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Çoklu okuryazarlık sistemini benimseyen İngilizce öğretmenlerinin başarı ve mücadeleleri

Successes and struggles of EFL teachers adopting multiliteracies framework in the classroom

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ÖZ

Geleneksel matbaa basımı kalıbından çıkarak gelişen okuryazarlık; yeni anlayışların, uygulamaların ve pedagojilerin gelişmesine yol açmıştır. New London Group (1996) bu uygulamalara “çoklu okuryazarlık” adını vermiştir. Çoklu okuryazarlık, yerel, kültürel ve dilsel farklılıkları dünya bütünlüğünü savunarak çeşitli iletişim teknolojilerinin kullanımıyla öğretmektir. Sosyal, kültürel ve tarihsel farkındalığa sahip öğrenciler yetiştirmek amacıyla, teknolojik okur yazarlık ve çok modluluk ile gerçek iletişim zenginleştirilmektedir. İngilizce öğretimi bu sebeple önem kazanmaktadır çünkü İngilizce artık ne bir azınlık tarafından konuşulmaktadır ne de sadece bir topluma aittir. Buna ilişkin olarak, İngilizce öğretmenleri teknoloji kullanımının yanı sıra kültürel ve dilsel farklılıkları öğretmek için gereken beceriler açısından uygun imkânlarla sahip olmalıdırlar. Bu makale çoklu okuryazarlık sistemini sınıflarında kullanan Türk öğretmenlerin deneyimlerini daha iyi çözümlemenin yollarını araştırmaktadır. Katılımcılardan güvenilir sonuçlar almak için nitel araştırma deseni kullanılmıştır. İlk olarak, öğretmenlerin teknoloji kullanımları ile ilgili yedi açık uçlu sorudan oluşan bir anket (Boche, 2014) 14 öğretmene uygulanmıştır. Daha sonra öğretmenler cevapları doğrultusunda iki gruba ayrılmıştır. İkinci aşamada, çoklu okuryazarlık sistemini sınıflarında kullanan öğretmenlerle, kültürel ve dilsel farklılıkları sınıflarında öğretip öğretmedikleri hakkında görüşmeler yapılmıştır. İngilizce öğretmenlerinin yaşadığı mücadelelere ve elde ettiği başarılarla değinilerek, sonuçlar İngilizce öğretmenlerini sınıftaki aktiviteleri konusunda daha iyi aydınlatmak için detaylı bir şekilde incelenmiştir.

Anahtar Sözcükler: Okuryazarlık pedagojisi, çoklu okuryazarlık pedagojisi, çok modluluk, çok dillilik, İngilizce dili öğretimi, İngilizce öğretmenleri

ABSTRACT

The literacy growing beyond the traditional print medium has led to the new understandings, practices and pedagogies. New London Group (1996) called these practices “multiliteracies” which refers to the way of combining local diversity and global connectedness together to teach through multiple forms of communicative technologies. By using technoliteracies and multimodalities, the genuine interaction is boosted for the purpose of raising socially, culturally and historically aware students. Teaching English, henceforth, is gaining importance at an unprecedented speed as it is neither spoken by only a minority nor does it belong to a single community. With respect to this, English teachers must have the necessary skills in terms of teaching cultural and linguistic diversities besides the ability to benefit from and utilize technology adequately. This research article investigates the ways to better understand the experiences of Turkish teachers who adopt multiliteracies framework in their classrooms implementing its goals. Qualitative research design was implemented to get credible results from practices of the participants. First, an open ended-questionnaire (Boche, 2014) was applied to 14 English teachers regarding their use of technology in their classrooms. The teachers were then categorized based on their answers into two groups. Secondly, the teachers who used multiliteracies framework in their classrooms were interviewed in depth about whether they teach cultural and linguistic diversities in their classrooms. The results were analyzed in a detailed way pointing to the successes and struggles with the integration of multiliteracies into the classroom in order to better inform English teachers with their practices.

Keywords: Literacy pedagogy, multiliteracy pedagogy, multimodality, multilingualism, English language teaching, English teachers

INTRODUCTION

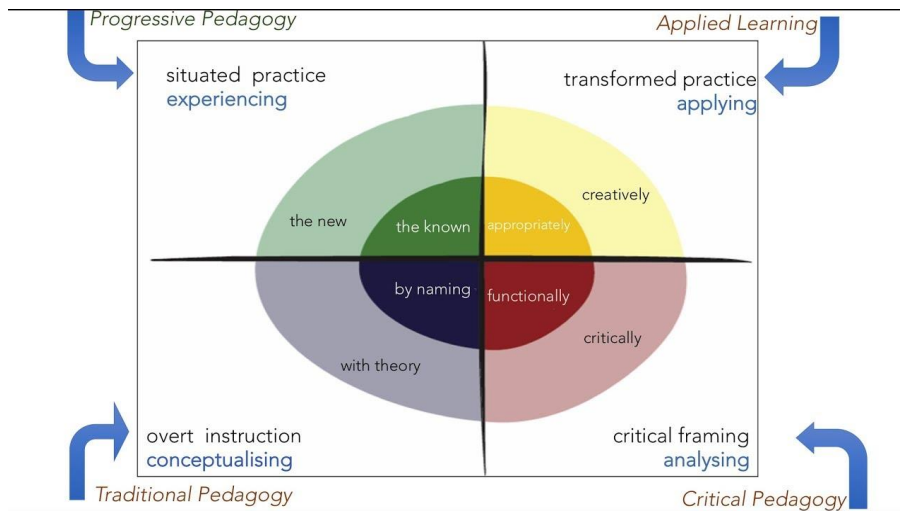
In this 21st century, the social interaction has been polished by the newest technological tools and undergirded by new forms of social practices. With the introduction and growing use of these new forms, it has become more likely to achieve communication at its best speed, which has given rise to the flow of culturally, historically and socially constructed interaction. Since interaction is reinforced by social, cultural and historical dimensions with new forms of social practices arriving, the term literacy has extended its definition to a broader context. The long-established definition of literacy - the ability to read and write- is no longer seen competent with the needs of people who intersect in different types of cultural contexts. According to the literacy studies from sociocultural perspective, it is an acknowledged fact that different literacies exist (Gee, 1996, 2000; New London Group, 1996). The emergence of different literacies has led to a significant pedagogical shift in the educational settings and put much emphasis on the classroom contexts as the most appropriate environment for students to gain the necessary skills to be digitally, culturally, socially, culturally and historically literate.

The new literacies ensure unprecedented ways of thinking, practicing and valuing with a wide variety of “texts, modes, practices, and the varied meanings of literacy learning in different situations and cultural contexts” (Alvermann & McLean, 2007, p. 3). The multiliteracies promote the use of new forms of social practices both in the classroom and outside the classroom with and under the name of the digital upheaval. In this sense, the classroom is regarded as a social space which “contains and produces resources for identity that come to it from many directions” (Leander & Zacher, 2007, p. 139). Thus, teachers - especially EFL teachers whose job is to introduce the students with new languages and cultures - consider this pedagogical shift as a gifted opportunity by which they could compass and navigate the beliefs, values and identities of learners (Yayli, 2009). With this present study, it is aimed to explore the successes and struggles of EFL teachers adopting multiliteracies framework in their classroom.

