The Development of English Language Skills Self-Efficacy Scale for Higher Education Students

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Abstract

The aim of this study is to develop the English language skills self-efficacy belief scale for higher education students. For this purpose, the trial form has got 48 items. In the fall semester of the 2017-2018 academic year, the trial form was applied to a total of 305 university students. Explanatory factor analysis was conducted to prove the construct validity of the developed scale. For the factor analysis of the data, it is shown that the data set is suitable for factor analysis as the KMO value is 0,96 and the Barlett test significance value is 0,000. The communality values to select items, factor loadings and item total correlations were examined in item selection. The scale is formed as four factors; reading, writing, speaking and listening, and a total of 29 items. In order to determine the appropriateness of the scale to the students of the same level, the scale was applied to 301 preparatory students in School of Foreign Languages of a university. As a result of confirmatory factor analysis, the scale of 22 items, the high item total correlations of the items forming the scale factors show the high structural validity of these scale items. In the confirmation study, the Cronbach Alpha internal consistency coefficients of the scales were 0,82 to 0,91. These values show that the scale provides reliable results, in other words, the scale correctly measures the students' self-efficacy beliefs in 4 basic language skills.

Keywords :Educational sciences, self-efficacy, scale development, language skills.

Introduction

Language means any instruments of expression, agreement, language that people make with words or signs to convey their thoughts and feelings (TDK, 2018). 'Language is the tool of tools' without language it is not possible to use any knowledge, to make it useful to others (Dewey, 1939). At the same time, language is a very powerful bridge between the individual, society and culture, playing a major role in nationalization and the emergence of its own existence (Kolaç, 2008). Today, because of the British colonialism, America's being pioneer in military and technology, and the globalization processes that began in the 1990s after the Soviet Union's disintegration, the global common language is accepted as English. English is the most widely used common communication medium in many fields such as media, tourism, commerce, technology and science (Oral, 2011).

Language acquisition is a process in which people acquire the ability to perceive and comprehend language as well as produce words and sentences to communicate (Wikipedia, 2018). Language acquisition is the most impressive dimension in human development and begins with the first voices released during early infancy. Linguists and psychologists have been investigating for generations of what brings this baby to this stage and how it leads to more complex sentences, starting with the baby's step of extracting these first voices. This process which begins with specifying basic needs and uneasiness and continues with the desire to communicate develops with the growth of the child (Lightbown & Spada, 2006).

Second language acquisition differs from native language acquisition. There are some theories about how foreign language acquisition is. Krashen (1982) states that if we acquire the first language with the theory of intuitive acquisition, the second language is acquired in the same way using the actual communication situations. Skinner (1957), as a theory of habit formation, imitates, memorizes and finds truth by doing exercises. Chomsky (1957) states that cognitive process theory involves understanding and enforcing language rules. Johnson

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(1996), on the other hand, by skill learning theory, sees language as a skill such as other skills, and understands rules and expressions with explanations and can be used fluently and skillfully through practice (Akt. Ur, 2012). Although these theories do not cover foreign language learning on their own, they are the basis for different methods.

In the learning of a foreign language process, the nature of the input presented to the learners, the learners' input usage process, the role of the classroom interaction and the role of the error have a great importance. When a learner comes across with information, he or she starts an acquisition process, like the native language, and uses some strategies to formulate the rules on the back, pass through the production, and make corrections with feedback received from the experiments. During the input process, the learner inserts the necessary knowledge into the common language system through the learning filter. Interclass interaction is the transformation of input into output. The feedback from the teacher and other learners is that the learners test their learning and make corrections in the language system, make effort to understand the output of the new language, and make communication more accurate and more appropriate. The error, however, is the inevitable and positive side of the foreign language learning process, because error is the reflection of language development (Hedge, 2011).

In foreign language teaching, teachers need to consider that each learner has different knowledge, skills, and expectations, and that their age, education, social and cultural backgrounds lead to differences. Teachers are expected to be motivating, encouraging informative, model, guide, observer and have the skills to evaluate and give feedback (Edge and Garton, 2013).

