



## TURKISH EFL PRE-SERVICE TEACHERS' CONCEPTIONS OF LITERACY: SOME IMPLICATIONS FOR TEACHER TRAINING

Assoc. Prof. Dr. Cevdet Yılmaz  
Çanakkale Onsekiz Mart University, Faculty of Education  
Department of English Language Teaching  
Çanakkale- Turkey  
[cyilmaz@comu.edu.tr](mailto:cyilmaz@comu.edu.tr)

Inst. Süleyman Gün  
Mehmet Akif Ersoy University, School of Foreign Languages  
Burdur- Turkey  
[sgun@mehmetakif.edu.tr](mailto:sgun@mehmetakif.edu.tr)

Inst. Billur Yıldırım  
Uludağ University, School of Foreign Languages  
Bursa - Turkey  
[billuryldrm@gmail.com](mailto:billuryldrm@gmail.com)

### Abstract

This study investigated English language teacher candidates' perceptions of literacy and the place of literacy in their programme. Small-scale descriptive case study was conducted in mixed method design. Data were collected from 57 participants. The means and standard deviations of the quantitative data were calculated with SPSS programme. Qualitative data were theme-coded by using MAXQDA© 11, and the emerging themes were interpreted. The results indicated that the participants related literacy to language skills especially to reading. They think that literacy development is conducive to creative use of language in different ways. The most important notions associated with literacy are cultural knowledge and interpretation. Most participants also emphasized the link between L1 and L2 literacy skills. Ultimately, it is suggested that literacy training is advantageous and should be integrated into the relevant ELT courses. The findings yielded implications about how to develop prospective ELT teachers' literacy skills through pre-service teacher training.

**Keywords:** Literacy, Teacher Training, English Language Teacher Education.

### INTRODUCTION

Literacy is a term that has become the focus of educational, research and pedagogical discussions (Kern, 2000; Mora, 2011). Although its literal meaning is given as "the ability to read and write" in Cambridge Online Dictionary (Literacy, 2017), the literacy standards that individuals have been evaluated against have been changing constantly. Today, literacies are usually defined on a more contextual basis. That is why mathematical literacy, language literacy, and computer literacy are buzz words today (Kell & Pell, 2014). Historically, it has been closely associated with the growth and evolution of societies, and scholars have started to take keen interest in reflecting on the meanings of literacy since the middle of the 20th century (Kaestle, 1988). In recent times, diversity of discussions on literacy has become more relevant. To illustrate, the National Reading Conference has changed its name to Literacy Research Association, (Lankshear & Knobel, 2006), indicating that the term literacy is meant to go beyond its basic definitions.



## **LITERATURE REVIEW**

### **Conceptual Framework for Literacy**

The term of literacy has evolved along with the epistemological underpinnings and social alterations. While it had once been a high brow possession of high class elite, with the industrial revolution, masses were entitled with schooling and literacy as they were supposed to be versatile members of the workforce (Angello, 2001). The identification of literacy with the development rates and social change became the altruism in that era (Mora, 2011; Kaestle, 1988). In modern terms, literacy could be closely associated with corpus planning attempts and a strong belief in an optimum standard literacy taught in a top-down fashion in schools. That was also assumed to be a tool for nation building on a singular form of language (Fishman, 2012).

With the rise of post-modernism, singularity of literacy was questioned, and two models of literacy were put forward. The first concerns autonomous literacy model (ALM) which views literacy as a part of cognitive development, a set of skills, and an individual need to improve. The latter relates to ideological literacy model (ILM) which profoundly reflects the critical view that gives a meaning to literacy in its social background (Street, 1995).

