

Media Implications in Bahrain's Textbooks in Light of UNESCO's Media Literacy Principles

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Abstract

This study aims to identify the media implications of textbooks in the Kingdom of Bahrain in light of the principles of media literacy emanating from the United Nations Educational, Scientific and Cultural Organization (UNESCO). The study is based on the textbooks of Arabic Language and Education for Citizenship for the sixth primary, third intermediate and third secondary schools in the Kingdom of Bahrain for the academic year 2015/2016. The two researchers chose the descriptive and analytical approach to identify the media implications included in the selected textbooks. While conducting their study, the two researchers analyzed the implications of these textbooks based on the principles of media literacy stemming from UNESCO and its three fields, namely: knowledge and understanding of the media implications, assessment of media implications, and creation and use of media implications. The study revealed that these textbooks contained 168 media implications, with many of them concentrated in the field of knowledge and understanding of media implications. Assessment of media implications, and its creation and use came second and third, respectively. In fact, the study particularly revealed that the implications relating to the knowledge of the role of the media in democratic societies and the content of assessing the development of media implications are the most prevalent in the various analyzed school textbooks. This significant finding is highly important from a curricular perspective. It shows that curriculum development in the Kingdom of Bahrain is highly connected to and influenced by a set of interdependent historical and political factors.

Keywords: *Media Literacy, Media Implications, UNESCO*

Introduction and Theoretical Framework

School curricula are not only an essential element in the educational process, but also constitute the mainstay of any society that is looking forward to development, progress and prosperity, given the fact they provide a clear the perception of what we want the community to reach, and what we want its members to be in the future. Therefore, paying attention to them and giving them priority in any national project are a strong evidence of the state's serious endeavors to make the required qualitative leaps at all levels.

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Undoubtedly, the selection of experiences included in the curriculum, and organizing them and arranging them in a scientific, specialized and thoughtful way contributes significantly to the overall growth of the students, and interacts with other the elements of the curriculum, forming an effective curriculum through which the writers aim to reach the pre-set goals.

If one of the main goals of education is to prepare responsible citizens who participate effectively in building community, a great responsibility rests on the curriculum in achieving this preparation for the learners by enhancing their higher thinking skills, especially those of analysis, criticism and creativity, so that the learners / citizens could contribute to analyzing their reality, criticizing it, restructuring it and to building their future.

In order to be relevant, the curriculum must prepare the learner to deal with the different mass media, not only as a recipient or user, but also as an analyst of their implicit messages, who is capable of knowing and critiquing their goals, as well as producing conscious and influential media implications (Baker, 2013). The learner receives a large number of messages and implications through various media outlets on a daily basis, which contributes significantly to shaping their habits, trends, values and attitudes. Unless the learner is able to analyze and critique these messages and implications and then produce them, with this steady increase in the media, the effects of the media will be very dangerous to them as a learner and citizen (*Diop*, 2011: p. 260).

Therefore, the educational systems in developed countries have been concerned with the media literacy and its inclusion in the curricula, either by adopting it as an independent curriculum or as a framework for a set of basic curricula.

This global interest in media literacy finds its echoes in the Kingdom of Bahrain, in particular in the educational setting. Through a systematic investigation of this issue in school curricula, it is hoped that this research study will add to our knowledge of media literacy in Bahrain and in the whole world. It is true that the media situation is somehow clear in western countries. However, better understanding media literacy in the world requires exploring all parts of the world. It is also hoped that by examining the status of media literacy in the curricular scene in Bahrain, local and international researchers, curriculum developers, textbook designers, as well as educational policy-makers will gain a deeper and more rigorous understanding of this issue in Bahrain and the whole world.

Theoretical Framework:

1- Defining Media Literacy:

The media literacy is defined as a process of teaching and learning for the individual through dealing with various media means and tools, making them able to make conscious choice and make objective critical judgment of what is presented to them in the media programs, and thus develop their ability to use the media positively and understand their roles in the modern social and civilizational context (Fakhro, 2010: p. 221).

According to the UNESCO (2010: p. 18), media literacy represents the essential competencies that equip the citizens with abilities to effectively engage with the media and develop critical thinking and lifelong learning skills to socialize and become active citizens.

The USA-based Institute of Media Literacy defined it as the general framework that provides the recipient with the ability to access all forms of media implications, analyze, evaluate and create them despite their variety –from print to video to Internet (Arab Bureau of Education, 2013: p. 25). In fact, interest in media literacy in Europe goes back to 1920, and particularly France, where the cinema was included in the educational process. In 1933, the British Government established the British Film Institute and sponsored several conferences in this area, as well as film applications in education. In 1972, the media literacy was incorporated into the curriculum of the French Ministry of Education. Four years later, information and communication technology became an official part of the national curriculum of secondary schools in the France. Schools were then asked to allocate 10% of the time to reach this goal (Arab Bureau of Education, 2013: p. 49).