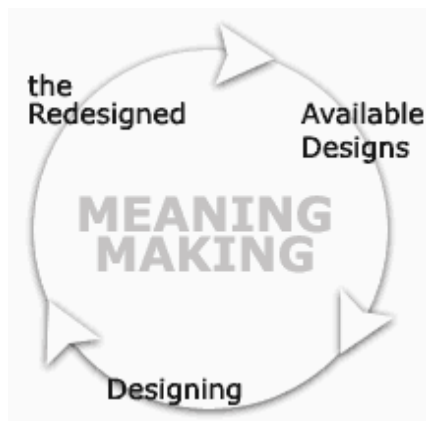
LITERATURE REVIEW

In this global village, as the recent term suggests, learning has been affected by social, economic and technological changes. The ways in which people used to communicate have started to leave their places to the black mirrors. The inevitable consequence of these changes has also been observed in educational settings, specifically in language learning, causing a sensation that “English is no longer a foreign language, but a basic skill” (Lasagabaster et al., 2014, p.2). As a corollary, this rapidly changing world calls for new educational dimensions and responses to communication barriers that arise from the lack of focus on expanding notions of literacy because “it is no longer possible to think about literacy in isolation from a vast array of social, technological and economic factors” (Kress, 2003, p.15). It is subsequently significant to comprehend what literacy has meant so far and will mean as the age advances and to what extent it will broaden its definitions. The New London Group (1996) defines literacy as having traditionally been only limited to read and write in page-bound, official, standard forms of the national language. It is, by definition, monolingual and monocultural and rule-governed forms of language. However, literacy does also include negotiating a multiplicity of discourses; that is why, the scope of literacy should be extended culturally and linguistically in globalized communities across the world.

The term “multiliteracies” refers to the way of combining local diversity and global connectedness together to teach through multiple forms of communicative technologies. Traditional literacy consists of reading, writing, listening and speaking. Multiliteracies theory, on the other hand, emphasizes the importance of creativity, technology and reflection of students besides only four skills. It simply focuses on real communication irrespective of linguistic or cultural differences, using multiple Englishes and multiple forms of communication. With the help of technology, the ultimate aim is to raise socially, culturally and historically aware students who are responsible for their own learning.

Figure 1*The Four Components of Multiliteracies (Adapted from Cope & Kalantzis, 2015)*

The New London Group (1996) proposes that multiliteracies pedagogy includes four components (see Figure 1). The first, situated practice, draws on experience of meaning-making in specific contexts. This meaning-making is unique for each participant and authentic to their contexts in that they combine the new with the known. The second component, overt instruction, develops an explicit meta-language to support active interventions that pave the way for student learning. The third component, critical framing, makes sense of situated practice and overt instruction by rendering the social contexts and purposes pertinent to meaning making. The ultimate goal is the last component, which is to enact transformed practice where students, as meaning makers, become designers themselves and responsible for their own learning.

Figure 2*The Processes of Meaning Making (Adapted from The New London Group 2000:19-23)*

This pedagogy comprises three crucial processes (see Figure 2) for students. The available designs are first examined and redesigned with appropriate technologies. The students are asked to critically reflect on both of the available designs and designing processes. At the end of this critical reflection, the redesigned process shows that the students are capable of remaking and transforming sets of representational resources instead of just consuming or using the stable systems. The redesigned process employs a plethora of multiplicity of modes that are yielded in textual compositions. Teachers are required to equip students with the necessary skills to help them successfully participate in these processes. It is a must for teachers and

teacher educators to develop “nuanced and critical understandings of these technologies and the literacies with which they are associated” (Swenson, Young, McGrail, Rozema, &Whitin, 2006, p. 353). With this specific and significant reason, examining the practices of teachers in order to gain insights on English education is vital in this dynamic world. Parallely, Gu (2018) addressed the crucial processes of multiliteracy pedagogy in an international conference on contemporary education. The paper focused on the prior designs, the process of designing and redesigns in a progressive way. It was announced that students could actively participate in social activities, and subsequently they could gain automatic communication skills. They could also acquire the ability to compare original sources and reconstruct their own knowledge by redesigning the available designs and frameworks.

The term multiliteracy has gained importance since the world started to be more multicultural and multilingual as a result of the most basic yet simple need for people to survive with ease in this 21st century technology. New London Group (1996) calls “multiliteracies”, “one in which language and other modes of meaning are dynamic representational resources, constantly being remade by their users as they work to achieve their various cultural purposes” (Cope & Kalantzis, 2000, p. 5). This digital era, fortunately, helps one reach the far end of the world but “the key communicative challenge is to be able to cross linguistic and cultural boundaries, both in the real and virtual world” (Dupuy, 2011, p.22). To be able to help our students cross these boundaries, as educators who are the most responsible stakeholders of the learning process, we should employ more authentic tasks in conformity with the needs of the students basing our teaching on robust theories, which can be managed through multiliteracies theory.

The last two decades have witnessed the big shift from traditional literacy to multiliteracy, a more “diverse range of media and cultural frameworks” (Pegrum, 2009, p. 36). In the New London Group’s definition of multiliteracies, it has been well established that multiliteracies reflect the dynamic relationship between individuals and the discourses that their cultural, social, historical, economic and political contexts draw on. These discourses have become more multifaceted as the scope of literacy expands to a wider range and calls for more skills to be involved in the multimodal nature of the world.

Kress (2003) puts the multimodal competence or multimodality at the very center of this new kind of literacy where students’ aural, visual and digital literacy are matched. In order for students to understand and utilize the power of images and sounds as well as the digital literacy they need to adapt to new forms, teachers must be aware of the challenges that the students might face. Therefore, teacher education programs are the first target to be examined as to whether they meet the standards of the new literacy and prepare English teachers to fit in it (Dickson, Smagorinsky, et al., 2009). In his book, Hanauer (2006) lays stress on the multiliteracies and multimodalities in the process of learning science. The shifts from one mode of the communication to the other prove that different modes of representation reinforce each other and ameliorate the negotiation of scientific understanding. Given the teachers’ roles, multiliteracy makes a major contribution to the scientific knowledge in the science inquiry classroom.

Studies Related to the Teacher Education and Teachers’ Roles

Several studies related to the teacher education programs and the roles of the teachers in teaching multiliteracies have settled on the fact that multiliteracy pedagogy offers incontrovertible virtues not only for in-service teachers but pre-service teachers as well. To exemplify, Rowsell, Kosnik and Beck (2008) argued the nature of multiliteracies in their paper highlighting *recognition of diverse language forms, attention to both new and continuing literacy forms, a very broad conception of literacy, an inclusive, critical approach to literacy, balancing of sociocultural and individual perspectives, and a constructivist, dialogical approach to literacy teaching*. They mainly concentrated on the New London Group’s writings and called for the urgent need of literacy education in pre-service teacher education. They also drew attention the dearth of clarity about the nature of the approach; *a narrow range of literacy forms being*

fostered, insufficient explicit discussion of inclusion and critique, lack of attention to differences within groups and similarities across groups, and insufficient focus on the individual life worlds of pupils. Furthermore, Corkett and Benevides (2015) examined the pre-service teachers' beliefs towards multiliteracies in their classrooms and discovered that pre-teachers' self-efficacy in technology integration classes would help them develop effective skills for the new age. However, these skills should not be confined only to language and literacy classes; instead, they should be expanded and utilized in a wide range of academic courses.

