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Prospective English Language Teachers' Self-Efficacy Beliefs Towards Acquiring Language Skills: A Scale Development Study*

Aytaç Türkben[1] Şaban Çetin[2]

The objective of this study is to develop a measurement tool to evaluate the self-efficacy beliefs of pre-service English language teachers in relation to acquiring language skills. To this end, a comprehensive literature review was conducted, and an item pool was compiled through the consultation of experts. A draft scale form comprising 126 items was created by following the scale development stages as determined by a review of the literature. The items were submitted to expert opinions and transformed into a scale form with five Likert-style options. The developed scale was applied as a pilot study to 262 students studying in the 3rd and 4th grades of English Language Teaching departments of state universities in Ankara in the 2024-2025 academic year. Following the execution of an exploratory factor analysis on the data obtained from the pilot application of the scale developed for the purpose of assessing construct validity, it was determined that the scale in question consists of 55 items and seven sub-dimensions. The scale, with its 55 items and seven sub-dimensions, accounts for a total variance of 64,960%. The independent samples t-test results used to determine the discrimination of each item in the scale were significant (p≤.01). In addition, the Cronbach Alpha reliability coefficient of the developed scale was found to be 0.977. The reliability level for the listening sub-dimension is 0.946; the reliability level for the listening knowledge sub-dimension is 0.715; the reliability level for the writing sub-dimension is 0.910; the reliability level for the writing structure sub-dimension The reliability level for the reading comprehension sub-dimension is 0.831; the reliability level for the reading knowledge sub-dimension is 0.913; the reliability level for the speaking sub-dimension is 0.932.The results of the statistical analyses show that the Self-Efficacy Belief Scale for Acquiring Language Skills demonstrates sound psychometric properties.

Keywords: English, Language Skills, Self- Efficacy Beliefs

INTRODUCTION

Language is a human-specific means of communication, and when we examine all the competences and abilities that distinguish human beings from other species, it can be claimed that language is the most prominent skill. Language skill, which is regarded as a universal attribute, varies according to an individual's capacity to acquire and utilize language. The fact that human beings are a developing and constantly learning organism enables them to develop their language. The development of language is concomitant with that of culture. Ertan (2008) states that human beings can transfer what they have learnt from generation to generation by using their language. The 21st century has been defined as a period of rapid technological development. The emergence of new information in this acceleration, and the parallel increase in the speed of access to these innovations, has made it necessary for human beings to learn two or more foreign languages other than their mother tongue (Aliş, 2008). Yenen and Dursun (2020) state that proficiency in language is a necessity in both education and professional life in a globalizing world. In today's globalized environment, English has become the language of choice for international communication (Cooper, 1990). The dissolution of borders due to globalization has resulted in English becoming the lingua franca of international relations (Wardhaugh, 1987). In a similar way, Crystal (1987) characterized English as the preferred language in terms of the number of people using it and its use as the language of communication in the world.

The integration of English, recognized as the lingua franca of the globalized world, into educational programs and systems has become virtually obligatory. Specifically, the acquisition of English language competencies is an integral component of curricula (Arıkan, 2017; Büyükkantarcıoğlu, 2004; Doğançay-Aktuna, 1998; Kırkgöz, 2007). Notably, the integration of skill-oriented outcomes within curricula, along with the design and implementation of classroom activities aimed at facilitating student language acquisition, has emerged as a prevalent research focus. Chomsky (2006) explains that success in a foreign language is defined by the ability to express oneself in that language and to understand the people one deals with. In the light of this goal, it has become essential to focus on foreign language

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[1]Gazi University, aytacturkbenyds@gmail.com, orcid.org/ 0000-0002-4859-638X
[2]Gazi University, scetin@gazi.edu.tr, orcid.org/ 0000-0002-4319-5667

implementation of numerous projects and in-service training programs designed to enhance the competencies of educators.

In our country, a number of studies have been carried out with a view to increasing language acquisition in the context of foreign language education. These studies include the following: an increase in the English course to three hours per week as of the fourth grade with the extension of education to eight years without interruption in 1997; an increase in the duration of high school education to four years with the amendment made in 2005; and the addition of 10 hours of compulsory English course per week. program; 4+4+4 (primary school+middle school+high school) education system made in 2012 and starting the English course in the second grade of primary school (Kırkgöz, 2007; Gürsoy, Korkmaz & Damar, 2013). In addition to the modifications in educational curricula, the Ministry of National Education has initiated several projects. These include the Dynamic Education (DynEd) project, which was introduced in the final years of primary and secondary education in 2008, and the FATİH (Movement for Increasing Opportunities and Improving Technology) project, which was launched in 2010. The overarching objective of both projects is to enhance English language proficiency by providing technological devices to teachers and students, and by furnishing classrooms with smart boards. This transition marks a shift from a conventional to a contemporary understanding of education to a contemporary conception that seeks to benefit from technological advancements.

The updating of curricula and all project studies carried out within the possibilities of technology proved insufficient to achieve the desired success in the language acquisition process (Bağçeci & Yaşar, 2007). Consequently, there has been an emphasis on teacher training, with the notion that educators, as the primary stakeholders in the curriculum, should undergo training to develop language skills being prioritised (Gürsoy, Korkmaz, & Damar, 2013). In the pursuit of solutions to the challenges that may arise during the language acquisition process, measures have been implemented to provide English Language Teacher training at the primary school level within academic institutions. Additionally, the 'In-Service English Language Teacher Training and Development Unit' has been established within the framework of in-service training by the Ministry of National Education. However, it has been observed that these educational endeavors are not adequate to attain the desired outcomes in the language acquisition process (TEPAV & British Council, 2014). The English Proficiency Index, an annual event organized by the British Council, serves as a pertinent example of this phenomenon. Since 2011, Turkey has been systematically featured in the indices, consistently achieving 'Very Low or Low' rankings (EF, 2024).