When we look at the history of language teaching, the question that more effective methods and approaches should be explored in secondary or foreign language teaching has been discussed for centuries. One of the first solutions to the problem of solving the language teaching problem has always been the adoption of a new teaching approach or method. As a result of this trend, methods and approaches have emerged to be used anywhere in the world. The approach can be described as a set of beliefs and principles that can be used as a basis for teaching a language. Each of these approaches has a core set of theories and beliefs about language nature and language learning within it. The method expresses a specific instructional design or system based on a particular language theory and linguistic arrangement, but also includes the detailed features of the content, the roles of teachers and students, teaching procedures and techniques. When we compare it with approaches, we can say that the lifespan of the methods is shorter but more advantageous than approaches. The general nature of the assumptions and principles of approaches often does not come across in the class in a clear application. Thus, much of the teachers' individual skills, experiences and interpretations have a great role, and there is usually no way to teach learners right or wrong according to an approach (Richards & Rodgers, 2012).

The methods and approaches used in foreign language teaching are generally aimed at improving the basic language skills of the language. Speaking, listening, reading and writing are expressed in four basic language skills. In the literature, listening and reading are perceptual skills, speaking and writing are expressed as production skills.

The most challenging skill for learners of foreign language learning is undoubtedly speaking skill, which is part of our everyday life (Thornbury, 2005). Speaking is a skill that involves putting together a message, conveying the message brought together, and

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communicating with other people. To achieve this, students need to be able to answer what other people say and be able to use the appropriate language for the situation they are in and the person they are talking to (Lindsay & Knight, 2006). Speaking skill involves a productive skill and a cognitive process as it has been said before. First, the learner thinks about the subject he wants to talk about on the target language and creates sentences using grammar and words so that listeners can understand it. Later, he pronounces using pronunciation and intonation to be clear and understandable. The entire process of the learner must be reasonably streamlined to be able to do so in the chat stream (Hadfield & Hadfield, 2012). Therefore, it is necessary to make continuous efforts to understand and use the target language (Ersöz, 2000). In the process of learning a foreign language, students' speaking skills can be improved by giving them opportunities to find ideas and helping them to feel ready to speak, helping them to communicate in various activities to be fluent (Hadfield & Hadfield, 2012).

Writing skill is productive and difficult when compared to speaking skill for most students. The reasons for this are; writing is a learned skill, and unlike speaking, it does not take much place in everyday life. There is interaction in speaking and momentary feedback can be obtained, but the reader is not there in the writing skill. In addition, grammar is very important for forming sentences correctly in writing, and there are rules of formal writing (Hadfield & Hadfield, 2012). The writing process is as important as the product obtained. First, a topic and a genre are selected, ideas are taken by brainstorming, ideas are laid out, the appropriate grammar and words are found in the text, the text is organized, a draft text is created, feedback is given for content and grammar (Scrivener, 2010). Like other skills, different writing styles must be taught and processes must be applied properly in order to improve writing skills. Teachers should be motivating, encouraging, resourceful and feedback provider when giving their writing skills (Harmer, 2015).

The other skill that is considered difficult for foreign language education is listening skill. Listening is a perceptive skill because information from an external source is tried to be understood in this skill (Linse, 2005). The learner may not understand a single word at the time of speech even if he knows all the grammar rules. There may be several reasons for this:

· People can talk at a difficult pace to follow.
· Pronunciation can be made unintelligible.
· It is not possible to predict where the sentence start and end.
· The details of what has been said may not be understood.
· The main theme of what is meant to be told may not be found.
· The attitudes people want to express may not be known (Scrivener, 2010).

The aim of attaining listening skills is to enable students to cope with the natural listening situations to be encountered in real life. However, books and teachers in the school environment may be inadequate in real life facial communication (Ur, 2012). It must be convincing to learner that it is unnecessary to try to understand every word that is heard in order to improve the listening skill. The same is true in the native language because no effort is made to understand each word during listening. With the many exercises to be done on the basis of the main idea, the learner should be made aware that it is unnecessary to understand each word. Second, the ability to guess should be improved using various pre-listening activities so that learners can compensate by guessing where they missed during listening. Finally, useful learning activities should be taught in the student-learning environment and practical situations should be taught, such as asking the speaker to repeat or be more explicit (Edge & Garton, 2013).

