Evaluation of teaching practicum for pre-service English language teachers: A scale development study

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Abstract

The aim of this study is to develop a measurement tool that evaluates the teaching practicum to shed light on the expectations and attitudes of English teacher candidates in relation to teaching practicum. In this context, two measurement tools; expectation scale and reaction scale were prepared based on the amalgamation of Kirkpatrick Training Evaluation Theory (2000) and EPOSTL(2007). This study was conducted to have an overall critical analysis of the current practicum program applied in Turkey to determine the pre-service teachers' views about the existing face to face teaching practicum model and what could be done to make up for the deficits in the current implementation. Within the scope of the study, validity and reliability studies were conducted. For research validity; a pilot study was conducted at a state university with senior level ELT students at 2018-2019 spring academic year. As a result of the pilot study item writing and item pooling stages were completed. Expert opinion was received from three academicians from the field in order not to assess the face validity, content validity and construct validity. Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) were conducted with 294 senior level ELT students who were taking the School Experience course at 2019-2020 fall term around various universities in Turkey. Working groups were determined based on maximum diversity sampling method. Cronbach's alpha coefficients were calculated as .96 and .98 for the expectation and reaction scales respectively. In line with the applications and analyzes, it can be said that the scales are valid, reliable and they have sufficient values in terms of psychometry.

Keywords: teaching practicum; pre-service teacher training; program evaluation; scale development.

1. Introduction

Pre-service teacher training, preparation and development has a prominent place in the list of government's educational agenda and is prioritized with the aim of inducing a qualified instruction in Turkish schools, and training teachers within the country. Teaching practicum is an educational activity which involves pre-service teachers, cooperating teachers, university supervisors, administrators, and

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students. Due to its nature, it entails many different considerations such as lesson plans, observation reports, reflective practice, visits of university supervisors, etc. During the teaching practicum, pre-service teachers basically benefit from lesson observation, the cooperating teacher and practicum school, university supervisors' supervision, communication with other school members, and the peer teachers (Gan, 2014). Pre-service teachers who are taking initial teacher training need to develop several competencies to guarantee their preparation to teach. Pre-service teachers should demonstrate their ability in writing lesson plans, in progression of subjects, meeting the needs of the students, administering a variety of teaching strategies and methods, presenting the content with an exploratory, vivid language and showing the ability to use digital sources. Therefore, teaching practicum is an important program that amalgamates theory and practice in teacher training. In this study, the "School Experience" course included in the curricula of ELT Programs is evaluated based on 4th grade students' opinions. Thus, the aim of this study is to investigate the problems that the pre-service English teachers encounter in practicum process and find out how these problems affect the pre-service teachers. This study is of significance, because it addresses the impact of such an important program upon pre-service teachers' acquisition of teaching qualifications and the problems encountered in practice. Through this evaluation, for the improvement of the Practicum nationwide and a theoretical framework, an interactional model which has higher accountability and snatches the requisites of the era is proposed for the use of the Ministry of Education.

1.1. Literature Review

There is considerable amount of studies that indicate the value of practicum in the professional development of Pre-service teachers. One of the advantages of this period is that, it supports socialization within the profession and develops teaching skills (Hascher et al., 2004). Teaching practicum provides the pre-service teachers with opportunities to practice and develop the knowledge and experiences gained through 4 year-long professional university education via authentic teaching and learning practice. The practice-teaching period provides pre-service teachers with the opportunity to apply the knowledge and skills they have acquired and be evaluated at the same time have been taught (Duffy, 2005). When the studies carried out within the scope of teaching practice are examined, it is seen that there are studies conducted to examine the experiences, opinions and expectations of prospective teachers, mentor teachers, and university supervisors (Hudson, 2009 ; Ronfeldt and Reinninger, 2012; Zeichner, 2002). These studies underline that the guidance of mentor teachers and university lecturers has a significant impact on the experience of candidates in this process (Cook, 2007; Smagorinsky et al., 2006). In Turkish context, while a measurement tool was developed by Çevik and Alat (2012) to determine the attitudes of the practice teachers, the "Practice Teacher Proficiency Scale" developed by Kiraz (2003) was developed to determine to what extent the practice teachers fulfilled the expectations of the candidates. On the other side of the coin, when the teacher candidates are faced with problems during the process, this can have long-term damages on their future profession as well, which in turn brings forward the need to enlighten the problems in the program and solve them on a professional basis. Mentors' knowledge on how teaching practice should be is found insufficient in Boz and Boz 2006 study and there is a gap between theoretical knowledge that are taught at universities and real courses in the schools (Seferoğlu, 2006). The realities of the workplace frequently make novice teachers suffer from the gap between the theory and the practice. Teacher candidates can be said to go through experiential learning through this process. It is based on Kolb's (1984) model of experiential learning; the concrete experience, reflective observation of that experience, abstract conceptualization including learning from the experience, active experimentation and testing of the new concepts. The rules for teaching practicum program is mentioned in Faculty-School Cooperation manual. During the internship of pre-service teachers, there is a bilateral process in which both parties benefit from each

other. In the directive published by the Ministry of Education the duties of all the stakeholders are defined clearly. However the Faculty-School Cooperation Manual has not been updated since 1998. There is a need for the revision of the manual. For a sound theoretical evaluation this study is based on two theories a) Kirkpatrick's Four Levels of Training Evaluation b) EPOSTL. Assessing the effectiveness of the training entails the utilization of the Kirkpatrick's Four-Level Training Evaluation Model developed by Donald Kirkpatrick (2000). The model is highly adaptive and adds up to the traditional training models. The results of using the model are positive both for teachers and the learners. These four levels include learning, behavior, results and reaction.

a- Reaction: Individuals' reactions to the learning experiences

b- Learning: Individuals' acquisition of important information, knowledge, skills, and attitudes

c- Transfer: Changes in behavior in an authentic setting due to the training program

d- Results: The effect/impact that the newly acquired behaviors have on the people and the organization

The second theory underlying this scale development study is EPOSTL (2007). It is a document that addresses the content of teacher education and core competences. It formulates didactic competence descriptors (I can…) related to language teaching, helps assess and monitor those competences, record them and maintains links between CEFR and English Language Portfolio (ELP). The main aim is to encourage students to reflect on the competences of a teacher, to help prepare them for their future profession in a variety of teaching contexts, to promote discussion between them and their peers, teacher educators and mentors, to facilitate self-assessment of them to provide an instrument which helps chart progress. As a result, it increases transparency of education programs, encourage a reflective mode in teacher education and aids comparison of teacher education programs (Newby, 2007).

1.2. Research Questions

1- What are the expectations of pre-service EFL teachers from Teaching Practicum?

2- What are the reactions of pre-service EFL teachers to the Teaching Practicum?

1.3. Scale Development

This research is a scale development study. In this context, it is aimed to develop a valid and reliable scale that evaluates face to face teaching practicum. In this section, the scale development process is explained in detail.

1.4. Pilot Study

For the pilot study the researcher conducted a student questionnaire for the teacher candidates and focus group interview with mentor teachers and a written questionnaire with the administrators. Piloting was made with senior ELT students in the 2018-2019 academic year. The items in the study were based on EPOSTL and Kirkpatrick Training Evaluation model and covered the expectations from the practicum program. The questionnaire included a qualitative part in which the students declared their positive and negative experiences in the first part. In the second part they answered five questions to answer what might motivate them for their future profession. The replies given to the questions by the teacher candidates were categorized by the researcher at the end of the study.

The students were found to have self- expectations and job-related expectations. And their expectations were either positive or negative. This gave the researcher ideas for item writing.

In order to facilitate the indicators, a group of mentor teachers were asked questions in a group work. The researcher conducted a focus-group interview with the mentor teachers with two mentor teachers at an Anatolian High School. The answers to the questions were transcribed and analyzed with a thematic analysis. At the end of the interview with the teachers the researcher found that the teachers also wanted some changes in the practicum. They had teacher candidate related, job-related, university related issues and mentioned about their problems and desires. The researcher also conducted a written questionnaire with the administrators as well. The administrators also had teacher candidate related, university related, mentor teachers related and formal procedures related wishes.

2. Method

In the scale development process, firstly the literature was examined and the theories and contents related to the concept of teaching practicum were investigated. Then, Kirkpatrick Training Evaluation (2000) and EPOSTL(2007) theories that dominate teaching practicum literature are identified. As a result of literature review, a pilot study was initiated with 4th grade pre-service teachers at a state university. After the pilot study, the scale questions were formed. Then the scales were administered to the study group. Quantitative research design was chosen for this study.

2.1. Sample/Participants

In this research, the study group for EFA/CFA consists of 294 senior level English Language Teaching program pre-service teachers from all around Turkey; Erzurum province Atatürk University, İstanbul province Yıldız Teknik University, Gaziantep province Gaziantep University, Çanakkale province 18 Mart University, Denizli province Pamukkale University, Ankara province Gazi University in order to see the regional tendencies as well. In order not to disrupt the power relationship the researcher didn't administer the scale in her own affiliation. Approximately 300 participant number is a good number of participant as stated by Tinsley and Tinsley (1987) and Comrey (1973) as cited in DeVellis (2017). Exploratory and Confirmatory factor analysis was made for the reliability and validity of both the expectation scale and the reaction scales separately. The data were obtained from the students' responses to the scale via IBM Statistical Package for Social Sciences (SPSS) 24v and AMOS 19. Exploratory and Confirmatory factor analysis was made within each sub-division itself. CMIN, RMSEA and CFI values were analyzed. In this context, it is aimed to reach maximum diversity by reaching teachers with different demographic characteristics (gender, age, etc.). Descriptive statistics for the CFA study group are given in Table 3.

2.2. Instruments

Expectation and Reaction scale was formed for the specific study. Exploratory and Confirmatory factor analysis was made for the reliability and validity of both the expectation scale and the reaction scales separately. The data were obtained from the students' responses to the scale via IBM Statistical Package for Social Sciences (SPSS) 24v and AMOS 19. Exploratory and Confirmatory factor analysis was made within each sub-division itself. CMIN, RMSEA and CFI values were analyzed. In this context, it is aimed to reach maximum diversity by reaching teachers with different demographic characteristics (gender, age, etc.). Descriptive statistics for the CFA study group are given in Table 3.

2.3. Data Collection Procedures

At this stage, the answers to the questionnaires in the pilot study were scanned to create the item pool, and the measurement tools within the scope of expectations from and reactions to the teaching practicum were determined. Then, the items in the measurement tools were developed. The items in the item pool were created by making use of the literature. Item pooling was made based on EPOSTL and Kirkpatrick Training Evaluation Model. In this way, 83 items were written for the expectation scale and 44 items were written for the reaction scale. The scales were prepared as a five-grade Likert type. The draft scales were presented to the opinion of three field experts in terms of content and scope. One of the experts was a professor at a state university in the field of teacher education policy, assessment and evaluation, one of them was an Assistant Professor at a private university in the field of teacher training, and the other one was an Assistant Professor at a state university in the field of educational statistics. After the scale items were revised, small changes were made in line with expert opinions, they were edited and ready-to-use forms were obtained. As a result, 7 items were corrected in the expectation scale and two more items were added and 8 items were corrected in the reaction scale. The items that were found by the experts as ambiguous, unclear or containing more than one meaning were excluded from the scale. The Likert-type scales were arranged as strongly disagree(1), disagree (2), neutral(3), agree (4) and strongly agree (5). After informing the prospective teachers in the research group about the study, the applications were made in a suitable timeframe determined outside the class hours. Data collection was carried out in print by the researcher. The collected data was primarily transferred to the IBM SPSS 24v program. Then, the data were analyzed within the scope of validity and reliability studies.

3. Results

The scales were administered to 294 participants from all around Turkey.