As to the in-service teachers, Boche (2014) conducted a substantial study with five teachers who are in their first years of using multiliteracies in their classrooms. The teachers were asked about what it is to be multiliterate in this century and their use of technology in their classrooms. The impacts of technology on teaching, learning and conceptions of literacy and the intersection of technology and this recently recognized literacy are framed and validated through the understandings and experiences of teachers.

"Although a monolingual teacher cannot actually "teach" students' native languages, that teacher can create a multiliterate community" (Schwarzer, Haywood & Lorenzen, 2003, p.455). It was attempted to discover if a monolingual teacher could foster language learning through supporting linguistic diversities in the classroom. According to the constant observations and assignments gathered from the students, a decreased use of native languages both at home and in class was notably seen over time. The students also benefitted from this unique multiliterate setting by learning some basics in each other's native language through multiliteracies. They outlined ten beginning ideas for monolingual teachers so that they could foster multiliteracies in their classrooms. In her seminal study, Giampapa (2010) carried out an ethnographic study in Coppard Glen Public School in Canada, which had multi-racial, multilingual and multicultural backgrounds, with a committee of 12 teachers, one of whom is both the head of the committee and collaborator of this action research. According to the results, highlighting the identities of different cultures and languages has contributed to the development of students both academically and individually. Making diverse identities come to the fore has reframed students' linguistic and cultural resources as well as making them masters at using digital tools in order to survive in this rapidly changing world.

Studies Related to the Digital Literacy

The major shifts in education with the arrival of Internet to our houses have fostered the literacy skills of people, from two-year-old babies to the elderly with a walking stick. The babies are born into a multiliterate world while the older ones have to face some troubles adapting to the new world. The speed of and access to technology or digital media made itself an inevitable part of the term 'multiliteracy' both inside and outside of school. Leino, Linnakyla and Malin (2004) outlined the profiles of Finnish students, grouping them into six clusters in parallel to the clusters in PISA. According to the results, Finnish students do not make up a homogenous literacy culture due to many reasons such as gender and socio-economic status. Similarly, Briere and Wilson (2018) revealed out of ordinary findings in their study which was set out in a rural high school in Canada with an aim to determine the multiliteracy preferences and practices of the students. They found out that print books were the most preferred tools while e-comics were preferred the least despite the new trends in the education. Additionally, they also demonstrated that the older students tended to favor traditional literacy whereas the younger ones preferred the digital literacy more.

Studies Related to the Cultural Diversities

Over twenty cohort studies in this section have shown the effectiveness of multiliteracies both at home and in the classrooms from a wide range of diversified perspectives. Nevertheless, Duncum (2004) underlined the need for multiliteracy and multimodality for art education, emphasizing the importance of the relationship between visual and auditory dimensions to the cognition. He states that multiliteracy refers to two phenomena concerning art education: first,

any cultural form is understood through multiple texts and second this understanding is built through multiple communicative modes. However, he clearly supports that the recorded interests in multiliteracy have been inclined to only reading and writing activities rather than interpreting the cultural forms in his informative paper.

To my best knowledge, among the relevant studies so far, only a limited number of them dealt with multiliteracies from a cultural perspective. The cultural diversities and linguistic differences have not been sufficiently put under an investigation as the definition of the multiliteracy term refers. In contrast, multiliteracy pedagogy has been acknowledged as the technological practices, which are the tools of teaching cultures as the definition of term suggests. Concerning this matter, Räsänen (2012) reported that a teacher has to have a multiroled identity in order to teach multiple cultures and languages through multimodalities and visual literacies. According to this study, language, ability, age, gender, residence, social group, ethnicity and world view are the aspects of cultural identity formation, which underlines the essence of multiliteracies as well.

In essence of the definitions of these important terms, even though multiliteracies theory promises to foster the language learning, there are still some obstacles in applying such theories due to the teachers' lack of knowledge about the latest trends in literacy pedagogy or technology, unfavorable conditions at schools and simply teachers or students' reluctance to learn. Since the 90s, there has been modest number of studies attempted to probe into multiliteracy and its development as a skill for both teachers and students; however, there is still too much to discuss and reveal about its implementation since it is of prime importance to be aware of its benefits unless we want to have trouble in this new type of communication as our age demands. Therefore, this study aims to inform the teachers about this modern literacy and raise their awareness of its importance and show the successes and struggles of the teachers who already use multiliteracies theory in their education. More importantly, there is not an available study in Turkish setting related to multiliteracies theory due to its short lifespan in the literature. In particular, this paper seeks to address following research questions:

1. What are the understandings of English teachers about multiliteracies as in-service teachers?
2. Do these English teachers adopt multiliteracies in their classrooms? If yes, how do these English teachers apply their understandings of and experiences with multiliteracies in their classroom teaching?
3. Do these English teachers raise students' awareness towards cultural and linguistic diversities around the world? If yes, how do they boost cultural and linguistic diversities using technology?
4. What are the successes and struggles of these teachers adopting multiliteracies framework in the classroom?

METHODOLOGY

Research Design

In this study, quantitative research design was preferred in order to collect comprehensive data from EFL teachers. It was aimed to include as many teachers as possible from different types of schools and cities in Turkey in that information provided by the teachers described and revealed their present practices and ideas about multiliteracies theory.

Sampling

Fourteen EFL teachers in Turkey (3 male, 11 female) took the questionnaire. They were further asked to give information about the school type that they work in (7 State School, 6 Private School, 1 No Experience), their educational level (12 BA, 2 MA), years of experience in teaching (10 of them are 0-5 year-old teachers and 4 of them are +5 year-old teachers). They are currently teaching and deployed in a wide range of schools across Turkey, except for one

participant who is doing a master's degree. Participants were reached through convenience sampling. The rationale behind the convenience sampling was that researchers aimed to reach EFL teachers from different regions of the country to see if any differences occur for the issue in question. The imbalance in gender of participants might affect the results of the research, which will be discussed in the conclusion of this present study as limitations and future research suggestions.

The Instruments

An open-ended questionnaire suggested by Boche (2014) was used to gather the data. The open-ended questionnaire was followed by interview questions prepared by Boche (2014). However, as the interview section was organized in semi-structured fashion, researchers came up with additional questions based on the responses elicited from the open-ended questionnaire. These extra questions focused on participants' use of multiliteracies in cultural and social contexts.

Procedure

The questionnaire included 7 questions and was completed before the beginning of the second term of 2019-2020 educational Year. In the first exceptional question, the teachers were requested to rank elements from 1 to 5 as being the most important and least important when they get prepared for their teaching. The teachers were asked to describe the terms literacy and multiliteracy respectively and in the following questions, they were asked further as to whether their teacher educational programs prepared them to teach multiliteracies, they had any experiences with multiliteracies in their classrooms and they would plan to integrate technology into classroom as multiliteracy theory requires. The teachers were suggested to write as many characters as they could because their answers would provide data which was of great importance to this study. The questionnaire could be filled in up to 5 minutes with ease.