In addition to the findings of international evaluations, studies conducted in Turkey have reached the same conclusion. For instance, TEPAV (2014) have asserted that, despite the numerous alterations and measures implemented over an extended period, English acquisition has not shown any significant advancement, failing to reach a level that can adequately meet the demands. It has been observed that, despite the augmentation of course hours within the 12-year uninterrupted education framework and the incorporation of technological facilities into the program and classrooms, a crucial element has persistently remained absent. It can be stated that the methods employed in the teaching of language skills, particularly in the context of language acquisition, are inadequate in achieving the desired outcome, resulting in the emergence of individuals who are proficient in language but are unable to utilize it effectively. A thorough analysis of the extant literature reveals a predominant focus on grammar rather than on the acquisition of language skills. However, it is important to recognize that language acquisition occurs through the utilization of language skills.

In the academic domain of language acquisition, four fundamental language skills are identified: listening, writing, reading and speaking. Among these skills, listening and reading are classified as comprehension skills, while speaking and writing are regarded as expression skills. According to Özbay, Bağcı and Uyar (2008), these skills are interconnected. In the context of daily life, verbal communication is typically emphasized.

According to Stephen Krashen's (1982) seminal studies on language acquisition and teaching, significant disparities exist between the two processes. Krashen (1982) asserts that in the context of acquisition, the individual learning the target language does so without adopting a defensive posture, i.e., without being consciously aware of it. Consequently, it can be stated that the language acquisition process is a considerable and prolonged endeavor. Another notable distinction is the relative indifference of language acquisition to grammatical rules. According to Krashen (1982), the development of the speaking skill in language acquisition is related to the amount of exposure to the target language. This is due to the fact that the language acquisition process is a considerable time commitment for the learner, necessitating continuous exposure to the target language over an extended period. As can be understood from these explanations in the literature, the main difference between acquisition and teaching is whether the language learning process is conscious or not. In other words, while language acquisition can be defined as a subconscious process, language teaching can be defined as a conscious and voluntary process.

Speaking is considered to be one of the four language skills (Hinkel, 2010; Brown, 2001). As a multifaceted skill, speaking is closely connected to a number of disciplines, including educational sciences, neurology, linguistics, psychology and sociology (Pawlak, Klimczak & Majer, 2011). While traditional methods such as memorizing and repeating dialogues are still employed, more contemporary approaches have emerged, including the communicative approach, content creation, task-based instruction and classroom activities (Nunan, 2003). However, the continued reliance on traditional methods may limit the progress of learners in developing their speaking skills.

Writing can be regarded as a language skill that is as significant as speaking in the context of language acquisition (Harmer, 2007). Rather than perceiving writing as a mechanical process, Harmer (2007) characterized it as a critical thinking process. An examination of the literature reveals that writing encompasses various dimensions, including content, organization, grammar, vocabulary, spelling and punctuation. Consequently, it can be stated that writing is a more challenging skill to acquire and teach than other language skills. Harmer (2007) emphasized that while speaking skills can be acquired naturally, writing skills should be taught by others. As with speaking skills, teachers should possess a range of methods and techniques for teaching writing skills and may need to believe that they can teach this skill to their students in different ways.

Reading skills are defined as those that contribute to language development in individuals learning a foreign language, with a particular emphasis on vocabulary acquisition, which serves as a foundation for subsequent speaking and listening skills. According to Grabe (2009), individuals aspiring to enhance their English proficiency should consider developing their reading abilities. However, it is important to point out that one of the most significant challenges in the field of education is the teaching and acquisition of reading skills (Dreyer & Nel, 2003).

Yıldırım (2012) argue that listening skills, which are considered to be a fundamental component of language acquisition, offer significant opportunities for individuals to develop their pronunciation and word usage. This assertion is supported by the findings of Çiftçi and Temizyürek (2008), who state that listening skills are a fundamental component of vocabulary learning and reading skills. This assertion is further substantiated by the findings of Çiftçi and Temizyürek (2008), who observed that individuals acquire their preschool knowledge, skills and thoughts primarily through listening.

It is understood from the preceding paragraph and the relevant studies in the literature that the process of acquiring language skills is very demanding, with the use of traditional methods having a particularly negative effect. In this case, the characteristics of language skills reveal the necessity of acquiring language rather than teaching language. It is the responsibility of educators to ensure the success of this initiative. In addition to developing their own skills, it is essential that teachers are familiar with a range of teaching methods and believe in their efficacy. They should be able to adapt these methods as necessary to suit different contexts and to teach the language to their students in a way that takes into account individual differences. This highlights the importance of teachers' beliefs

about their own capabilities. It is crucial to examine the self-efficacy beliefs of teachers, particularly prospective teachers, with regard to language acquisition, given the recognized intricacy of language skills in the process. In this regard, the self-efficacy beliefs of teachers and prospective teachers in relation to language acquisition are of significant relevance.

The fundamental concept of Social Learning Theory (Bandura, 1997) is that of self-efficacy belief. This was defined by Bandura and Schunk (1981) as the ability of people to organize and carry out the actions necessary to achieve specified types of performance. Teacher self-efficacy belief is a simple idea with effective results (Tschannen-Moran & Hoy, 2001). Teacher self-efficacy belief is related to teachers' belief that they can positively influence students who are reluctant and demotivated by knowing their own competencies and improving their deficiencies in order to achieve the goals and outcomes specified in the curriculum (Bandura, 1977).

A review of the extant literature reveals a considerable corpus of studies addressing the acquisition of language skills and self-efficacy beliefs. However, there is an absence of a scale measuring teachers' self-efficacy beliefs in relation to acquiring language skills. The present study aims to address this gap in the literature by developing a scale to measure the self-efficacy beliefs of pre-service English language teachers in relation to acquiring language skills.

In this context, the objective of the study was to develop the 'Self-Efficacy Belief Scale for Acquiring Language Skills' (SESEBLS) to determine the self-efficacy beliefs of pre-service English language teachers with regard to acquiring language skills.

METHOD

The data of the study were collected in accordance with the survey model, which is a research approach that aims to investigate and explain an existing situation or reality as it is. The survey model is based on the idea of examining all data obtained in the past or present about an object, a phenomenon, a situation or an individual (Balcı, 2022). The principal objective of this study is to provide a comprehensive description of pre-service teachers' self-efficacy beliefs concerning the acquisition of language skills in their current state.