Table 1. Descriptives for the participants

students	N	PAU	YTU	Gazi Uni.	OMU	Gaziantep Uni.	Ataturk Uni.	M	F
	294	66	37	60	48	37	46	85	209

Table 2. Descriptives for the age range

students	N	Mean	Std. Dev.	Median	Min	Max
	294	22.33	1.97	22	20	39

Exploratory factor analysis was performed within the scope of the validity studies of the scale. In this context, Kaiser – Meyer – Olkin (KMO) value and Bartlett Sphericity Test were performed. When the literature is examined, it is stated that .50 or .60 value is base value for KMO. For example, Kaiser (1974) states that KMO value greater than .50 may be sufficient to perform factor analysis. The Bartlett's Sphericity test is a statistical technique used to check whether research data come from a multivariate normal distribution. Thus, that chi-square test statistic is significant indicates that the data comes from a normal multivariate distribution.

Factors with eigenvalues greater than 1 were taken into consideration in the evaluation of the findings obtained . In addition, within the scope of exploratory factor analysis, items with a factor load value below .30 were removed from the scale form. When Exploratory Factor Analysis was performed based on varimax rotation, it was observed that some items did not load any factors, some items loaded more than one factor, and some load values were below .40 and these items were removed from the scale and EFA was repeated. Varimax rotation method was used to determine the factor structure of the developed scale.

3.1. Expectation Scale Factor Analysis

Exploratory Factor Analysis about the University Supervisors Items

The expectation scale had 24 items covering the expectations of participants in relation to the university supervisors. The items were mainly about receiving information before the practicum from the supervisors about the content, scope, evaluation and schedule. It also included factors about receiving feedback and support from the supervisor. As a result of the factor analysis three expectation statements had to be eliminated from the scale S9, S22, and S23. These items were about receiving guidance from the supervisor about the necessary teaching principles and techniques for the course firstly. Secondly they also included expectation from the supervisor to be objective and patient. It is evident that the pre-service teachers do not want their supervisors to interfere in their own teaching methods in order find their own ways and accept that supervisors cannot be objective or too patient throughout the process.

Table 3. Expectation Scale Factor Analysis Results about the University Supervisors Items

	Rotated Factors		
	1	2	3
S16	0.816		
S14	0.812		
S15	0.803		
S13	0.790		
S12	0.775		
S17	0.753		
S11	0.748		
S20	0.701		
S19	0.689		
S21	0.687		
S18	0.679		
S10	0.666		
S3		0.825	
S2		0.823	
S4		0.822	
S1		0.780	
S5		0.757	
S6		0.606	
S8			0.779
S24			0.751
S7			0.719

Eigenvalues	12.839	1.676	1.164
VAO	36.206	23.870	14.585
KVAO	36.206	60.076	74.661

KMO-MSA=0.948, Bartlett Chi-Square=3886.232, p<0.001

In factor analysis made by removing S9, S22 and S23 statements, the expectation scale includes a sufficiently effective scale structure that measures the expectations of university teachers (KMO-MSA = 0.948). This value reflects an excellent scale structure. According to the Bartlett test, there are significant correlation levels between the items that reflect a certain structure and the scale is a scale with at least two sub-dimensions (p <0.001). A total of 3 factors with eigenvalue greater than 1 were obtained. Factor 1 explains 36.206% of total variance, factor 2 23.870% and factor 3 explains 14.5885%, while these three factors together explain 74.661% of total variance. There are 12 items under factor 1, 6 items under factor 2 and 3 items under factor 3. F1 factor consists of S16, S14, S15, S13, S12, S17, S11, S20, S19, S21, S18 and S10 items according to factor loads, respectively. The F2 factor consists of S3, S2, S4, S1, S5 and S6 items, respectively, according to factor loads. F3 factor consists of S8, S24 and S7 items, respectively, according to factor loads.

CMIN=581,549; DF=186; P=,000; CMIN/DF=3,127; RMSEA=,085; CFI=,919
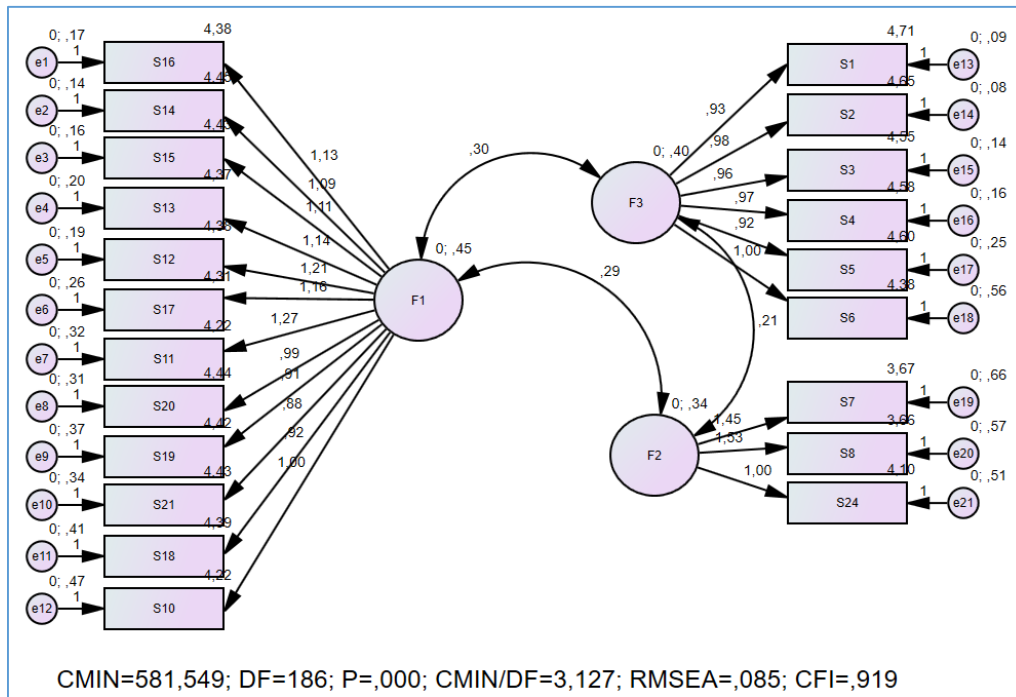
Figure 1. Confirmatory factor analysis non-standard path coefficients

Table 4. Confirmatory Factor Analysis Results

			B1	B2	Std. Error	Test Statistics	p
S16	<---	F1	0.877	1.132	0.079	14.267	<0.001
S14	<---	F1	0.886	1.090	0.076	14.406	<0.001
S13	<---	F1	0.864	1.143	0.081	14.082	<0.001
S12	<---	F1	0.878	1.210	0.085	14.297	<0.001
S17	<---	F1	0.832	1.156	0.085	13.575	<0.001
S11	<---	F1	0.833	1.269	0.093	13.612	<0.001

			B1	B2			
S20	<---	F1	0.763	0.989	0.079	12.485	<0.001
S19	<---	F1	0.709	0.910	0.078	11.617	<0.001
S18	<---	F1	0.690	0.918	0.081	11.349	<0.001
S21	<---	F1	0.710	0.876	0.075	11.674	<0.001
S15	<---	F1	0.880	1.111	0.082	13.567	<0.001
S10	<---	F1	0.697	1			
S7	<---	F2	0.721	1.452	0.158	9.212	<0.001
S8	<---	F2	0.763	1.530	0.162	9.455	<0.001
S24	<---	F2	0.630	1			
S1	<---	F3	0.893	0.926	0.073	12.723	<0.001
S2	<---	F3	0.911	0.982	0.076	12.888	<0.001
S3	<---	F3	0.850	0.963	0.078	12.271	<0.001
S4	<---	F3	0.834	0.967	0.080	12.097	<0.001
S5	<---	F3	0.760	0.923	0.082	11.239	<0.001
S6	<---	F3	0.643	1			

B1: Standard Coefficient, B2: Non-standard Coefficient

As a result of the confirmatory factor analysis, the path coefficients of the items under each factor were found to be statistically significant. Model fit coefficients are within the desired limits and the results are presented in Figure 1.

Exploratory Factor Analysis about the Mentor Teachers Items

The expectation scale had 33 items covering the expectations of participants in relation to the mentor teachers. The items were mainly about being introduced to the other teachers and students and receiving information about the environment from the mentor teacher. It also included receiving help throughout the lesson planning, necessary lesson techniques, feedback and encouragement.

As a result of the factor analysis statements S33, S36, S37, S38, S39 and S48 were eliminated were from the scale. These items asked the participants whether they wanted to be checked by the mentor teachers regarding the course materials, lesson plans or class management. Similar to the expectations from the supervisors, the teacher candidates still want freedom in their own teaching strategies so they reject being checked and do not believe in constructive criticism. So this arouses in mind that they have a prejudice against mentor teachers and are afraid of being criticized harshly.

Table 5. Expectation Scale Factor Analysis Results about the Mentor Teachers Items

	Rotated Factors				
	1	2	3	4	5
S44	0.851				
S41	0.849				
S45	0.836				
S43	0.817				
S46	0.774				
S40	0.753				
S42	0.746				
S49	0.554				

S35	0.466				
S32		0.698			
S26		0.656			
S28		0.643			
S56		0.632			
S34		0.578			
S31		0.565			
S27			0.764		
S30			0.656		
S29			0.628		
S25			0.624		
S54				0.749	
S55				0.728	
S53				0.605	
S57				0.496	
S47					0.788
S51					0.773
S50					0.647
S52					0.644
Eigenvalues	11.656	2.447	1.754	1.231	1.104
VAO	22.747	12669	11.389	10.354	10.222
KVAO	22.747	35.416	46.805	57.159	67.379

KMO-MSA=0.914, Bartlett Chi-Square=3379.179, p<0.001

In the factor analysis made with the remaining 27 statements by removing S33, S36, S37, S38, S39 and S48 items, the expectation scale has a sufficiently effective scale structure to measure the expectations in relation to mentor teachers (KMO-MSA = 0.914). This value reflects an excellent scale structure. According to the Bartlett test, there are significant correlation levels between the items that reflect a certain structure, and the scale is the bit scale with two sub-dimensions (p <0.001). As a result of the factor analysis process, a total of 5 factors with eigenvalues greater than 1 were obtained. Factor 1 explains 22.747% of total variance, factor 2 explains 12.669%, factor 3 11.389%, factor 4 10.354% and factor 5 10.22%, while these five factors explain 67.379% of the total variance together.