The credit for laying the foundation bases for media literacy and its rules to the works of Len Masterman in England in 1989, and Barry Duncan in Canada in the same year. Masterman laid down the initial rules for this culture, while Duncan and his fellow Canadians defined the key concepts of media literacy. Based on these concepts, the Americans built their model of key concepts in media literacy in 1993, and many countries adopted the key concepts of Canada and America in this culture (Jolls & Wilson, 2014).

Many international organizations have called for providing immediate support in various countries of the world for media literacy. The media *literacy* was developed in the international context through the UNESCO's 1982 International Symposium on Media Education at Grunwald, Federal Republic of Germany, which called for the need to initiate and support

comprehensive media education programs - from pre-school to university level, and in adult education (Arab Bureau of Education, 2013: p. 54). Later, those efforts continued in the 1990 International Conference in Toulouse, France, in 1990, in which “media literacy” was defined as the ability to "read" and process information in order to participate fully in society (Huwail and Abduljaleel, 2011: p. 618), in the 1999 Vienna conference, where the participants stressed that learners should learn how to analyze, critically reflect upon and create media texts, identify the sources of media texts, their political, social, commercial and/or cultural interests, and their contexts, and select appropriate media for communicating their own messages (Fakhro, 2011: p. 223), and in the UNESCO’s “Youth Media Education Seminar” in Seville, Spain, in 2002, in which the importance of identifying the sources of media texts, their political, social, commercial and/or cultural interests, and their contexts, and the need to analyze and interpret media implications critically (Huwail & Abdul Jalil, 2011) were also stressed.

In 2007, during a meeting held in Paris, the participants called for the need to integrate media education in the initial training of teachers, and develop comprehensive media education programs at all education levels (Arab Bureau of Education, 2013). In 2009, the European Charter for Media Literacy, which emphasized the importance of effective use of mass media in the individuals’ exercise of their rights in democracy and civic responsibility (Fakhro, 2010).

What can be noticed is that all these conferences focused on the need for media literacy to be an important element for achieving citizenship in the current information society (Tanriverdi & Apak, 2010). It was considered as a prerequisite to achieve this society. Accordingly, various initiatives were adopted to implement such trends and turn them into a reality. And as in most cases, any project or policy that targets society starts with education as an important instrument to achieve the desired goals.

2- Goals of Media Literacy:

During the 1950s and 1960s, the aim of education in the media side was to protect children, society and social values from transgressions of corrupt media implications, and the focus was limited to the distinction between good media and corrupt media. In the 1970s and early 1980s, the focus shifted to how the media worked, the beneficiaries from it, how to produce media implications, and how to express reality. Critical thinking, therefore, became the target of media literacy (Huwail and Abdul Jalil, 2011).

In the 1990s, it was realized that media followers were also producers of media implications, that they were constantly trying to understand the media implications they received daily, and that there was a constant interaction between the media implications, the context in which they were presented, the background of the viewers, as well as their previous experiences and values. Thus, the educational goal moved to enabling followers to process the media implications, and even to produce them in a manner that would suit their interests, their personalities and the communities from which they hail (Huwait and Abdul Jalil, 2011).

Since the beginning of the twenty-first century, media literacy has become significant to providing learners with the skills they need, not only to ask media questions, but also to be critical, communicative, and implications-savvy producers (Baker, 2013). Media does not only affects culture but represents a culture of its own. Therefore, the media literacy contributes to developing the student's skills, and to educating them in the field of media materials, to be able to interpret the messages to which they are exposed, and not be affected by their impact. The aim of disseminating the media literacy in public education institutions is not to increase the student's knowledge of the implications they are exposed to, but what is required is to know how to draw appropriate analytical questions for the material that he or she is watching, listening to or listening to. This is what is known as “critical autonomy”, or the individual's ability to think for themselves (Arab Bureau of Education, 2013: p. 19).

3- Media Literacy and School Curricula:

Media literacy is a citizen's right in most countries of the world to guarantee or preserve the concept of freedom of expression and the right to access information. It is also necessary to build a stable society, and is concerned with enabling young people to overcome the negative effects of the media by providing them with the ability to study the media implications critically and to know the role of awareness-raising media and practice it. This will only be achieved through the creation of curricula that are implemented by trained and qualified in the media field so as to be able to provide students with the required behaviors and skills according to a set of goals that are derived from the values, customs and traditions of society, while ensuring communication with the surrounding world (Arab Bureau of Education, 2013: p. 10).

There are two options for teaching the media literacy in schools: the first is to teach it as an independent school subject to added to the general curriculum, while the second option is to integrate it in school subjects, and ask the teachers to cover it and give it sufficient attention (Lafer, 2014; Tarman & Ayas, 2011; Tarman, 2011; Tarman & Kuran, 2015; Tyner, 2010).