This dual model for literacy was the start of a trend towards multiple literacies shaped by social constructivism, which advocates that knowledge is produced and passed down as a product of the collective interpretations of the members of a society (Trent et al., 1998). It was 2000 when Gallego and Hollingsworth developed multiliteracy framework that included three models: (1) School literacy; developing interpretive and communicative process that is necessary to adapt to school (2) Community literacy; the ability to comprehend and practice interpretive and communicative customs of cultural community (3) Personal literacy; having a critical personal interpretation of the school and community literacies. It might be said that in this frame, each type of literacy is the critique of the one or ones that precede it (Gallego & Hollingsworth, 2000). That frame also indicates how the singular hegemony of dominant literacy tradition is distributed in a more realistic way instead of a search for optimum literacy and denial of what is in practice. As well as Englishes spoken in certain foreign contexts, the development of online communication and internationalization of the societies have brought in multiliteracies. That is, the literacy practices in the settings where different cultures, social practices, and individual differences are melted and create their own implicit language policies and genres (Martin-Jones & Jones, 2000). Then it might be logical to say that this pluralist atmosphere obliges a critical viewpoint that prioritizes personal literacies where individuals scaffold their own meaning according to their current context.

### **Literacy In Language Teaching**

When it comes to literacy in ELT, it is commonsense to see the shift in the idea of English from belonging to canon speech communities towards World Englishes shaped by multicultural native and nonnative speech communities (Kachru, 1990; Canagarajah, 2006). Each speech community contextualizes its own discourse and genre with its unique traditions (Johnstone & Kiesling, 2008). Thus, it may not be possible to teach an optimum form of literacy to learners of English as a Foreign Language (EFL) or English as a Second Language (ESL). That must bring in new perspectives to the content and methodology of language teaching. Critical literacy teaching is becoming the practice in many classrooms around the world. One study conducted at a university in Taiwan questions if the activities attain the goals of critical literacy and tries to draw implications on the use of critical literacy in Taiwan through using weblog reflections and observations (Kuo, 2009). Another study is about insights into the specific nature of the literacy practices around text interpretations at two Colombian secondary schools (Giraldo, 2006). How critical literacy and traditional literacy can be encouraged at the same time in an EFL reading and writing course was also handled in Taiwanese context (Huang, 2011). In Iranian context, another similar study was conducted to find out the effects of critical reading class on students' willingness. Abednia and Izadinia (2013) report positive outcomes of critical literacy practices and advice teachers to offer chances for developing countries viewpoints different from their traditional perspective. Besides classroom researches on critical literacy, teachers'

views and awareness is very important as Luke and his fellows put it “teachers are the modern day arbiters of textual knowledge” (Luke et al., 1983, p. 118).

### **Research Problem**

In ELT departments especially, the literacy skills is a new concept as the notion of literacy is usually associated with mother tongue. However, literacy as stated before is beyond knowing how to read and write. From that perspective, at a state university in Turkey, literacy skills and its relevance to ELT field was covered in different courses as a topic. The students’ perceptions on literacy and its place in ELT programme are significant as they will be teachers of English in the future. From that stance, the purpose of this study is twofold: (1) to find out the undergraduates’ perceptions about literacy and (2) to discover their perceptions of the place of literacy in English Language Teacher Education programmes.

### **Research Questions**

RQ 1: What are the undergraduate English language teacher candidates’ perceptions of literacy at a Turkish state university?

RQ 2: What are the undergraduate English language teacher candidates’ perceptions of the place of literacy in their English Language Teacher Education programmes?

### **METHOD**

The study was designed in a small-scale descriptive case study format. The study is mainly based on qualitative data analyzed with quantitative content analysis technique. The students were given a survey and were interviewed in a structured way. The quantitative data taken from the survey were analyzed and their means were calculated by using SPSS 24 software program. The qualitative data that come from the surveys were theme-coded by using MAXQDA© 11 software program and relevant results were reported and interpreted.

### **Sample / Participants**

The setting was an English Language Teaching (ELT) Department at a state university in Marmara Region in Turkey. The participants were 57 undergraduate students whose ages range from 19 to 25 with a mean value of 21 (sd = 2.02). 18 of the participants were male while 39 of them were female. Their reading and writing habits were questioned and their responses were displayed in Table 1.