After the questionnaire was implemented, a semi-structured interview was arranged with the two teachers who participated in the first questionnaire. The researchers first aimed to make face-to-face interviews in order to better understand the teachers by paying attention to their body gestures and facial gestures; however, due to the outbreak of Covid-19, the questions included in the interview were asked to the teachers through video-calls on Zoom. Each interview lasted almost 15 minutes and was recorded (thirty-five minutes of recording in total) and transcribed simultaneously and meticulously. Some of the interview questions were prepared by the researchers based on the teachers' answers obtained from the questionnaire applied formerly. In the questionnaire, multiliteracy theory was only handled from one perspective: technology use in the class. In the interview, researchers moved as to the responses coming from the first questionnaire and accordingly, the teachers were asked questions that showed the greater scope of multiliteracy theory including the promotion of subcultures and transformed practice.

Data Analysis

On the open-ended responses coming from the first questionnaire and the transcribed data coming from the interview section, written content analysis was conducted and a descriptive approach was adopted so as to have an in-depth understanding of teachers' perspectives on the issue. In order to provide inter-reliability in data analysis, the data was revisited with the help of a colleague and an agreement was reached.

Statement of Publication Ethics

As authors, we state that we have followed all the principles within the scope of "Higher Education Council's Directive on Scientific Research and Publication Ethics" in all of the process starting from planning and conducting this research to data collection and analysis. We also

declare that we have not put any kind of acts into practice stated under the title of “Scientific Research and Deviant Acts for Publication Ethics” in the second part of the directive.

This work submitted for publication has not been published in or submitted to another academic publication medium. In the writing process of this research article, the scientific, ethical and quotation rules were taken into consideration and no alteration was made on the gathered data.

It is required to report that informed consent form has been signed in case reports.

Research Ethics Committee Approval Information

The committee involved in ethics evaluation: Kocaeli University Social and Human Sciences Ethics Committee

The date of ethics evaluation: 11/06/2020

The serial number of the document of ethics evaluation: 10017888-044 – 2020/08-10

FINDINGS and DISCUSSION

Different understandings, ideas and practices towards the use of multiliteracies were appeared to be possessed by the participants of this study mainly due to the lack of related courses in their pre-teacher education programs and their teaching environments. The viewpoints of the teachers were discussed and shown in-depth under the relevant research questions.

Research Question 1: What are the Understandings of English Teachers about Multiliteracies as In-service Teachers?

The participants were asked to define the term literacy at first. Out of 14 teachers, eight of them described the term as being able to read and write, as a very traditional, common and even superficial view of point towards literacy. Three of the teachers, in contrast, described it as being able to use four skills of a language by extending the term’s scope to a larger extent; nevertheless, it was still limited to the language itself. However, the term no longer applies to reading, writing or using four skills in an effective way. In the same vein, three of the teachers showed their beliefs about being literate as adding the dimension of being capable and competent in any area besides the ability to read and write and use four skills of the language.

T11: Literacy is the presentation of a subject matter. For example; digital literacy. Literacy is like an inventory. The knowledge and ability in a specific topic.

T13: Literacy is the competence and knowledge of a specific area

It can be said from the findings that most of the participants (n=8) are traditionally familiar with the term literacy and the rest (n=6) is of the opinion that it is more than a rule-governed monolingual ability which has evolved into multiple forms of discourses as the age advanced. It requires more competences of different areas such as creativity and critical framing than solely reading and writing in order to survive in this age; therefore, the inevitable extension of the term was strongly needed to meet the needs of the students who were born to this age as multiliteracies pedagogy argues.

In order to better evaluate the practices of participants, it was felt necessary to check their understanding of the multiliteracies. The findings from the participants showed that they held a common understanding towards multiliteracies referring to its scope as having varieties or using multiple channels during communication. Multiliteracy theory is mostly acknowledged as the integration of technology such as smart boards, video-clips, songs and applications and other sources of communication such as body languages and reflection of students in the classroom settings. It is true that this theory is highly associated with the use of technology, however, it simply focuses on real communication irrespective of linguistic or cultural differences, using multiple Englishes and multiple forms of communication with the help of technology with an aim to raise socially, culturally and historically aware students who are responsible for their

own learning. In the light of this specific but broad goal of multiliteracies, the consensus over the definition of the term showed that the participants in this study skip the cultural, historical and social aspects of being multiliterate. It can be exemplified from the best examples below.

T4: As far as I can tell, it is the ability to use a variety of different aspects in the classroom and also trying to make learners more open-minded about learning a second language.

T13: Multiliteracy is the ability to identify, interpret, create, and communicate meaning across a variety of visual, oral, corporal, musical and alphabetical forms of communication

As can be seen from these two answers above, the teachers defined the term multiliteracies in no small measure that could be neglected. They agreed on some major points which multiliteracy theory is based on; nonetheless, only a small minority of the participants (n=2) tried to define the term wholly, including using technology and promoting cultural, social and economic facets which are regarded as indispensable for a language and its users. In Turkey, like in many countries, the literacy is described classically and multiliteracies is hardly ever a matter of issue. However, the pedagogical implications of multiliteracies put forward the social reality rather than the individual one (Yayli, 2009).

T7: Besides literacy (4 skills and visuals) multiliteracies have more programs, techniques and materials to teach such as using technology, using different cultures etc. It is very effective to learn a language.

T9: Multiliteracy involves an awareness of the social, economic and wider cultural factors that frame communication.

By looking into the definitions above, we can conclude that these two teachers defend that teaching English through multiliteracies calls for a special dimension called culture. Teaching cultures and sub-cultures through the facilities of technological developments within the teaching programs is emphasized in the lines of teachers' expressions rather than the uninspired ability to read and write and use technology disjointly. In contrast, the integration of multiple literacies offer more favorable circumstances as "this multimodal methodology provided rich and multilayered understanding of the teachers' pedagogies and the students' experiences of these pedagogies" (Ntelioglou, 2012, p.291).

To address the reasons for such a small number of participants being able to name multiliteracies consciously, teacher education programs are first to be investigated. The teachers were asked if they had undertaken any related programs regarding multiliteracies at universities or independent institutions before. The answers shockingly showed that none of them received such programs before they started teaching. Still, they stated that they were advised to blend different types of channels into their teaching as could be seen from the examples below. As in the study of Rowsell, Kosnik and Beck (2008), the findings of this present study similarly showed the inevitable need of literacy education in pre-service teacher education.

T3: It wasn't specifically thought under the name of 'multiliteracy' but it was always imposed on me that we have to keep up with currency in teaching and not be bound to only four skills, that there are other ways of reaching the students and teaching them.

T4: During my teacher education, we were always taught to be versatile, innovative, idealistic and open-minded. That was the very base of our ELT department.

T14: They did not focus on the mentioned issue. However, we were always taught to include different materials including audios, images, or using body language so as to meet the individual needs of students.

Although all participants were graduates from different English teacher education programs across Turkey with different school types, ages and educational levels, preparing pre-service teachers to teach English through multiliteracies was not observed in the participants' answers. Their understandings of multiliteracies were simply influenced and shaped by the recommendations and impositions of their supervisors. The teachers were asked to put their genuine effort to catch up with the latest teaching trends in their classrooms without being prepared sufficiently. This condition can be a justification of what Corkett and Benevides (2015) discovered about pre-teachers' self-efficacy in technology integration classes. In their study, pre-service teachers' self-efficacy helped them catch up with efficient skills for the new era as indicated in this present study.

