Conceptual and Psychometric Properties of a Self-efficacy Perception Scale Based on Teaching Turkish as a Foreign Language

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Abstract

The main purpose of this descriptive research study is to investigate the conceptual and psychometric properties of a self-efficacy perception scale developed for determining self-efficacy perception of 3rd and 4th grade Turkish pre-service teachers, who took Turkish as a Foreign Language (TFL) course theoretically in undergraduate level, towards teaching TFL. As a result of analysis of the related literature and written responses of participants, researchers initially formed an item-pool by considering that they best suit to TFL context. Then, they adapted the items into 5-point Likert scale. The current instrument was administered to 176 pre-service Turkish teachers with a random sampling design. The repetitive statistics showed that the instrument has three factors with 25 items that measure the self-efficacy of participants. The factors which have been identified in the instrument possess the construct validity and psychometric properties of internal consistency. The reliability and validity of the scale were analyzed with SPPS 17.0. According to exploratory factor analysis results for maintaining construct validity of the scale, factor values of the scale changed between 0.57 and 0.82, and total variant of the scale was found to be 70.379 %. As for the Kaiser-Meyer-Olkin (KMO) measuring of sampling adequacy and Bartlett's test of sphericity, KMO is found to be 0.95 being greater than 0.60 and Bartlett's test is large with Chi-square value ($\chi^2_{(300)}$ = 4143.5; p< ,0001) and significant at 0.000. As for reliability, the results showed that the items of scale in terms of item-total correlation changed between 0.45 and 0.84, and the total internal reliability coefficient of the scale (Cronbach's Alpha) was calculated as 0.972. Additionally, the two scholars gave their positive opinions in favor of the scale for face validity.The results indicates that the scale has the validity and reliability. Furthermore, the findings of the study confirmed that this scale had validity and reliability that could be used in TFL context for exploring pre-service teachers' self-efficacy perception towards teaching TFL.

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Introduction

Perceived self-efficacy is basically defined as people's beliefs in their capabilities to produce given tasks (Bandura, 1997). As for teaching profession, teachers' self-efficacy has been concerned with their beliefs and student learning outcomes (Gibson & Dembo, 1984; Henson, Kogan & Vacha-Haase, 2001). Self-efficacy is therefore one of the important factors in educational inquiry such as assumption, attitude, motivation and perception. According to Bandura (1993, 1997), 'efficacy is then likely such a belief. Teachers' perceived capabilities to teach a topic seem to have a direct impact on teaching practices. Teachers' perceived efficacy influences not only the kind of environment they create for their students but also their judgments about the different tasks they perform to bring about student learning (Cited in Chacon, 2005: 257).

Although many studies have investigated foreign language teacher efficacy in different disciplines, there has been no research in TFL context as regards to teachers' self-efficacy. Moreover, the studies on foreign language teachers' self-efficacy have been so far conducted to explore the perceived self-efficacy of teachers such as non-native English, French, German teachers etc. The present study then focuses on native pre-service Turkish teachers' self-efficacy towards teaching Turkish as a Foreign Language (TFL).

Based on the teacher education literature, a qualified foreign language teacher should have pedagogical content knowledge, classroom management skills, measurement and evaluation skills, material development skills, foreign language teaching methods skills etc. These parameters are concerned with the self-efficacy of a foreign language teacher (Thomas, 1987). Accordingly, foreign language teacher self-efficacy parameters are generally grouped into three categories. These are self-competence in related subject, pedagogical content knowledge, cultural competence (Alkan, 2000; Demirel, 1989). In this regard, Ministry of Turkish National Education (2002) reported teacher efficacy parameters in 17 categories. These are efficacy of teaching, knowing student, planning the period of instruction, material development, educational skills, classroom management, student outcome measurement and evaluation, guidance to student, developing basic learning skills of student, serving student by regarding their individual differences, education for adult learners, activities outside of the classroom, self-developing, serving school, improving communication skills around the school, general cultural knowledge, and skills about the related subject. As evidence from these self-efficacy parameters of a teacher, it is clearly seen that there are not grouped self-efficacy categories according to specific academic teaching disciplines. It was not until 2008 that MNE determined specific teaching self-efficacy of a teacher studying in these disciplines such as Science teaching, English teaching, etc. In this regard, the self-efficacies of an English teacher were grouped by MNE as follows: (1) Planning and organizing the educational period of English language teaching, (2) developing basic language skills such as reading, writing, listening, and speaking, (3) student outcome evaluation in a formative and summative way, (4) cooperating with school, parents, and community, (5) reaching professional development level in English language teaching.

