



## 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.