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Reading skill in foreign language learning means reading and understanding. Reading skill is a perceptive skill like listening skill. The biggest difference between them is the reading methods and speed between individuals (Scrivener, 2010). In reading, there are some sub-skills such as the use of past experiences to make sense of the content of the text, the prediction of the events in the later parts of the text, and the removal of the contextual meaning of the unknown words. It should be noted that students should focus on reading to develop this skill and not be stuck in a single unknown word or unnecessary detail (Hadfield & Hadfield, 2012). There are some false assumptions that all the words related to reading must be read and understood correctly, that the text is fully understood if all the words are known, and that the longer the reading takes, the longer it takes. On the other hand, to interpret an unnecessary or misspelled word in the text correctly, to understand a subject without any knowledge even if all the words of the text are known, and to read a long text very quickly, which is our past knowledge, refutes these assumptions (Ur, 2012). Reading improves vocabulary, grammar, spelling and punctuation. To improve reading skills, there should be a variety of texts and reading objectives such as finding main ideas and special details, making sense from words (Harmer, 2015).

The self-efficacy of the learners must be high so that the four basic language skills mentioned above can be taught well to the students. Self-efficacy can be characterized as a reflection of the extent to which an individual can perform the necessary actions in situations he or she is in (Bandura, 1997). In other words, self-efficacy is the judgment of people about their ability to organize and make necessary actions (Bandura, 1986). These judgments are influenced by previous successes and failures, which have an important role in determining people's choices, goals, efforts and determination (Bandura, 1995; Ormrod, 2006). Bong and Clark (1991) defined self-efficacy as a mental appraisal based on a set of requirements that individuals need to bring together. Self-efficacy is defined as a person's perception of competence, rather than the actual level of competence. This is an important distinction because people can underestimate or exaggerate their true abilities and influence how they use these unrealistic abilities (Alis, 2008). Kruger and Dunning (1999) stated that unskilled individuals may be misled by misleading superiority due to their inaccurate lack of knowledge to understand more than their true capabilities. Individuals with high self-efficacy beliefs are committed to achieving their goals. Individuals with low self-efficacy beliefs do not try and struggle with difficulties in achieving their goals (Eggen and Kauchak, 1999).

In language learning, students can also evaluate their self-efficacy towards language skills. They may try to strengthen their skills with various activities and reinforcements by focusing on the skills they lack. It is very important for the learners to know their proficiency in language skills, to prepare activities to increase their self-efficacy, or to give more importance to the activities that are achieved when they are studying English. The aim of this study is to improve the English language skills self-efficacy belief scale for higher education students.

Method

This section contains explanations on the item pool, pilot implementation and confirmation study.

Writing Items

The researchers examined the studies in the field and a 48-item trial form was formed considering 4 basic skills in English. 3 educational curriculum and instruction specialists, 2

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English training specialists were asked about the suitability of the materials to be measured, and the final form was given to the trial form. The items in the measure are arranged on a 5-point scale; 'I strongly disagree(1)', 'I don't agree(2)', 'I partially agree (3)', 'I agree(4)' and 'I strongly agree(5)'. All of the scale consists of positive questions.

Pilot Study

In the fall semester of the 2017-2018 academic year, the trial form was applied to a total of 305 students; 127 preparatory students studying at School of Foreign Languages of a university and 178 students studying at English Language and Literature at the same university. The study group consisted of 189 female students and 116 male students. The reason for the preparation and English Language and Literature students to be taken together is that both courses are taught in English.

Explanatory factor analysis was carried out using SPSS 23.0 in order to determine the validity of the scale. The suitability of the data for factor analysis was examined by Kaiser-Meyer-Olkin (KMO) and Barlet Sphericity test. In this study, it is shown that the data set is suitable for factor analysis. Communalities, factor loadings and item total correlations were examined to select items. The Cronbach Alpha Coefficient formula is used for the reliability study of the scale. As a result of the exploratory factor analysis, the items with low communality to factor loadings and covariance were eliminated and the final scale was composed of 29 items.

Confirmation Study

The final scale was applied to a total of 301 preparatory students, 154 of whom were female and 147 were male, attending School of Foreign Languages of a university in the spring semester of 2017-2018 academic year.

Confirmatory factor analysis was conducted using AMOS 21 to determine the appropriateness of the self-efficacy scale for English language skills to higher education preparatory students. In order to determine the suitability of the model presented as a result of the analysis from the student group, the fit index values were examined. In order to identify the discrimination levels of the scale items, corrected item-total correlations were determined and for reliability, Cronbach Alpha (α) internal consistency coefficient was determined.

