Identifying Dimensions of Communication Literacy: Thematic Analysis Approach

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ABSTRACT

Background and Objective: Communication literacy has been identified as one of the essential literacies in UNESCO's definition of "the ability to communicate well with others and to know social practices"

The aim of study was identifying the main and secondary themes of communication literacy and potential indicators in order to improve it in educational system.

Materials and Methods: The methodology was thematic analysis with pattern of Braun and Clarke (2006). The population was including scientific resources in the field of communication and communication specialists. The sampling method for resources was purposive and most related to communication literacy and best communication specialists which continued till theoretical saturation (24 people).

Results: The findings showed main themes were "Sensational communication", "Specialized communication" and "Communication levels". The secondary themes for sensational communication were literacies in "Vision, hearing, smell, touch and taste". The `secondary themes for specialized communication were literacies in "Speaking, Writing, Reading, Body Language, Communication Technology, Intercultural Communication, Advertising, Corporate Communication, Public Relations, International Relations, Citizenship, Finance, Business, Emotional and Communication Research". The secondary themes for communication levels were literacies in "Intrapersonal communication, Interpersonal communication, Group communication, Mass communication and Extra communication".

Conclusion: The speed of changes in communication showed these themes for communication literacy must reviewing in near times.

Paper Type: Research Article

Keywords: Communication Literacy, Thematic Analysis, Communications, Specialized Communication, Interpersonal Communication

Introduction

One of the most important challenges in today's world is communication. Humans need "communication literacy" to communicate effectively with themselves, with others, with other living things and even with metaphysical beings. Many studies point to the widespread weakness of humans in communicating well with themselves and others. Numerous studies have shown the widespread weakness of humans in communicating well with themselves and others. Many people are not able to use the simplest communication activities. Many wars, ethnic, tribal, religious and even environmental degradation are caused by a lack of the necessary "communication literacy" across a wide range of human societies (1, 2).

Some associate communication literacy with print media as equivalent to reading ability, and some consider it to be related to visual media and visual literacy. Terms of communication such as media literacy, computer literacy or reading literacy or similar are sometimes used for communication literacy. The fact is that none of these are equivalent to "communication literacy", but merely constituent components. "Communication literacy" includes all these special abilities. Without the ability to read, one cannot communicate with others through texts, and without visual literacy, messages cannot be understood. In fact, communication literacy is more general than these special abilities. "Communication" emphasizes the concept of "any encoding and decoding of the message by man." Among the most important features of "communication" can be "the existence of the audience, the process, the behavior, the symbol, the context and the relativity". Communication can be explored from various dimensions such as "being one way or two way ", "mediating or non-mediating", "being emotional, purposeful or reflective", "being intrapersonal, interpersonal, group, mass or extra" and "verbal, non-verbal, para-verbal". "Communication" is made up of elements such as "sender, message, channel, receiver, feedback and noise" (1, 3-5).

"Communicology" is an academic field of study that emphasizes "how to create and use the message in the environment" and "the study of communication phenomena". The purpose of this field of study is to develop knowledge and theories concerning "processes and outcomes of communication". The range of communication studies is broad and includes areas such as "bio-communication, speech, computer-mediated communication, dialogue, intercultural communication, intrapersonal communication, interpersonal communication, mass communication, journalism, communication models, media studies, Non-verbal communication, propaganda, reading, speech, semantics, semiotics, writing, telecommunication, communication design, crisis communication, public relations, international relation, organizational communication, technical communication, visual communication and the like. " (6).

All of the components mentioned refer to some kind of 'skill, ability or literacy' in specific areas for communication effectiveness. The ability to efficiently encoding and decoding information is called "communication skill". Encoding is accomplished through the use of "verbal, non-verbal, and para-verbal" cods. Decoding skill is the ability to understand cods, for example reading ability refers to the ability to decode written texts. In any communication, the sensory organs such as the eye and the ear are stimulated by communication stimuli such as sound or image and are transmitted to the brain through the nerves of their message

and processed and perceived there. Ultimately perceiving the stored human memory, can be used in future communication experiences. The function of the senses depends on two dimensions of "sense quality and its improvement "(7).