Table 1: Reading and writing habits of participants

<b>Frequency</b>	<b>Reading</b>	<b>Writing</b>
Frequently	25	6
Sometimes	27	18
Rarely	5	27
Never	-	6

As Table 1 reveals, 43.9% declare they read frequently while 47.4% report they sometimes read, 8.8% rarely read. When it comes to writing, it is seen that only 10% of the participants say they write frequently, and 31% of them sometimes write. It is noteworthy that 47% of the participants declare that they rarely write while 11% admit that they never write anything.

### **Instrument(s)**

The data collection tool is a survey consisting of semi-structured questions created by the researchers using the literature review (Appendix 1). The survey is composed of two parts. First part involves demographic data regarding gender and age. Second part of survey comprises 10 questions about literacy and participants’ perception of literacy. Four questions are in multiple-choice format, one question in ordering format and five questions in open-ended question format. In questionnaire, seven

principals of literacy developed by Kern (2000) took part in question 3 in order to learn about participants' order of importance.

## **FINDINGS**

In order to answer RQ 1, the survey was conducted with 57 students in total. Some students answered all questions while some of them chose to omit some questions. The data were coded and analyzed in order to detect common patterns from students' perceptions of literacy. As a result, five themes were identified involving (1) definition and content of literacy, (2) the effect of literacy on creative use of language, (3) the link between critical thinking and literacy, and (4) the connection between First Language (L1) and Second Language (L2) literacy skills, and (5) the place of literacy in ELT curriculum.

### **The Students' Perceptions about the Definition and Content of Literacy**

When the content analysis of the definitions was conducted, it is apparent that most students associated literacy with language skills with different combinations. Six of the participants linked literacy concept to the integration of four skills while three of them associated literacy with only productive skills; reading and writing, and one of them related it only to receptive skills of reading and listening and their integration. In addition, six of the participants referred to only writing skill in their accounts of literacy, five of them mentioned only reading skill by reference to the definition of literacy. However, it is noteworthy that an overwhelming majority of the students (N = 22) associated literacy concept with both reading and writing.

Another outstanding component of the literacy definitions highlighted by the participants was interpretation. 17 of the participants expressed their beliefs about interpretation in an effort to define literacy. Also, most of them indicated that literacy was the ability to interpret "what someone reads" or "the written language".

The next significant theme resulting from the set of definitions generated by the participants was critical thinking. While five of the participants included the notion of "critical thinking" directly into their definitions, six of them defined critical thinking as "originality", "authenticity" and "creativity". In addition, four of them defined literacy as "problem solving".

Another theme emerging from the definitions of the students was self-awareness and development. Five of the participants thought that literacy was about self-awareness and self-development. Also, three of them thought that reflection and universality are part of literacy. All in all, the term of literacy was mostly associated with language skills, but many students thought that it was a more inclusive notion that involves concepts like universality, self-development, and critical thinking.

Furthermore, students were also asked to place certain concepts into the order of importance regarding their association with literacy concept. The results are revealed in Table 2.

Table 2: The Concepts That the Students Associate with Literacy

<b>Component</b>	<b>N</b>	<b>m</b>	<b>sd</b>
Cultural knowledge	57	3.29	2.08
Interpretation	57	3.29	1.78
Language use	57	3.33	2.37
Reflection and self-reflection	57	3.74	1.94
Problem solving	57	4.26	1.76
Collaboration	57	4.81	1.42
Conventions	57	5.25	1.57

As Table 2 demonstrates, the most important notion associated with literacy is cultural knowledge and interpretation while collaboration and conventions are the least important ones. The results reveal a partial consistency with the definitions of literacy given by the students.