There are 9 items under factor 1, 6 items under factor 2, and 4 items under factor 3, factor 4 and factor 5. F1 factor is formed in S44, S41, S45, S43, S46, S40, S42, Q49 and S35 items according to factor loads, respectively. The F2 factor consists of S32, S26, S28, S56, S34 and S31 items, respectively, according to factor loads. The F3 factor consists of S27, S30, S29 and S25 items, respectively, according to factor loads. The F4 factor consists of S54, S55, S53 and S57 items, respectively, according to factor loads. F5 factor consists of S47, S50, S51 and S52 items, respectively, according to factor loads.
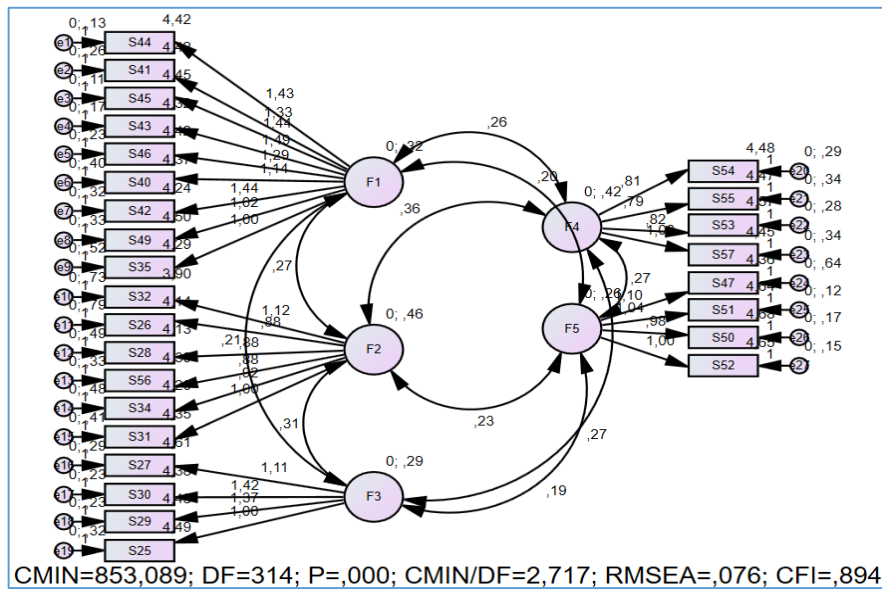
CMIN=853,089; DF=314; P=,000; CMIN/DF=2,717; RMSEA=,076; CFI=,894

Figure 2. Confirmatory factor analysis non-standard path coefficients

Table 6. Confirmatory factor analysis results

			B1	B2	Std. Error	Test Statistics	p
S44	<---	F1	4.423	1.430	0.116	12.290	<0.001
S41	<---	F1	4.415	1.326	0.115	11.522	<0.001
S45	<---	F1	4.446	1.442	0.119	12.070	<0.001
S43	<---	F1	4.322	1.488	0.122	12.197	<0.001
S46	<---	F1	4.415	1.288	0.111	11.560	<0.001
S40	<---	F1	4.368	1.145	0.110	10.373	<0.001
S42	<---	F1	4.242	1.443	0.126	11.477	<0.001
S49	<---	F1	4.499	1.022	0.099	10.339	<0.001
S35	<---	F1	4.293	1			
S32	<---	F2	3.895	1.121	0.104	10.768	<0.001
S26	<---	F2	4.145	0.876	0.097	8.998	<0.001
S28	<---	F2	4.130	0.879	0.083	10.534	<0.001
S56	<---	F2	4.394	0.885	0.075	11.745	<0.001
S34	<---	F2	4.198	0.921	0.085	10.851	<0.001
S31	<---	F2	4.349	1			
S27	<---	F3	4.606	1.112	0.096	11.593	<0.001
S30	<---	F3	4.384	1.423	0.110	12.950	<0.001
S29	<---	F3	4.483	1.375	0.107	12.842	<0.001
S25	<---	F3	4.486	1			
S54	<---	F4	4.485	0.811	0.071	11.379	<0.001
S55	<---	F4	4.468	0.794	0.074	10.792	<0.001
S53	<---	F4	4.570	0.816	0.071	11.527	<0.001
S57	<---	F4	4.452	1			
S47	<---	F5	4.358	1.099	0.113	9.701	<0.001
S51	<---	F5	4.639	1.037	0.070	14.839	<0.001
S50	<---	F5	4.677	0.977	0.072	13.578	<0.001
S52	<---	F5	4.646	1			

B1: Standard coefficient B2: Non-standard coefficient

As a result of the confirmatory factor analysis, the path coefficients of the items under each factor were found to be statistically significant. Model fit coefficients are within the desired limits and the results are presented in Figure 2.

Factor Analysis about the School Administrators Items

The expectation scale had three items covering the administrators. In the scope of content validity, although it seems as if the items are not enough for measuring the role of the administrators, it is a fact that the administrators do not have any other role during this process as a stakeholder. Since the researcher had administered a pilot study before this scale and witnessed that the participants had no expectations concerning the administrators, the researcher found three items enough for this factor. The researcher didn't receive any feedback for increasing the number of items from the academicians when she took expert opinion. Thereby, only three items for measuring this factor is enough. There aren't any items eliminated in this subdivision. The items are about being recognized as a real teachers and getting informed about the rules.

Table 7. Expectation Scale Factor Analysis Results about the School Administrators Items

	Factor
	1
S60	0.849
S58	0.806
S59	0.758
Eigenvalue	1.944
VAO	64.784
KVAO	64.784

KMO-MSA=0.661, Bartlett Chi-Square=185.242, p<0.001

In the factor analysis made with a total of 3 items, the expectation scale has a sufficiently effective scale structure to measure the expectations in relation to the practicum school administrators (KMO-MSA = 0.611). This value reflects a medium scale structure. According to the Bartlett test, there are significant correlation levels between the items that reflect a certain structure, and the scale is the bit scale with two sub-dimensions (p <0.001). As a result of the factor analysis process, only 1 factor with an eigenvalue greater than 1 was obtained. Factor 1 explains 64.784% of the total variance. Factor 1 consists of S60, S58 and S59 items.
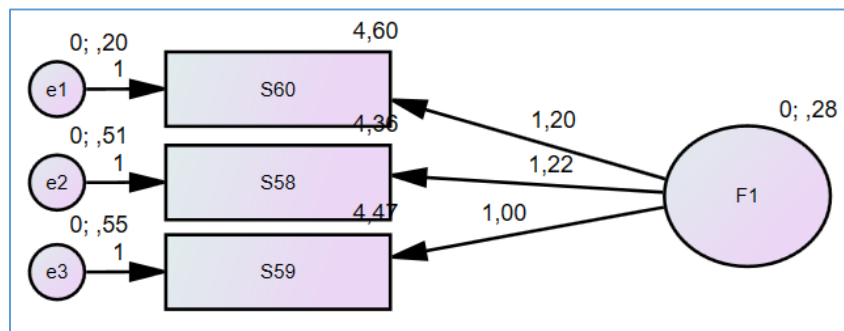
Figure 3. Confirmatory factor analysis non-standard path coefficients

Table 8. Confirmatory factor analysis results

			B1	B2	Std. Error	Test Statistics	p
S60	<---	F1	4.605	1.198	0.165	7.264	<0.001
S58	<---	F1	4.361	1.225	0.157	7.782	<0.001
S59	<---	F1	4.467	1			

B1: Standard coefficient, B2: Non-Standard coefficient

Path coefficients of all variables under the model were found to be significant.

Factor Analysis about the Peer Pre-service Teachers Items

The expectation scale had six items covering the peer pre-teachers. In the scope of content validity, although it seems as if the items are average for measuring the role of the peer teacher candidates, it is a fact that the peers have a limited role within the process. Since the researcher had administered a pilot study before this scale and witnessed that the participants had few expectations from their peers, the researcher found six items enough for this factor. The researcher didn't receive any feedback for increasing the number of items from the academicians when she got expert opinion. Thereby, six items for measuring this factor is enough. There aren't any items eliminated in this subdivision. The items are about receiving help and support from their friends within the process.

Table 9. Expectation Scale Factor Analysis Results about the Peer Pre-service Teachers Items

	Factor
	1
S63	0.849
S64	0.834
S61	0.827
S62	0.826
S66	0.721
S65	0.578
Eigenvalue	3.637
VAO	60613
KVAO	60.613

KMO-MSA=0.835, Bartlett Chi-Square=872.490, p<0.001

In the factor analysis made with a total of 6 items, the expectation scale, has a sufficiently effective scale structure to measure the expectations in relation to peer pre-service teachers (KMO-MSA = 0.835). This value reflects a very good scale structure. According to the Bartlett test, there are significant correlation levels between the items that reflect a certain structure, and the scale is the bit scale with two sub-dimensions (p <0.001). As a result of the factor analysis process, only 1 factor with an eigenvalue greater than 1 was obtained. Factor 1 explains 60.613% of the total variance. Factor 1 consists of S63, S64, S61, S62, S66 and S65 items.

CMIN=90,123; DF=9; P=,000; CMIN/DF=10,014; RMSEA=,175; CFI=,906
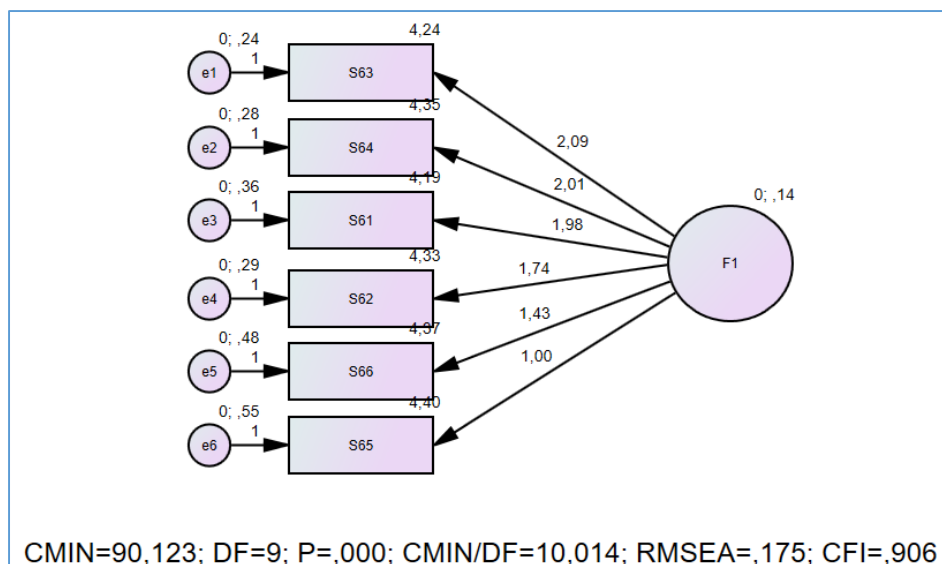
Figure 4. Confirmatory Factor analysis non-standard path coefficients

Table 10. Confirmatory Factor Analysis results

			B1	B2	Std. Error	Test Statistics	p
S63	<---	F1	0.852	2.093	0.267	7.850	<0.001
S64	<---	F1	0.823	2.007	0.258	7.768	<0.001
S61	<---	F1	0.782	1.979	0.259	7.634	<0.001
S62	<---	F1	0.775	1.742	0.229	7.609	<0.001
S66	<---	F1	0.619	1.433	0.207	6.926	<0.001
S65	<---	F1	0.458	1			

B1: Standart coefficient, B2: Non-Standard coefficient

Path coefficients of all variables under the model were found to be significant.

Factor Analysis about the Students Items

The expectation scale had only two items covering the expectations of teacher candidates from the students. In the scope of content validity, although it seems as if the items are scarce for measuring the role of the students, it is a fact that the students have a really limited role within the process. Since the researcher had administered a pilot study before this scale and witnessed that the participants had barely no expectations from their students, the researcher found two items enough for this factor. The researcher didn't receive any feedback for increasing the number of items from the academicians when she got expert opinion. Thereby, two items for measuring this factor is enough. There aren't any items eliminated in this subdivision. The items are about being seen as a real teacher and performing the tasks given.

Table 11. Expectation Scale Factor Analysis about the Students Items

	Factor
	1
S68	0.893
S67	0.893

Eigenvalue	1.596
VAO	79.789
KVAO	79.789

KMO-MSA=0.500, Bartlett Chi-Square=125.169, p<0.001

In the factor analysis made with a total of 2 items, the expectation scale, has a sufficiently effective scale structure to measure the expectations in relation to the practicum school students (KMO-MSA = 0.500). This value reflects a weak scale structure. According to the Bartlett test, there are significant correlation levels between the items that reflect a certain structure, and the scale is the bit scale with two sub-dimensions (p <0.001). As a result of the factor analysis process, only 1 factor with an eigenvalue greater than 1 was obtained. Factor 1 explains 79.789% of the total variance. Factor 1 consists of S68 and S67 items.

Factor Analysis about the Practicum School

The expectation scale had six items covering the expectations of teacher candidates from the practicum school. This factor is mainly about the physical properties and facilities of the school because this is a non-living item. In the scope of content validity, although it seems as if the items are average for measuring the role of the school itself, it is a fact that having expectations from a component is not logical. Since the researcher had administered a pilot study before this scale and witnessed that the participants had barely no expectations in relation to a physical thing, the researcher found six items enough for this factor. The researcher didn't receive any feedback for increasing the number of items from the academicians when she got expert opinion. Thereby, six items for measuring this factor is enough. Only statement S75 is eliminated in this subdivision. The items are about physical and technical infrastructure mainly.