In order to ride the storms of teaching English in Turkey, teacher education programs firstly must be considered, revisited and prepared in accord with the constantly changing teaching environments in conformity with the goals of English curriculum. Thus, this study unfolds the fact that "pre-service teachers require numerous opportunities to develop the necessary knowledge and skills needed for their future classrooms, especially for complex concepts such as multiliteracies" (Boche, 2014, p.127). As literacy gained a broader perspective, it meant no longer just to read and write but to adapt to different situations. Today, these situations are mostly built on new technologies and it has become essential to guide students to use and benefit from them with adequate and neoteric teacher education programs enabling teachers to use different literacy strategies in different contexts.

Based on the statements above, it can be concluded that multiliteracies is gaining a relatively novel popularity among teachers since they were not involved in any education programs before. Additionally, these teachers are guided as being capable of adapting to multiple modalities and literacies in order to make learning effective and meet the demands of students. This part tried to demonstrate how the teachers defined literacy and multiliteracy terms and what position the multiliteracy theory held in their teacher education programs in a response to the first research question. Following their viewpoints, these teachers were asked further questions as to whether they would consider incorporating multiliteracies in their classrooms and, if yes, how they would apply their understandings and experiences with multiliteracies in their classroom teaching and what kinds of understandings and practices teachers were engaged with, which are aimed to be discussed via second research question.

Research Question 2: Do These English Teachers Adopt Multiliteracies in Their Classrooms? If Yes, How Do These English Teachers Apply Their Understandings of and Experiences with Multiliteracies in Their Classroom Teaching?

It is indisputably true that integrating multiliteracies into the classroom brings about its benefits together with its drawbacks even for teachers who are knowledgeable about the application of theory and skilled in using technology. Despite the fact that the teachers who took participation in this study never received related courses to multiliteracies in their teacher education programs, most of them (n=9) showed their favorable interests and attitudes towards incorporating multiliteracies in their classrooms stating such reasons that they needed to catch up with the current trends in teaching, update themselves, draw their students attention and make learning meaningful as shown in the examples below.

T2: Yes, I do because I find it beneficial. The world is changing thanks to technology and we need to update our learning and understanding accordingly.

T3: Yes. This world is changing and education with it. In order to reach my students, I need to be in touch with the currency. Understand what works for them. Multiliteracy enables me that.

T7: Yes. Because I like using different materials, technology or visual materials. They draw students' attention and it is more effective for learning.

No matter how it seems satisfying to find out that multiliteracy is a promising theory for English teachers, there are still robust obstacles faced when it comes to apply multiliteracies in the classroom. The motives behind teachers' unwillingness to use multiliteracies in their classrooms must be undisclosed and compensatory measures must be proposed.

T1: Unfortunately, not, corporation of multiliteracy is not possible in my classrooms' level of language.

T9: I have to learn some more information about multiliteracies before I plan this.

T11: For now, I do not plan. Because I work at a vocational high school, which means my students' readiness for integration of multiliteracies are low. I have very few lesson hours and I need to catch up on the national curriculum. Sorry...

According to the teachers' answers in response to the question whether they plan to incorporate multiliteracies in their classroom, the minority of them (n=5) uttered that they would not be able to teach English through the adoption of multiliteracies due to the inappropriate school type and low level of readiness of students, insufficient knowledge in terms of the application of the theory itself and concerns with the national curriculum in schools as stated in the examples below similar to the results of Boche's study (2014).

The participants of this present study were asked to describe their either positive or negative experiences with multiliteracies in order to reveal the challenges and profits of such an integration. Out of 14 teachers, only 2 of them stated that they thought they had experiences with multiliteracies, which can be regarded as very rare but predictable within the context of this study.

T3: When I was teaching 6th graders, I found news clips from different English-speaking countries, through a slide show, I showed them to my students. We underlined the similar words that have been used. It was a positive experience as in that, they raised their curiosity about the culture. And since it included visuals, it got their attention on the spot.

T3 obviously tried to blend the cultures of English-speaking countries with the purpose of enriching her teaching with multiple discourses, roles and identities of English. This particular activity helped students realize the available designs (the video clips) and redesign them with their own understanding and perception through the multiliteracy theory in base because she clearly stated that the activity raised their curiosity, which was a fundamental outcome of the theory itself. Taking out the borrowed words among the languages and showing videos from different countries are good examples of the promotion of linguistic and cultural diversities respectively. Using technology in order to promote these diversities is another dimension of multiliteracy theory which is called digital literacy. As Akayoğlu, Satar, Dikilitaş, Cirit & Korkmazgil (2020) state in their investigation of Turkish EFL teachers' digital literacy skills, "it is no longer sufficient for language teachers and pre-service teachers (PTs) to know how to use existing digital tools. They also need to be digitally literate in order to critically evaluate such tools and platforms for safe, wise, and productive use" (p.85). Thus, it would not be wrong to call that type of an activity an example of an application of multiliteracy theory.

T11: Once, I used a reality show to put specific chunks of English across for my students. My students grasped the contextual use of the chunks very quickly.

T11 also preferred the video clips, as the most useful way to attract students and fulfill the audience, to teach chunks of English. The teacher stated that the students could easily get the chunks within their own contexts paying attention to the discourse of the speech. It was a good way to produce ideas about the culture of a nation using reality shows where the context was clearly seen as it included the cultural, social and historical belongings as well as the language. This type of activity bears parallel practices and objectives to those of multiliteracy theory, as well.

Up to here, research questions 1 and 2 were tried to be explained using teachers' viewpoints regarding the questions from the 7-item open-ended questionnaire. In order to move on with the following research questions 3 and 4, a semi structured written interview was preferred with T3 and T11 since they were the only teachers who stated that they employed multiliteracies theory in some of their parts of teaching providing their positive experiences in their responses.

Research Question 3: Do These English Teachers Raise Students' Awareness Towards Cultural and Linguistic Diversities Around the World? If Yes, How Do They Boost Cultural and Linguistic Diversities Using Technology?

T3 was the first teacher who voluntarily took participation in the interview. From her viewpoints, it is understood that her teaching English is in a unique way because she tries to combine current events and authentic materials related to the content with teaching. To her opinion, these kinds of practices contribute greatly to the students' cultural awareness besides the ability to make use of and reconstruct available designs. These findings are familiar with what Gu (2018) suggests about the design processes in multiliteracy pedagogy. Through these hands-on activities, students automatically gain communication skills as well as cognitive skills such as comparing the original sources with the redesigned ones.

T3: Yes, my students' cultural awareness was raised thanks to the multiliteracies. For example, when we were learning about continents, I brought a map of one supercontinent called 'pangea'. I gave a brief history about continents, saying that our 7 continents right now were a one giant continent called pangea. Thanks to the earthquakes, which I taught them this word because of the recent earthquake we experienced as a city, they got separated. After I showed them and explained the map, I asked them to separate the pangea as they wished and create their own continents, they drew and colored, made their own maps.

T11 was the second teacher to be interviewed voluntarily. Her implementation of multiliteracies in her classes provided beneficial data for this research as well as encouraging and promising implications for English language teachers. When she was asked whether she used multiliteracies in order to leverage her students' awareness towards cultural and linguistic diversities in the world, she stated that she adopted multiliteracies in her own way in rapport with the content of teaching. She argued that the incapability of coursebooks in the expression of cultural issues prompted her to devote time to plan the teaching process and prepare materials appropriate for her students.