Findings

Explanatory Factor Analysis

An exploratory factor analysis was performed for the construct validity of the scale. The suitability of the data for factor analysis was examined by Kaiser-Meyer-Olkin (KMO) and Barlet Sphericity test. The value of KMO is higher than 0,60 and the Barlett test is significant, suggesting that data is appropriate for factor analysis (Büyüköztürk, 2017). In this study, it is shown that the data set is suitable for factor analysis because the data have a significance of 0,96 for the KMO value and 0,000 for the Barlett test significance value.

The scale factors, factor loadings and item total correlations of the factors that constitute the factor and the explained variance for each factor, Cronbach Alpha reliability coefficient are given in table 1.

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Table 1. *Factor Loadings and ItemTotal Correlation Values of Self-Efficacy Scale for English Language Skills*

	Reading		Writing		Speaking		Listening	
	Factor Loading	Item Total Correlation	Factor Loading	Item Total Correlation	Factor Loading	Item Total Correlation	Factor Loading	Item Total Correlation
2	0,67	0,77						
3	**0,72**	**0,81**						
4	0,72	0,78						
5	0,67	**0,65**						
6	0,70	0,77						
7	0,65	0,69						
10	**0,65**	0,72						
11	0,70	0,74						
22			0,69	0,73				
23			**0,68**	**0,75**				
24			0,71	0,73				
25			**0,72**	**0,68**				
26					0,60	0,75		
27					0,70	0,73		
28					**0,77**	**0,81**		
29					0,72	0,78		
31					0,64	0,77		
33					0,72	0,78		
34					0,69	0,78		
37					**0,54**	**0,62**		
38					0,72	0,73		
39							0,70	**0,80**
40							0,62	0,72
41							0,68	0,76
42							0,65	0,68
43							**0,71**	0,74
44							0,65	0,70
46							**0,62**	**0,62**
48							0,68	0,72
Eigen Value	5,67		5,53		4,84		3,26	
Explained variance (%)	19,55		19,06		16,68		11,25	
Cronbach Alpha(α)	0,92		0,87		0,93		0,91	

As a result of the factor analysis, the items that the factor loadings and the contribution to the common covariance were low (1,8,9,12,13,14,15,16,17,18,19,20,21,30,32,35,36,45,47) were eliminated from the scale and the final scale consisted of 29 items. It is seen that the scale has a total of 4 factors with a eigen value of over 1. These factors are; reading, writing,

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speaking and listening, and a structure suitable for the concept of English language skills has been achieved.

When you look at Table 1, it is seen that the scale consists of 4 factors. The first factor is the reading factor and this factor consists of a total of 8 items. The factor loadings of the items in this factor range from 0,65 to 0,72; item total correlations ranged from 0,65 to 0,81. The reading factor accounts for 19,55% of the total variance. The reliability coefficient is 0,92. The second factor is the writing factor and consists of a total of 4 items. The factor loadings of the items forming this factor are between 0,68 and 0,72; item total correlations ranged between 0,68 and 0,75. The writing factor accounts for 19,06% of the total variance. The reliability coefficient of this factor was found to be 0,87. The third factor is the speaking factor, which consists of a total of 9 items. The factor loadings of this factor varies between 0,54 and 0,77; item total correlations ranged between 0,62 and 0,81. Speaking factor accounts for 16,68% of the total variance. The reliability coefficient is 0,93. The fourth factor is the listening factor and consists of a total of 8 items. The factor loadings of this factor varies between 0,62 and 0,71, and item total correlations range between 0,62 and 0,80. The listening factor accounts for 11,25% of the total variance. The reliability coefficient is 0,91. All factors account for 66,54% of the total variance.

The reliability coefficient of 0,70 and above is sufficient for reliability (Büyüköztürk, 2017). In this case, it is possible to say that the reliability values of the factors forming the scale are sufficient.

Confirmatory Factor Analysis

Confirmatory factor analysis was conducted to determine the appropriateness of the English language skills self-efficacy scale, developed from the data gathered from school of foreign languages preparatory students and English language and literature students from grade 1, 2, 3 and 4. In order to determine the suitability of the model presented as a result of the analysis from the student group, the fit index values were examined. In order to identify the discrimination levels of the scale items, corrected item-total correlations were determined and for reliability, Cronbach Alpha (α) internal consistency coefficient was determined. The model for confirmatory factor analysis is given in Figure 1.