### **Students' Perception about the Effect of Literacy on Creative Use of Language**

When it comes to the effect of literacy on creative use of language, it is apparent that an overwhelming majority of the participants considered that literacy had a positive influence on creative use of language skills. According to only four participants, its effect was neutral and for only one of them literacy had negative effect on creative use of language skills. However, those participants surprisingly did not provide support for their ideas. On the other hand; most participants believed that literacy development helped creative use of language in different ways. 18 of the participants thought that literacy prompts creative language use by improving language skills because it develops "fluency" and "integration of skills". Also, two of the participants thought that literacy improves creative language use by improving pragmatic competence, in other words "use language appropriately". Apart from linguistic points, 8 of the participants declared that literacy helps by improving critical thinking process, and 7 participants reported that literacy directly developed "creativity" or "imagination". Moreover, 4 participants thought that literate people had access to more knowledge, so they use language more creatively, and two of them pointed out that literacy led them to a broader perspective to use the language in creative ways. Three of them also noted that literacy helps them use language more creatively by developing their self-expression abilities. Finally, one of them felt that development of literacy would benefit people in a variety of ways and also "improve their self-esteem" regarding "the use of language in innovative ways".

### **Students' Perceptions about the Link between Critical Thinking and Literacy**

Indeed, when asked to clarify the link between critical thinking and literacy, the participants agreed with the view that critical thinking skill is a part of literacy skills. While only 18 participants reported that critical thinking was not a part of literacy, 36 of them confirmed that critical thinking skill was broadly a counterpart of literacy skills. One of them even maintained that "It requires critical thinking. Critical thinking makes literacy meaningful". Six participants noted that literacy took different forms as part of the critical thinking. Four participants pointed out that critical thinking served as a pathway for discussing the issues such as cultural awareness and cultural transfer. Also, four participants stressed that literacy required critical thinking to analyze and interpret texts while two of them found critical thinking necessary for literacy to "discover hidden meanings in the texts". Finally, two participants viewed self-expression and self-criticism as parts of literacy, which also required critical thinking skills.

### **Students' Perception about the Connection between L1 and L2 Literacy Skills**

When asked, 52 participants declared their ideas on the connection between L1 and L2 literacy skills. The results also showed that 43 of the participants pointed out that there was a link between L1 and L2 literacy skills whereas only 9 of them thought that there was by no means link between the literacy skills of L1 and L2.

7 of the participants declared that having literacy skills in L1 helped people understand the literacy of L2. For instance, one participant said that "when you read or write in the second language, you think about your mother tongue". Another went on to say, "If you can interpret something in the literacy of your own language, so you can gain the ability to connect them and understand better". Another theme was that 15 participants thought that L1 literacy skills helped to learn about L2 literacy. One of the participants added that L1 literacy assisted L2 literacy "we pass our skills to L2 literacy." Another claimed "One who has the wisdom of literacy skills in L1 will use it while learning in L2". Another summarized the link between L1 and L2 by saying that "we use our L1 framework while learning L2 skills". Another theme deriving from the data indicated that L1 and L2 literacy skills had an influence on each other mutually. They thought that "they must be integrated in the process".

9 participants disagreed the view that that there was a connection between L1 and L2 literacy skills as stated before. Some gave a rationale for their ideas. One participant said, "It is difficult to use L2

literacy in this setting, but it is easy to implement L1 literacy skills in our setting". Two other added, "They are different languages" and "The culture is different in both, so there is no link between them". All in all, the link between L1 and L2 is recognized by most participants while few of them feel that there is no link between them.

### **Perceptions of the place of literacy**

RQ 2 seeks information about the perceptions of the participants of literacy in relation with their English Language Teacher Education programmes. In order to collect information about perception of participants, two questions were addressed first of which asking about their ideas on literacy training as a part of tertiary level ELT education with advantages and disadvantages. The second question was dealing with their opinion about the place of literacy skills in their current ELT programme and two options of literacy; as a separate course or as an integrated topic.