T11: I definitely think that it does. Because I believe that coursebooks or lesson plans do not provide necessary cultural information for students. Even if they do, they always talk about the same cultures or cultural issues. By using multiliteracies, we can decide what cultural information I will teach and how I will teach it. Because of this, it requires detailed planning in advance, and this planning process has benefits for teachers who make use of multiliteracies. Materials that I prepared by taking multiliteracies into consideration help my learners to become more culturally aware individuals and in the end of my presentation I always lead them to a discussion part, which enables their critical thinking skills.

Palilonis and Watt (2019) regard technology as the provider of such processes as making meaning effectively, expressing their message in diverse modes and formations, collaborating and communicating in digital settings. Since using technology is an incontrovertible fact of today's teaching, both teachers were asked to share their technological or cultural experiences that they had with their students. As an example to the cultural experience, T3 narrated the story of teaching about other cultures through video-clips. She, emphasizing the major role of multiliteracies, told that her students were able to get the chance to learn more about the traditions of other nations.

T3: Many things actually. To be more specific, we were learning about countries and I brought a video clip of Chinese traditions. Like in our country, how it was tradition to kiss the hands of the elderly, as a sign of respect, they have seen that each country has their own tradition. Multiliteracies mainly taught about the world that we are living in, not just Turkey.

As T11 highly attached great importance to the inclusion of each component of multiliteracies into her teaching practices, she did not rule out digital literacy. To be able to transfer cultural issues to the students, she first tried to check on her students' digital capacity and assist the ones who lack digital skills. She added further comments on her students' past experiences with multiliteracies from cultural and technological perspectives. As can be seen from T11's comments and actions, this study suggested resembling implications about the use of digital tools akin to Giampapa's study (2020) in which multiliteracies theory was found to be reframing students' cultural and linguistic resources as well as making them master of technology.

T11: When I first decided to integrate my lessons with technology, I assumed that my students were better than me while using technology. This is something many teachers expect I believe. The time proved to me that I was thinking wrong in fact. I think I forgot the fact that I was teaching at a state school which was located in an underdeveloped region of Turkey. In one course, I asked them to prepare a PowerPoint slide introducing Turkish culture to foreign students. I was asked millions of questions about how to do it. I was shocked. After seeing this, I started to take my students to computer labs twice a week. Through this way, I was able to teach them about both cultural issues and technological skills. During this process, I think both technology and cultural studies contributed to each other and made each other's presence more concrete and memorable.

In Räsänen's (2012) report, having a multiroled identity is a requisite for a teacher who teaches through multiple cultures and languages using multimodalities. This is clearly what T3 and T11 have undertaken in their classes because they try to promote their students in as many ways as possible. Both teachers think that multiliteracies theory definitely plays a key role in raising culturally, socially, historically and critically aware students. In her concrete example to the specific question, T3 managed to make her students think from a broader aspect in a single situation. In her example, the students clearly gained insights about dance styles of mentioned countries culturally, and socially in discussing the social discourse practices of these countries because of the geographical location.

T3: Yes, very much so. In my class, I once opened different dance styles from Ireland and Scotland. We find out why they were different from our dances. For example, one of the reasons was the cold weather. We found out how geography was making a difference. It changes their social interactions even. So yeah, raised their awareness, made them more open to otherness.

In T11's concrete example, the third component of multiliteracies – critical framing- is clearly observed. From this activity, she crossed the borders of languages and cultures and let her students view and think from a multidimensional standpoint. She successfully put the emphasis on the essence of multiliteracies by showing interesting traditions, which are indeed the images of the aspects of cultural identity formation like ethnicity, world view and social group as suggested in Räsänen's study.

T11: Yes, I think so but also the way a teacher deals with multiliteracies is important too. I would say the effectiveness of this technique is highly dependent on the teacher's performance. To give a concrete example, in one lesson I brought a presentation including interesting cultural practices from all around the world, in one culture, to show respect to the elderly, younger people kissed the feet of the older people. At first, my students found this very disgusting and weird; I asked them whether or not we had a similar practice and what the reason is for it. We started to discuss and in the end I

believe they started to see the core or underlying reasons why they have such a custom. Comparing the examples made them critical thinkers and their thinking was not restricted with linguistics, rather, they started to think from a multidimensional standpoint. Norms, national and global values, social and historical facts were mentioned in this discussion.

Both teachers provided splendid data for the questions by commenting on their practices in the classroom. Even though these two teachers did not receive any courses or programs related to multiliteracies, they performed parallel activities to the essence of multiliteracies. In order to keep up with the current teaching trends, these teachers try to update themselves and raise students who fit in the 21st century in social, cultural, historical and digital ways.

Research Question 4: What Are the Successes and Struggles of These Teachers Adopting Multiliteracies Framework in the Classroom?

At the end of the interview, the participant teachers were asked the final question regarding the successes and struggles of implementing multiliteracies in the classroom. T3 remarks that her practices prompt her students to expand the learning environment outside of the classroom. Teaching in that way creates a more positive environment for her students with higher levels of willingness to participate in culture based activities even if it is not an assignment or homework. She concludes that the biggest success of hers is to introduce the students with the openness to the otherness via multiliteracies. This specific ability to be open to the otherness is just what is needed in the acts of today's world. Therefore, other than teachers of other content courses, English teachers should take the responsibility of showing the students how to knock on and open the doors to the world.

T3: It's been always a success in the end. Students are open to newness more. For example, when I showed them the clip of Chinese traditions, most of my students in that class looked at the other countries traditions on their own, and shared with us the following week. So I can safely say, it helps us create willingness in students and carries the learning even outside of school because they are simulated and consciously raised.

According to T11, the facilities of multiliteracies outnumber its rigors as she believes the student-originated obstacles will be eliminated in time with the consistent attitudes of teachers. She highlights the fact that students become technologically, critically, culturally literate students as her primary success. She also states that language learning through multiliteracies provides a basis for rich and meaningful input for her students. As for the challenges, she complains about the socio-cultural and socioeconomic background of the students. As can be deduced from her statements, she struggles to break the negative attitudes of these biased students because they may have static and strict points of view towards English language learning, which hinders the well-implementation of multiliteracies.

T11: I think success is the end product that is shaped in learners' mind. They definitely become more aware individuals beside learning a foreign language. Multiliteracies also conceptualize language learning so they can find a ground for the input. Additionally, they meet new forms of literacies and become literate individuals from many perspectives. Technologically, critically, culturally literate individuals... this is amazing. When it comes to challenges, unfortunately, no one of the students is coming from the same socio-economic background, this is important since they come with specific mindset and they may have bias to what you are trying to teach. They have set in stone rules about learning a language, which is, for most of the time, memorizing vocabulary from bilingual lists. Believe me, changing this is too difficult, I always keep in mind that their resistance to this novel technique will weaken in time and they get used to it in the end. But, I want to say that again. I obtained wonderful results at the end of my implementations.