Study Group

The data obtained from the scale applied to 262 prospective English language teachers studying in the 3rd and 4th grades of English Language Teaching at the Faculty of Education of state universities in Ankara were transferred to the SPSS program. Of the 262 prospective teachers who participated in the study, 170 were female participants and 92 were male participants, with the age range of the prospective teachers who responded to the scale items varying between 20 and 25. The study group comprised 93 pre-service teachers from the 3rd grade level and 169 pre-service teachers from the 4th grade level of English language teaching. Initially, an examination was conducted to ascertain the presence of erroneous coding and missing data in the data file. This revealed no instances of wrong coding or missing data. Subsequently, exploratory factor analysis (EFA) was employed to assess the construct validity of the developed scale.

Steps of Scale Development

The subsequent phases in the development of the self-efficacy belief scale for acquiring language skills (Tezbaşaran, 1997) were as follows:

1. Establishment of the material pool

At this stage, the related literature was examined, and the measurement tools developed for the studies decided to be relevant to the subject were also examined. In accordance with the scale development stages, following the formulation of the study's purpose and its intended audience, as well as the rationale for its application, potential scale items were identified in order to establish the scope and content of the scale. In the initial phase of the study, a comprehensive review of extant literature was conducted to ascertain prevailing perspectives on pedagogical methodologies employed by English

language teachers in the context of language skills acquisition in the classroom. This review included an evaluation of the strengths and weaknesses encountered during the planning, implementation, and subsequent refinement of these activities. Subsequent to this preliminary analysis, all identified items were subjected to a systematic evaluation process, aimed at ascertaining their alignment with the study's scope and objectives. This process involved the removal of items deemed to be irrelevant or superfluous. It is important to emphasize that considerable care was taken to ensure that the items in the item pool express the relevant situation in an intelligible manner, and that the scale items contain a single judgement, thought and affect characteristic and not more than one judgement, thought and affect characteristic. Following the careful examination of the items, the scale items were formed and presented to expert opinions.

2. Obtaining expert opinions

In order to determine the content validity of a series of scale items, eleven experts were consulted on the matter. The experts included three professors working in the fields of English Language Teaching, Turkish Language Teaching, and English Language and Literature, six doctoral faculty members, one doctoral lecturer, and one lecturer. Following the consultation of the experts, the scale items were analysed using the 'Content Validity Ratio Calculation - Lawshe Technique'. The content validity ratios were developed by Lawshe (1975). This approach, known as the Lawshe technique, consists of six stages.

a) Formation of the subject matter experts group
b) Preparation of candidate scale forms
c) Obtaining expert opinions
d) Obtaining the coverage validity rates for the items
e) Obtaining the scope validity indices of the scale
f) Creation of the final form according to the criteria of scope validity rates/indexes

In the Lawshe technique, a minimum of five and a maximum of forty expert opinions are required. Each item has been rated as 'suitable', 'partially suitable' or 'not suitable'. In addition to content validity, the understandability of the item and its appropriateness for the target audience have also been rated by experts. Accordingly, the opinions of experts on any item were collected to obtain the content validity ratios. The scope validity ratios (SVR) were obtained by subtracting one from the ratio of the number of experts who indicated the item was 'suitable' to the total number of experts who provided opinions on the item. The formula employed is 'KGO= [NG/(N/2)]-1'. In this formula, 'NG' denotes the number of experts who indicate that the item is 'Appropriate', and 'N' signifies the number of experts who have provided opinions on the item. If the KGO values are negative or contain a value of 0, such items are eliminated in the first stage. For items with positive KGO values, their significance is tested using statistical criteria. In the relevant literature, cumulative normal distribution has previously been utilised for the scope validity criteria. However, for the purpose of enhancing efficiency in the computational process, the minimum values of KGO (scope validity criteria) at the significance level of a = 0.05 were tabulated by Veneziano and Hooper (1997). Accordingly, the minimum values related to the number of experts also provide the statistical significance of the item. Given that the number of experts providing opinions was 11, the KGO critical value was determined to be '0.59', and items below this value were removed from the scale.

3. Creation of the preliminary test form and conducting the preliminary test

Following the implementation of item adjustments guided by expert opinions, the preliminary version of the scale has been finalised. A preliminary application was conducted with a group of 20 students to address any potential issues concerning the comprehensibility of the items. Students were requested to evaluate each item on a scale ranging from "completely understandable" to "not understandable at all." The results of these evaluations were utilised to determine the final version of the scale.

4. Conducting the preliminary application

A scale was applied to 262 prospective English teachers studying in the third and fourth years of the English Language Teaching department of the Faculty of Education at state universities in Ankara. The data obtained were then transferred to the SPSS program for analysis.

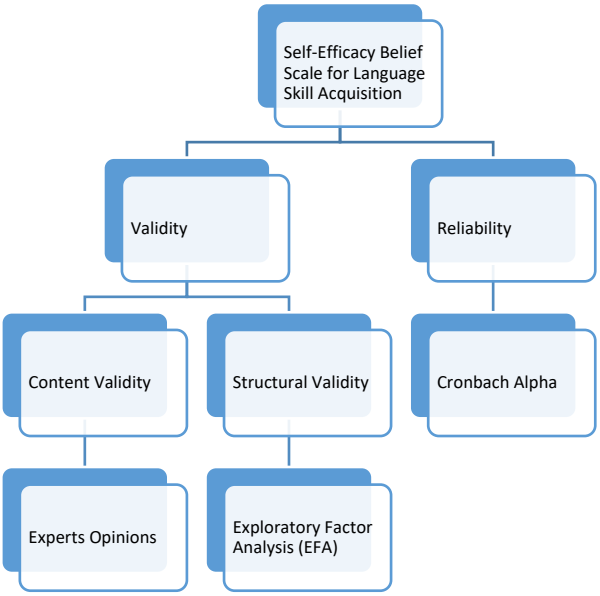
5. Conducting validity and reliability analyses based on the data obtained from the pilot study

In the present study, the initial step in the data analysis process entailed conducting a missing data analysis, which revealed that there was an absence of missing data in the dataset. The dataset's suitability for factor analysis was subsequently assessed, and following the determination of its suitability, the sphericity test was conducted. The Bartlett's Test of Sphericity is a test of whether the variance-covariance matrix is proportional to the identity matrix. The analysis result is expected to be significant. The factor extraction method was selected, and the rotation method was employed to clarify the factors.