Those who have good physiological senses will be more likely more successful to "focus and concentration". The capacity of these senses increases with teaching and learning. Of course, those with any particular defect or disability such as "color blind", "poor hearing", "olfactory nerve palsy" and the like, they cannot use the maximum capacity of these senses for communication. However, many handicapped persons with disabilities in one of the senses, such as vision, make better use of other healthy capacities such as hearing. In most cases, beautiful or unusual images, sudden sounds, unexpected smells and the like attract people's attention or "selective attention". According to Broadbent's Filter Model, the brain is unable to process all the information it receives simultaneously from the senses. Therefore, the brain filters information to control it and processes important parts of it with the help of attention and focus (6). The mindfulness is an effort with the five senses in order to concentrate and maximize awareness of all kinds of communication. In fact, the brain selects, adjusts and interprets sensory perceptions to understand their meaning (8).

The sensory messages go through the nerves to the analyzer-like parts of the brain for perception. Perception is the process of gaining awareness of the outside world and others. Man creates a mental image of perception by selecting, organizing, and interpreting the stimuli received from the senses. The perceptual capacity of the message emphasizes the ability to evaluate the messages received correctly and quickly, with various human and environmental factors such as "memory capacity, motivation, excitement,

culture and environmental conditions". The variety of factors affecting perception makes two people witness a story differently. Theory of mind emphasizes the ability to identify the perception and feeling of others. This ability and the theory underlying it play an important role in human life, and in particular "emotional support", "social interaction" and "harmony with group members". The process of socialization and interpersonal interactions play an important role in improving this capacity. One of the important dimensions in strengthening this ability is the stories being told by the parties (9).

People with psychological disorders, such as "attention deficit disorder" or "neurotoxicity due to alcohol abuse", are either deficient in "theory of mind" or related ability.

Some aspects of communication have their own specialty. In addition to the fact that these areas of expertise are important in the day-to-day business of communication, in some cases the jobs have a specialized approach. These include a variety of specialized communicators in the fields of "speaking, writing, reading, body language, communication technologies, advertising, public relations, Emotion control and the like". As Ariapooran (10) in "Comparing Emotional Expression, Emotional Literacy, and Social Self-efficacy in Children with and without Learning Disabilities" showed that the average emotional literacy (self-awareness and social skills) and social self-efficacy in children without learning disabilities were higher.

Communication ability is often discussed at levels such as "intrapersonal, interpersonal, group, mass and extra personal"(7). Many of these kinds of abilities and their necessity for everyday life are nowadays referred to as literacy.

The traditional concept of literacy is based on "the ability to read and write" with emphasis on "understanding, exchanging, and creating

meaning through text, speech, and other forms of language". At a more advanced level, the concept was concerned with "the ability to use language for reading, writing, listening and speaking". Media literacy has further developed this approach to a variety of media forms from images to music, film, television and advertising. Media literacy has emerged since the 1980s, with an emphasis on ideological criticism of the hidden meaning of media content. This literacy seeks to answer questions about the "message generator, the purpose of the message, and its meanings"(10, 11).

Brain imaging research shows that "reading learning" creates new pathways in the brain. Reading depends on the ability to recognize "the appearance of letters and words, their sound, the structure of words and sentences" along with their grammar comprehension to produce meaning. In reading, one should identify words based on patterns in memory and gain general understanding by "identifying information" and "evaluating content". In today's world, reading and writing literacy is not enough to advance the various tasks of daily life. Communication experts emphasize the need for the ability to decode and analyze extensive information that covers us daily. These include "political, advertising and educational" messages in the form of "text, images, video and sound" that convey information to us through the media or directly.

Indeed, the concept of 'reading' has taken on a new and complex dimension, and this has led to the development of different kind of literacy in recent years. The importance of these literacies has increased to the extent that they point to their role in the power of the individual and society (12, 13).

Throughout history, various concepts and meanings of the word "literacy" have been developed for the purposes of "cultural, educational, political, ideological and economic". This multi-dimensional concept emphasizes "the extent to which information is received and perceived from a subject that comes from communicating with the environment and having feedback"

(14). Today, literacy is considered to be the type of ability needed in everyday life. UNESCO has introduced literacy as "the ability to understand, concept, interpret, construct, communicate, and calculate the use of content in a variety of contexts". Simply put, literacy emphasizes the two axes of 'understanding' and 'practical application in life' in particular areas (15). Overall, the concept of literacy has changed a lot in the last century, and UNESCO has changed the definition of literacy four times.