In the factor analysis made with a total of 7 items, the expectation scale has a sufficiently effective scale structure for measuring the expectations of the participants in relation to practicum school (KMO-MSA = 0.804). This value reflects a very good scale structure. According to the Bartlett test, there are significant correlation levels between the items that reflect a certain structure, and the scale is the bit scale with two sub-dimensions (p <0.001). As a result of the factor analysis process, a total of 2 factors with an eigenvalue greater than 1 were obtained. When the factor loads of the items are examined, this item may represent both factors since there is a change of less than 0.10 between the loads of S75 in factor 1 and factor 2. For this reason, S75 must be removed from the scale.

Table 12. Expectation Scale Factor Analysis Results about the Practicum School Items

	Rotated Factors	
	1	2
S73	0.908	
S74	0.819	
S72	0.807	
S69	0.557	
S70		0.907
S71		0.718
Eigenvalues	2.991	1.058
VAO	43.404	24.076
KVAO	43.404	67.480

KMO-MSA=0.759, Barlett Chi-Square=604.139, p<0.001

In the factor analysis made by removing the S75 item, the expectation scale has a sufficiently effective scale structure to measure the expectations of the participants in relation to the practicum school (KMO-MSA = 0.759). This value reflects a good scale structure. According to the Barlett test, there are significant correlation levels between the items that reflect a certain structure and the scale is a bit scale with at least two sub-dimensions (p <0.001). As a result of the factor analysis process, a total of 2 factors with an eigenvalue greater than 1 were obtained. Factor 1 explains 43.404% of total variance and factor 2 explains 24.076%, while these two factors together explain 67.480% of total variance. There are 4 items under factor 1 and 2 items under factor 2. F1 factor consists of S73, S74, S72 and S69 items, respectively, according to factor loads. The F2 factor consists of S70 and S71 items, respectively, according to factor loads.

CMIN=29,649; DF=8; P=,000; CMIN/DF=3,706; RMSEA=,096; CFI=,963
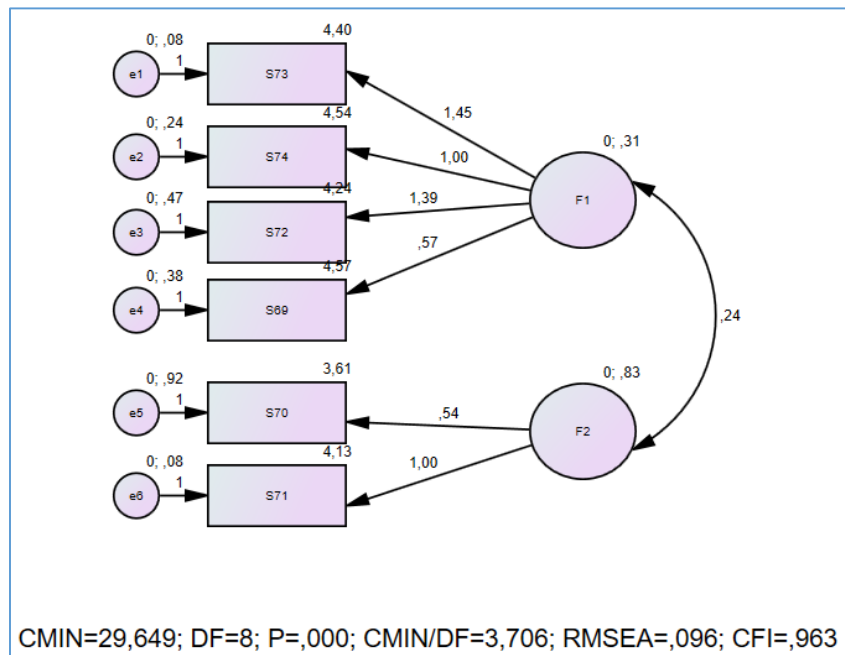
Figure 6. Confirmatory factor analysis non-standard path coefficients

Table 13. Confirmatory factor analysis results

			B1	B2	Std. Error	Test Statistics	p
S73	<---	F1	4.400	1.451	0.100	14.477	<0.001
S74	<---	F1	4.535	1.000			<0.001
S72	<---	F1	4.237	1.391	0.109	12.732	<0.001
S69	<---	F1	4.573	0.568	0.075	7.524	<0.001
S70	<---	F2	3.612	0.540	0.137	3.952	<0.001
S71	<---	F2	4.132	1.000			

B1: Standard coefficient, B2: non-standard coefficient

Path coefficients of all variables under the model were found to be significant.

Factor Analysis about the Teaching Practicum

The expectation scale had seven items covering the expectations of teacher candidates from the teaching practicum itself. This factor is mainly about the procedural issues about the program. In the

scope of content validity, seven items are enough for measuring the role of the program itself. Since the researcher had administered a pilot study before this scale and witnessed that the participants had barely no expectations in relation to a physical thing, the researcher found seven items enough for this factor. The researcher didn't receive any feedback for increasing the number of items from the academicians when she got expert opinion. Thereby, seven items for measuring this factor is enough. S77 and S78 are eliminated in this subdivision. The items are about social, economic, cultural traits, equality and meetings. The participants have no expectation regarding the item that states maximum student number should be four in groups because they have no idea about the process because they are thinking about the fun at the moment. The researcher thinks that they would want the group number to be lower when they see the timing and equality issues after they have practiced it in reality.

In the factor analysis made with a total of 8 items, the expectation scale has a sufficiently effective scale structure to measure the expectations of the participants in relation to teaching practicum (KMO-MSA = 0.836). This value reflects a very good scale structure. According to the Bartlett test, there are significant correlation levels between the items that reflect a certain structure, and the scale is the bit scale with two sub-dimensions (p <0.001). As a result of the factor analysis process, a total of 2 factors with an eigenvalue greater than 1 were obtained. When the factor loads of the items are examined, this item may represent both factors since there is a change of less than 0.10 between the loads of S78 item in factor 1 and factor 2. For this, S78 item should be removed from the scale.

Table 14. Expectation Scale Factor Analysis Results about the Teaching Practicum Items

	Factor
	1
S81	0.791
S82	0.776
S83	0.727
S80	0.704
S79	0.699
S76	0.295
Eigenvalues	2.830
VAO	47.161
KVAO	47.161

KMO-MSA=0.809, Bartlett Chi-Square=411.889, p<0,001

In the factor analysis made by removing S77 item, the expectation scale has a sufficiently effective scale structure to measure the expectations of the participants in relation to the teaching practicum (KMO-MSA = 0.809). This value reflects a very good scale structure. According to the Bartlett test, there are significant correlation levels between the items that reflect a certain structure and the scale is a bit scale with at least two sub-dimensions (p <0.001). As a result of the factor analysis process, only 1 factor with an eigenvalue greater than 1 was obtained. Factor 1 explains 47.161% of the total variance. Factor 1 consists of six items: S81, S82, S83, S80, S79 and S76.
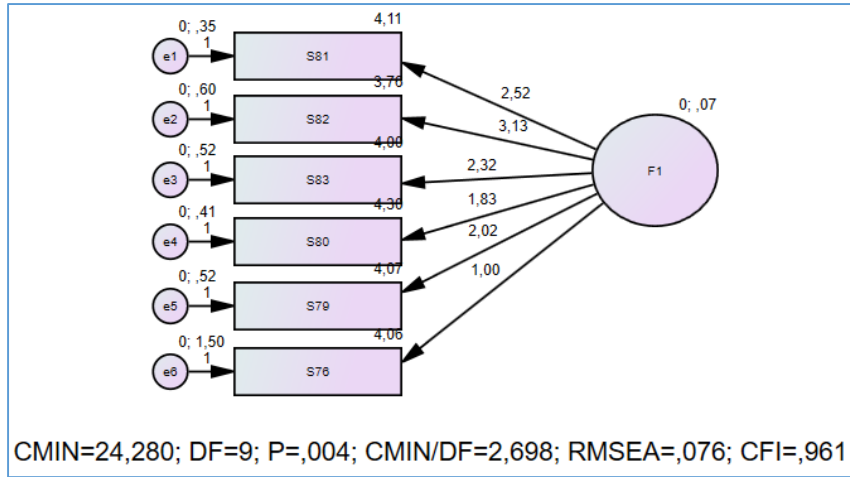
Figure 7. Confirmatory factor analysis non-standard path coefficients

Table 15. Confirmatory Factor Analysis Results

			B1	B2	Std. Error	Test Statistics	p
S81	<---	F1	4.105	2.519	0.802	3.141	0.002
S82	<---	F1	3.762	3.133	0.999	3.136	0.002
S83	<---	F1	4.003	2.321	0.748	3.103	0.002
S80	<---	F1	4.304	1.828	0.594	3.079	0.002
S79	<---	F1	4.075	2.024	0.658	3.076	0.002
S76	<---	F1	4.055	1			

B1: Standard coefficient, B2: Non-standard coefficient

Factor Analysis about the other Stakeholders

The expectation scale had only two items covering the expectations of teacher candidates from the other stakeholders. In the scope of content validity, although it seems as if the items are scarce for measuring the role of other stakeholders, it is a fact that these items are mainly about the interaction among the factors mentioned in the scale before. Thereby, two items for measuring this interaction is enough. There aren't any items eliminated in this subdivision.

Table 16. Expectation Scale Factor Analysis Results about the other stakeholders Items

	Factor
	1
S85	0.849
S84	0.849
Eigenvalue	1.441
VAO	72.070
KVAO	72.070

KMO-MSA=0.500, Bartlett Chi-Square=61.868, p<0.001,

In the factor analysis made with a total of 2 items, the expectation scale has a sufficiently effective scale structure for measuring the expectations of the participants in relation to other stakeholders (KMO-

MSA = 0.500). This value reflects a weak scale structure. According to the Bartlett test, there are significant correlation levels between the items that reflect a certain structure, and the scale is the bit scale with two sub-dimensions (p <0.001). As a result of the factor analysis process, only 1 factor with an eigenvalue greater than 1 was obtained. Factor 1 explains 72.070% of the total variance. Factor 1 consists of S85 and S84 items.

3.2. Reaction Scale Factor Analysis

Exploratory and Confirmatory factor analysis was made for the reliability and validity of the reaction scale. It was supported with AMOS graphic program. Exploratory and Confirmatory factor analysis was made within each sub-division itself. It included 44 items at the beginning. After the analysis 5 items were eliminated from the scale and the scale was developed as a result.

Factor Analysis about the attitudes at the end of the practicum training

The reaction scale had 5 items covering the attitudes of participants at the end of practicum training. The items were mainly about rating the content of the program, the properties of mentor teacher, facilities and scheduling of the program.

As a result of the exploratory factor analysis no items had to be eliminated from the scale.