FINDINGS

This section presents the findings of the validity and reliability analyses conducted on the scale.

Figure 1. Self-Efficacy Belief Scale for Language Skill Acquisition Validity and Reliability Stages



Analysis Results Regarding the Validity of the Scale

Exploratory factor analysis has been employed to determine the construct validity of the scale.

Exploratory Factor Analysis (EFA)

The data obtained from SESEBLS, applied to prospective teachers in their third and fourth years of study in the English Language Teaching department of state universities in Ankara, were transferred to a statistical software package. Initially, an examination was conducted to ascertain the presence of any errors in the data file or errors that may have occurred during coding. Subsequent to this, no missing data or incorrect coding was identified. Consequently, the obtained data were analysed using the principal component analysis method in accordance with the EFA application. The statistical analysis that can be performed on the data obtained in the research is contingent on various conditions. One of the most common applications of this approach is to determine whether the data obtained has a normal distribution characteristic (Taşpınar, 2017). The examination of normality distributions is instrumental in determining which tests are appropriate for the data in question. Consequently, in the initial stage, the normality distribution of the data was examined, and it was concluded that the distribution was normal. In order to determine the applicability of factor analysis to the data set, an examination was

conducted of the Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Sphericity values. KMO is a criterion for sampling adequacy, and the KMO value can take on different values between 0 and 1. In order to be applicable, the value obtained from KMO should not be below 0.500. In the event of this value being lower, it may be concluded that further data needs to be collected. Values between 0.500 and 0.700 are considered moderate; values between 0.700 and 0.800 are considered good; values between 0.800 and 0.900 are considered very good, and finally, values of 0.900 and above are considered excellent (Çokluk, Şekercioğlu & Büyüköztürk, 2010). The Barlett's Sphericity Test is utilised to determine whether the variance-covariance matrix is proportional to an identity matrix. In the event of a significant test result, it can be concluded that the global and variable can be considered to be normally distributed. However, it should be considered that this test is not without its limitations; namely, the result is influenced by the sample size. Consequently, as the sample size increases, the probability of obtaining a significant result also increases (Tabachnick & Fidell, 2013).

In view of the aforementioned reference information, the KMO value in the EFA conducted on the data was determined to be 0.954, and the Bartlett Sphericity test was determined to be 12275.166 ($p<.05$). It has been determined that the obtained data are appropriate values according to the previously explained literature. The inter-item correlation values were examined to determine which items in the item pool would be included in the scale. In the scale development process, it is important for the inter-item correlation values to fall within a specific range.

Table 1. Correlation Value and Its Meanings

Correlation Value	Meaning
0,3-0,7	Strong
0,1-0,3	Weak
<0,1	Insufficient

As demonstrated in Table 1, correlation values below 0.1 are considered inadequate, as it can be assumed that the items do not measure the same construct, which has a detrimental effect on the reliability and validity of the scale. Correlation values between 0.1 and 0.3 are acceptable; this range indicates that the items measure the same concept, but the relationship is weak. Ideally, correlations between 0.3 and 0.7 are desired, as these values indicate that the items strongly represent the same construct (DeVellis, 2016; Field, 2009; Nunnally & Bernstein, 1994; Kline, 2023; Crocker & Algina, 2006). This approach serves to enhance the consistency and homogeneity of the scale, thereby ensuring the reliability and validity of the measurements (DeVellis, 2016; Field, 2009; Nunnally & Bernstein, 1994; Kline, 2023; Crocker & Algina, 2006). Consequently, items exhibiting an inter-item correlation value above 0.1 ($p < .05$) were identified and retained in the scale.

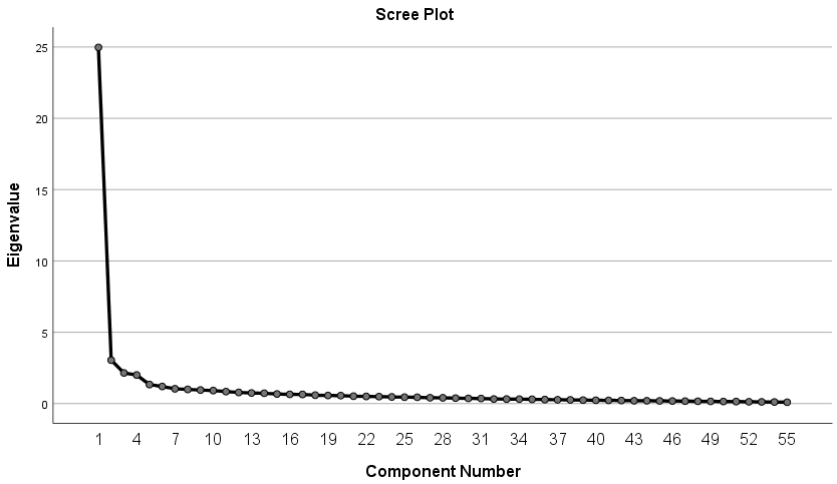
The difference between the load values of an item on two or more factors must exceed 0.10. In the event that the difference between the load values of an item in two factors is less than 0.10, said item is to be considered redundant and must be removed from the scale. It was determined through the analyses conducted that 42 items were redundant or had load values less than 0.10, and therefore these items were removed from the scale.

As previously outlined, following the exclusion of these items from the scale and analysis, the EFA was repeated. The items were then examined for grouping under factors by means of the Varimax orthogonal rotation method. In the Varimax orthogonal rotation table, items that demonstrated high correlation under multiple dimensions, as well as those that exhibited a correlation loading below 0.30 following rotation, were examined. Following this review, it was decided to exclude the unsuitable items from the scale and analysis. Following the removal of items lacking these characteristics, the final version of the scale was established with 55 items. Subsequent analysis resulted in a KMO coefficient of 0.955, and the Bartlett's Test of Sphericity was found to be significant (χ^2= 11190.302; $p<0.05$).

Consequently, the number of items was reduced to 55 by removing the unsuitable ones from the pool of 97 items.