Many countries include media literacy in their curricula implicitly within different school subjects, such as the national language, foreign languages, national education, religious and moral education, and do not allocate a special curriculum for them. This applies to Canada, which developed the necessary documents for media education in the curriculum, and to Finland, which teaches students the media literacy within the framework of the Interdisciplinary Concept, focusing on teaching communication skills, analyzing media texts and the ability to communicate using the media (Fakhro, 2010:). The same applies to the United States, Britain, Hong Kong and many other countries. On the other hand, media literacy is treated in independent school subjects in other countries such as Hungary, Turkey and some Finnish schools (Huwait and Abdul Jalil, 2011; Tarman & Acun, 2010).

4- UNESCO's Media Literacy Principles:

UNESCO seeks to disseminate media literacy to enhance the individual's capacity to enjoy their fundamental rights, in particular as set out in Article 19 of the Universal Declaration of Human Rights, which states that "everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers." The UNESCO media literacy is manifested in three areas (UNESCO, 2010: p. 18):

Knowledge and understanding of media implications: It includes providing learners with the necessary knowledge of the role of the media in a democratic society, and the concept of free media, as well as the contribution of the mass media to achieving freedom, media ethics, and the rights and duties of individuals towards the media. It also includes the ability to recognize the media implications source, and how to create and design it so that it suits the target audience, as well as the understanding of its social and cultural context, how to convey the message through this implications, and the source of the implications, and the benefits that accrue from it.

Assessment of media implications: It include enabling learners to evaluate media implications building, the extent of its relevance to the target audience, its suitability to the intended message, its appropriateness to goal set sought by the source and its relevance to the social and cultural context.

Creating and using media implications: It includes endowing the learners with the necessary skills to deal with the media to express themselves and achieve democratic participation, build

personal media implications, impart messages through media implications, create media implications that is appropriate for the target audience and the social and cultural context.

5- Education and the Media in Bahrain:

In the Kingdom of Bahrain, 138,000 students are enrolled in 215 schools (Ministry of Education, 2016: p. 12). The educational ladder in Bahrain consists of nine years of basic education, including the primary and intermediate stages. The primary level is the first stage of the regular educational system in Bahrain. The age groups are from 6 to 12 years, and the study lasts for 6 years. The 3-year intermediate stage includes the age group between 13 and to 15 years. Secondary education is complementary to basic education and lasts for 3 years (Ministry of Education, 2015: p. 17).

Currently, there are 7 newspapers in Bahrain, 5 of which are in Arabic, including “Akhbar Al-Khaleej”, “Al-Wasat”, “Al-Watan” and “Al-Bilad”. and two in English, including “Gulf Daily News” and “Bahrain Tribune”. Bahrain Satellite Channel is the official state channel. Bahrain does not have a private satellite channel or non-governmental television. Bahrain Radio is the only official state radio, and there are no private radio stations (Ministry of Information Affairs, 2016: p. 25).

The Ministry of Education in the Kingdom of Bahrain has paid a great deal of attention to media literacy in its curricula. It has especially focused helping students at all stages to learn how to use media and produce it. However, there are almost no previous research studies which have attempted to vigorously investigate the implications of media literacy in students’ textbooks. Such an understanding is essential in order to improve educational outcomes in general, and in particular to ensure that all students become media-literate.

6- The historical and political context on citizenship education in Bahrain

As explained in the project document of the “Citizenship and Human Rights-enhancing School Project” (2016: p 2), the Ministry of Education in Bahrain has linked media literacy to Citizenship and Human Rights education. Thus, while attempting to instill Citizenship and Human Rights values and principles in the students’ spirits, it has simultaneously worked on media literacy. The emphasis was laid on three major aspects; developing current curricula, school activities, and appropriate training for teachers.

The first transitional phase in developing Citizenship and Human Rights education started through introducing a new curriculum, pertaining to Education for Citizenship, back in 2004, in line with the political development noticed in Bahrain then. The development was achieved as a result of the reform project, that allowed Bahrain to fully engage in this new experience of democracy. The new curriculum has been extended to all educational levels, putting into account the characteristic of each age group. In fact, this curriculum stressed the value of citizenship, the belonging, basis of the democratic system, the requirements for co-existence, building solidarity on human, national and regional basis, and respecting laws.

The second transitional phase of the project started during the school year 2006-2007, by introducing “Life Skills” and “Community Service” practical curricula in secondary education, which were designed to further educate Bahraini youth on the principles and practices of citizenship. Both curricula, enhance the values of participation within the community, co-existence, learning for self-determination and introducing those values and concepts into the other curricula, mainly those of subjects like languages, social studies and family life education.