Table 17. Reaction Scale Factor Analysis Results about the attitudes at the end of teaching Practicum

	Factor
	1
A3	0.836
A1	0.805
A4	0.805
A2	0.766
A5	0.758
Eigenvalue	3.156
VAO	63.124
KVAO	63.124

KMO-MSA=0.851, Bartlett Chi-Square=57.244, p<0.001,

In the factor analysis made with a total of 5 items, the reaction scale has a sufficiently effective scale structure to measure the attitudes of the participants as a teacher candidate at the end of the practicum (KMO-MSA = 0.500). This value reflects a weak scale structure. According to the Bartlett test, there are significant correlation levels between the items that reflect a certain structure and the scale has two sub-dimensions. Only one factor with eigenvalue greater than 1 was obtained under factor analysis. Factor 1 can explain 73.124% of the total variance. Factor 1 consists of items A3, A1, A4, A2 and A5.
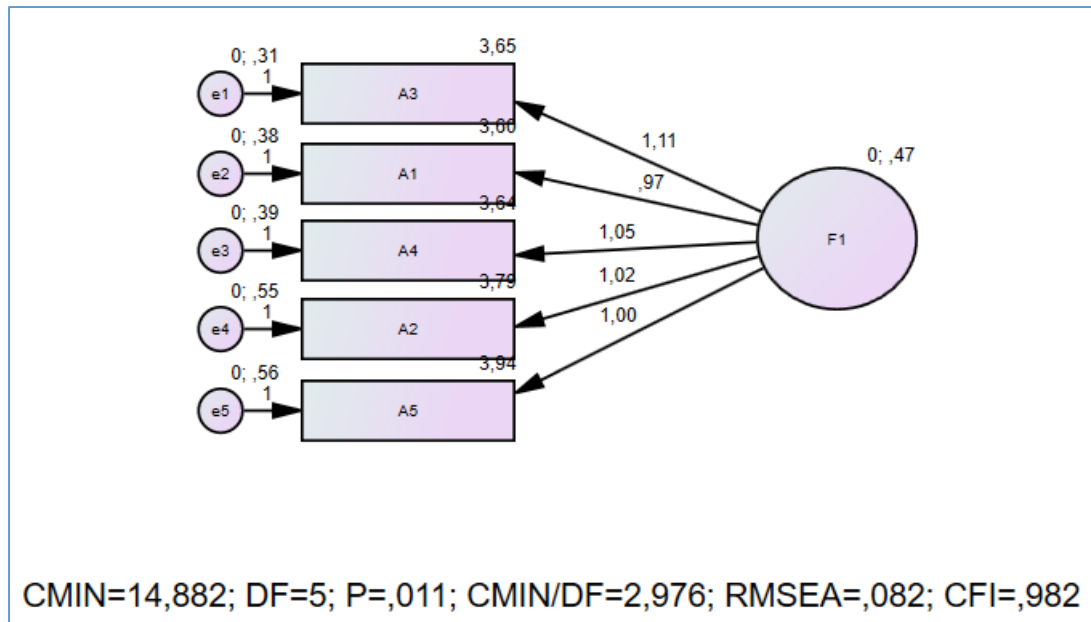
CMIN=14,882; DF=5; P=,011; CMIN/DF=2,976; RMSEA=,082; CFI=,982

Figure 9. Confirmatory factor analysis non-standard path coefficients

Table 18. Confirmatory factor analysis results

			B1	B2	SH	Test Statistics	p
A3	<---	F1	3.650	1.107	0.097	11.415	<0.001
A1	<---	F1	3.601	0.975	0.091	10.668	<0.001
A4	<---	F1	3.644	1.054	0.097	10.908	<0.001
A2	<---	F1	3.794	1.024	0.102	10.061	<0.001
A5	<---	F1	3.944	1.000			<0.001

B1: Standard coefficient, B2: Non-standard coefficient

Reaction Scale Factor Analysis about the attitudes in relation to teaching practicum

The reaction scale had 12 items covering the attitudes of participants in relation to the teaching practicum. The items were mainly about the content of the program, the quality of the mentor teacher and how it could have been better by improving some facilities.

As a result of the exploratory factor analysis attitude item A16 was eliminated from the scale only. This items asked the participants about the relationship between themselves and the mentor teacher. Since this item included some emotional issues and is difficult to assess, it is evident that the replies given to this item made it to be eliminated. The participants do not believe that they have a good relationship with the mentor teacher.

In factor analysis with a total of 12 items, the attitude scale has a sufficiently effective scale structure to measure the attitudes of the participants regarding the practicum program (KMO-MSA = 0.823). This value reflects a very good scale structure. According to the Bartlett test, there are significant correlation levels between the items that reflect a certain structure, and the scale is the bit scale with two sub-dimensions (p <0.001). As a result of the factor analysis process, a total of 3 factors with eigenvalues greater than 1 were obtained. When the factor loads of the items are analyzed, this item may represent both factors, since there is a change of less than 0.10 between the loads of item A16 in factor 1 and factor 2. For this, item A16 must be removed from the scale.

Table 19. Reaction Scale Factor Analysis Results about the attitudes in relation to teaching practicum

	Rotated Factors		
	1	2	3
A13	0.752		
A17	0.738		
A14	0.712		
A7	0.692		
A6	0.682		
A9		0.866	
A8		0.843	
A15		0.708	
A11			0.896
A10			0.823
A12			0.721
Eigenvalues	4.656	1.620	1.105
VAO	25.406	21.857	19.834
KVAO	25.406	47.263	67.098

KMO-MSA=0.818, Bartlett Chi-Square=1340.573, p<0.001,

In factor analysis made by subtracting the A16 item, the reaction scale has a sufficiently effective scale structure to measure the attitudes of the participants regarding the teaching practicum program (KMO-MSA = 0.818). This value reflects a very good scale structure. According to the Bartlett test, there are significant correlation levels between the items that reflect a certain structure and the scale is a bit scale with at least two sub-dimensions (p <0.001). As a result of the factor analysis process, a total of 3 factors with eigenvalues greater than 1 were obtained. Factor 1 explains 25.406% of total variance, factor 2 explains 21.857% of total variance and factor 3 explains 19.834%, while these three factors together explain 67.098% of total variance. There are 5 items under factor 1, 3 items under factor 2 and 3 items under factor 3. F1 factor consists of A3, A17, A14, A7 and A6 items according to factor loads, respectively. The F2 factor consists of items A9, A8 and A15, respectively, according to factor loads. Factor 3 consists of items A10, A11 and A12.
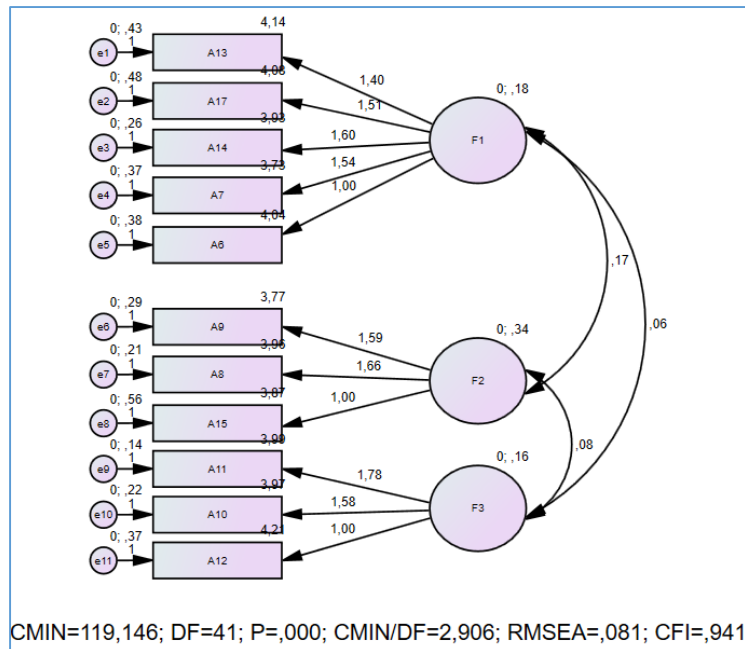
Figure 10. Confirmatory factor analysis non-standard path coefficients

Table 20. Confirmatory factor analysis results

			B1	B2	SH	Test Statistics	p
A13	<---	F1	4.142	1.399	0.167	8.387	<0.001
A17	<---	F1	4.082	1.509	0.179	8.419	<0.001
A14	<---	F1	3.934	1.601	0.173	9.244	<0.001
A7	<---	F1	3.73	1.543	0.175	8.793	<0.001
A6	<---	F1	4.043	1			
A9	<---	F2	3.769	1.59	0.144	11.009	<0.001
A8	<---	F2	3.958	1.665	0.15	11.106	<0.001
A15	<---	F2	3.871	1			
A11	<---	F3	3.987	1.776	0.2	8.893	<0.001
A10	<---	F3	3.972	1.577	0.174	9.086	<0.001
A12	<---	F3	4.208	1			

B1: Standard coefficient, B2: Non-standard coefficient

Reaction Scale Factor Analysis about the pre-service teachers' reactions about teaching practicum

The reaction scale had 27 items covering the reactions of pre-service teachers in relation to the teaching practicum. The items were mainly positive items about the progress made by the teacher candidates and it what areas they improved their ways of teaching such as improving self-confidence, learning how to grade students, establishing a good relationship etc.

As a result of the factor analysis attitudes A31, A32, A42 and A44 were eliminated from the scale. These items were mainly really self-confident statements about the teacher candidates in which they stated they learned to utilize many sources, solved all their problems, learned to teach according to all the proficiency levels and learned to use their voicing effectively. It is a fact that the candidates know that learning to be an effective teacher needs times and this can't be handled with a few-months lasting practice. So they refrain from stating big sentences.

In the factor analysis made with a total of 27 items, the attitude scale has a sufficiently effective scale structure to measure the attitudes of the participants regarding teacher internship attitudes (KMO-MSA = 0.918). This value reflects an excellent scale structure. According to the Bartlett test, there are significant correlation levels between the items that reflect a certain structure, and the scale is the bit scale with two sub-dimensions (p <0.001). As a result of factor analysis, a total of 6 factors with eigenvalues greater than 1 were obtained. When the factor loads of the items are examined, these items may represent both factors since there is a change of less than 0.10 between factor 1 and factor 3 in factor A, item A31 in factor 1 and factor 2. For this, items A31 and A32 must be removed from the scale.

Table 21. Reaction Scale Factor Analysis Results about pre-service teachers reactions in relation to teaching practicum

| | Rotated Factors | | | |
	1	2	3	4
A19	0.792			
A18	0.757			
A22	0.739			
A37	0.719			
A27	0.694			
A28	0.691			
A25	0.669			
A23	0.667			
A36	0.659			
A30	0.614			
A43	0.600			
A39		0.824		
A38		0.786		
A40		0.770		
A41		0.689		
A24		0.574		
A29		0.561		
A34			0.852	
A33			0.807	
A35			0.696	
A20				0,911
A21				0,872
A26				0,856
Eigenvalues	9.322	2.083	1.512	1.408
VAO	26.252	17.112	9.992	8.595
KVAO	26.252	43.363	53.356	61.951

KMO-MSA=0,908, Bartlett Chi-Square=2625,257, p<0,001,

In factor analysis made by removing A42 and A44 items, the attitude scale has a sufficiently effective scale structure to measure the pre-service teachers reactions about the teaching practicum (KMO-MSA = 0.908). This value reflects an excellent scale structure. According to the Bartlett test, there are significant correlation levels between the items that reflect a certain structure and the scale is a bit scale with at least two sub-dimensions (p <0.001). As a result of the factor analysis process, a total of 5 factors

with eigenvalues greater than 1 were obtained. Since there will be no single substance under the 5th factor, treatment was performed on 4 factors. Factor 1 explains 26.252% of total variance, factor 2 explains 17.112% of total variance, factor 3 explains 9.992% of total variance, factor 4 explains 8.595% of total variance, while these four factors together explain 61.951% of total variance. There are 11 items under factor 1, 6 items under factor 2, 3 items under factor 3 and 3 items under factor 4. F1 factor consists of items A19, A18, A22, A37, A27, A28, A25, A23, A36, A30 and A43, respectively, according to factor loads. F2 factor consists of items A39, A38, A40, A41, A24 and A29, respectively, according to factor loads. Factor 3 consists of items A34, A33 and A35. Factor 4 consists of items A20, A21 and A26.
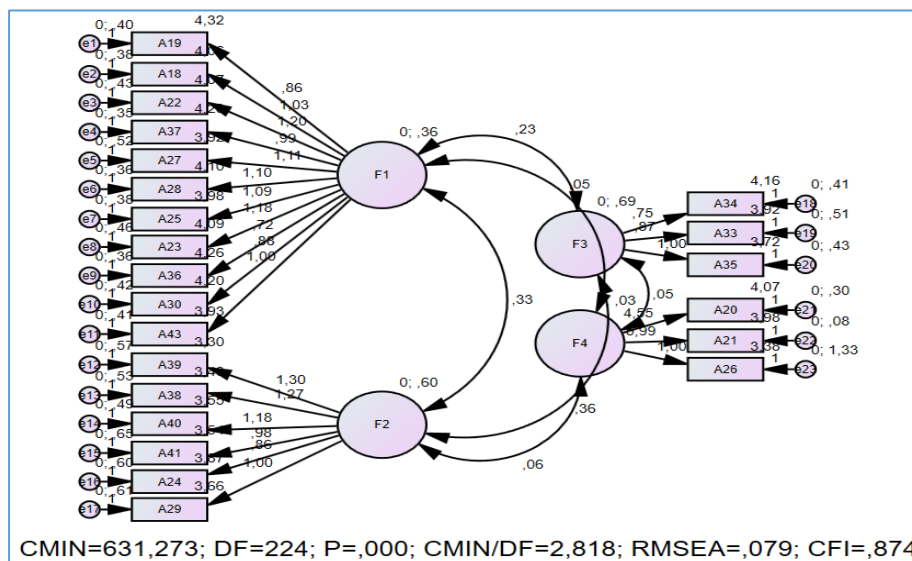
Figure 11. Confirmatory factor analysis non-standard path coefficients