As seen, there is not any determined teacher self-efficacy criterion for the purpose of teaching TFL. Because of the recently spread of teaching TFL especially in Europe, Asia and Arabic countries (Demircan, 2002) and also the majority of TFL teachers are Turkish, it is, then, required to measure and determine conceptual framework of self-efficacy of a TFL teacher. In this regard, it is aimed to investigate the conceptual and psychometric properties of a self-efficacy perception scale developed for determining self-efficacy perception of 3rd and

4th grade Turkish pre-service teachers towards teaching TFL, who took Turkish as a Foreign Language (TFL) course theoretically in undergraduate level. This study, then, outlined the conceptualization of self-efficacy phenomenon as a psychological concept in education, and the development process of a self-efficacy perception scale Based on Teaching Turkish as a Foreign Language (SEPCTTFL).

The researchers conducted two phases in this study. The aim of the first phase (preliminary study) is to construct a conceptual framework as a preliminary way, and to make a pool filled with related items. While, the aim of the second phase of the study focuses on investigating internal consistency, factor forms, and construct validity of the scale.

Preliminary Study

The participants of the research composed of 103 pre-service Turkish teachers who are studying in 3rd and 4th grade and taking Turkish as a foreign language lessons theoretically in Faculty of Education at Çanakkale Onsekiz Mart University. A questionnaire was administered to this group in a voluntary basis.

In this preliminary study, a questionnaire was given to participants consisting of open-ended questions such as writing at least 10 reasons defining a TFL teacher having self-efficacy, and 2) Do you feel yourself as a pre-service TFL teacher having self-efficacy? Explain in detail.

The conceptual framework of perceived self-efficacy towards teaching TFL was developed from this preliminary study. The researchers explored thematically three conceptual factors explaining the self-efficacy towards teaching TFL. They are stated as follows:

1. Self-efficacy perception towards teaching basic language skills. It means that the items addressing to the need of teaching basic foreign language skills such as reading, listening, writing, and speaking.

2. Self-efficacy perception towards foreign language teaching methods, and measurement and evaluation. This factor pertains to a desire to know specific in-class techniques and student outcome measurement and evaluation.

3. Self-efficacy perception towards vocational pedagogy and general culture. In this factor, the students stated that vocational skills and general culture teaching is required to be entitled as an effective TFL teacher.

The researchers used this conceptual framework for constructing the item pool. Figure 1 clearly shows the conceptual factors of the teacher self-efficacy construct.

Figure 1. Preliminary Factors of the Teacher Self-efficacy
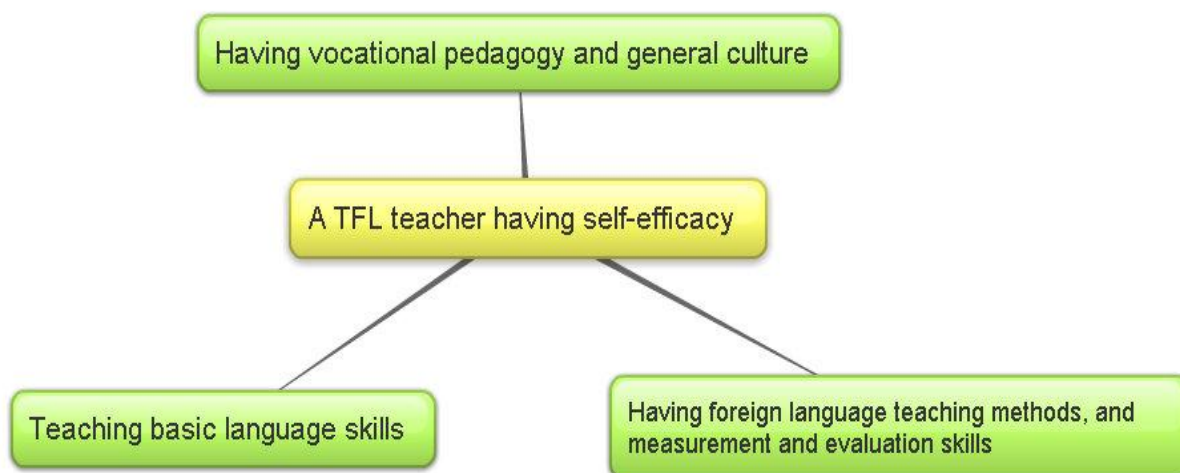
Second Phase of the Study