### **Literacy training as a part of tertiary level ELT education**

The participants stated both positive and negative ideas about literacy training as a part of tertiary level ELT education. When the answers of participants were examined with using MAXQDA© 11 qualitative analysis program, it was found that 36 utterances for advantage and 16 utterances for disadvantage were mentioned. 36 positive utterances were collected under 12 different codes. The code with the highest frequency (8 times) is "Professional Education." 8 participants think that literacy training brings development in professional education of undergraduate English language teacher candidates. Then, the two codes with the same second highest frequency (6) are "Understanding Better" and "Writing and Speaking," Six participants think that having literacy training will help to "Understand Better" the topic under investigation and there are six statements implying that literacy training will develop writing and speaking skills. 5 participants stated that literacy training would contribute to the development of self as represented by "Improve Self". Three frequencies were found for two different codes of "Language Skills" and "Culture" that is to say three participants thought that literacy training would develop all language skills. Three participants stated that literacy training developed their cultural competency. Moreover, two participants uttered that literacy training contributed to their "Creativity." Furthermore, the codes of "Given Earlier", "Authenticity", "Enjoyable", "Learning Style" and "Beneficial" were mentioned only for one time so they each had one frequency.

For the disadvantage of literacy training, 16 utterances were associated with 10 codes with either two or one frequencies. Codes of "Not Satisfied", "Boring" and "Difficult" were included in statements by two different participants. They were not satisfied by the current literacy training and they regarded it as difficult. Codes of "Time-consuming", "Inadequate Information", "Need Time", "Politics", "No Need", "Feel Anxious" and "Using Wrong Phrase" were mention only for one time so their frequency was one. One participant thought that it was time-consuming and one thought that he/she did not have enough information about literacy training. One participant stated that he/she needed time to integrate it into training process. One uttered that it was about politics while the other found literacy to be unnecessary.

### **The place of literacy skills in ELT programme**

Another question at the survey for RQ 2 was about the place of literacy in ELT programme. Should it be presented in an integrated manner as a part of an existing course? if so, which course- or as a separate course of syllabus? When the analysis results of participants' answers are taken into consideration, 63 utterances were found and they were collected under 9 codes. 23 participants thought literacy skills as a separate course and 40 participants as integrated in a course.

Code of "Separate Course" had a frequency of 23. That is, 23 participants thought that literacy skills should be presented as a separate course in their ELT programme. Code of "Literature" had second highest frequency (19) and most of the participants favoured its integration into literature course. Then 11 participants tended to incorporate it into reading and writing courses.

## **DISCUSSION AND CONCLUSION**

This research aimed to examine the Turkish EFL pre-service teachers' views on literacy and to yield some implications for teacher training. In this manner, undergraduate English language teacher candidates' perceptions of literacy and their perceptions of the place of literacy in their English language teacher education programme were questioned employing a survey.

In order to examine participants' perceptions of literacy, four themes were used; definition and content of literacy, the effect of literacy on creative use of language, the link between critical thinking and literacy, and the connection between First Language (L1) and Second Language (L2) literacy skills. For theme of definition; majority of participants relate literacy to language skills especially to both reading and writing. Also, most of the participants linked literacy with the concept of "Conventions." For the theme of the effect of literacy on creative use of language, a huge number of participants stated that literacy had a positive effect on creative use of language skills. For the theme of the link between critical thinking and literacy, most of the students uttered that there was a link between critical thinking skill and literacy skills. For the theme of the connection between L1 and L2 literacy skills, a large number of participants stated that there existed a link between L1 and L2 literacy skills.

In order to examine participants' perceptions of the place of literacy in their English language teacher education programmes, two main themes were used; ideas on literacy training and opinion about the place of literacy skills. For the theme of ideas on literacy training, the majority of participants thought that literacy training was advantageous by talking about codes of professional education, understanding better, writing and speaking and more. For the theme of opinion about the place of literacy skills, although some participants considered literacy as a separate course, most of the participants thought it as integrated in a course like literature, reading and writing, academic reading or academic writing.

