the internet as a modern information source. Interpersonal interaction is illustrated in the third figure, which shows two people conversing orally.

**English for 10th Class**

Unit number 6 'Television vs. Newspaper' is comprised on the discussion about the main difference between Television and Newspapers. The purpose of this unite is to create a capability in the students that they can predict the content by watching the images from Television and Newspapers. In this unite there is much emphasized on the impotence and benefits of newspapers and less focus on television. The role of national and international print and electronic media, it's significant and effects on the society, these things need to be elaborate in front of students but again it is a responsibility on the teacher.

**Table 4.**  
*Page Area and Unit Descriptions and Details*

Details	Description
Unit Number	13
Name and Title of Unit	Television vs Newspapers
Total Units	13
Pages for this unit	11
Total pages for this book	164
Number of pictures used	1
Number of pages given for exercise	9 out of 13

*Word Frequencies (what are most frequent words) Type of words, News coverage Entertainment, Feedback, Medium*  
 Table 4 offers information about the unit descriptions and page area of a book that is related to communication or media studies. The salient features are as follows:  
 Unit Number 13: According to the book, this unit is the thirteenth. Unit Name and Title: The unit is named "Television vs. Newspapers," suggesting a comparison between these two media types. Total Units: The book is divided into 13 units in total. This unit has the following pages: 11 in total. 164 pages make up the total number of pages in this book. Number of Pictures Used: This unit uses one photo. Number of Pages Allotted for Exercises: Nine of the unit's thirteen pages are devoted to exercises. The most used terms in this area are "news coverage," "entertainment," "feedback," and "medium." These terms sum up the main ideas or themes covered in the unit, with a focus on news coverage, entertainment value, feedback loops, and communication channels.

**Table 5.**  
*Thematic analysis (most common themes, old and new words etc)*

Type of themes	Discussion (what is being discussed)	Remarks (overall understanding)
Theme 1 (what this is all about)	News coverage by Tv and Newspapers	TV is more effective than newspapers
Theme 2	Newspapers easy to carry	Readers can choose to read they are not interested in

*Keyword in Context (what are keywords repeated and what is their context) News Coverage, Feedback*  
 A thematic analysis of conversations within a specific setting is presented in Table 5, with a focus on media comparison, namely between newspapers and television. The first theme of the conversation is the coverage of news by TV and newspapers, with the comment implying that TV is thought to be more successful in this regard than newspapers. Theme 2: It emphasizes how portable newspapers are, enabling readers to choose and peruse content based on their interests. The analysis finds the frequently occurring keywords and their context in the debate under Keyword in Context (KWIC): News Coverage: This keyword, which compares how news is covered by TV and newspapers, is crucial to the conversation. Feedback: As an indication of contact or engagement with the media content, this keyword relates to the audience's response or reactions to the news coverage.



**Table 6.**  
*Visual Iconic Expressions and Figures*

Number of Pictures	Description	Number of illustrations
1	An image iconic representation of a newspaper, TV screen and Internet	3  Frist illustration Picture, is newspaper that is a source of information, and a fist type of media is called print media Second Illustration, TV screen is shows that print media which is main competitor of print media.  Third illustration, Wi-Fi signal antenna is representing the existence of internet which is advanced then TV but in this unite there is not anything mentioned about internet

*Iconic Text, such as drawings, paintings, and icons, pictures (how many pictures and what type of pictures used)*

Table 6 displays iconic visual expressions and figures associated with the subject matter being discussed, potentially in the context of communication or media studies. One image with three illustrations, each signifying a distinct type of media, is included in the table: A newspaper, which represents print media. A TV screen, signifying the medium of television.

An antenna for a Wi-Fi signal, which, though not specifically stated in this unit, represents the internet. These visual components enhance the text and facilitate understanding of the ideas covered.

**Baluchistan Textbook Board, Quetta**  
**English Textbook for 9th class**

This book is comprised of 13 units and one of them is ‘MEDIA AND ITS ROLE’. The purpose of this unite is to create awareness among the students about the role of print and electronic media. How media is playing vital role in providing information and entertainment. People are much interested in news and comments and through the TV programs people came to know about the political life of government. People can criticize and show their grievances about the wrong policies of government. Media is also a source to get information about the relationship between the states. With the emergence of new communication technologies like internet, it is very easy to know about the condition of cross boarder countries. Media has also a darker side, it is also producing such content which is harmful for the norms of the society. For the monitoring of electronic media, there is an institution called PEMRA.