Confirmatory factor analysis of the self-efficacy scale for English language skills to determine eligibility for students of similar level showed that the model's chi-square ($\chi2 = 402,096$; sd = 199; p <0,05) value is significant. Item 4, 7, 8, 19, 20, 27 and 28 have been removed because of low factor loadings and to increase fit index values.
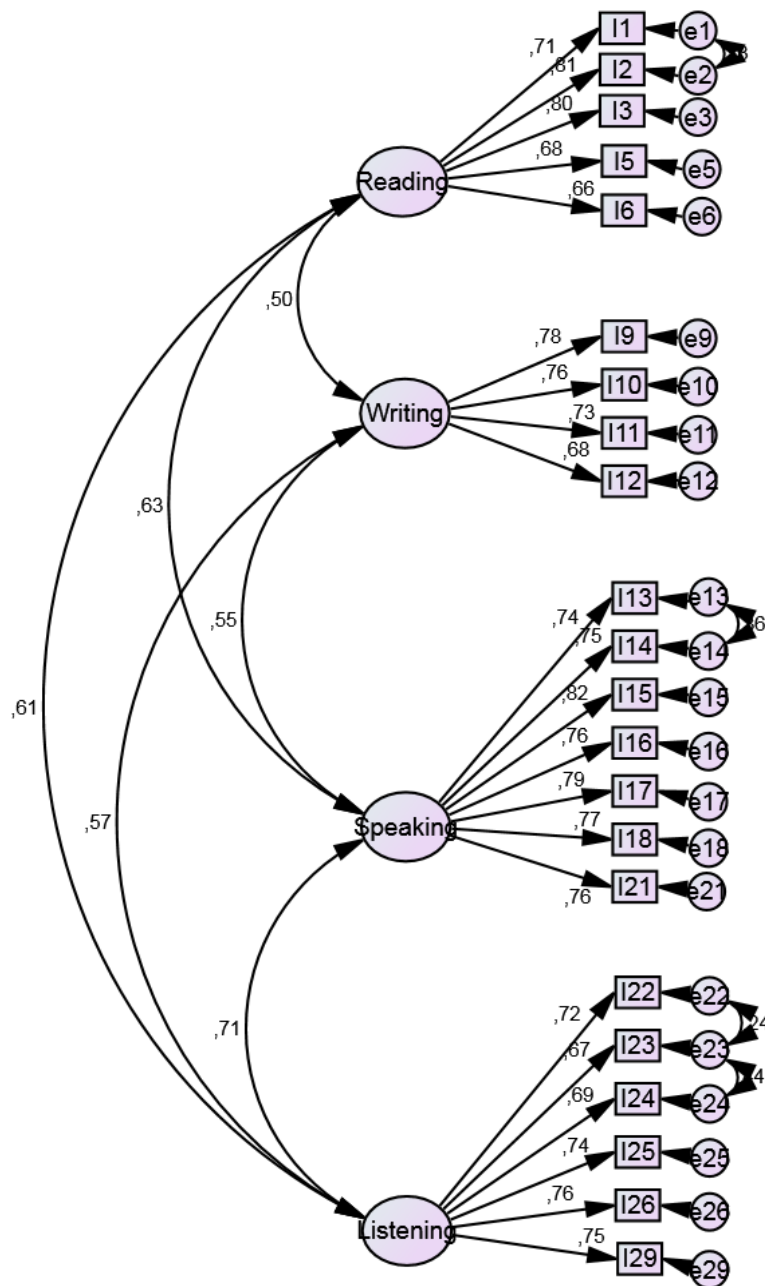
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Figure 1. *The model for confirmatory factor analysis*

At Table 3.2. other fit index value ranges and model-related fit index values are also presented. From the Table 3.2. the model's $\chi^2/$ sd value was calculated as 2,02. The RMSEA value of the good fit of the model was calculated as 0,06. In models that are well fitted to the sampling group, this value is expected to be below 0,05, and it is acceptable to be below 0,08. Other fit index values of the model; GFI value is close to acceptable fit with 0,89; acceptable

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fit with AGFI value 0,86; good fit with the CFI value of 0,95 and an acceptable fit with the NFI value of 0,90.