At first literacy meant "ability to read and write in the mother language" and later "ability to read and write in a second language and ability to work with computers" add to it. In the third step, previous definitions of literacy types were added: "emotional, communication, financial, media, educational, computer, health, racial and ethnic, ecological, analytical, energy and scientific".

The latter definition and the completion of the third definition emphasize the ability to change lives through the use of readings and knowledge. After introducing the types of literacy and emphasizing their "understanding and application" in life by UNESCO, other literacies were introduced to meet the needs of everyday life (16). In addition to the literacies introduced by UNESCO, the needs of today's life introduce a variety of literacies such as "media, computer, digital, information, technology, visual, citizenship, basic, cultural, health, political, criticism, games, physical, financial, mathematical, and artistic"(17, 18). Buckingham and Bourne (2007) in their

research titled "Game Literacy: From Theory to Practice" have shown that games with cultural values can be create "critical thinking" and, in order to develop that, they need to enhance "game literacy" in education systems.

In a study on measuring financial literacy, Huston (2017) defines the dimensions of financial literacy and how to evaluate it. Ahmadzadeh et al (19). in a study examining the relationship between health literacy and nutrition in middle-aged women defined health literacy and also showed that increasing the level of health literacy can promote the nutritional behaviors of individuals; therefore, educational activities should pay special attention to the level of health literacy. In his research, Ariapooran (10) introduced emotional literacy and found that emotional literacy and social self-efficacy were needed to improve emotional control.

Each person receives the first literacy training in the family environment and in the continuing education setting. Further improvement of literacy requires constant learning, and every literacy, especially basic literacy, plays an important role in improving other literacy (20). Some literacies have gone out of the way of other literacies, and this is due to specific perceptual and practical requirements in each kind of literacy (21). Digital literacy, for example, came out of computer literacy and gained an independent identity. Artistic and aesthetic literacy has long been a focus of public education mixed with cultural literacy. Today, due to the widespread and functional presence of artistic and aesthetic literacy in the various spheres of life, artistic and aesthetic literacy has become independently possible. Today, due to the pervasive presence of artistic and aesthetic literacy in life, this type of literacy is introduced independently. Improving types of literacy is important because it helps one to grow in different dimensions and improve other literacies. For example, there are a variety of courses in education system to develop literacies such as "Basic, Physical, Math, Citizenship and Art". The role of literacy cannot be learned without recognizing the nature and differences of students such as "aptitude, intelligence, developmental stages, information background, needs, interests, attitudes, cultural background, disability, age, and gender". Any literacy requires a clear theoretical framework without which personal literacy training is based on personal perceptions. Every kind of literacy requires a specific and applied theoretical framework so that its teaching is not personalized and based on personal perceptions (22, 23).

Although literacy is needed in the traditional sense to empower the individual and society, it is not enough for today's world. Therefore, the education system of countries should be adapted to the needs of a variety of literacies and skills (24). In a study examining the relationship between the use of modern communication technologies and media literacy, there was a significant relationship between the use of modern communication technologies and media literacy, and the intensity of the relationship was strong and positive. In other words, with the increasing use of communication technologies, the level of media literacy is likely to increase (25).

Any human action and reaction cannot be conceived without the concept of communication.

Man is in constant communication with all aspects of his life that is seen with himself, others, groups, media, metaphysical objects, animals, plants, and the objects of everyday life. In a study of the effectiveness of group-based communication skills training on self-differentiation in high school adolescents, it was shown that group-based communication skills training increased self-differentiation in

adolescents (26).

Communication literacy has been identified as one of the essential literacies in UNESCO's definition of "the ability to communicate well with others and to know social practices". An overview of the types of literacy around the world reveals that the key to all of them is the optimization of "understanding and application" of communication in specific areas. In basic literacy, for example, one learns how to use concepts to communicate with others in "sender and receiver roles" by acquiring "reading and writing" skills. In media literacy, one learns how to effectively and proactively interact with the media or through the media to improve their quality of life. In computer literacy, one learns how to communicate effectively with computers in order to carry out daily life. Similarly, by reviewing each dimension of literacy, one can identify the approach of optimizing the "understanding and application"

of communication in different domains. The expansion of these dimensions has enabled the researcher to study communication literacy in a variety of sources in the field of communication and identify its themes with a thematic approach.

Method

The purpose of this study was to discover the main and sub-components of "communication literacy" and identify potential indicators for improving this type of literacy in the educational system.

This study was conducted using the thematic analysis method of Brown and Clark (2006).