The school years of 2010-2011, witnessed the beginning of the third phase of its transition, that consisted in devoting a separate, comprehensive curriculum for human rights, tolerance and co-existence, to strengthen those values and build positive attitudes towards democracy, participation, respecting the right to be different, and rejecting any kind of discrimination.

The fourth phase began with a comprehensive national framework of future policies for curricula, titled as, “General Guiding Framework for The Kingdom of Bahrain’s National Curriculum”; paving the ground for designing a series of revamped curricula which have been developed thoroughly, following most recent international trends.

Previous studies:

Many studies have been conducted on the media in the educational system, including the study of Ibrahim (2016) which aims at defining the role of educational media in the Kingdom of Bahrain and the tasks it undertakes to develop the students’ educational capacities and skills and to discover the effectiveness of educational media in Bahrain in developing the personal and life skills of secondary school students.

The study sample consisted of 500 students, in addition to 33 school media supervisors in secondary schools. The researcher used two questionnaires. The first aimed to measure the degree of students' interest in the educational media, their contribution to the educational media, and the degree of influence of the educational media on their personal skills. The second was meant to measure the degree of the follow up of the educational media, the degree of interest of the school in the educational media, and the extent of the students' participation in educational media activities. The study showed that there were statistically significant differences in the role of educational media in the Ministry of Education in the Kingdom of Bahrain in the development of personal skills among secondary school students due to gender, region and specialization.

The study of Said (2015) aimed to identify the reality of the contribution of the first grade secondary teachers to the media literacy from the point of view of female students in the city of Makkah. The researcher used the descriptive approach and conducted a questionnaire to a sample of 2311 students in the Makkah City. The results showed that the female students tended to use the Internet not for scientific purposes, and that the contribution of teachers to the media literacy in relation to the Internet was weak, from the point of view of female students.

The study of Ibrahim (2015) aimed to identify the effectiveness of implementing a media literacy program through the use of video games in developing critical and analytical skills, as well as the relationship between gender and the rate of students' acquisition of the skills of media literacy. The sample included 40 students from Abu Zahra Private School in Egypt. The researcher used indicators to measure critical thinking and two questionnaires to analyze implications. The study found that there were significant differences between the scores of students on the scale of critical thinking skills and analysis through the practice of video games before the implementation of the media literacy program according to gender, and that there were no significant differences between the average of students' grades on the scale of critical thinking skills and analysis through the practice of video games after the application of the media literacy according to gender.

Suleiman's study (2014) aimed to develop the social studies curriculum in light of the dimensions of the media literacy to foster critical thinking skills and cultural awareness. The researcher used the descriptive approach in analyzing the curriculum and its implications to

identify the reality its reality in the light of the dimensions of the media its and its elements, build a list of dimensions for the media literacy, as well as the proposed visualization and experimental units, the researcher also used the experimental method to test the sample and conduct the experiment. The researcher reached a number of results, the most important of which being the effectiveness and impact of the developed curriculum in increasing cultural awareness and developing critical thinking among students.

Boske's study (Boske, 2011) aimed to examine how 11th-graders in Latino American high schools understood the impact of media messages in animated films. The researcher chose a case study methodology to examine the understanding of those students and their teacher of implications of the "Happy Feet" animated film. The data were obtained from five sources: Two focus groups' 90-minute meeting, 22 participants' reports on the details of the meeting, video recording of semi-structured interviews, a questionnaire and the posts of two participants in the research.

The researcher concluded that the critical media literacy encouraged students, teachers and principals to deepen awareness and understanding of contemporary media styles and their role in raising children, especially in marginalized communities. He also found out that the development of critical insight into the implications of the wrong culture was important in order not to be overlooked and ignored. He pointed out that educators and principals should reconsider how to choose media materials in schools.

The purpose of the study of Tanriverdi & Apak (2010) was to evaluate the implications of media literacy in Turkey by analyzing the Primary School Curricula based on the elements of media literacy education comparatively in Turkey, Ireland and Finland. Those countries were chosen for being pioneering media literacy education and for the structural differences in their curricula. While Turkey allocates a separate course for media literacy education, Ireland sets it as a general for the main subjects and Finland teaches it in an interdisciplinary manner. After analyzing a variety of curricular documents in the three countries, in addition to reports, books and journals published by governmental and non-governmental organizations working on media literacy education, the researcher have recommended that Media Literacy Education "should be a skill-based teaching rather than a stand-alone subject in Primary school curricula."

So, it appears that most of the previous studies have dealt with the media literacy, but have sought to know the implications of media literacy in textbooks in light of the principles of the media literacy of UNESCO. Also, the study of Suleiman (2014), although it was based on the

dimensions of the media literacy, it did not seek to know the media implications of the textbooks in the light of these dimensions, but sought to develop the curriculum of social studies according to these dimensions. Moreover, the study of Tanriverdi & Apak (2010), though it sought to identify the implications of media literacy in the curricula of Turkey, Ireland and Turkey, it did not seek to know these implications in the textbooks themselves, but tried to identify them in the documents of the curricula, books and newspapers.