Table 3.2. Model Fit Index Values

Fit Indexes	Fit Index Values	Good Fit	Acceptable Fit
χ^2/sd	2,02	≤ 2	≤ 5
RMSEA	0,06	$\leq 0,05$	$\leq 0,08$
RMR	0,04	$\leq 0,05$	$\leq 0,08$
GFI	0,89	$\geq 0,95$	$\geq 0,90$
AGFI	0,86	$\geq 0,90$	$\geq 0,85$
CFI	0,95	$\geq 0,95$	$\geq 0,90$
NFI	0,90	$\geq 0,95$	$\geq 0,90$

Referance: (Byrne, 2010; Hooper, Coughlan ve Mullen, 2008; Hu ve Bentler, 1999; Schermelleh-Engel, Moosbrugger ve Müller, 2003; Schumacker ve Lomax, 2004)

Factor loadings, item-total correlations and internal consistency coefficients of the scale items obtained at the end of factor analysis are given in Table 3.3.

Table 3.3. *Factor Loadings, Item-Total Correlations and Internal Consistency Coefficients of Confirmatory Factor Analysis of Scale Items*

Factor	Item	Factor Loading	Item Total Correlations	α
Reading	1	0,71	0,68	0,86
	2	**0,81**	**0,77**	
	3	0,80	0,73	
	5	0,68	0,61	
	6	**0,66**	**0,56**	
Writing	9	**0,78**	**0,69**	0,82
	10	0,76	0,66	
	11	0,73	0,66	
	12	**0,68**	**0,59**	
Speaking	13	**0,74**	0,72	0,91
	14	0,75	0,74	
	15	**0,82**	**0,78**	
	16	0,76	0,72	
	17	0,79	0,75	
	18	0,77	0,72	
	21	0,76	**0,71**	
Listening	22	0,72	0,69	0,87
	23	**0,67**	0,69	
	24	0,69	0,69	
	25	0,74	0,67	
	26	**0,76**	**0,69**	
	29	0,75	**0,66**	

When table 3.3.examined, the reading factor composed of 5 items and the factor loadings of these items ranged from 0,66 to 0,81; item total correlations ranged from 0,56 to 0,77, and the Cronbach Alpha internal consistency coefficient (α) of the same items was 0,86. The writing factor is composed of 4 items and the factor loadings of these items are between 0,68 and 0,78; item total correlations ranged from 0,59 to 0,69, and the Cronbach Alpha internal consistency coefficient (α) of the same items was 0,82. The speaking factor is composed of 7 items and the factor loadings of these items are between 0,74 and 0,82; item total correlations ranged from 0,71 to 0,78, and the Cronbach Alpha internal consistency coefficient (α) of the same items was 0,91. The listening factor is composed of 6 items and the factor loadings of these items are between 0,67 and 0,76; item total correlations ranged from 0,66 to 0,69, and the Cronbach Alpha internal consistency coefficient (α) of the items was 0,87. Accordingly, it can be said that the internal validity values and internal consistency of the scale items are above the acceptable values. As a result of the analysis, the English language skills self-efficacy belief scale was found to be in accordance with higher education students.

Results

The aim of this study is to improve a self-efficacy belief scale for university students' 4 basic English language skills. For this reason, the pilot implementation of the scale, which was prepared as 48 items, was applied to a total of 305 students who took English preparatory education in the School of Foreign Languages and English Language and Literature department students of a university. At the end of the pilot study, it was seen that the scale was composed of factors of reading, writing, speaking and listening, reflecting the 4 basic language skills. The item total correlations of the items constituting the scale were high and when the internal consistency coefficients of Cronbach Alpha were examined, it was found that it changed between 0,87 and 0,93.

The 29 item self efficacy scale, developed by the data gathered from school of foreign languages and English language and literature grades 1,2,3, and 4 students, was applied to 301 students of Foreign Languages School of a university in order to determine the appropriateness to English language learners at the same level. As a result of the confirmatory factor analysis, the item total correlations of the items constituting the scale factors are high indicates that these scale items' construct validity is high, in other words, the students with the measured characteristics distinguish the students who do not have that feature. The Cronbach Alpha internal consistency coefficients of the scale items in the confirmation study ranged from 0,82 to 0,91. These values show that the scale provides reliable results, in other words, students' 4 basic language skills self-efficacy beliefs are measured correctly. As a result of confirmatory factor analysis, the scale was finalized with 22 items. When the fit index values of these 22 items were examined, it was observed that the model was in good fit.