Thematic analysis seeks to answer the question of what the data say and in fact seeks to model the data. When a data pattern is obtained, "thematic" support must be provided. The five-step implementation process of Brown and Clark is described in Table 1.

Table 1. The five-step implementation process of Brown and Clark

Row	Steps	Explanation
1	Designing	Selecting a topic, expressing a problem, expressing a purposes, expressing questions, choosing a research plan, focusing on a particular territory, Population and characteristics studied, samplings, behaviors or events (as appropriate)
2	Data gathering	Determination of researcher participation, determination of data collection method, preparation of data collection tools, review of documents and transcription
3	Data analysis	Get acquainted with data, create basic codes, search for and understand themes, draw a grid of themes, analyze themes, merge and re-integrate text
4	Conclusion and Report	Writing findings and analysis, conclusions and concepts
5	Evaluation	Evaluation of research quality

Research questions can be very general, exploratory, or descriptive. Limited questions may be part of general research questions. Although the research projects are guided by research questions, these questions can be modified during the implementation of the research projects

(Brown & Clark, 2006). Therefore, in this research the researcher is asked the general

question "What are the main themes and components of communication literacy?"

The research was carried out using the thematic analysis method of Brown and Clark (27). The population of the study consisted of scientific resources in the field of communication and communication experts.

Consideration of sampling in thematic analysis is to emphasize the type of content,

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such as in-depth interviews, so that more themes can be identified, or going forward until the theoretical saturation is reached or the adequacy of continuing to reach saturation and repeat cases.

The purposive sampling method from the books with the most thematic relevance to the overall concept of communication literacy (five cases) was the second step of selecting 24 experts to reach theoretical saturation. Unfortunately, in the search, no article on "communication literacy" was identified. Secondly, by identifying the basic conceptual foundations of communication literacy based on the literature review, interviews were conducted with experts in the field of communication and teleology. Thirty individuals were selected by consecutive purposeful sampling based on their knowledge, availability and theoretical saturation up to 24 individuals.

After reviewing and marking selected texts, the steps were as follows:

- Generate initial codes
- Group similar codes
- Review and refine the main themes
- Identify sub-themes
- Sub-theme revision and revision

In order to validate the results of this research, Guba & Lincoln (1985) evaluation criteria were considered. It including the criteria of credibility, transferability, dependability and confirmability (Litz & Zayas, 2010).

In this study, data analysis was done manually and thematically. Themes are usually used in research that has a large number of texts and data (eg 10 to 30 sources). This method was first introduced by King (1998, p. 267) in which a list of identifiable themes in the theoretical literature or extracted from the data text is presented in a tree and hierarchical way. The key feature of this method is to organize the hierarchical themes and to group the lower level themes into clusters and to create higher level themes (28).

The main themes were extracted from the transcripts of the interviews until the researcher concluded that more themes could not be extracted from the data.

Results

The main themes and sub-themes of the topic of "communication literacy" were selected as outlined in Table 2.

Table2. The main and sub themes identified in the topic of "Communication Literacy"

Row	Main Themes	Sub Themes
1	Sensory-based communication	"Visual literacy", "Listening Literacy", "Smell Literacy", "Taste Literacy" and "Touch Literacy"
2	specialized communication	"Speaking Literacy", "Writing Literacy", "Reading Literacy", "Body Language Literacy", "Communication Technologies Literacy", "Intercultural Communication Literacy", "Advertising Literacy", "Organizational Communication Literacy", "Public Relations Literacy", "International Relations Literacy", "Citizenship Law Literacy", "Financial Literacy", "Business Literacy", "Emotional Literacy" and "Communication Research Literacy"
3	Communication at different levels	"Intrapersonal communication literacy", Interpersonal communication literacy ", "Group communication literacy", "Media literacy" and "Extra communication literacy"

Main theme 1 or sensory-based communication on the research results from "Ariapuran (18), Ghasemi et al. (7), Soltani Ali Abad et al. (21)" and interview results with experts showed that:

Main Theme 1. Sensory-based communication: Most sources have argued that the human communication process is based on the ability and capacity of one of the five senses to receive and process messages by means of mental processes. To this end, the ability to perceive and understand each of these senses was designated as a type of literacy. 19 interviewees highlighted the main theme of "Sensory-based communication" and its sub-themes as described in Table 3.