If the study of Ibrahim (2016) revolved around the media in the schools of Bahrain, it did not address the media literacy, but dealt with educational media only, which makes the current study unique in its subject, which focuses on the knowledge of the implications of the media in the textbooks in the Kingdom of Bahrain in light of the principles UNESCO media literacy.

Research Problem and Question:

Mass media used to be limited in number and could be controlled, through choosing what would suit the students, and preventing what would not. Today, and in light of the multiplicity of mass media and their sources, the process of controlling this large media stream has become very difficult. Therefore, it is necessary for the student to learn how to distinguish between the implications of the information they receive, understand their purposes, know their social and cultural context, and be able to produce influential media implication.

The Kingdom of Bahrain was aware of the importance of the media in the educational system, so the Ministry of Education established a functional group for educational media. However, the focused remained on the use of the media as a tool for presenting and illustrating approaches (eg, using television to show biology films, using educational websites to solve math exercises, etc.). In other words, helping the students to understand, analyze, critique and produce media implication, which is called "media literacy", has not enjoyed the required attention.

There is a media committee in each school, including a number of students who carry out radio programs and the school press. However, there has been no study in the Kingdom of Bahrain which has attempted to systematically and comprehensively examine whether students, members of media committees or others have the ability to understand, analyze, evaluate or produce media implications effectively and efficiently. In fact, the present research study will divulge a number of facts about media literacy in Bahrain. Such facts will serve a variety of partners from various fields, in Bahrain and abroad. In particular, the current study seeks to identify the media implications that are drawn from the he UNESCO principles of media

literacy and which are included in the Bahraini school textbooks. Answering this question would be very useful. It would add to our understanding of media literacy in the Kingdom of Bahrain and especially the extent of alignment with the UNESCO policies.

Importance of the Study:

The Ministry of Education in the Kingdom of Bahrain is making great efforts to educate students about media skills and embrace talented students in the media field, but there is no curriculum to teach the media, whether to study its use or to analyze its implication, critique and evaluate it or to produce media implication. Also, there have been no studies on the extent to which the media literacy is included in the textbooks in the Kingdom of Bahrain, hence the great importance of this study.

The two researchers believe that the expected results from this study will benefit the Ministry of Education in the Kingdom of Bahrain in terms of developing its curricula in accordance with the principles of media literacy and developing training programmes to provide teachers with the skills of teaching the media literacy in schools based on the results of this study.

The Study's Limitations and Determinants

The results of this study are limited to the sample textbooks. These include Arabic Language and Education for Citizenship books for the sixth primary, third intermediate and third secondary grades in the Kingdom of Bahrain for the 2015-2016 academic year. Thus, comprehensively understanding how media literacy is taught in Bahrain might require investigating the other subjects. However, this does not mean anyways that the present study lacks in vigor or validity. It rather represents a serious attempt to understand the status of media literacy in Bahrain and consequently develop it in accordance with international norms. Another limitation which could be considered is that the present study has only focused on analyzing students' textbooks. One could argue that surveying teachers, students, parents, curriculum specialists, or policy-makers in Bahrain could add to the present research study.

Terms and Procedural Definitions:

Implication (n): something that is expressed through some medium, as speech, writing, or any of various arts.

Media implication is defined as the implication of the curriculum, which relates to the media in terms of understanding, use, analysis, criticism and production. This has been determined through the analysis tool developed by the researcher for this purpose.

Textbook: It is the educational content that is prescribed by the educational authorities, and developed in a form that is adhered to by the student and teacher. It represents the official document of knowledge (Arab Centre for Educational Research, 2016).

Procedurally, textbooks are as the Arabic Language and Education for Citizenship books for the sixth primary, third intermediate and third secondary school students in the Kingdom of Bahrain for the academic year 2016-2016.

Media Literacy Principles: They are the principles enable the learner to understand the way the media works and how it conveys its messages, as well as to critically deal with the media messages they receive (Baker, 2013).

They are the principles developed by UNESCO to teach media literacy at schools.

UNESCO: United Nations Organization for Education, Science and Culture

Methodology and Procedures

Research Approach: The study follows the analytical descriptive approach, as it is most suitable for the subject of the current study, through identifying the media contents contained in a sample of textbooks in the Kingdom of Bahrain in the light of the principles of the media literacy of UNESCO, , the study will analyze the degree of their alignment with the UNESCO framework for media literacy. Zikmund (2013: p. 2) describes “Descriptive Analysis (as) the transformation of raw data into a form that will make them easy to understand and interpret; rearranging, ordering, and manipulating data to generate descriptive information.” As a matter of fact, the current study analyzes the target textbooks in detail. It excludes all the implications that are not linked the UNESCO media literacy principles. It purposefully focuses on those implications that are drawn from the UNESCO’s framework in order to investigate the extent of alignment between Bahraini textbooks and the UNESCO guidelines. It should also be noted that the present study is not either quantitative nor qualitative. It makes use of both quantitative nor qualitative methodologies in order to understand the examined issue. Thus, opting for an analytical descriptive approach would add to the quality of the findings and assist in coming up with precise results. Knupfer and Mclellan (1996: p. 1196) argue that “Descriptive research

does not fit neatly into the definition of either quantitative or qualitative research methodologies, but instead it can utilize elements of both, often within the same study.”