An investigation was conducted to determine the entry load values of the items remaining on the scale. The lowest observed value was 0.541, while the highest was 0.754. To identify whether the 55 items exhibited factorization within themselves, the varimax axis rotation method was employed. Furthermore, a scree plot, which provides information about the number of factors, was utilised. The graph is shown in Figure 2.

Figure 2. Scree Plot After SESEBLS Factor Analysis



As demonstrated in the graph, there are seven factors with eigenvalues greater than 1. Following the implementation of Varimax axis rotation, the factors and the items under these factors have been identified with greater clarity. Consequently, it was determined that the items exhibited seven dimensions. The factors resulting from the rotation process and their explained variance levels are shown in Table 2.

Table 2. Factors Resulting from the Rotation Process

Items	Factors							Factor Eigenvalue	Explained Variance
	Listening	Writing	Speaking	Writing Structure	Reading Comprehension	Reading Knowledge	Listening Knowledge		
D8	0,802								
D7	0,778								
D10	0,651								
D23	0,639								
D2	0,632							45,403	45, 403
D9	0,626								
D12	0,622								
D11	0,621								
D5	0,580								
D17	0,548								
D20	0,539								
D3	0,536								
D6	0,453								
Y13		0,537							
Y15		0,535							

Y17	0,533						
Y14	0,509					50,937	5,534
Y16	0,504						
Y18	0,486						
K5		-0,819					
K8		-0,745					
K19		-0,744					
K4		-0,733					
K2		-0,665					
K3		-0,661				54,840	3,903
K6		-0,612					
K13		-0,579					
K12		-0,564					
K21		-0,505					
K15		-0,481					
Y3			0,717				
Y2			0,698				
Y4			0,667				
Y1			0,649				
Y7			0,630				
Y8			0,608			58,479	3,638
Y6			0,571			58,479	3,638
Y5			0,507				
Y11			0,499				
O2				0,721			
O8				0,699		60,905	2,426
O7				0,667			
O1				0,510			
O19					0,789		
O21					0,613		
O22					0,597		
O26					0,596		
O25					0,506		
O24					0,483	63,079	2,173
O18					0,480		
O23					0,457		
O16					0,445		
O17					0,423		
D15						0,605	
D14						0,426	64,960	1,882

The total explained variance of the 55-item, 7-subdimension SESEBLS is 64.960%. This indicates that 'SESEBLS explains 64.960% of the pre-service teachers' perceptions of competence in acquiring language skills.' This rate is regarded as high and adequate for the social and behavioural sciences, as evidenced by the extant literature (Büyüköztürk, 2013; Özdamar, 2018). The factors identified have been

categorised as follows: listening, writing, speaking, writing structure, reading comprehension, reading for information, and listening for information.

Findings on the Scale's Reliability

The Cronbach Alpha reliability levels for SESEBLS and its seven sub-dimensions have been calculated, with the reliability level for the entire scale measuring 0.977. Specifically, the Listening sub-dimension demonstrated a reliability level of 0.946, the Writing sub-dimension exhibited a reliability level of 0.910, the Speaking sub-dimension showed a reliability level of 0.932, and the Writing Structure sub-dimension presented a reliability level of 0.906; the reliability level for the Reading Comprehension sub-dimension is 0.831; the reliability level for the Reading Knowledge sub-dimension is 0.913; and the reliability level for the Listening Knowledge sub-dimension is 0.715. The obtained values are shown in Table 3.

Table 3. Cronbach Alpha Values and Item Counts of the Scale and Sub-Dimensions

		Cronbach Alpha	Item Numbers
Scale	SESEBLS	0,977	55
Sub-dimensions	Listening	0,946	13
	Writing	0,910	6
	Speaking	0,932	11
	Writing Structure	0,906	9
	Reading Comprehension	0,831	4
	Reading Knowledge	0,913	10
	Listening Knowledge	0,795	2

The present study investigates the item discrimination of the items remaining in the seven dimensions of the scale. To this end, comparisons were made between the lower and upper 27% groups on the items. The results of this study are presented in Table 4.

Table 4. t-Test Results for Scale Item and Total Scores by Upper and Lower Groups

Factors	Items	Groups	N	X	SS	t	sd	p
Reading	O1	Up %27	70	4,74	,530	8,382	138	,000
		Low %27	70	3,74	,846			
	O2	Up %27	70	4,73	,563	6,468	138	,000
		Low %27	70	3,96	,824			
	O7	Up %27	70	4,84	,367	9,135	138	,000
		Low %27	70	3,64	1,036			
	O8	Up %27	70	4,86	,352	8,857	138	,000
		Low %27	70	3,73	1,006			
	O16	Up %27	70	4,90	,347	8,495	138	,000
		Low %27	70	4,04	,770			
	O17	Up %27	70	4,79	,587	9,503	138	,000
		Low %27	70	3,64	,817			
	O18	Up %27	70	4,83	,450	10,424	138	,000
		Low %27	70	3,73	,760			
	O19	Up %27	70	4,93	,259	7,985	138	,000
		Low %27	70	4,13	,797			
	O21	Up %27	70	4,96	,204	11,231	138	,000
		Low %27	70	3,89	,772			
	O22	Up %27	70	4,96	,204	11,496	138	,000
		Low %27	70	3,89	,753			
	O23	Up %27	70	4,90	,302	10,792	138	,000
		Low %27	70	3,81	,786			
	O24	Up %27	70	4,91	,282	9,438	138	,000
		Low %27	70	3,90	,854			
	O25	Up %27	70	4,76	,494	9,819	138	,000
		Low %27	70	3,56	,895			
	O26	Up %27	70	4,93	,259	10,718	138	,000
		Low %27	70	3,89	,772			
	D2	Up %27	70	4,79	,478			