Table3. Identified sub-themes related to the main theme of "Sensory-based communication"

Row	Main Themes	Sub Themes
1	Visual literacy	Ability to understand and apply "visual concepts and cues" in communication
2	Listening Literacy	Ability to understand and apply "audio concepts and cues" in communication
3	Smell literacy	Ability to understand and apply "olfactory concepts and symptoms" in communication
4	Taste Literacy	Ability to understand and apply "taste concepts and symptoms" in communication
5	Touch Literacy	Ability to understand and apply "touch concepts and signs" in communication

Table4. Identified sub-themes related to the main theme of "specialized communication"

Row	Main Themes	Sub Themes
1	Speaking Literacy	Ability to understand and apply concepts for oral message transmission
2	Writing Literacy	Ability to understand and apply concepts for text message transmission
3	Reading Literacy	Ability to understand and apply concepts to quickly and efficiently decode text messages
4	Body Language Literacy	Ability to understand and apply physical symptoms in transmitting and receiving messages
5	Literacy of communication technologies	Ability to understand and apply communication technologies in effective communication
6	Intercultural Communication Literacy	Ability to understand and apply effective cultural similarities and differences in communication
7	Advertising Literacy	Ability to understand and use promotional content to transmit and receive promotional content
8	Organizational Communication Literacy	Ability to understand and use communication channels within the organization and to use them effectively in communication
9	Public Relations Literacy	Ability to understand and apply key audience communication strategies for individual and organizational reputation
10	International Relations Literacy	Ability to understand and apply ways of communicating with relevant individuals and international organizations
11	Citizenship Law Literacy	Ability to understand and apply the rights governing the types of communication in the community and to use them effectively Learn to pronounce
12	Financial Literacy	Ability to understand and apply financial management concepts for the financial security experience
13	Business Literacy	Ability to understand and apply "buy and sell management" based on daily needs
14	Emotional Literacy	Ability to understand and apply emotion management to yourself and others in relationships
15	Communication Research Literacy	Ability to understand and apply research to identify a problem and find a solution or answer to it

Main theme 2 or specialized communication on the research results from "Ashrafi Rizi et al. (13), Huston (15), Sadat Balbeli & Tarbati (25), Ahmadzadeh Sani et al. (19) And all the experts" showed that:

Main Theme 2. Specialized Communication: All experts in the study acknowledged that communication literacy is made up of a variety of specialized literacies that have emerged as communication evolves. Accordingly, the main theme of "specialized communication" was endorsed. Subsequently, 35 types of specialized communication-based literacy were identified and finally, with the consensus of 18 experts, 15 types of specialized literacy were approved as a sub-theme for the main theme of "specialized communication" in the topic of "communication literacy". The most important disagreement in this section was about media literacy, which some experts believed to be a specialized literacy in the sector, ultimately due to "the main theme of communication at different levels" and access to richer theoretical resources and avoiding overlap was identified as a sub-theme of the main theme

of "communication at different levels" with the consensus of the majority of 18 people. Table 4 shows the types of sub-themes of the main theme of "specialized communication" with its relevance to the subject of communication literacy.

Main Theme 3 communication at different levels on the research results from "Afshani et al. (14), Akti & Grulle (22), Ariapuran (10) and most of the experts involved in this research endorsed the main theme of "communication at different levels" with respect to the communication audience.

Main theme 3. Communication at different levels:

Table 5 shows the identified sub-themes related to the main theme of "Communication at different levels" in the topic of communication literacy. Media literacy is equal of mass communication literacy in this study. Also, the extra communication here refers to any kind of non-human relation. These include "metaphysical communication", "communication with animals" "communication with plants", and "communication with means".

Table5. Identified sub-themes related to the main theme of "Communication at different levels"

Row	Main Themes	Sub Themes
1	Intrapersonal communication literacy	Ability to understand and apply concepts of good communication with oneself
2	interpersonal communication literacy	Ability to understand and apply the concepts of good communication with another person
3	group communication literacy	Ability to understand and apply the concepts of good communication with the group
4	Media literacy	Ability to understand and apply the concepts of good communication with mass media
5	Metaphysical communication literacy	Ability to understand and apply the concepts of good communication with metaphysical things like God
6	Literacy for communication with animals	Ability to understand and apply concepts of good communication with animals
7	Literacy for communication with plants	Ability to understand and apply concepts to communicate well with plants
8	Literacy for communication with means	Ability to understand and apply the concepts of optimal communication with a variety of everyday devices and tools

Discussion and Conclusion

The research sources and experts involved in this study highlighted the issue of "communication literacy" as one of the most important needs of today's human world and given the speed of communication developments. Despite this importance, most sources had practically created independent circles by opening specialized gaps and extensive details on each of the axes related to this type of literacy.