Sampling and Procedure

In the second phase of the study, the self-efficacy scale was administered to 176 native Turkish speaker students studying in 3rd and 4th grade Turkish language teaching department in Çanakkale Onsekiz Mart University. The Pilot Form of the scale was administered in Turkish language in a regular lesson in faculty. The administration period of the scale took 30 minutes in a voluntary basis as in the first step of the study.

Instrument

The first part of the scale comprises of the items as regards to self-efficacy which is based on conceptual factors as in the first phase of the study, and the second part of the scale investigated participants' demographic features. The first dimension of the scale contained 43 items. The first 10 items dealt with the self-efficacy perception towards teaching basic language skills (e.g., "I can support the development of my TFL learning students' reading skills"). The second 13 items dealt with self-efficacy perception towards foreign language teaching methods and measurement, evaluation (e.g., "I can develop strategies to motivate TFL learner to the course"). The remaining 20 items dealt with self-efficacy perception towards vocational pedagogy and general culture (e.g., "I can support my TFL learner students' recognizing different accents of Turkish).

The prepared scale was reviewed by three scholars studying in applied linguistics and psychology. They were doctoral degree researchers and gave their positive feedback about the scale. According to their views, researchers made revisions on the items of the scale. The scale was adapted into 5 point Likert-type using (1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly agree. The original Turkish version of the scale is given in Appendix – A.

Data Analysis

The data obtained from 176 participants were analyzed by SPSS 17.0 in order to explore descriptive features of the scale such as mean, standard deviation, minimum and maximum, item-total correlation coefficient for reliability, and exploratory factor analysis. Factor analysis was run according to a value of 1.0 Eigenvalue, a three percent of the total variance, and a minimum 50 % factor loading of each factor.

Results

According to the statistical analysis, descriptive statistics for each item in the scale were obtained. Table 1 clearly shows the 5 most and 5 least agreed items in the pretest scale fulfilled by 176 participants. Table 1 also shows the items which were not included into last scale form.

Table 1.
Most and least agreed items

Item no	Most Agreed Items	Mean	SD
15	I can decide to utilize what kind of measurement and evaluation tools for measuring outcome of Turkish learners.	3,43	1,19
6[*]	I can stimulate cultural awareness of Turkish learners by recalling cultural differences and similarities.	3,43	1,24
34[*]	I can control disruptive behaviors f students in teaching Turkish	3,42	1,14
43	I can give information about important persons in Turkey to Turkish learners.	3,40	1,24
21[*]	I can provide an environment for group works of Turkish learners.	3,38	1,15
	Least Agreed Items		
29	I can teach Turkish to students by regarding their learning strategies.	3,01	1,11
11	I can teach Turkish to students only by speaking Turkish in classrooms.	2,99	1,06
27[*]	I can design student-centered and authentic activities in teaching Turkish.	2,98	1,03
28[*]	I can develop required teaching materials in Turkish teaching.	2,96	1,22
38	I can teach Turkish to students by regarding their age.	2,90	1,28

[*]*Excluded items before factor analysis*

Table 1 demonstrated that the first five items have the highest mean scores. These items are concerned with classroom management, measurement and evaluation, and cultural awareness towards target society which a TFL teacher should have so as to be attributed as an effective teacher. These features can be titled as general features which a teacher should have, especially not specific to foreign language teachers. Actually, the least stated items are

categorized under the specific vocational skills which a language teacher must have so as to be attributed as an effective teacher with respect to authentic material development, student language learning strategies, etc.

Item-total Reliability

The internal consistency analysis was run, after descriptive statistics of 43 items, for seeing the contribution of each item to the variance. To that end, by using Cronbach Alpha coefficient, item-total correction coefficient was run. As a criterion for not including the items to the factor analysis, the value of 0.40 was based. Item-total statistics of 43 items varied between 0.45-0.84. For this reason, all 43 items were subjected to factor analysis.