When the definitions students gave for literacy are considered, it might easily be concluded that most of them primarily associated literacy notion with reading and writing. That is not surprising because its common connotation come from its literal meaning. However, it may also be assumed that the students are growing an awareness of "multi-literacies" (Martin-Jones & Jones, 2000) because they also include interpretation critical thinking, self-awareness, and reflection into their own understanding of literacy concept (Martin-Jones & Jones, 2000). The variety of the definitions they gave can be said to reflect the multi-literacies trend that proposes a more flexible perspective regarding to literacy (Martin-Jones & Jones, 2000) instead of a dual model (Street, 1995). Thus, it may be assumed that the participants perspectives have been evolving to the personal literacy model, which constitutes the last stage of Gallego and Hollingsworth's multiple literacies framework (Gallego & Hollingsworth, 1992) at higher education rather than adopting what is imposed to them at lower stages of education. However, some students also included cultural awareness and cultural transfer into their definition of literacy and emphasized the link between L1 and L2 literacies. This implies that the teacher candidates are also aware of the community literacy model perspectives.

When it comes to the students who include only language skills of reading and / or writing, they may be said to be describing literacy from a school literacies model perspective (Gallego & Hollingsworth, 2000). That interpretation seems to put the teacher candidates' perceptions of literacy into a framework of multiple literacies and indicate that students have perspectives of different models of multiple literacies framework regarding their perceptions of literacy. The understanding of multiliteracies framework may allow especially teacher candidates to understand their students' perspectives and gain them those practices (Cervetti & Pearson, 2006). This is particularly valuable in a country where millions of refugees get education in blended schools with locals.

Another point is students' ideas on the place of literacy in ELT programme curriculums. 63 participants pointed out that literacy should be part of their education in the ELT programme. Some of them



pointed to the need for a separate literacy course while the rest of them insisted that literacy should be integrated into other courses. As Kellner (1998) proposes for multicultural societies, multiliteracies seem like a solution because it may help to empower students who will need to deal with literacy perspectives of many cultural or technological contexts. The importance that the EFL teacher candidates ascribe to literacy training is of particular significance in this respect.

All in all, Turkish EFL pre-service teachers relate literacy to language skills especially to reading and they further think that writing and literacy prompt a creative use of language and critical thinking. There is evidence to suggest that there is a link between L1 literacy and L2 literacy skills. Therefore, literacy training can be advantageous when it is incorporated into the contents of the relevant courses existing in the syllabus.

**WJEIS's Note:** This article was presented at 6<sup>th</sup> World Congress on Educational and Instructional Studies- WCEIS 2017, 26-28 October 2017, Antalya-Turkey and was selected for publication for Volume 7 Number 4 of WJEIS 2017 by WCEIS Scientific Committee.

## REFERENCES

- Abednia, A., & Izadinia, M. (2013). Critical pedagogy in ELT classroom: Exploring contributions of critical literacy to learners' critical consciousness. *Language Awareness, 22*(4), 338-352.
- Australia Department of Employment, Education and Training 1991, *Australia's language: the Australian language and literacy policy: companion volume to the policy information paper*, Australian Government Publishing Service, Canberra.
- Canagarajah, A. S. (2006). The place of world Englishes in composition: Pluralization continued. *College Composition and Communication, 57*(4) 586-619.
- Cervetti, G., Damico, J., & Pearson, P. D. (2006). Multiple literacies, new literacies, and teacher education. *Theory into Practice, 45*(4), 378-386.
- Fishman, J. (2012). *Do not leave your language alone: The hidden status agendas within corpus planning in language policy*. Routledge.
- Gallego, M., & Hollingsworth, S. (1992). Research directions: Multiple literacies: Teachers' evolving perceptions. *Language Arts, 69*(3), 206-213.
- Gallego, M. A., & Hollingsworth, S. (2000). Introduction. The idea of multiple literacies. In M.A. Gallego & S. Hollingsworth (Eds.). *What counts as literacy: Challenging the school standard* (pp. 1-23). New York: Teachers College Press.
- Giraldo, Valencia S. (2006). Literacy practices, texts, and talk around texts: English language teaching developments in Colombia. *Colombian Applied Linguistics Journal, 8*, 7-37.
- Huang, S. Y. (2011). Reading "further and beyond the text": Student perspectives of critical literacy in EFL reading and writing. *Journal of Adolescent & Adult Literacy, 55*(2), 145-154.
- Johnstone, B., & Kiesling, S. F. (2008). Indexicality and experience: Exploring the meanings of /aw/-monophthongization in Pittsburgh. *Journal of Sociolinguistics, 12*(1), 5-33.
- Kachru, B. B. (1990). World Englishes and applied linguistics. *World Englishes, 9*(1), 3-20.