		Low %27	70	3,47	,756	12,291	138	,000
	D5	Up %27	70	4,79	,478	9,570	138	,000
		Low %27	70	3,61	,906			
	D6	Up %27	70	4,86	,352	9,666	138	,000
		Low %27	70	3,80	,844			
	D7	Up %27	70	4,79	,508	11,692	138	,000
		Low %27	70	3,34	,899			
	D3	Up %27	70	4,91	,282	11,853	138	,000
		Low %27	70	3,80	,734			
	D8	Up %27	70	4,71	,640	10,270	138	,000
		Low %27	70	3,24	1,013			
	D9	Up %27	70	4,84	,367	11,424	138	,000
		Low %27	70	3,61	,822			
Listening	D10	Up %27	70	4,79	,447	12,128	138	,000
		Low %27	70	3,30	,922			
	D11	Up %27	70	4,79	,611	11,104	138	,000
		Low %27	70	3,34	,899			
	D12	Up %27	70	4,84	,404	11,421	138	,000
		Low %27	70	3,50	,897			
	D17	Up %27	70	4,80	,403	12,762	138	,000
		Low %27	70	3,34	,866			
	D20	Up %27	70	4,89	,320	12,427	138	,000
		Low %27	70	3,63	,783			
	D23	Up %27	70	4,83	,416	12,026	138	,000
		Low %27	70	3,34	,946			
	D14	Up %27	70	4,91	,282	10,269	138	,000
		Low %27	70	3,74	,912			
	D15	Up %27	70	4,86	,391	7,941	138	,000
		Low %27	70	3,87	,962			
	Y1	Up %27	70	4,89	,363	9,909	138	,000
		Low %27	70	3,67	,959			
	Y2	Up %27	70	4,90	,347	10,190	138	,000
		Low %27	70	3,54	1,059			
	Y3	Up %27	70	4,89	,320	8,643	138	,000
		Low %27	70	3,74	1,059			
	Y4	Up %27	70	4,96	,204	8,635	138	,000
		Low %27	70	3,94	,961			
	Y5	Up %27	70	4,93	,259	11,477	138	,000
		Low %27	70	3,70	,857			
	Y6	Up %27	70	4,89	,363	10,586	138	,000
		Low %27	70	3,61	,937			
	Y7	Up %27	70	4,83	,450	9,602	138	,000
		Low %27	70	3,59	,985			
	Y8	Up %27	70	4,84	,470	10,245	138	,000
Writing		Low %27	70	3,49	1,004			
	Y11	Up %27	70	4,89	,363	9,252	138	,000
		Low %27	70	3,64	1,064			
	Y13	Up %27	70	4,93	,259	9,775	138	,000
		Low %27	70	3,87	,867			
	Y14	Up %27	70	4,96	,204	8,991	138	,000
		Low %27	70	3,96	,908			
	Y15	Up %27	70	4,91	,282	11,099	138	,000
		Low %27	70	3,80	,791			
	Y16	Up %27	70	4,93	,259	10,007	138	,000
		Low %27	70	3,96	,770			
	Y17	Up %27	70	4,90	,302	7,556	138	,000
		Low %27	70	4,03	,916			
	Y18	Up %27	70	4,91	,329	9,286	138	,000
		Low %27	70	3,74	1,003			
	K2	Up %27	70	4,87	,337	11,098	138	,000
		Low %27	70	3,54	,943			
	K3	Up %27	70	4,83	,450	11,602	138	,000
		Low %27	70	3,54	,811			
	K4	Up %27	70	4,89	,401	11,808	138	,000
		Low %27	70	3,37	,995			
	K5	Up %27	70	4,90	,347	10,626	138	,000
		Low %27	70	3,66	,915			
	K6	Up %27	70	4,91	,282	7,496	138	,000
		Low %27	70	4,03	,947			
	K8	Up %27	70	4,89	,401	10,446	138	,000
		Low %27	70	3,47	1,059			

Speaking	K12	Up %27	70	4,91	,282	9,311	138	,000
		Low %27	70	3,93	,840			
	K13	Up %27	70	4,96	,204	10,508	138	,000
		Low %27	70	3,96	,770			
	K15	Up %27	70	4,91	,329	10,612	138	,000
		Low %27	70	3,74	,863			
	K19	Up %27	70	4,87	,378	10,720	138	,000
		Low %27	70	3,61	,906			
	K21	Up %27	70	4,89	,363	12,145	138	,000
		Low %27	70	3,39	,967			

An examination of the t-test results presented in Table 4 reveals a statistically significant difference ($p<0.01$) between the means of the lower 27% and upper 27% groups. These groups were determined separately to assess the discriminative power of the items and total scores.

Following the validity and reliability analyses, it was established that the SESEBLS scale comprises 55 items. The scale utilises a five-point Likert format, with responses ranging from '1: Strongly Disagree' to '5: Strongly Agree'. The maximum attainable score on the scale is 275, while the minimum is 55. The scale demonstrates that teacher candidates who have attained high scores possess a strong belief in their capability to impart language skills.

RESULT and DISCUSSION

In the context of scientific studies, it is crucial to generate data that can yield effective results suitable for addressing the needs and adapting these effective results to the innovative understanding of the rapidly evolving world. Various techniques, including experimental, biophysical, and self-reporting methods derived from interviews, can be employed to identify these needs. Notably, scales have been a frequently employed method in seeking problems at their source and creating specific solutions for the issues reported. In summary, the use, adaptation, renewal, or development of scales occupies a pivotal role in scientific studies that focus on humans (Gökdemir & Yılmaz, 2023). Likert-type scales are the most frequently used type of scale among the various types of scales. In various fields and social sciences, numerous scales are used to measure the perceptions of language teachers or learners regarding language skills. The scales developed in these areas generally serve an educational purpose. It is evident that an understanding of teachers' and students' perspectives on language skills is instrumental in the selection of effective approaches and methods for language teaching. However, a review of the literature reveals a paucity of scales specifically designed to measure the self-efficacy beliefs of prospective teachers in relation to language acquisition. The subjects of language acquisition and language teaching have much in common, yet the former is a more demanding process than the latter. The failure to achieve the desired objectives and behaviours despite considerable progress over time may be explained by an excess of emphasis on the teaching process relative to the acquisition of the language.

The extant literature clearly states that there are many factors and methods to be considered and applied in the process of acquiring language skills. For this reason, it has become necessary to develop a scale for the acquisition of language skills separately. It is thought that the scale developed for this purpose will contribute to the literature. A review of existing scales in the literature reveals that some are adaptation scales, some are designed for students, and some focus on language teaching. However, no scale to date has addressed language skills in isolation.