Table 2 demonstrated the reliability of factors determined with respect to self-efficacy perception of pre-service teachers towards teaching TFL. It can be concluded from the table that factor 1 met the highest reliability scores after Factor 1, and Factor 2. It can be stated that internal consistency reliability determined by item-total correlation of each factor is found to be high. Accordingly, self-efficacy scale has a high reliability.

Table 2.
Reliability of the self-efficacy scale

Factor	No. of Items Accepted	Range of Alpha Coefficient	Alpha Coefficient
Factor 1: Self-efficacy perception towards teaching basic language skills	5	0.738 - 0.876	0,925
Factor 2: Self-efficacy perception towards foreign language teaching methods and measurement, evaluation.	6	0.494 - 0.779	0,880
Factor 3: Self-efficacy perception towards vocational pedagogy and general culture	14	0.711 - 0.858	0,965
Total	**25**	**0.458 - 0.844**	**0,972**

Factor Analysis

After reliability statistics, an exploratory factor analysis was run for 43 items having at least the value of 0.40. Firstly, 43 items were factored by using Principal Component Analysis (PCA) so as to obtain factors. The 15 items having at least 0.100 similarities to other dimensions were omitted. A second factor analysis was conducted and obtained 28 items. Finally, 3 items having at least 0.100 similarities to other dimensions were omitted and a final run was conducted and obtained 25 items with 3 factors.

Factor analysis was run according to the some parameters such as value of 1.0 Eigenvalue, three percent of the total variance, and a minimum 50 % factor loading of each factor. According to exploratory factor analysis results for maintaining construct validity of the scale, factor values of the scale changed between 0.57 and 0.82, and total variant of the scale was found to be 70.379 %. As for the Kaiser-Meyer-Olkin (KMO) measuring of sampling adequacy and Bartlett's test of sphericity, KMO is found to be 0.95 being greater than 0.60 and Bartlett's test is large with Chi-square value ($\chi^2_{(300)}$ = 4143.5; p< ,0001) and

significant at 0.000. To determine factor number of the scale, the Eigenvalue and component number were handled as a whole as seen in Figure 2.
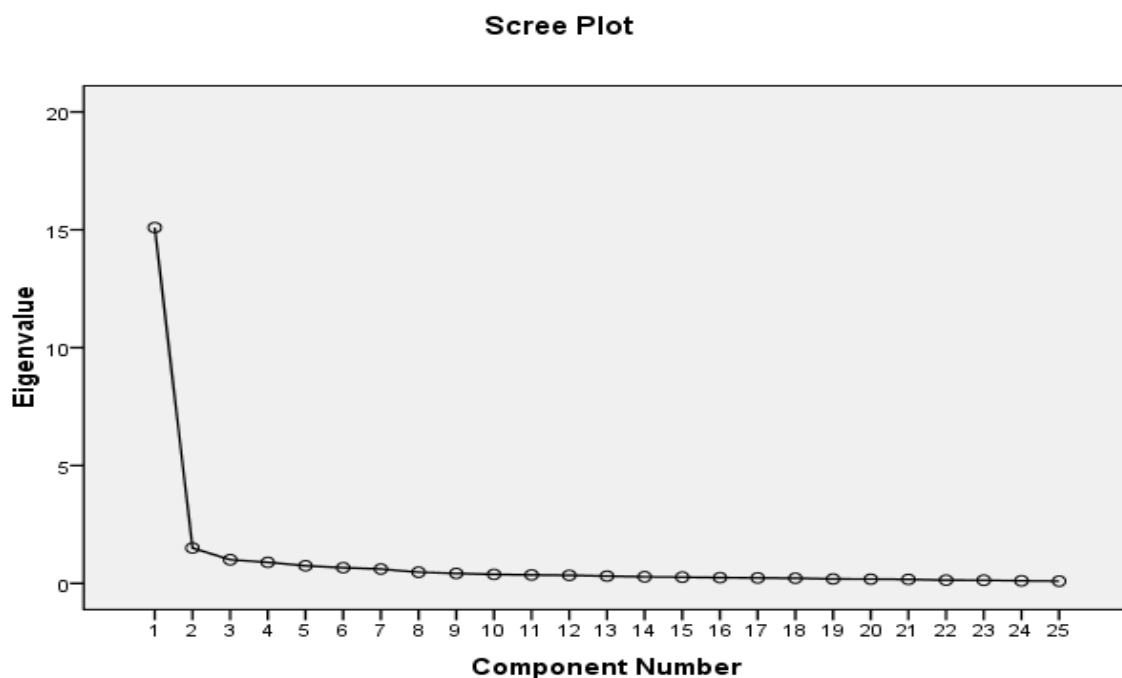

Figure 2. Eigenvalue-Factor structure

Table 3 shows each item and factor loadings of all items. After factor analysis, the researchers gave an appropriate name for each factor thematically based on the preliminary study conducted for determining conceptual structure of self-efficacy of a language teacher towards teaching TFL.