**Table 7.**  
*Page Area (number of pages with exact lines or words if possible)*

Unit Number	4
Name and Title of Unit	Media and Its Role
Total Units	13
Pages for this unit	15
Total pages for this book	134
Number of pictures used	1
Number of pages given for exercise	12 out of 15

*Word Frequencies (what are most frequent words) Information, Public Opinion, TV Programs, PEMRA*

**Table 8.**

*Thematic analysis (most common themes, old and new words etc)*

Type of themes	Discussion (what is being discussed)	Remarks (overall understanding)
Theme 1 (what this is all about)	Media Importance in daily life	Media is main source of providing information and Entertainment
Theme 2	Continuous information on media	People are much interested in news and comments
Theme 3	Media provides information about political life	Audience came to know the relationships between the states
Theme 4	National and international news	Media makes public opinion and public can show their grievances against government
Theme 5	Role of Internet	Cross cultural information through internet
Theme 6	Darker side of Media	Role of journalists and violent content of media
Theme 7	PEMRA	Role of PEMRA to keep watch on electronic media
Theme 8	Morality in Media	Media should not mislead and misinform

**Table 9**

*Keyword in Context (what are keywords repeated and what is their context)*

Keywords	Description
What are the repetitive keywords	Information Public opinion TV programs Other countries Both types of media provide every kind of information Media is source of making public opinion Is a main source of providing news and entertainment Media keeping interaction of the peoples of different countries

*Keywords repeated and what is their context*

**Table 10**

*Iconic Text, such as drawings, paintings, and icons, pictures (how many pictures and what type of pictures used)*

Number of Pictures	Description	Number of illustrations
2	1 , An image iconic representation of a newspapers stall, family watching TV and kids are using computer 2, second image is representing the office of PEMRA and big radar	4 Frist illustration Picture, old men are reading newspapers from the stall and its show that old, aged people still like newspaper Second Illustration, is family is watching TV, its mean a culture of television viewing Third illustration, kids are using computer is indication of advancement and globalization Fourth Illustration, is office of PEMRA a sign of regulation and its big radar is sign of its

There is no unite about media in the English textbook of 10<sup>th</sup> class.

**Khyber Pakhtunkhwa Textbook Board Peshawar**

***Textbook of English for 9th Class***

In this textbook there are 15 units are discussed, one of them is ‘Letter to the Newspaper Editor’ is comprised on 10 pages. In this unite a letter has been sent to the newspaper editor, in this letter a various aspect of media has been discussed. The purpose of this unit is that how to write a formal letter to newspaper editor for conveying your point of view of specific societal issue. In this unite a bright side of media is discussed for example, media is a source of educating people, media is a source of information and entertainment, media is playing a role is shaping society, media is building public opinion and media is source of cultural transformation. Media has also negative effects on society due its money-making approach, for example media is advertising harmful products and trying to convince masses to buy it just for making money. Media is not playing its role for educating people its focus on advertisement. Other agencies and powers are using their platform of media and spreading negative information among the people and its alarming satiation for media which is busy in money making process. Media should play a positive role in the building of good society.

**Table 11.**

*Page Area (number of pages with exact lines or words if possible)*

Details	Description
Unit Number	13
Name and Title of Unit	Letter to the Newspaper Editor
Total Units	15
Pages for this unit	10
Total pages for this book	152
Number of pictures used	0
Number of pages given for exercise	8

*Word Frequencies (what are most frequent words) Media, Entertainment, Public Opinion, advertisement.*

**Table 12.**

*Thematic analysis (most common themes, old and new words etc.)*

Type of themes	Discussion (what is being discussed)	Remarks (overall understanding)
Theme 1 (what this is all about)	Media as a power	Dark and Bright side of media in terms of its impact
Theme 2	Media derived from Medium	Definition of media, containing large audience
Theme 3	Role of media in Society	Media is making public opinion in every field of everyday life
Theme 4	Media Means	All types of media sources of entertainment for the people
Theme 5	Media should play its role honestly	Media should educate people rather than focus on its money-making approach
Theme 6	Market driven media	Media is advertising harmful products just for making money

Keyword in Context (what are keywords repeated and what is their context) Power of Media, Awareness, Media as a Power, Public Opinion through information, Entertainment, Media as a source of entertainment for the masses, Advertisement, Market Driven Media No Iconic Text, such as drawings, paintings, and icons, pictures are used in this unite.

***Textbook of English for 10th Class***

This textbook has 13 units and one of them is ‘The Pleasure of Reading Books’. This unite is not directly related with media although there is some comparison between the books and media. In the comparison of traditional media books are ahead regarding source of information, knowledge, and entertainment. The purpose of this unite is to prove that reading books is great pleasure, books are everlasting friends and in contemporary times books are being replaced with digital things.