It is necessary to raise the awareness of pre-service teachers about the introduction of technology into the classroom and the achievement of the goals set within the scope of the curricula developed as a result. In particular, prospective English language teachers need to prepare themselves for the profession and increase their self-efficacy beliefs for acquiring language skills. For this reason, it is hypothesised that this scale will help prospective teachers to realise what they may encounter in the language acquisition process and their strengths/weaknesses. The scale has been developed to facilitate familiarity with the concept of self-efficacy belief, thereby enabling prospective teachers to recognise their deficiencies in this area and to develop strategies to enhance their language acquisition process.

The concept of self-efficacy belief is predicated on the assumption that it will enable teachers to develop a more varied range of teaching methods and a more profound understanding of the distinction between language teaching and language acquisition. The hypothesis is that teachers with a high or low level of self-efficacy will be able to prepare more effectively for their lessons and to devise course content that will meet the needs of their students. This will ensure that they can be successful in the language acquisition process and attain satisfaction in language acquisition. It is hypothesised that the self-efficacy belief level of the teacher who reaches satisfaction will increase. It is obvious that educators with high levels of self-efficacy beliefs can raise successful and self-confident students (Bandura, 1977). The 'Self-Efficacy Belief Scale for Acquiring Language Skills' (SESEBLS) was developed in order to prepare prospective English language teachers for the profession, to increase their self-efficacy beliefs, to see the difference between language teaching and language acquisition, and most importantly to close this gap in the literature.

In this study, a scale consisting of 55 items was developed to identify the self-efficacy beliefs of prospective English teachers regarding the acquisition of language skills, based on seven factors.

In the scale development process, the stages of scale development were followed by utilising the literature, and the final version of the scale, consisting of 97 items, was administered to 262 prospective English teachers. The scale was administered online during teacher candidates' classes and was then analysed, and the input values showing the contribution of the 97 items to the common variance were examined. Items with entry load values below 0.30 were then removed from the scale and excluded from the analysis due to their low entry values (Büyüköztürk, 2013). Following these procedures, the item-total correlations of the items in the scale were examined to determine their contribution to the entire test. Items with a correlation below 0.30 were then identified and excluded from the analysis.

Following the elimination of items with low values from the item pool, the EFA was reiterated. The items were grouped under factors by means of the Varimax rotation method. Thereafter, items that fell under multiple dimensions and had a value below 0.30 were eliminated from the scale.

Following the elimination of items from the scale that fell below the accepted values in the literature and did not meet the desired characteristics, the number of items remaining on the scale was 55. Subsequent re-evaluation of the remaining 55 items resulted in the determination of a KMO coefficient of 0.955, and the Bartlett's Test of Sphericity was found to be significant (χ^2= 11190.302; $p<0.05$). The obtained values, as previously outlined, are considered to be accepted values in the extant literature.

The Cronbach Alpha reliability levels for SESEBLS and its seven sub-dimensions have been calculated, with the reliability level obtained for the entire scale measuring 0.977. The reliability levels for the sub-dimensions are as follows: 0.946 for the Listening sub-dimension; 0.910 for the Writing sub-dimension; 0.932 for the Speaking sub-dimension; and 0.932 for writing structure sub-dimension. 0.906; for the Reading Comprehension sub-dimension, it is 0.831; for the Reading for Knowledge sub-dimension, it is 0.913; and for the Listening for Knowledge sub-dimension, it is 0.715. Furthermore, upon conducting lower and upper 27% t-tests, it was observed that there exists a statistically significant difference ($p<0.01$) between the means of the separately determined lower and upper 27% groups for both item and total scores, thereby indicating their discriminative power.

Consequently, the validity and reliability studies of the scale have concluded that it is a measurement tool with the necessary psychometric properties.

Declarations

Conflict of Interest

No potential conflicts of interest were disclosed by the author(s) with respect to the research, authorship, or publication of this article.

Ethics Approval

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Research and Publication Ethics Statement

Hereby, we as the authors consciously assure that for the manuscript "Measuring Teachers' Inclusive Education Literacy: A Scale Development Study" the following is fulfilled:

- This material is the authors' own original work, which has not been previously published elsewhere.
- The paper reflects the authors' own research and analysis in a truthful and complete manner.
- The results are appropriately placed in the context of prior and existing research.
- All sources used are properly disclosed.

Contribution Rates of Authors to the Article

The authors provide equal contribution to this work.

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Ek: Dil Becerilerini Edindirmeye Yönelik Öz Yeterlik İnanç Ölçeği Uygulama Formatı

II. BÖLÜM : Aşağıda yer alan maddelere katılma derecenizi gösteren seçeneği işaretleyiniz.

Dört Temel Dil Becerisi Edindirmeye Yönelik Öz Yeterlik İnançları Ölçek Maddeleri **Alımsal Dil Becerileri- Okuma** *Aşağıda yer alan maddelere katılma derecinizi gösteren seçeneği işaretleyiniz.*							
	Ölçek Maddeleri	**1**	**2**	**3**	**4**	**5**
1	Metnin ana fikrini nasıl bulabileceklerini öğretebilirim.					
2	Metne uygun olası başlıkların oluşturulması konusunda farkındalık oluşturabilirim.					
3	Gözde geçirme (scanning) yöntemini nasıl kullanacaklarını öğretebilirim.					
4	Hızlı okumanın (skimming) nasıl yapılacağını izah edebilirim.					
5	Yazılı basit yönergeleri (Turn left! gibi) nasıl anlayabileceklerini izah edebilirim.					
6	Gazete ve dergilerdeki kişilerin yaş ve yaşadığı yere ilişkin bilgileri nasıl bulabileceklerini açıklayabilirim.					
7	Reklam, zaman çizelgesi, menü, kılavuz ve broşürlerdeki gerekli bilgileri nasıl anlayabilecekleri bilgisini verebilirim.					
8	Afişlerdeki konser ya da filmin nerede olduğunu ve saat kaçta başlayacağını anlamalarını sağlayabilirim.					
9	Bir yerden bir yere nasıl gidileceğine ilişkin yazılı metni anlamlarını sağlayabilirim.					
10	Komut ve yönerge içeren yazılı metinleri anlayabilmelerini sağlayabilirim.					
11	Metinle ilgili sorulara verilecek olası cevapların nasıl bulunacağını öğretebilirim.					
12	İsim, sayı ve resimler içeren medya türlerinden önemli bilgileri nasıl bulabileceklerini açıklayabilirim.					
13	Değişik metin türleri arasındaki farklılıkları gösterebilirim.					
14	Bilgiye dayalı sorularda cevapları nasıl bulabileceklerini öğretebilirim.					
Dört Temel Dil Becerisi Edindirmeye Yönelik Öz Yeterlik İnançları Ölçek Maddeleri **Alımsal Dil Becerileri- Dinleme** *Aşağıda yer alan maddelere katılma derecinizi gösteren seçeneği işaretleyiniz.*							
	Ölçek Maddeleri	**1**	**2**	**3**	**4**	**5**
15	Dinleme etkinliklerinde nasıl çıkarım yapılabileceği bilgisini verebilirim.					
16	Detaylı bilgilere (Wh- questions) nasıl ulaşılacağını gösterebilirim.					
17	Dinlemede konuşmaya teşvik edici yapıları öğretebilirim.					
18	Duruma uygun kısa cevapların nasıl verebileceği bilgisini aktarabilirim.					
19	Sunum, bildiri gibi bir etkinliği dinledikten sonra dinledikleri ile ilgili açık uçlu soruları nasıl sorabileceklerini öğretebilirim.					
20	Dinledikleri bir konuşmaya hangi araştırmacı soruları sorabilecekleri hakkında bilgi verebilirim.					