Despite this importance, most sources address each of the key themes from the results of this research from a specialized perspective and in great detail. That is to say, many of these literacies have been discussed independently and in great detail. The results of this study created the necessary coherence and consistency in this macro concept. With this coherence and organization of communication literacy, the indicators, criteria and instances created can provide the conditions for assessing the status of 'communication literacy' in different societies. Somehow the planners or communication experts can assess the status quo by evaluating 'groups, organizations and communities'. By knowing the status quo of communication literacy, it is possible to design more effective and more efficient planning for desired situation at the individual, social and organizational levels. Most studies have emphasized the inadequacy of the mentioned literacies. The harmful effects of the weakness of these types of literacies have also been discussed frequently. Most of these studies have confirmed the evolution of human life and the need for communication literacy. Ariapuran (10), Ashrafi Rizi et al (13) and Afshani et al (14) emphasized on the need to pay attention to different literacies. They also review how each literacy has evolved and how the peripheral world is changing and highlighting the need for these literacies. It is important to note, however, that the pace of communication developments in today's world, as much as it increases the need for attention and emphasis on "communication literacy", also increases its relevance and updating.

In many countries, communications have served as a powerful arm and a powerful lever in national development policy making and planning. The first definitions of development were based on technological algebra and quantitative indicators such as GDP. But the 1970s debates in the field of communication broadened the notions into interpersonal relationships such as equality, combating poverty, addressing basic needs, meaningful employment, and enrichment.

In the third generation, "communications and development" have become universal concepts without precise boundaries because of their pervasiveness. Therefore, it seems necessary to provide them with some practical and scientific definitions. In this regard, Tehranian (ND) view communication as a process of communicating concepts through spoken and non-verbal signals to worldviews, cultures, contents, and channels. This definition emphasizes a variety of messages and communication channels with ideological, cultural approaches. New studies on development indicators instead of "material efficiency" emphasize the human dimension, so factors such as the number of literates, life expectancy, and income distribution index, access to health and educational facilities and facilities should be considered

This study also identifies the dimensions of communication with the communication literacy approach by studying literature and research and interviewing experts. Understanding these dimensions and trying to develop and train them can lead to increased human resources capacity for development. Examples include

the measures taken by the Government of the Republic of Tanzania to use the radio to help promote national development programs, in particular rural development, adult literacy and education, as well as health and social welfare. The efforts of the Cuban revolutionary government during the early years of the new government to use mass media, especially radio, to counter illiteracy can also be mentioned. Also, during the 1950s and 1970s, the new Chinese government, within the framework of the overall goals of national development, took advantage of all communication facilities such as interpersonal communication, group communication, and mass communication. With these points in mind, the participants in this study expressed. Suggestions are made from the results to improve communication literacy, including:

- The need to train five senses to increase the capacity to receive and understand all kinds of communication messages.

- The need to teach and learn a variety of specialized communication skills such as' "Speaking, Writing, Reading, Listening, Body Language, Visual, Working with Communication Technology, Intercultural Communication, Advertising, Organizational Communication, Public Relations, International Relations, Citizenship, Financial, Business, Emotional and Communication Research" to be more effective in dealing with the world around us.

- The need for good communication at different levels with a variety of literacy such as "intrapersonal communication, interpersonal communication, group communication, mass communication or media literacy and extra communication" to enhance quality of life.

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- Given that the findings of this study are based on the analysis of literature and theoretical foundations as well as interviews with experts, it is suggested to use quantitative methods to design the structural equation model of communication literacy and examine its relation to its constructive dimensions. Also, based on statistical tests related to the ranking of these dimensions in different societies including academic, non-academic and etc., and given the results obtained to provide executive solutions for the development of dimensions. Overall, communication and having the ability and understanding of "communication literacy" can lead to "awareness, enlightenment, education, guidance and change in community attitudes" and pave the way for accelerating the development process, including the development of health in society. A thorough understanding of these concepts and their attitudes towards them will pave the way for greater attention and emphasis on the benefits of 'communication literacy' in different aspects of life.

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