Table 3.
Factor loadings of the self-efficacy scale

Item No.	Items	F1	F2	F3
Factor 1: Self-efficacy perception towards teaching basic language skills				
1.	As a pre-service teacher, I hope to improve reading skills of Turkish learners.	.697		
2.	As a pre-service teacher, I hope to improve writing skills of Turkish learners.	.785		
3.	As a pre-service teacher, I hope to improve speaking skills of Turkish learners.	.821		
4.	As a pre-service teacher, I hope to improve listening skills of Turkish learners.	.631		
5.	As a pre-service teacher, I hope to develop techniques and principles in order to teach basic language skills.	.735		

Factor 2: Self-efficacy perception towards foreign language teaching methods and measurement, evaluation.

8.	I can utilize appropriate teaching strategies related to teaching program and objectives in teaching Turkish.	.676
9.	I can effectively utilize many variables such as reinforce, clue, and feedback in teaching Turkish.	.630
10.	I can develop motivational strategies for students in teaching Turkish.	.657
11.	I can teach Turkish to students only by speaking Turkish in classrooms.	.610
14.	I can effectively utilize required measurement and evaluation tools in teaching Turkish.	.768
15.	I can decide to utilize what kind of measurement and evaluation tools for measuring outcome of Turkish learners.	.574

Factor 3: Self-efficacy perception towards vocational pedagogy and general culture

23.	I can provide that students obey the class rules in teaching Turkish.	.641
24.	I can provide that students have knowledge about Turkish cinema.	.722
29.	I can teach Turkish to students by regarding their learning strategies.	.708
31.	I can provide that students learn Turkish culture in teaching Turkish.	.769
32.	I can provide that students learn different accents of Turkish language.	.746
33.	I can provide that students have knowledge about actual information about Turkey.	.774
35.	I can provide that students have knowledge about contemporary Turkish literature.	.678
36.	I can provide that students have knowledge about important cities of Turkey.	.674
37.	I can provide that students have knowledge about Turkish education system.	.682
38.	I can teach Turkish to students by regarding their age.	.771
39.	I can provide that students learn Turkish superstitions.	.768
41.	I can provide that students learn Turkish food culture.	.747
42.	I can provide that students have knowledge about Turkish family system.	.715
43.	I can give information about important people in Turkey to Turkish learners.	.630

Eigenvalue	1.0	1.5	15.0
Percent of Variance	18.2	18.3	33.8
Cumulative			70.3

The three factors accounting for 70. 3%, as regards to variance, of perceived self-efficacy of pre-service teachers towards teaching TFL were labeled as follows:

Factor 1 – Self-efficacy perception towards teaching basic language skills

This factor is concerned with the perceived self-efficacy of pre-service teachers towards teaching basic language skills such as reading, writing, listening, and speaking by integrating language teaching methods and principles. That is the main desire of a language teacher to teach basic language skills to learners. This factor also indicates that self-efficacy towards teaching basic language skills is not only valid for TFL teachers but also for English, French, German etc., language teachers.

Factor 2 – Self-efficacy perception towards foreign language teaching methods and measurement, evaluation

This factor is concerned with the self-efficacy perception towards knowing foreign language teaching methods, and measurement and evaluation; that is, a desire to know specific in-class techniques and student outcome measurement and evaluation. That is one of the main desires of a language teacher to know foreign language teaching methods, and measurement and evaluation criteria so as to be attributed as an effective language teacher.

Factor 3 – Self-efficacy perception towards vocational pedagogy and general culture

This factor is concerned with the self-efficacy perception of pre-service teachers towards knowing vocational pedagogy and general culture so as to be attributed as an effective teacher. Vocational pedagogy and general culture refers to integrating pedagogical content knowledge with pragmatics of target society.