Both teachers believe that multiliteracy theory brings its successes alongside its struggles. The major success that both teachers agreed on is to make students more open to the other cultures pushing them to think in numerous critical aspects. Additionally, they become the master users of technology, which is a must in this age. With the combination of them, the students become more eager to learn by themselves and responsible for their own learning. Through multiliteracies, the students gain culturally, socially, critically and digitally more aware and competent identities. As for the challenges, students' socio-cultural backgrounds and socio-economic situations may interfere with the understandings of multiliteracy-based teaching and hamper their performances in the long run. However, it should be kept in mind that the world has a route and it is going upward. Eliminating the unpleasant circumstances and finding solutions to the problems is our duty as teachers pursuing new teacher roles in new literacies need more attention (Yayli, 2009).

CONCLUSION

In today's society, it is demanded that a literate person must be able to understand and respond to a wide variety of multiple and dynamic literacies (The National Council of Teachers of English, 2013). Technology, with all the intensity and complexity of its own, has taken an active role in the change of our lives irreversibly. Therefore, the 21st century teachers are required to continue to accommodate themselves to these shifts and carry on malleable enactments in their classrooms.

With this current study, it was aimed to inform teachers about the multiliteracies, how it is implemented in English language classrooms and what kind of successes and struggles that teachers face when adopting multiliteracies in the classroom. This study explored the understandings of 14 EFL teachers towards the use of multiliteracies in their classrooms through an open-ended questionnaire. None of the teachers that took participation in this study received any courses regarding multiliteracies in their pre-service education programs. Out of 14, only four of them were able to give satisfying definitions about multiliteracies including its all aspects. Out of these four teachers, only two of them accepted to be interviewed voluntarily in order to validate and better frame their experiences with multiliteracies. These two teachers were asked further questions about the cultural aspect of multiliteracies in addition to its digital aspect. What is concluded and suggested is to teach English through the presentation of cultures (i.e. the sub-cultures of English speaking nations) with the help of multimodalities, visual and digital tools. Adopting multiliteracies has yielded profits for these teachers as it helps to raise students' cultural awareness and to make them gain multiple identities by which they are able to develop empathy towards the world cultures. These practices have made sensations about English language and promoted its learning consequently.

The major changes in the field of teaching English call for multiliteracies-based teaching programs as the world is getting more multidimensional, multicultural, multiethnic and multimodal. English has become the common property of every nation and this has given rise to the necessity of developing understandings towards other cultures. Multiliteracies offer the best way to teach and raise learners who can do critical thinking with global values rather than trapped in their own monolingual monoculture. Therefore, pre-service teacher programs should consider including courses focused on multiliteracies in order to support teachers to be multi-literate in today's schools. Being English expert is not necessarily enough to teach effectively; in addition, teachers are asked to be literacy experts in the classrooms in order to perfectly align with the goals of teaching in this ever-changing world.

The results implies that teachers should allocate more time and room for the implementation of multiliteracies in their classrooms, rather than having separate lessons for improving students' literacies, such discourses can be embedded into their lesson plans. Authentic materials can be easily obtained thanks to the technology today. Besides, many technological tools such as Web 2.0 tools can be utilized by both teachers and students. Activities can be specifically designed for particular literacies, therefore enhancement of various literacy skills can be promoted at once.

Those are key points for pedagogical implications, however, it is important to note that needs of the students depend on the teaching context, so a post-method approach or an eclectic one is suggested for EFL teachers.

Limitations of the Study and Suggestions

One of the biggest limitations of this present study is the low generalizability. Firstly, 14 EFL teachers were asked open-ended questions using a questionnaire and two out of them were interviewed based on their well-descriptions of the term. Additionally, there was an imbalance between males and females. The limited and imbalanced number of participants casts doubt on the credibility referring to the generalizability of the findings to the extended population of EFL teachers. Further qualitative and quantitative research with a greater number of participants from different regions of Turkey would depict a more genuine picture of the current climate. Second limitation is the choice of instruments because classroom observations would make more realistic contributions to the study. We unfortunately could not gather data from the classrooms due to the outbreak of Covid-19, therefore, the study depended on the questionnaire and online interviews. The used questionnaire was taken from the study of Boche (2014), however, it failed to embrace the cultural aspect of multiliteracy theory. With the aim to make up this deficiency, we decided to interview with the teachers to discover their practices related to the cultural diversities around the world. Therefore, instruments aiming to measure teachers' understanding of multiliteracies should be constructed to be able get more credible results. The study concentrated solely on the successes and struggles of EFL teachers who employ multiliteracies in their classrooms, which can be the last detected limitation of this study. More research could be conducted from a student perspective and / or comparative studies about the perceptions of both teachers and students towards multiliteracies could be of great assistance in order to understand the nature of multiliteracies in depth and detail. The differences and similarities between the perceptions of teachers and students can lead the way for improvements and betterments in terms of the adoption of multiliteracy theory.

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The authors of this research article contributed equally to all research processes.

Declaration of Conflict of Interest

As the authors of this research, we declare that there is no conflict of interest.

Statement of Publication Ethics

As authors, we state that we have followed all the principles within the scope of "Higher Education Council's Directive on Scientific Research and Publication Ethics" in all of the process starting from planning and conducting this research to data collection and analysis. We also declare that we have not put any kind of acts into practice stated under the title of "Scientific Research and Deviant Acts for Publication Ethics" in the second part of the directive.

This work submitted for publication has not been published in or submitted to another academic publication medium. In the writing process of this research article, the scientific, ethical and quotation rules were taken into consideration and no alteration was made on the gathered data.

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GENİŞLETİLMİŞ ÖZET

Giriş

Değişen dünya ve gelişen teknolojiyle birlikte eğitim alanında büyük değişimler görülmektedir. Bu değişimlerin başında okuryazarlık terimi sadece okuma ve yazma becerilerinden sınırlanarak çoklu okuryazarlık becerileri gerektiren bir anlam genişlemesi yaşamıştır. Terim ilk defa New London Group (1996) tarafından ortaya atılmıştır. Geleneksel metot ve yaklaşımlar 21. yy öğrenci profiliyle uyum sağlamadığı için, çoklu okuryazarlık teorisi kendi öğrenmelerinden sorumlu, teknolojiyi iyi kullanabilen, sosyal, kültürel ve eleştirel farkındalığa sahip öğrencilerin yetiştirilmesini amaçlamaktadır. Bu amaç doğrultusunda, İngilizce öğretmenlerinin derslerinde bu teoriyi benimsemesi dünyada yapılan örnek çalışmalar ve araştırmacılar tarafından önerilmektedir. Bu çalışmalara göre; İngilizce dilini iletişim aracı olarak kullanarak, öğrencilerin yeni anlayışlar kazandığı, kültürel olarak yeni deneyimler edindiği ve kendi dil öğrenimlerine büyük katkı sağladığı görülmüştür. Son on yıldır birçok çalışmanın yapıldığı bu alana Türkiye’den örnek olan bu çalışma çoklu okuryazarlık teorisini derslerinde benimseyen İngilizce öğretmenlerinin elde ettiği başarıları ve karşılaştıkları zorlukları nitel araştırma yöntemleri ile göstermektedir.