- Kaestle, C. F. (1988). The history of literacy and the history of readers. In E. G. Kintgen, B. M. Knoll, & M. Rose (Eds.), *Perspectives on literacy* (pp. 95-126). Carbondale, IL: Southern Illinois University Press.
- Kell, M., & Kell, P. (2014). The New Dynamic and Shifting Approaches Literacy and Language in East Asia. In *Literacy and Language in East Asia* (pp. 141-161). Springer: Singapore.
- Kellner, D. (1998). Multiple literacies and critical pedagogy in a multicultural society. *Educational theory*, 48(1), 103-122.
- Kern, R. (2000). *Literacy and language teaching*. Oxford University Press.
- Kuo, J. M. (2009). Critical literacy and a picture-book-based dialogue activity in Taiwan. *Asia Pacific Education Review*, 10(4), 483.
- Knobel, M., & Lankshear, C. (2006). Discussing new literacies. *Language Arts*, 84(1), 78.
- Literacy, Retrieved October 31, 2017, from <https://dictionary.cambridge.org/dictionary/turkish/literacy>
- Luke, C., De Castell, S., & Luke, A. (1983). Beyond criticism: The authority of the school text. *Curriculum Inquiry*, 13(2), 111-127.
- Martin-Jones, M., & Jones, K. (2000). Introduction: Multilingual literacies. In M. Martin-Jones & K. Jones (Eds.), *Multilingual literacies* (pp. 1-15). Amsterdam: John Benjamins.
- Mora, R. A. (2011). Understanding what literacy is and where it comes from: Lessons and implications from a study of teachers and teacher educators. *Online Submission*.
- Street, B. (1995). *Social literacies: Critical approaches to literacy in development, ethnography and education*. London: Longman.
- Trent, S. C., Artiles, A. J., & Englert, C. S. (1998). Chapter 8: From deficit thinking to social constructivism: A review of theory, research, and practice in special education. *Review of research in education*, 23(1), 277-307.

## **Appendix 1**

### **SURVEY ON LITERACY IN ELT**

Following questions are intended to explore your perceptions on literacy in English Language Teaching (ELT). There is no right or wrong answer and your reflections are important, so please feel free to answer the questions in a truthful manner.

Please note that:

Literacy is accepted as:

*the ability to read and use written information and to write in a range of contexts. Literacy involves the integration of speaking, listening and critical thinking with reading and writing. Effective literacy is intrinsically purposeful, flexible and dynamic and continues to develop throughout an individual's lifetime (Australia's Language and Literacy Policy Companion Volume to the Policy Paper, 1991).*  
*Thank you for your participation.*

#### **I. Personal Information**

**1. Gender:**

- a. Male                                      b. Female

**2. Your age:** \_\_\_\_\_





b. No, because .....

**10.** Do you think that critical thinking is a part of literacy skills?

a. Yes                      b. No

If yes, please specify your reasons.

.....  
.....  
.....  
.....