Discussion And Conclusion

What are the self-efficacy perceptions of pre-service Turkish teachers towards teaching Turkish as a Foreign Language?

It is aimed to investigate the conceptual and psychometric properties of a self-efficacy perception scale developed for determining self-efficacy perception of 3rd and 4th grade pre-service Turkish teachers towards teaching TFL, who took Turkish as a Foreign Language (TFL) course theoretically in undergraduate level.

This study outlined the conceptualization of self-efficacy phenomenon as a psychological concept in education, and the development process of a self-efficacy perception scale Based on Teaching Turkish as a Foreign Language (SEPCTTFL). As taken into account the contribution of determining teachers' self-efficacy to educational researches, positive

teacher self-efficacy is then among the desired missions (Ross, 1995; Soodak & Podell, 1996; Wheatley, 2002).

As evidence from this study, pre-service Turkish teachers do not feel self-efficacy towards teaching TFL. However, the most agreed statements by participants are categorized into three factors. These statements are measurement and evaluation, classroom management, and cultural awareness towards target society which a TFL teacher should have so as to be attributed as an effective teacher.

According to descriptive statistics of each factor, the overall self-efficacy perceptions of the pre-service Turkish teachers towards teaching TFL were found to be moderate. Self-efficacy perception towards foreign language teaching methods, and measurement and evaluation is seen to be 3.24, and self-efficacy perception towards teaching basic language skills is seen to be 3.20, and lastly self-efficacy perception towards vocational pedagogy and general culture is seen to be 3.14. When these results are interpreted it can be said that pre-service teaches are neutral about deciding their self-efficacy towards teaching TFL. Historically, there is a body of research that indicates that teachers' training education influences their teaching (Barth, 2002; Ingersoll, 2003; Darling-Hammond & Bransford, 2005; Heritage & Vendlinski, 2006; Hill, Rowan & Ball, 2005). However, the present results showed that pre-service Turkish teachers rate their self-efficacy perception to be modest.

By reviewing the related teacher education literature, it is clearly seen that there are many studies in Turkey and western communities concerned with self-efficacy perceptions of pre- and in-service teachers. These studies are also carried out by different sampling groups and they also focus on different dimensions of self-efficacy phenomenon. Lin *et al.* (2002) investigated self-efficacy of pre-service English teachers, and Chacon (2005) carried a research so as to explore the self-efficacy perception of in-service English teacher. These two studies showed that self-efficacy of a language teacher is advancing in parallel with his/her related formal education in his/her formal institutions. However, the participants in this study are studying in Turkish as a mother language teaching department and they only take a two credits of Turkish as a foreign language course in theoretical way. As a result of this, it can be quoted that low self-efficacy of these pre-service teachers towards teaching TFL is an expected case. This case also supports the studies cited above. Actually, the reason of their low self-efficacy towards teaching TFL can be explained with the lack of mandatory courses such as techniques and principles of teaching a foreign language because of their current program aiming at training Turkish as a mother language teachers. According to Bandura (1986, 1993, 1997), the construction of a robust self-efficacy belief in person can only be achieved by mastery experiences and vicarious experiences which are witnessed in training and in-service period. However, the participants in this study do not experience any self-efficacy experience entitled with mastery or vicarious in their training period.

With reference to these expected results, the researcher tried to develop a scale for exactly determining the self-efficacy construct of pre-service teachers in order to see clearly in which way self-efficacy perception is high or no. Accordingly, the preliminary and second phase of the study showed a good reliability and high validity in order to measure perceived self-efficacy of pre-service Turkish teachers towards teaching TFL. By using principal component analysis, the findings of factor analysis confirmed the internal structure of the self-efficacy perception scale that shows three distinct factors which measure perceived self-efficacy of Turkish pre-service teachers towards teaching TFL. These three factors are not restricted to preliminary conceptual framework of the study, but these factors confirmed that

self-efficacy perceptions of pre-service Turkish teachers towards teaching TFL are multidimensional.

As evidence from the study, Alpha coefficient measured the internal reliability of the scale and it is found to be high. This result naturally suggests that the scale can be administered to a target community as it has a potential to have a one more time reliability indices. As final words, this study has of course certain implications for future research to be handled with by novice researches as a further research. For this, it would be best to give suggestions for further researches.