Yöntem

Bu çalışmada nitel araştırma deseni benimsenmiştir. Araştırma yöntemi olarak katılımcı öğretmenlerden daha güvenilir yanıtlar almak için açık uçlu sorulardan oluşan bir anket (Boche, 2014) ve yarı yapılandırılmış görüşme yöntemleri kullanılmıştır. Çalışmaya katılan 14 öğretmenden ilk olarak yedi açık uçlu sorudan oluşan bir ankete katılmaları istenmiştir. Yapılan anket araştırmanın ilk iki araştırma sorusuna yanıt aramaktadır. Anket sonucunda öğretmenler çoklu okuryazarlık teorisi kullanımı ile alakalı verdikleri cevaplar doğrultusunda iki gruba ayrılmıştır. Derslerini bu teoriye dayanarak işleyen iki gönüllü öğretmenle ise son iki araştırma sorularını cevaplamaya yönelik görüşmeler yapılmıştır. Başta yüz yüze yapılması planlanan bu görüşmeler, dünyada baş gösteren Covid-19 salgını sebebiyle görüntülü arama yapılarak tamamlanmıştır.

Bulgular

Bu çalışma sadece 14 öğretmenle yürütüldüğü için herhangi bir genelleme yapılmaması gerektiği göz önünde bulundurularak, Türkiye’deki öğretmenler arasında çoklu okuryazarlık teorisinin pek duyulmadığı görülmüştür. Yapılan anket ve görüşmeler sonucunda öğretmenlerin yeni öğretim akımlarına ayak uydurmak için kendilerini sürekli güncel tuttukları ve öğrencilerini yeniliklere açmayı amaç edindikleri tespit edilmiştir.

Yapılan ankette ilk olarak öğretmenlerden okuryazarlık ve çoklu okuryazarlık terimlerini tanımlamaları istenmiştir. Anket sonuçlarına göre öğretmenleri birçoğu çoklu okuryazarlık terimiyle ilk defa karşılaştığı için tanımlarken tahminlerde bulunmuştur. 14 öğretmenden, dört tanesinin cevapları olumlu değerlendirilmiş ve buluntular kısmına iliştilmiştir. Daha sonra öğretmenlerden çoklu okuryazarlıkla alakalı daha önce herhangi bir programa katılıp katılmadıkları sorulmuştur. Ankete katılan hiçbir öğretmen daha önce çoklu okuryazarlıkla alakalı bir program almadığı saptanmıştır. Son olarak öğretmenlerden çoklu okuryazarlık teorisini dayalı olarak işledikleri derslerden varsa deneyimleri, yoksa bu modeli derslerinde kullanmayı düşünüp düşünmedikleri sorulmuştur. Öğretmenler çoğunlukla çoklu okuryazarlık teorisini; öğrencilerinin akademik seviyelerinin düşük olması, çalıştığı kurumun teknolojik alt yapısının yeterli olmayışı ve müfredat yetiştirmek zorunda olmaları gibi sebeplerden ötürü derslerine entegre edemeyeceklerini belirtmiştir.

Anket sonucunda öğretmenler çoklu okuryazarlık teorisini benimseyen ve benimsemeyenler olarak iki gruba ayrılmıştır. Benimseyen dört öğretmenden ikisi yarı yapılandırılmış görüşmeye gönüllü bir şekilde katılmışlardır. Yapılan görüşmelerde öğretmenlere çoklu okuryazarlık teorisine dayandırarak işledikleri derslerden somut örnekler vermeleri, bu teorinin

öğrencilerine ve kendilerine sosyal, kültürel ve eleştirel açıdan katkılarını anlatmaları istenmiştir. Öğretmenlerin verdikleri örneklerden yola çıkılarak, çoklu okuryazarlık teorisinin öğrenmeyi geleneksel olarak okuma ve yazma becerilerinin çok daha ötesine taşıdığı görülmüştür. Derslerde bu çerçevenin benimsenmesi ders içeriğini zenginleştirdiği için, öğrencinin teknoloji kullanımlarını attırmakla kalmayıp, farklı kültürlerle olan toleransını ve farkındalığını arttırmıştır. Öğrenciler kendi öğrenmelerinden sorumlu hale gelerek, eski ve yeni desenleri karşılaştırarak daha bilinçli ve eleştirel düşünmeye başlamışlardır. Tüm bu süreçler öğrencilerin İngilizce öğrenim sürecini kolaylaştırmış ve onların iletişim becerilerini arttırmıştır. Görüşmelere göre, bu teoriyi uygularken karşılaşılan en büyük problem ise öğrencilerin sosyo-kültürel değerleri ve sosyo-ekonomik durumudur. İngilizceye ve diğer dillere ve bu dillerin konuşanlarına yönelik benimsenen önyargılı tutum öğrencilerin öğrenmeleri üzerindeki en büyük engel olarak vurgulanmıştır.

Tartışma ve Sonuç

Günümüz toplumumuzda rahatlıkla iletişim kurmak için okuma ve yazma becerileri yetersizdir. Bu sebepten ötürü, okuryazarlık kelimesi önüne farklı isimler getirilerek farklı anlamlar kazandırılmıştır. Dijital okuryazarlık, medya okuryazarlığı vb. gibi birçok alanda yeni okuryazarlık alanları oluşmuştur. Bu değişimler eğitim-öğretim alanında da hissedilmiştir. Teknolojinin getirdiği yenilikler sonucunda eğitim öğretim süreçlerinde tek yönlü ve öğretmen merkezli öğretim modelleri terkedilerek yerine öğrenci merkezli çok yönlü modeller benimsenmiştir. Benimsenen bu modeller ile 21. yy öğrencilerinin ihtiyaçlarını gidermek, onları yaşadıkları çağa ayak uyduracak bir şekilde eğitmek hedeflenmiştir. Çoklu okuryazarlık etkin teknoloji kullanımıyla birlikte dünya kültürlerine karşı anlayışlar kazanmayı ve bu kültürlerle çok modlu iletişim araçlarıyla erişim sağlamayı savunur. Tarih, Coğrafya gibi diğer branş derslerinin aksine, İngilizce öğrenmek bir beceri olduğu için, İngilizce öğretmenlerinin derslerinde bu teoriyi benimsemeleri yapılan çalışmaların ortak bir sonucudur.

Bu çalışma ile çoklu okuryazarlık teorisi literatürüne Türkiye'den örnek bir çalışma yapılarak katkı sağlanması amaçlanmıştır. Elde edilen sonuçlar literatürde daha önce yer alan diğer çalışmalarla benzerlik göstermektedir. Sonuç olarak, İngilizce öğretmenlerinin bu modele dayalı ders işleyişlerinde karşılaşılabileceği zorlukları gidermeye yönelik önlemler alınmalıdır. Bu önlemler arasında ön plana çıkan en önemli adım İngilizce öğretmeni adaylarının üniversite eğitimleri boyunca çoklu yazarlıkla alakalı dersler ve programlar almalarıdır. Çalışmadaki hiçbir öğretmenin bu teoriyle alakalı herhangi bir ders almaması bu çalışmanın sonuçlarına daha az öğretmenin katılması açısından negatif olarak yansımıştır. Öğretmenler mesleklerine başladıktan sonra, hizmetiçi eğitimlerle desteklenmesi ve okulların teknolojik altyapılarının iyileştirilmesi ile bu teorinin daha çok İngilizce öğretmeni tarafından duyulacağı ve benimseneceği beklenmektedir.