Study Community: The study community includes all Arabic Language and Education for Citizenship for all educational stages in the Kingdom of Bahrain for the academic year 2015-2016.

Sample of the Study: The sample of the study includes the Arabic Language and Education for Citizenship books for the sixth primary, third intermediate and secondary schools in the Kingdom of Bahrain for the academic year 2015-2016. The textbooks of these grades have been chosen because they represent the end of the three school stages (primary, intermediate and secondary). Thus, analyzing the textbooks would help in constructing a comprehensive understanding of the competencies which students have acquired by the end of each stage. Such an understanding would permit the present study to come up with practical recommendations that could help in sustaining media literacy in the Kingdom of Bahrain.

Study Instruments: In order to conduct the study, the two researchers used the content analysis form of the Arabic Language and Education for Citizenship textbooks for the sixth primary, third intermediate and third secondary in the Kingdom of Bahrain, based on the principles of the media literacy adopted by UNESCO, according to their sub elements. The researchers *constructed a form that is divided into three areas or sections. These three areas were aligned with the UNESCO principles, and they included* (1) knowledge and understanding of media information, (2) assessment of media information, and (3) creation and use of media information.

The researchers verified the validity of the content analysis form by presenting it to 10 arbitrator professors specialized in the fields of education and media to express their views on the comprehensiveness of the form, the relevance of its statements to the subject of the study and the extent of the connection of each statement with the appropriate media literacy field, the linguistic accuracy of the statement and the degree of their clarity, as well as to propose ideas and views as they deem appropriate, and to add, delete or modify any statements.

After retrieving the content analysis form from the arbitrators and reviewing their opinions and observations, the researchers made the appropriate modifications. The adjustments included rewriting some statements, deleting some of them and merging others. Thus, the instrument contained 27 statements in its final form. These were distributed in accordance with the three

areas of UNESCO principles. Thirteen statements focused on knowledge and understanding of media implications; seven statements focused on the assessment of media implications; and 7 statements focused on the creation and use of media implications.

The two researchers verified the stability of the analysis through analyzing the implication list of the social subjects for the fifth grade in the Hashemite Kingdom of Jordan using the content analysis form. Two weeks later, they re-applied the instrument again, and then calculated the stability coefficient after the two analyses using the *Cobeeer* equation for the stability of the analysis, and the agreement between the two analyses was 94%.

Study Procedures:

The study commenced by determining the problem of the study, its questions, and scope. In the theoretical section, the study examined a various of issues relating to media literacy. However, it focused on the UNESCO media literacy principles in order to incorporate them into the content analysis instrument as areas for analysis. In the practical section of the study, a content analysis instrument was designed. It was piloted onto a book from outside the study sample to ensure its consistency. After that, the sample books were analyzed through the final content analysis instrument. As for data, they were collected by analyzing the target books while monitoring recurrences, as well as drawing results, and interpreting them.

Statistical processing:

To answer the study question on the extent to which textbooks in the Kingdom of Bahrain include the principles of UNESCO's media literacy, the two researchers used recurrences and percentages. . By reference to the 27 statements in the research instrument, the textbooks were carefully analyzed to determine whether they contain any elements relating to UNESCO's media literacy principles. The findings were grouped in accordance with their recurrence, from high to low, in relation to each statement and to each area or section in the content analysis instrument.

Overall Results

The results of the study show that the analyzed textbooks contained 168 media implications, and that these implications are in general aligned with the UNESCO principles of media literacy. However, there are significant variations in terms of content area, school subject, and educational stage. First, the results reveal that the media knowledge and comprehension implications were the most frequent in the different school textbooks, especially in the primary

school textbooks. Second, the results indicated that the implications of the media assessment implications were more concentrated in the intermediate textbooks. Third, the study indicated that the use of media implications was concentrated in secondary school textbooks. Fourth, the collected data revealed that the three areas of media literacy implications were more incorporated in the citizenship education textbooks than in the Arabic language textbooks. Such findings are extremely significant because they reveal a wealth of facts. First, it is evident that the Bahraini experts who developed the target texts were aware of some international curricular trends, especially those adopted by the UNESCO. Additionally, it is clear that some serious attempts were made to include media literacy in different school subjects, a fact which raises the status of media literacy in Bahrain to that of a key competency. Nonetheless, it was also evident that there was no balance in the distribution of implications across the different educational stages and among the different school subjects.