Table 22. Confirmatory Factor Analysis Results

			B1	B2	SH	Test Statistics	p
A19	<---	F1	4.323	0.863	0.087	9.871	<0.001
A18	<---	F1	4.06	1.033	0.094	10.947	<0.001
A22	<---	F1	4.067	1.203	0.105	11.414	<0.001
A37	<---	F1	4.229	0.993	0.091	10.918	<0.001
A27	<---	F1	3.919	1.113	0.106	10.532	<0.001
A28	<---	F1	4.101	1.098	0.096	11.383	<0.001
A25	<---	F1	3.979	1.089	0.097	11.214	<0.001
A23	<---	F1	4.092	1.183	0.106	11.148	<0.001
A36	<---	F1	4.259	0.723	0.079	9.165	<0.001
A30	<---	F1	4.197	0.879	0.09	9.792	<0.001
A43	<---	F1	3.931	1			
A39	<---	F2	3.299	1.301	0.105	12.379	<0.001
A38	<---	F2	3.402	1.267	0.102	12.437	<0.001
A40	<---	F2	3.551	1.185	0.103	11.527	<0.001
A41	<---	F2	3.54	0.978	0.091	10.689	<0.001
A24	<---	F2	3.868	0.859	0.084	10.222	<0.001
A29	<---	F2	3.658	1			

A34	<---	F3	4.159	0.747	0.075	9.978	<0.001
A33	<---	F3	3.922	0.868	0.086	10.144	<0.001
A35	<---	F3	3.72	1			
A20	<---	F4	4.074	4.551	1.856	2.452	0.014
A21	<---	F4	3.98	5.989	2.461	2.433	0.015
A26	<---	F4	3.383	1			

B1: Standard coefficient, B2: Non-standard coefficient

All path coefficients of the model were found statistically significant. Analysis results and compliance values were obtained within the desired limits and the results are presented in Figure 11.

4. Discussion

Developing a new measurement tool is always a complex process. Many authors (Clark and Watson 1995; DeVellis, 2017) confirm that the scale development process involves complex systematic procedures that demand theoretical and methodological rigor. Among the scaling methods, Likert Type Scaling Technique is preferred mostly. As the first step, commonly known as "item generation," the researcher provides theoretical support for the initial item pool (Hutz et al., 2015). As the second step, usually known as the "theoretical analysis," the researcher assesses the content validity of the new scale, by ensuring that the initial item pool reflects the desired construct (Arias et al., 2014). In order to ensure the content validity, the researcher gets the opinions of expert judges who are experts in the development scales or experts in the target construct to ensure that the hypothesis of the research represents the construct of interest appropriately (Nunnally, 1967). As the final step, the researcher assesses whether the new scale has construct validity and reliability. Construct validity can be assessed with the use of exploratory factor analysis (EFA), confirmatory factor analysis (CFA), or with convergent, discriminant, predictive/nomological, criterion, internal, and external validity while reliability is usually measured by use of internal consistency, test-retest reliability, split-half, item-total correlation/inter-item reliability, and inter-observer reliability (DeVellis, 2017). For maintaining construct validity and reliability, the data should be collected in a large and appropriately representative sample of the target population. And this study tried to contribute to the development of valid and reliable measurement tool by researchers in teaching practicum in English Language Teaching. Structural Equation Modelling was used for this purpose. EFA and CFA statistics are the most important analyses of this scientific method and were used specifically for this study. Results of the study showed that the instrument is valid and reliable and could be used to measure pre-service English teachers' expectations and reactions regarding their teaching practicum. The expectation scale included eight-dimensions. The expectation scale consisted of 85 items in 5-point Likert type. The scale had 8 sub-branches; a) university supervisors, b) mentor teachers, c) school administrators, d) peer pre-service teachers, e) students, f) practicum school, g) teaching practicum and h) other stakeholders. The pre-service teachers rated the items of the instrument on a scale (1 strongly disagree) to 5 (strongly agree). Cronbach's alpha coefficients were calculated as . between .89 the lowest and .96 the highest for the instrument. 12 items were decided to be removed from the scale. The reaction scale consisted of 44 items in Likert type. The scale had 3 sub-dimensions;

a) attitudes at the end of the practicum training as a teacher candidate, b) attitudes in relation to the teaching practicum and c) pre-service teachers reactions about teaching practicum. CFI values for the sub- scales were found as .982, .941, and .874, respectively. 5 items were decided to be removed from the scale.

5. Conclusion

This study focused on examining the validity and reliability of the Teaching Practicum Expectation and Reaction Scales for pre-service English teachers developed by the researchers. Studies which aim to determine attitudes generally, use measurement tools developed abroad and adapt them to Turkish. When a scale is developed in another culture and has been adapted to Turkish, it is a generally a disadvantage that it is not suitable for Turkish culture. Henceforth, the researchers specifically wanted to develop their own scales. It was found that the instruments are valid, reliable and appropriate to use in Turkish culture. In this study, data were collected from pre-service English teachers. This instrument can also be used for the pre- service teachers majoring in different areas such as Turkish, social studies, science or mathematics education programs as well. As understood from the previous studies, since the cooperating teacher and the practicum have very strong influences in the development of teacher identity, practicum needs much more care (Koç, 2012). It is of utmost importance that preservice teachers experience a practicum period in which they can develop effective teaching skills. However, they assume that they are not given the chance to reflect on their knowledge and expectations during this process. So, the development of an expectation and reaction scale related to teaching practicum sheds light onto this problem. The ideas of the participants may be contributory to redesign the teacher preparation programs at least in our country. The results will be presented to the Ministry of Education in Teaching Practicum Manual and Faculty-School Cooperation Report formats at the end of the study.

6. Ethics Committee Approval

The author confirms that ethical approval was obtained from Hacettepe University (Approval Date: 23/09/2019).