21	Anlamadıkları konu ya da konuları açıklığa kavuşturmak için hangi soruları sorabileceklerini öğretebilirim.					
22	Dinletiden özet çıkarma kurallarını gösterebilirim.					
23	Dinleme yaparken nasıl not alındığı konusunda onları yetenek sahibi yapabilirim.					
24	Dinlediklerine uygun konu başlıklarını nasıl seçebileceklerini öğretebilirim.					
25	Sayıları ve fiyatları duyduklarında anlamalarını sağlayabilirim.					
26	Saatleri, günleri, ayları ve tarihleri duyduklarında anlayabilmelerini sağlayabilirim.					
27	Daha fazla bilgiye sahip olmak (çıkarım ve imalar gibi) için hangi soruların sorulacağını açıklayabilirim					
28	Dinletiye uygun olası sonuçlara ulaşma konusunda rehberlik edebilirim.					
29	Akademik bir konuyu ya da dersi takip edebilme alışkanlığını kazandırabilirim.					

Dört Temel Dil Becerisi Edindirmeye Yönelik Öz Yeterlik İnançları Ölçek Maddeleri

Üretimsel Dil Becerileri- Yazma *Aşağıda yer alan maddelere katılma derecinizi gösteren seçeneği işaretleyiniz.*

	Ölçek Maddeleri	**1**	**2**	**3**	**4**	**5**
30	Paragraf giriş cümlelerinin nasıl yazılacağını öğretebilirim.					
31	Paragraf giriş cümlelerini nasıl geliştirebileceklerini örneklerle açıklayabilirim.					
32	Fikirler arası geçişlerde hangi kelime gruplarını kullanabileceklerini (Linkers and Transitions) gösterebilirim.					
33	Fikirleri sonuca bağlarken hangi geçiş ifadelerinin (As a result, Shortly…etc) kullanılabileceğini öğretebilirim.					
34	Yazının ana fikrini destekleyecek cümlelerin (examples and details) nasıl yazılması gerektiğini kavratabilirim.					
35	Yazının ana fikrini destekleyecek cümlelerin nasıl yazılabileceği bilgisini verebilirim.					
36	Hecelemenin (Spelling) önemini öğrencilerime aşılayabilirim.					
37	Noktalama işaretleri ve küçük büyük harf kullanımlarının (Mechanic Rules) önemini öğrencilerime aktararak hatasız yazı yazmalarını sağlayabilirim.					
38	Yazılı metin değerlendirme türlerini (Rubric and Check List)anlatabilirim.					
39	Günlük yaşamla ilgili kısa bir metnin nasıl yazılabileceğini öğretebilirim.					
40	Meslek, yaş, ülke ve adres bilgilerini de içeren basit kişisel formları nasıl doldurabileceklerini kavratabilirim.					
41	Kısa notların nasıl yazılması gerektiği hakkında bilgi verebilirim.					
42	Özel günlerde yazılabilecek tebrik ya da kutlama mesajlarının nasıl olması gerektiğini açıklayabilirim.					
43	Kendisinden, ailesinden ve arkadaşlarından bahseden bir yazı yazdırabilirim.					
44	Resimler kullanarak kısa hikâyelerin nasıl yazılacağını öğretebilirim.					

Dört Temel Dil Becerisi Edindirmeye Yönelik Öz Yeterlik İnançları Ölçek Maddeleri

Üretimsel Dil Becerileri- Konuşma *Aşağıda yer alan maddelere katılma derecinizi gösteren seçeneği işaretleyiniz.*

	Ölçek Maddeleri	**1**	**2**	**3**	**4**	**5**
45	Karşılıklı (diyalog) ya da üretimsel konuşma(sunum yapma) becerilerini kazandırabilirim.					
46	Doğru telaffuz için farklı sınıf etkinlikleri uygulayabilirim.					

47	Resmi (iş mülakatı) ve gayri-resmi (günlük) konuşmaların nasıl yapılabileceğini öğretebilirim.					
48	Karşılıklı konuşma kurallarını öğrencilerime edindirebilirim.					
49	Taklit etme (parrot back) yöntemini kullanarak telaffuz çalışmaları yaptırabilirim.					
50	Sözlü sunum yapabilme yeteneğine sahip olmalarını sağlayabilirim.					
51	Biriyle tanışmada kullanılacak kelime ya da kelime gruplarını açıklayabilirim.					
52	Günlük hayata dair kelime ya da kelime öbeklerinin neler olduğunu kavratabilirim.					
53	Jest ve mimiklerle sözsüz iletişimin nasıl yapılabileceğini gösterebilirim.					
54	Konuşmada fikirlerini desteklemek için neler yapmaları gerektiğini anlatabilirim.					
55	Farklı sunum türleri için içerik hazırlama süreçleri ve kuralları hakkında bilgi verebilirim.					