Detailed Results:

The "knowledge of the role of the media in a democratic society" and "Assessing media implication building" ranked first, with a total of 23 recurrences, and a percentage of 13.69% each. The researchers think that the first implication ranked first due to the restoration of the democratic life in the Kingdom of Bahrain in 2002, the consequent holding of the municipal and parliamentary elections and allowing the establishment of more newspapers, in addition to the Ministry of Education's response to the directives of His Majesty King Hamad bin Isa Al Khalifa to teach the Education for Citizenship in all schools, which started in 2009. The King's directives made those in charge of compiling the curriculum to include the role of the media in the democratic society in the textbooks, in response to the requirements of this phase.

On the other hand, the fact that the implication of the "assessment of media implication building" also came first may be due to the increase in the number of newspapers in the Kingdom of Bahrain during the 2002-2006 period, during which the number of newspapers doubled and the citizens' amount of received media implication increased. In addition, this may be due to the widespread use of the Internet and the emergence of social media, forcing the curriculum developers to include everything that would help the students to evaluate the construction of the implication received by the media in the textbooks.

"Understanding how to build the media implication" came second, with a total of 14 recurrences, and a percentage of 8.33%. The researchers think that this implication's ranking second is natural because it is related to the first-ranking implication - "assessment of the media

implication building". In other words, the assessment of implication building necessarily necessitates understanding how it is built.

“Understanding the benefits of the media source from the implication” came third with 11 recurrences and a percentage of 6.54%. The spread of newspapers in the Kingdom of Bahrain starting from 2002, the reinstatement of parliamentary life and the campaigning for the candidates required the curriculum developers to enable the students to understand the objectives sought by the writers of different political programmes and the benefits of the candidates from their electoral campaigns, so that they would be citizens who understand the goals and objectives of the writings, as well as electoral and media campaigns they are exposed to.

The “knowledge of the contribution of the media to achieving freedoms”, the “dealing with the media for self-expression” and the “creating personal media implication” ranked fourth, with a total of 9 recurrences and a percentage of 5.35% for each. As for the implication of "understanding the source of the media implication" came fifth with 8 recurrences and a percentage of 4.76%, while the "knowledge of media ethics" and the "assessment of the source of media implication" were sixth with 7 recurrences and a percentage of 4.16% each.

The implications of the “Knowledge of the concept of free press”, "understanding how to build the right media implication for the target audience” and “assessing the appropriateness of the media implication to the cultural context” were seventh with 6 recurrences and a percentage of 3.57% for each. Besides that, the implications of "Knowledge of the rights of individuals relating to the media" and the "Knowledge of the duties of individuals relating to the media" and "understanding how to convey the message through the media implication" ranked eighth with 5 recurrences and a percentage of 2.97% for each.

The "dealing with the media to achieve democratic participation" implication came ninth with 4 recurrences and a percentage of 2.38%, while the implication “conveying messages through the media implication" was tenth with 2 recurrences and a percentage of 1.19%. As for the "assessment of the relevance of the media implication to the intended media message", the "assessment of the relevance of the media implication to the benefit sought by the source" and the "creation of the appropriate media implication to the social context" implications came 11th with one recurrence and a percentage of 0.59% for each.

Finally, four implications ranked 12th and last with no recurrence as they did not feature in the textbooks which were selected as the sample for this study. The implications are as follows:

- Understanding the social context of media implication.
- Understanding the cultural context of the media implication.
- Creating the appropriate media implication for the target audience.
- Creating the appropriate media implication for the social context.

The researchers believe that this is a clear shortcoming in the books of the Kingdom of Bahrain since the understanding of the social and cultural context significantly helps to understand and assess the implication. In addition, Bahrain is characterized by its cultural pluralism, and thus the creation of the media implication or its understanding will be complete if the cultural group to which it is directed, or the cultural context of that implication.

Moreover, the Bahraini society has gone through great social changes since the beginning of the 20th century until the present day, due to the beginning of formal education in 1919, the discovery of oil in 1932 and the consequent economic boom and demographic change because of the recruitment of labor force and the independence of Bahrain in 1971, which paved the way for establishing government institutions and civil society institutions. In brief, the understanding or creation of the media implication becomes more accurate if it is through the social context in which it was mentioned. Additionally, the creation of any media implication will lose its importance unless it is appropriate for the target audience, so, enabling the students to create the appropriate media implication to the target audience would make their implication more effective and able achieve its objectives.