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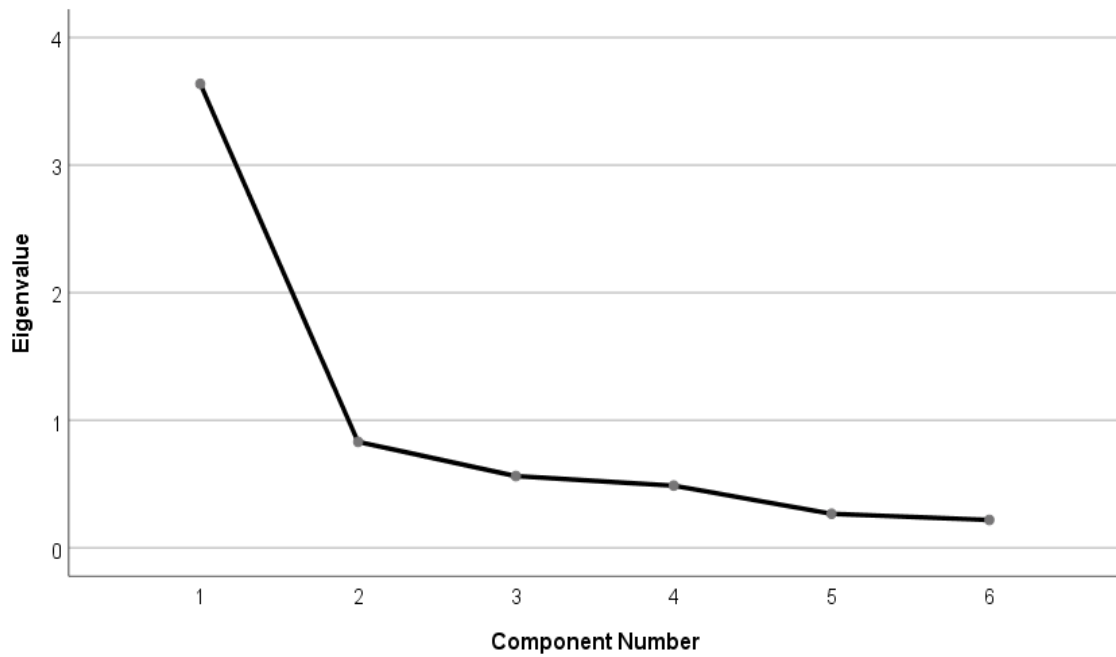## Appendix A: Eigen Value Line Graphs
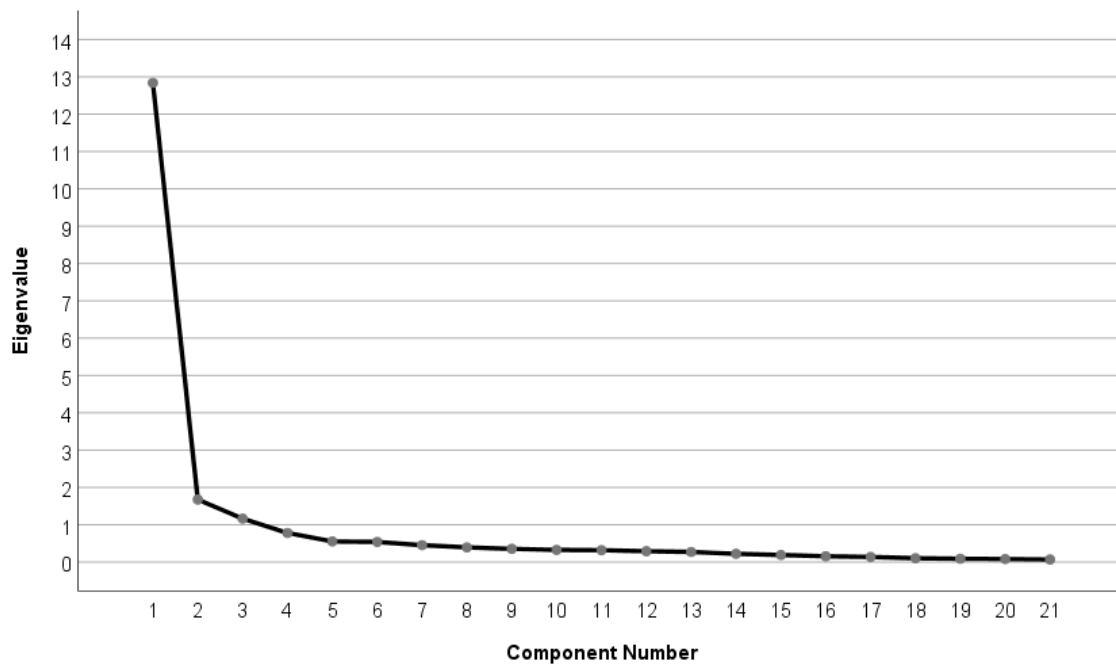
Graph 1. Factor analysis line graph of the items created for the university supervisors belonging to the expectation scale (Eigen Values 12.839, 1.676, 1.164)
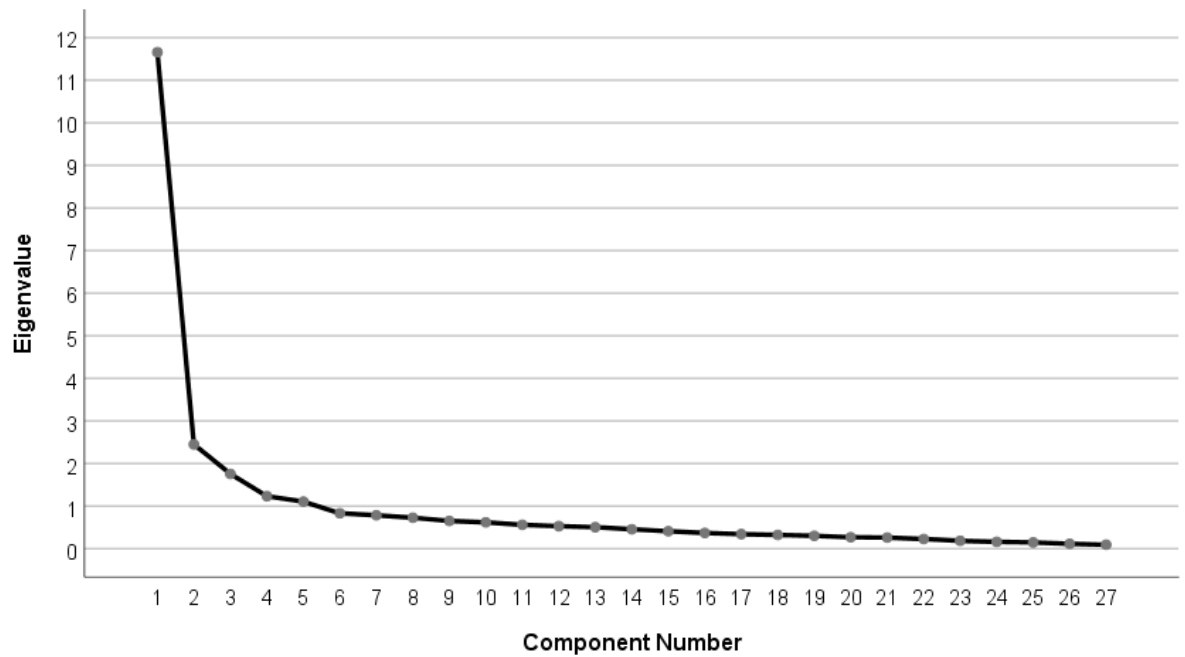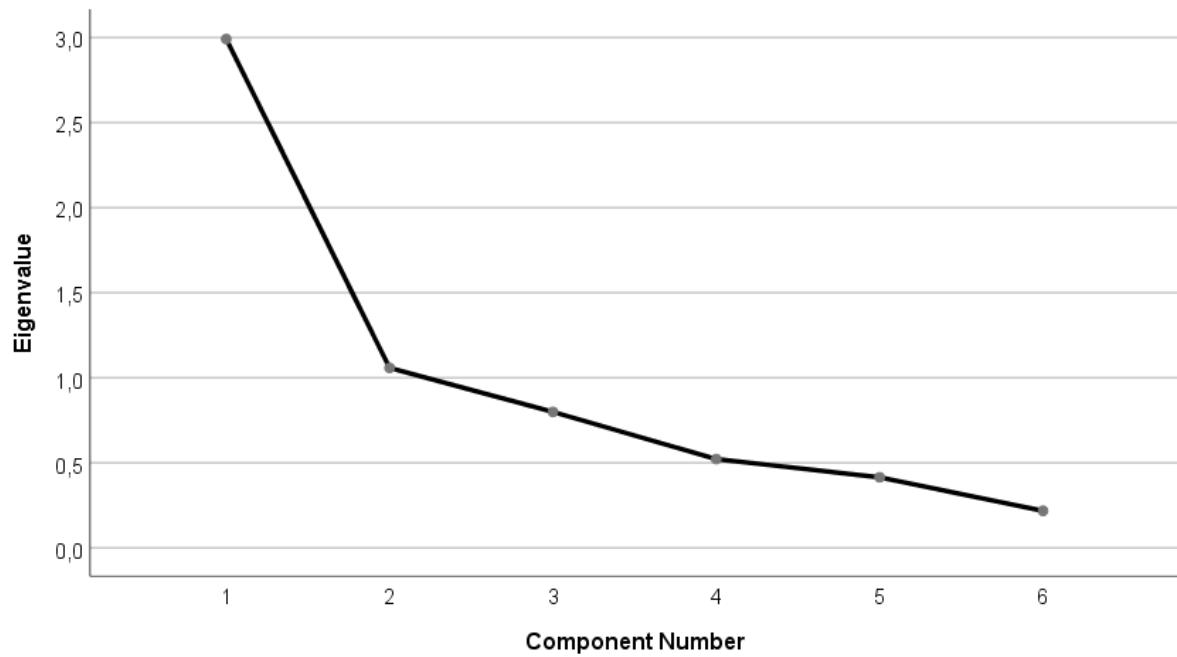

Graph 2. Factor analysis line graph of the items created for the mentor teachers belonging to the expectation scale (Eigen Values 11.656, 2.447, 1.754, 1.231, 1.104)
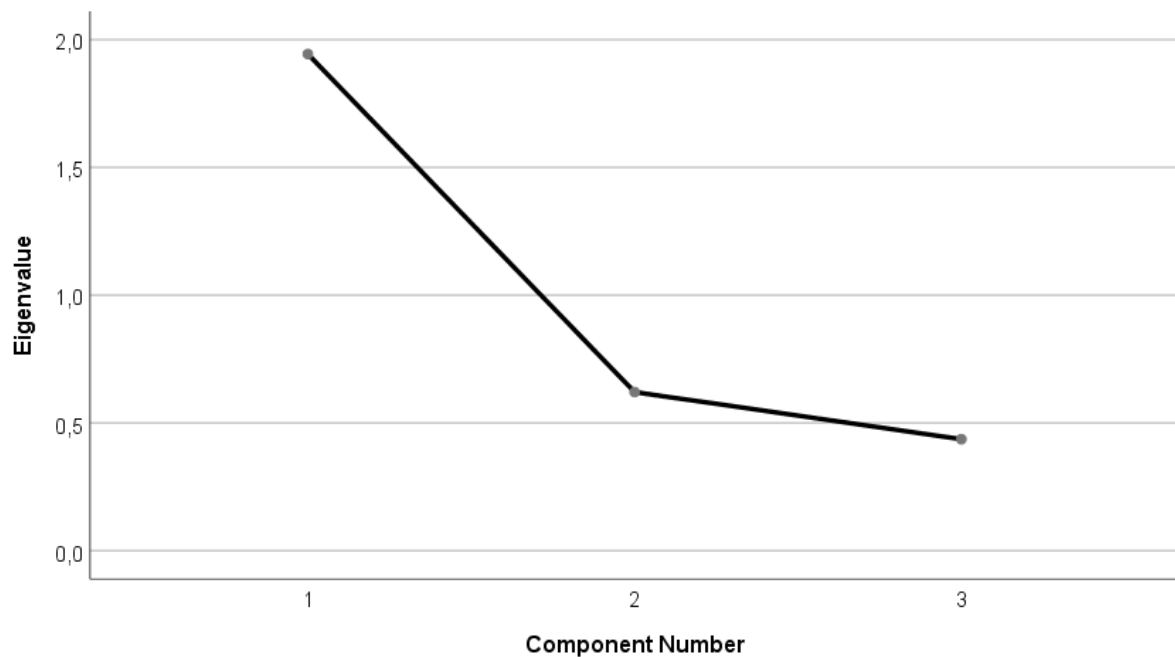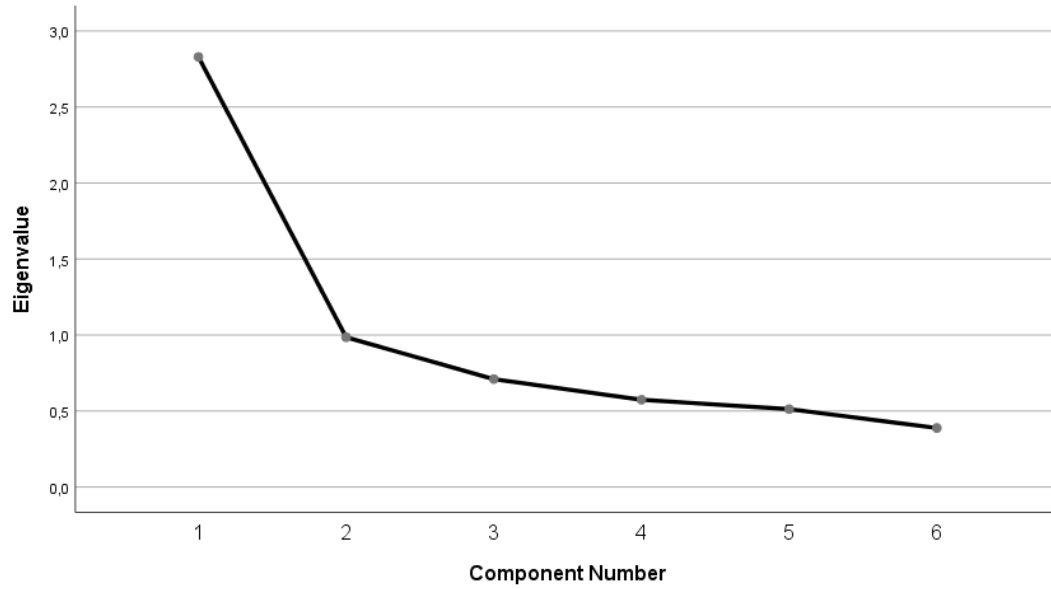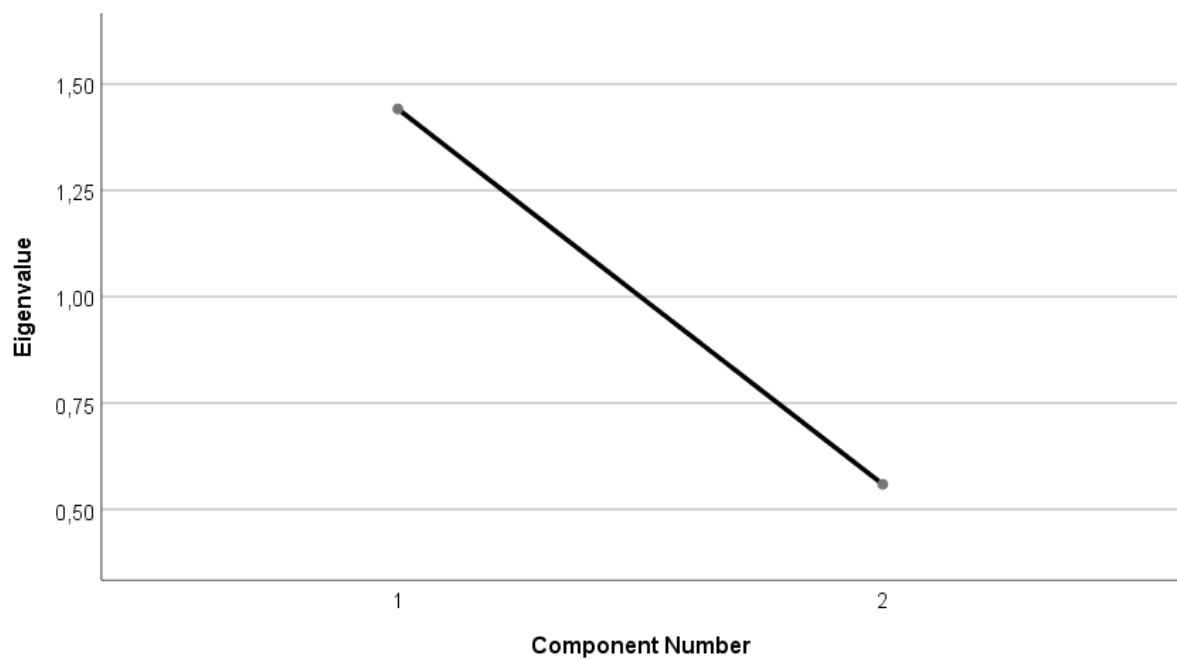