- Detailed statistical analysis, multidimensional scaling techniques, and further validation such as confirmatory factor analysis of the obtained dimensions from this pre-service teacher self-efficacy scale are recommended.

- By addressing different statistical techniques entitled with test-retest and split-half methods, reliability index of the perceived self-efficacy scale are to be further established.

- By addressing different variables, validity of the scale is to be reinforced such as addressing to pre-service teachers studying in many Turkish language departments in Turkey.

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Appendix – A

1. Yabancı dil olarak Türkçe öğrenen öğrencilerin okuma becerilerini geliştirmelerini sağlayabilirim.
2. Yabancı dil olarak Türkçe öğrenen öğrencilerin yazma becerilerini geliştirmelerini sağlayabilirim.
3. Yabancı dil olarak Türkçe öğrenen öğrencilerin konuşma becerilerini geliştirmelerini sağlayabilirim.
4. Yabancı dil olarak Türkçe öğrenen öğrencilerin dinleme becerilerini geliştirmelerini sağlayabilirim.
5. Temel dil becerilerinin öğretiminde mevcut yöntem ve teknikleri etkin bir şekilde kullanabilirim.
6. Yabancılara Türkçe öğretiminde öğretim planı ve amaçlar çerçevesinde uygun öğretim stratejilerini etkin bir biçimde kullanabilirim.
7. Yabancılara Türkçe öğretiminde pekiştireç, ipucu, dönüt, düzeltme gibi değişkenleri etkin bir biçimde kullanabilirim.
8. Yabancı dil olarak Türkçe öğrenen öğrencileri derse karşı motive edecek stratejiler geliştirebilirim.
9. Yabancılara Türkçe öğretiminde sınıflarda sadece Türkçe kullanarak Türkçe öğretebilirim.
10. Yabancılara Türkçe öğretiminde gerekli ölçme ve değerlendirme araçlarını etkin bir biçimde kullanabilirim.
11. Yabancı dil olarak Türkçe öğrenen öğrencilerin performanslarını ne tür ölçme ve değerlendirme araçları kullanarak değerlendirebileceğime karar verebilirim.
12. Yabancılara Türkçe öğretiminde öğrencilerin sınıf kurallarına uymasını sağlayabilirim.
13. Yabancı dil olarak Türkçe öğrenen öğrencilerin Türk sineması hakkında bilgi sahibi olmalarını sağlayabilirim.
14. Yabancı dil olarak Türkçe öğrenen öğrencilerin öğrenme stratejilerini göz önünde bulundurarak onlara Türkçe öğretebilirim.
15. Yabancı dil olarak Türkçe öğrenen öğrencilerin Türk kültürünü kavramalarını sağlayabilirim.
16. Yabancı dil olarak Türkçe öğrenen öğrencilerin Türkçenin farklı ağızlarını anlamalarını sağlayabilirim.
17. Yabancı dil olarak Türkçe öğrenen öğrencilerin Türkiye hakkında güncel bilgi sahibi olmalarını sağlayabilirim.
18. Yabancı dil olarak Türkçe öğrenen öğrencilerin çağdaş Türk edebiyatı hakkında bilgi sahibi olmalarını sağlayabilirim.
19. Yabancı dil olarak Türkçe öğrenen öğrencilerin Türkiye'nin belli başlı şehirleri hakkında bilgi sahibi olmalarını sağlayabilirim.
20. Yabancı dil olarak Türkçe öğrenen öğrencilerin Türk eğitim sistemi hakkında bilgi sahibi olmalarını sağlayabilirim.
21. Yabancı dil olarak Türkçe öğrenen öğrencilerin yaşını göz önünde bulundurarak onlara Türkçe öğretebilirim.
22. Yabancı dil olarak Türkçe öğrenen öğrencilerin Türk toplumunun batıl inançları hakkında bilgi sahibi olmalarını sağlayabilirim.
23. Yabancı dil olarak Türkçe öğrenen öğrencilerin Türk mutfağı hakkında bilgi sahibi olmalarını sağlayabilirim.
24. Yabancı dil olarak Türkçe öğrenen öğrencilerin Türk aile yapısı hakkında bilgi sahibi olmalarını sağlayabilirim.
25. Yabancı dil olarak Türkçe öğrenen öğrencilerin Türk toplumuna ait önemli kişiler hakkında bilgi sahibi olmalarını sağlayabilirim.