The recurrence and percentages of media implication areas in the Arabic Language and Education for Citizenship textbooks for the sixth primary, third intermediate and third secondary schools in the Kingdom of Bahrain were calculated. The results also show that the field of “knowledge and understanding of the media implications” ranks first in the sixth grade textbooks with 41 recurrences and a percentage of 69.50% of the total media implication of these books. The field of “assessment of media implications” is second with 11 recurrences and a percentage of 18.64%, while the “creation and use of media implications” is third with 7 recurrences and a percentage of 11.86%.

In the third intermediate books, “assessment of media implications” is ranked first with a total of 38 recurrences, a percentage of 65.32%, while the “knowledge and understanding of media implications” is second place with 12 recurrences and a percentage of 20.69%. The “creation and use of media implications” is third with 8 recurrences and a percentage of 13.79%. As for the third secondary books, the area of “knowledge and understanding of the media implications” was first 30 recurrences and a percentage of 58.82%. On the other hand, “assessment of media implications” came second with a total of 11 recurrences a percentage of 21.56%, and the “creation and use of media implications” third with total 10 recurrences and a percentage of 19.60%.

The researchers think that the focus on the cognitive aspect is of great importance, especially in the primary stage, where the results of the study showed that most books that contained knowledge-related media implication were those of the sixth primary. Meanwhile, the assessment-related media implication of the evaluation area was concentrated in third intermediate textbooks. In this regard, the researchers believe that it is logical that the stage of cognitive ability in the media implication in the primary stage is followed by the assessment stage in the intermediate stage. The creation and use of media implication was mostly concentrated in the third secondary books, which is, the researchers think, is a logical sequence. In other words, after the stages of knowledge and assessment in the primary and intermediate levels comes the stage of production and use in the secondary textbooks.

The results reveal that the sixth primary’s Education for Citizenship book ranks first among books containing the media implication, with 49 recurrences and a percentage of 29.16%. The Arabic Language textbook for the third secondary comes second with a total of 38 recurrences and a percentage of 22.61%. The Education for Citizenship for the third intermediate is in the third place with a total of 31 and by 18.45%. The Arabic Language book for the third intermediate is ranked fourth with 27 recurrences and a percentage of 16.07%. The Education for Citizenship for the third secondary comes fifth with 13 recurrences and a percentage of 7.73%. The Arabic Language book for the sixth primary is in the sixth place with 10 recurrences and a percentage of 5.95%.

It is clear from the results that the Education for Citizenship in the sixth primary, third intermediate and third secondary outperformed the Arabic Language books for the same grades in terms of the media implications they contain. In fact, the media implication recurred in the Education for Citizenship books 93 times, or 55.36%), while there were 75 recurrences of

media implication in the Arabic Language books, with a percentage of 44.64%. The researchers believe that this is a natural indicator because of the connection of the media literacy and its principles, areas and elements in the implications of the Education for Citizenship books that with topics related to democracy, freedom, elections, more than their link with the Arabic Language.

Discussion

The first most important finding the present research study has shed light on is that textbooks in the Kingdom of Bahrain are overall aligned with the UNESCO media literacy principles. In fact, the political developments which the country has witnessed since 2002 have spurred the Ministry of Education to upgrade its curricula by including some essential twenty first century skills, in particular media literacy. Additionally, the subsequent media openness contributed to the doubling of the number of local newspapers and a remarkable rise in the freedom of the press. Thus, teaching media literacy in Bahrain should not solely viewed as a mere educational trend or policy. It should rather be examined with a broader context which was mainly characterized by a growing official interest in democratic and civil practices.

It is also crucial to notice that Bahrain has always kept excellent relationships with UNESCO. It was a member of its Executive Council during the period 2003-2006. It was actively involved in planning and implementing a number of educational programs in the world. Nevertheless, the current research study reveals that more vigorous work is required to systematically develop media literacy in the Bahraini curriculum. It is important to design and develop balanced textbooks that are highly aligned with the official national intended curricula and with international norms, especially those adopted by prestigious organizations such as the UNESCO.

Conclusion and Recommendations

The current research study investigated the inclusion of media implications in textbooks in the Kingdom of Bahrain. It basically targeted those implications that are drawn from the principles of media literacy emanating from UNESCO. To answer the question of the study, the implications and units of the Arabic Language and Education for Citizenship books were analyzed for the sixth primary, third intermediate and third secondary schools in the Kingdom of Bahrain in order to identify the recurrence of the ideas of the media implication. Using the analysis instrument, recurrences and their percentages were precisely determined and quantified.

And as already explained in the Results and Discussion sections, there are a number of actions that should be taken in order to develop media literacy education in Bahrain. Above all, curriculum developers in the Kingdom of Bahrain should take into account the principles of UNESCO's media culture while including media implication in textbooks. Besides, it is essential to include lessons that enable the students to understand the cultural and social contexts of media implications in the Bahraini textbooks. Last but not least, it is important to include lessons that enable the students to produce the appropriate media implication for these contexts and the target audience in the textbooks in the Kingdom of Bahrain.

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