Graph 3. Factor analysis line graph of the items created for the school administrators belonging to the expectation scale (Eigen Value 1.944)

Graph 4. Factor analysis line graph of the items created for the peer pre-service teachers belonging to the expectation scale (Eigen Value 3.637)
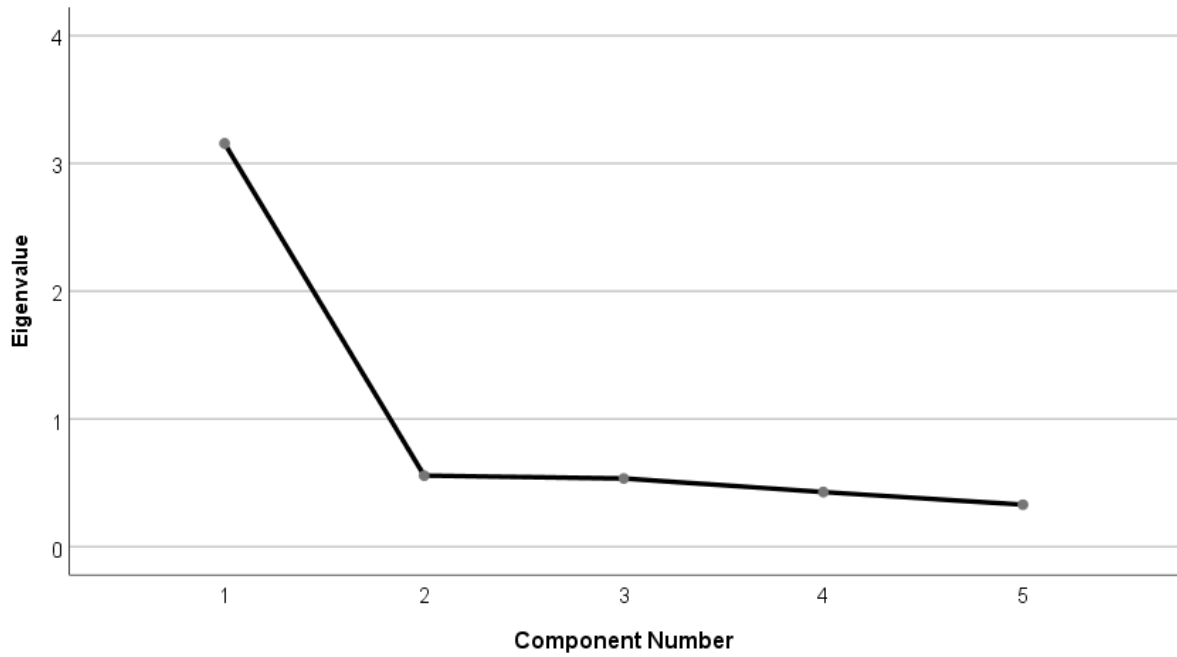

Graph 6. Factor analysis line graph of the items created for the practicum school belonging to the expectation scale (Eigen Value 1.596)
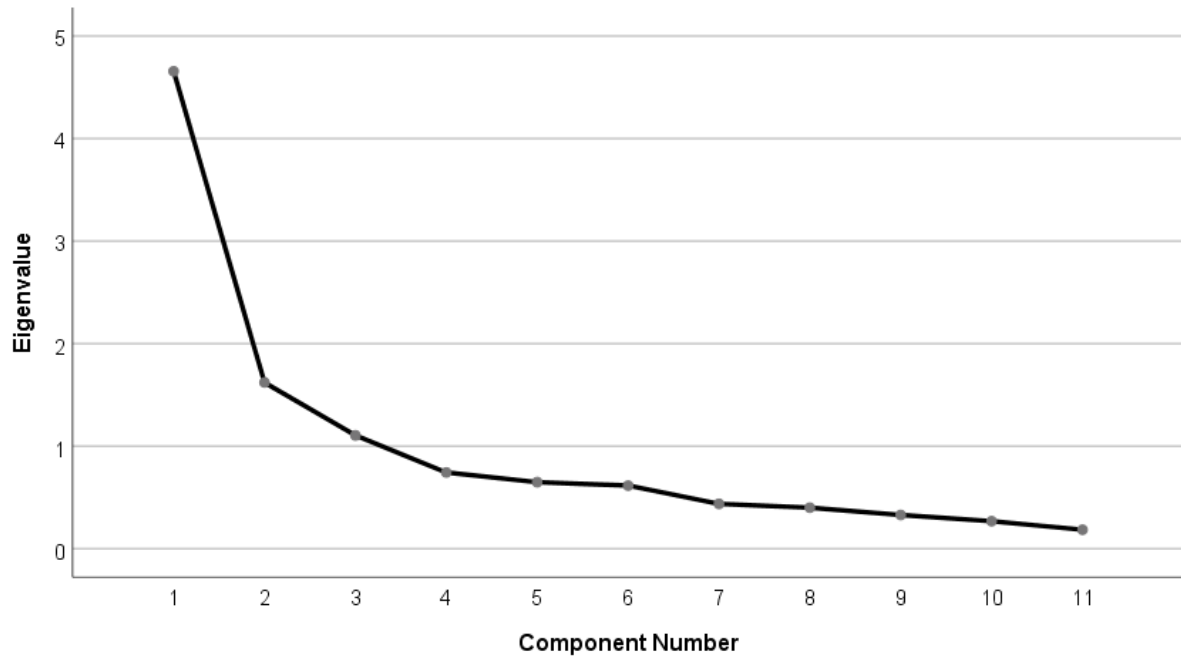
Graph 7. Factor analysis line graph of the items created for the teaching practicum belonging to the expectation scale (Eigen Values 2.991, 1.058)
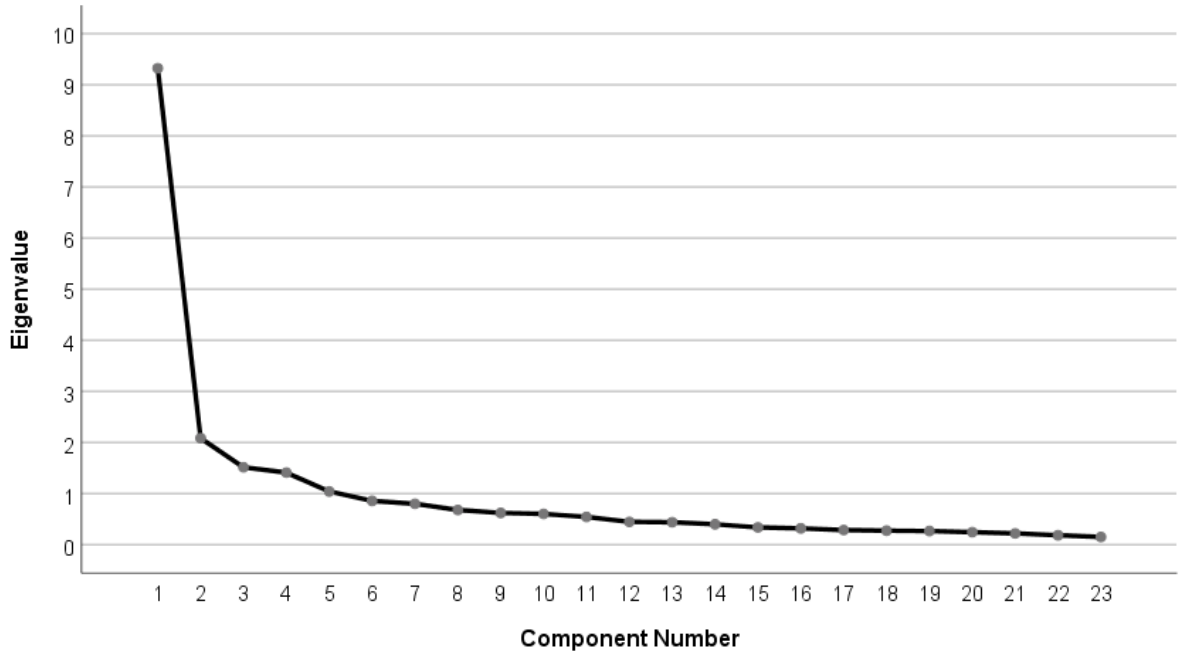

Graph 8. Factor analysis line graph of the items created for the other stakeholders belonging to the expectation scale (Eigen Value 1.441)

Graph *9*. Factor analysis line graph of the items created for the attitudes at the end the teaching practicum as teacher candidate belonging to the reaction scale (Eigen Value 3.156)

Graph 10. Factor analysis line graph of the items created for the attitudes in relation the teaching practicum belonging to the reaction scale (Eigen Values 5.656, 1.620, 1.105)

Graph 11. Factor analysis line graph of the items created for pre-service teachers' reactions about teaching practicum belonging to the reaction scale (Eigen Values 9.322, 2.083, 1.512, 1.408)

Hizmet öncesi İngilizce öğretmenlerinin öğretmenlik uygulamasının değerlendirilmesi: ölçek geliştirme çalışması

Öz

Bu çalışmanın amacı, İngilizce öğretmen adaylarının öğretim uygulamasına ilişkin beklentileri ve tutumlarına ışık tutmak için öğretim uygulamasını değerlendiren bir ölçme aracı geliştirmektir. Bu bağlamda iki ölçüm aracı; beklenti ölçeği ve reaksiyon ölçeği Kirkpatrick Eğitim Değerlendirme Teorisi (2000) ve EPOSTL (2007)'nin birleşimine göre hazırlanmıştır. Bu çalışma, öğretmen adaylarının mevcut model hakkındaki görüşlerini ve mevcut uygulamadaki açıkları telafi etmek için neler yapılabileceğini belirlemek amacıyla Türkiye'de uygulanan mevcut uygulamalı programın genel bir eleştirel analizini yapmak amacıyla yapılmıştır. Çalışma kapsamında geçerlilik ve güvenilirlik çalışmaları yapılmıştır. Araştırma geçerliği için; 2018-2019 bahar öğretim yılında üst düzey ELT öğrencilerinin bulunduğu bir devlet üniversitesinde pilot çalışma yapılmıştır. Pilot çalışma sonucunda madde yazma ve madde toplama aşamaları tamamlanmıştır. Yüz geçerliliğini, içerik geçerliliğini ve yapı geçerliliğini değerlendirmemek için alandan üç akademisyenden uzman görüşü alınmıştır. Türkiye'deki çeşitli üniversiteler çevresinde 2019-2020 güz döneminde Okul Deneyimi dersini alan 294 üst düzey ELT öğrencisi ile Açımlayıcı Faktör Analizi (EFA) ve Doğrulayıcı Faktör Analizi (DFA) yapılmıştır. Çalışma grupları maksimum çeşitlilik örnekleme yöntemine göre belirlenmiştir. Uygulamalar ve analizler doğrultusunda ölçeklerin geçerli, güvenilir ve

psikometri açısından yeterli değerlere sahip olduğu söylenebilir. Cronbach Alpha katsayıları beklenti ve tutum ölçekleri için sırasıyla .96 ve .98 olarak hesaplanmıştır.

Anahtar sözcükler: öğretmenlik uygulaması; hizmet öncesi öğretmen eğitimi; program değerlendirme; ölçek geliştirme

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