**Table 13.**

*Page Area (number of pages with exact lines or words if possible)*

Details	Description
Unit Number	11
Name and Title of Unit	The Pleasure of Reading Books
Total Units	13
Pages for this unit	8
Total pages for this book	145
Number of pictures used	3
Number of pages given for exercise	6

*Word Frequencies (what are most frequent words) Pleasure of Life, Reading Habit, Books*

**Table 14.**

*Thematic analysis (most common themes, old and new words etc.)*

Type of themes	Discussion (what is being discussed)	Remarks(overall understanding)
Theme 1 (what this is all about)	Pleasure of life	Habit of reading books is a greatest pleasure of life
Theme 2	Civilized man	Civilized peoples prefer books over traditional media
Theme 3	everlasting Friends	While reading the books, real imagination comes
Theme 4	Diminishing of reading trends	Emerging of digital media is cause of diminishing of reading books trend
Theme 5	Books are source of guidance	Books guides us like a teacher and good friend

**Table 15.**

*Keyword in Context (what are keywords repeated and what is their context)*

Details	Description	Remarks
What are the repetitive keywords	Pleasure of life	Reading habit Everlasting Friend
	Habit of reading books is a great source of pleasure	Reading habit is decreasing due to other source of

**Table 16.**

*Iconic Text, such as drawings, paintings, and icons, pictures (how many pictures and what type of pictures used)*

Number of Pictures	Description	Number of illustrations
03	An image iconic representation of a library, group reading and reading books during traveling	03 First illustration Picture indicated the library which is full of different books. Second Illustration shows that students are sitting in group and reading books. Third illustration, is a picture of a girl which shows that a girl is reading book during traveling indicated the habit of reading book

**Conclusion**

Based on the data collected from four different textbook boards across Pakistan (federal board teaching the same books at Secondary Schools as of Punjab textbook board) regarding the inclusion of Media Literacy curriculum in secondary school textbooks, several conclusions can be drawn.

Firstly, it is evident that there is some level of recognition of the importance of media literacy among educational policymakers, as reflected in the inclusion of units related to media and its role in society in English textbooks for secondary school students. These units aim to educate students about the impact of media on society, the role of different forms of media such as television, newspapers, and the internet, and the ethical responsibilities of media professionals.

However, the extent to which media literacy is integrated into the curriculum varies across different provinces and textbook boards. For example, the Punjab Textbook and Curriculum Board in Lahore includes units on topics such as "Media and its Impact" and "Television vs. Newspaper," emphasizing the role of media in society and encouraging students to critically analyze media content. Similarly, the Baluchistan Textbook Board in Quetta dedicates units to discussing the role of media in society and the importance of media ethics. Unfortunately, Baluchistan textbooks at some levels are altogether missing the concepts throughout the whole book and this is an alarming situation.

On the other hand, the Khyber Pakhtunkhwa Textbook Board in Peshawar includes units on topics such as "Letter to the Newspaper Editor," which discuss the power of media and its impact on society. However, the focus seems to be more on traditional forms of media such as newspapers rather than on digital media.

Overall, while there is some effort to incorporate media literacy into the secondary school curriculum in Pakistan, there are still gaps and inconsistencies in how it is implemented. There is a need for a more standardized and comprehensive approach to media literacy education across all provinces and textbook boards. This should include not only theoretical knowledge about media but also practical skills for critically analyzing media content and understanding its impact on society. Additionally, there should be a greater emphasis on digital media literacy, given the increasing importance of the internet and social media today. By equipping students with the necessary media literacy skills, we can empower them to navigate the complex media landscape responsibly and ethically.

In conclusion, as the world continues to evolve rapidly with advancements in technology and the proliferation of new media platforms, it is essential that our educational curriculum keeps pace with these changes. The traditional forms of media discussed in the textbooks, such as newspapers and television, are no longer the sole sources of information and entertainment for today's generation. With the emergence of artificial intelligence, augmented reality, and virtual reality, the way we consume and interact with media is undergoing a paradigm shift. Therefore, it is imperative that efforts to teach media literacy in schools are updated to reflect the current media landscape and equip students with the skills they need to navigate it effectively. By embracing these new technologies and incorporating them into our educational curriculum, we can ensure that our students are prepared to thrive in an ever-changing media environment.

### **Recommendations**

1. Integrating Media Information Literacy (MIL) into future National Education Policies is imperative to ensure its comprehensive inclusion within educational frameworks.
2. State-level initiatives should be organized to develop curricula and activities aimed at enhancing Media Information Literacy.
3. Examination of Media Information Literacy components within the curriculum of private schools is essential to ensure comprehensive coverage across all educational sectors.
4. It is important to investigate the sources through which youth acquire advanced levels of Media Information Literacy beyond formal curriculum and policies, informing potential modifications in these areas.

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