

Integrating Multimodal Literacy Instruction into Turkish Language Teacher Education: An Action Research Study

Sait Tuzel

*Faculty of Education, Onsekiz Mart University, Canakkale, 17100, Turkey
E-mail: saidtuzel@gmail.com*

KEYWORDS Multimodal Text. Multimodal Literacy. Integration. Language Arts Education

ABSTRACT In the 21st century, literacy requires one to understand and create not only letters but also sounds and visuals in different ways because we are surrounded not only by words but also multimodal texts in which words, sounds and visuals are combined in various ways. The purpose of this study is to investigate means of integrating multimodal literacy instruction into Reading Education, a course included in the curriculum of Turkish Language Teaching, and to identify what skills prospective teachers are required to have in the process. The study was based on the action research approach. A total of 37 prospective teachers participated in Reading Education courses, which took place four hours a week for 14 weeks. The study concluded that the skills required fall into three categories, namely, ICT skills, digital pedagogy skills and content-related skills.