This scale can be used to reveal the self-efficacy beliefs of higher education students on English language skills. The scale can be applied to students at different levels of teaching by doing adaptation studies. By doing validity and reliability studies, the English version of the scale can also be used.

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Appendix 1. *English Language Skills Self-Efficacy Scale (English Version)*

Item Number	Reading Skill	I strongly disagree(1)	I don't agree(2)	I partially agree (3)	I agree(4)	I strongly agree(5)
1.	I can understand when I read a magazine article in English.					
2.	I can understand when I read a newspaper in English.					
3.	I can understand when I read a book in English.					
5.	I can understand when I read a novel in English.					
6.	I can understand when I read short stories in English.					
	Writing Skill					
9.	I can write an English text according to the spelling and punctuation rules.					
10.	I can write an English text that forms cohesion with parts of speech (conjunctions, etc).					
11.	When writing in English, I can notice my spelling mistakes.					
12.	I find myself sufficient in the writing parts of English exams.					
	Speaking Skill					
13.	I can make dialogue in English.					
14.	I can express myself easily in informal conversations.					
15.	I can speak English fluently.					
16.	I can speak English in a given subject without prior preparation.					
17.	I can express my feelings and thoughts in different forms in English.					
18.	I can speak English in educational interviews (Erasmus, Graduate etc.).					
21.	I find myself sufficient in the speaking parts of English exams.					
	Listening Skill					
22.	I can understand conversations in English.					
23.	I can understand the English songs I listen to.					
24.	I can listen and understand English videos (TV program, series, etc.).					
25.	I can do the activities while listening to English (filling in the blanks, questioning, etc.).					
26.	I can write what I hear while listening to English.					
29.	I find myself sufficient in the listening parts of English exams.					

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Appendix 2. *İngilizce Dil Becerilerine Yönelik Öz-Yeterlik Ölçeği*

Madde No	İngilizce Okuma Becerisi	Hiç Katılmıyorum	Katılmıyorum	Kısmen katılıyorum	Katılıyorum	Kesinlikle Katılıyorum
1.	İngilizce bir dergi makalesini okuduğumda anlayabilirim.					
2.	İngilizce bir gazeteyi okuduğumda anlayabilirim.					
3.	İngilizce bir kitabı okuduğumda anlayabilirim.					
5.	İngilizce bir roman okuduğumda anlayabilirim.					
6.	İngilizce kısa hikayeleri okuduğumda anlayabilirim.					
	İngilizce Yazma Becerisi					
9.	İngilizce bir metni yazım ve imla kurallarına uygun olarak yazabilirim.					
10.	İngilizce bir metni anlam bütünlüğü oluşturacak öğelerle (bağlaçlar vb.) yazabilirim.					
11.	İngilizce yazarken yazım hatalarımı fark edebilirim.					
12.	İngilizce sınavlarının yazma bölümlerinde kendimi yeterli bulurum.					
	İngilizce Konuşma Becerisi					
13.	İngilizce diyalog kurabilirim.					
14.	Resmi olmayan konuşmalarda kendimi rahatlıkla ifade edebilirim.					
15.	İngilizceyi akıcı bir şekilde konuşabilirim.					
16.	Verilen bir konuda ön hazırlıksız İngilizce olarak konuşabilirim.					
17.	Duygu ve düşüncelerimi İngilizce olarak farklı şekillerde ifade edebilirim.					
18.	Eğitim mülakatlarında (Erasmus, Lisans üstü vb.) İngilizce konuşabilirim.					
21.	İngilizce sınavlarının konuşma bölümlerinde kendimi yeterli bulurum.					
	İngilizce Dinleme Becerisi					
22.	İngilizce konuşmaları anlayabilirim.					
23.	Dinlediğim İngilizce şarkıları anlayabilirim.					
24.	İngilizce videoları (tv programı, dizi vb.) dinleyip anlayabilirim.					
25.	İngilizce dinlerken aktivitelerini (boşluk doldurma, soru cevap vb.) yapabilirim.					
26.	İngilizce dinlerken aynı anda duyduklarımı yazabilirim.					
29.	İngilizce sınavlarının dinleme bölümlerinde kendimi yeterli bulurum.					