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Pragmatic Awareness Scale: Validity and Reliability Study[a]

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Abstract

In this research, the aim was to develop a measurement tool to assess pragmatic awareness. An exploratory design from mixed research methods was employed. The sample consisted of a total of 700 pre-service teachers. The developed scale includes 20 items and five sub-dimensions. To establish the scale's validity, both exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) were conducted. The Cronbach's alpha reliability coefficient of the scale was calculated as .790. Based on the results, it was concluded that the scale is a valid and reliable instrument for measuring pragmatic awareness. Enhancing this awareness among pre-service teachers is expected to support the application of innovative and effective methods in language teaching. Furthermore, the scale fills a gap in the field by introducing a much-needed measurement tool into the literature on Turkish language education. In conclusion, this study aims to contribute to teacher education processes and to the development of pre-service teachers' contextual language use skills by offering a new perspective on the significance of pragmatic awareness in Turkish language teaching.

Keywords: pragmatics, pragmatic awareness, speech acts, scale development

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Introduction

In the field of education, pragmatic awareness is a crucial competence that enables individuals to develop a deep understanding of the use, meaning, and function of language within social contexts. This awareness holds a significant place in language teaching and serves as a decisive factor in shaping teachers' pedagogical approaches, lesson content, and student interactions (Bachman & Palmer, 2010). For pre-service Turkish language teachers, pragmatic awareness not only involves teaching grammar rules but also provides a necessary foundation for fostering students' critical thinking and creative expression skills. Therefore, pragmatic awareness stands out as a core element that should be central to teaching processes.

In the literature, numerous studies have explored the relationship between pragmatic awareness and teacher competencies. Research has shown that pre-service teachers' awareness of speech acts directly influences both the teaching process and student achievement. Particularly in recent years, studies conducted in Turkey have demonstrated that pre-service teachers' knowledge and skills related to the contextual use of language shape their instructional strategies and guide classroom communication. Prominent findings in the local literature emphasize that the level of pragmatic awareness is closely linked to teachers' competencies in language education and that this awareness involves not only theoretical knowledge but also practical application (Amaliah, 2024; Povolná, 2012; Yang, 2024).

Similarly, international studies have revealed that metapragmatic awareness plays a critical role in language teaching. Research has highlighted that learners' ability to detect pragmatic violations is often lower than their ability to notice formal language errors (Bardovi-Harlig & Dörnyei, 1998), underlining the importance of developing pre-service teachers' competencies in context-sensitive language use. Additionally, studies indicating that social interaction contexts-alongside instructional interventions-play a decisive role in the development of pragmatic competence (Takahashi, 1996) suggest that these components should be addressed holistically in teacher education programs.

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Education systems are dynamic structures requiring teachers to continuously update their knowledge and skills. In this context, it is of great importance to develop strategies that enhance the pragmatic awareness of pre-service teachers (Richards & Renandya, 2002). Teachers' understanding of how language functions plays a critical role in the design and delivery of lesson content. Therefore, developing such awareness contributes not only to the professional growth of teachers but also to the language learning outcomes of students.

Educational competence should not be limited to the transfer of knowledge but should support the cognitive and emotional development of students (Shulman, 1986). In this regard, identifying the pragmatic awareness levels of pre-service teachers may help ensure more effective language instruction. Moreover, increased pragmatic awareness lays the foundation for pre-service teachers to become more effective educators in their professional careers (Tse, 2014).

Pragmatic awareness enhances students' ability to interpret social interactions accurately and respond appropriately to cultural norms. Pragmatic failures often stem not only from incorrect language use but also from an inability to accurately analyze the social context (Thomas, 1983). Thus, developing pragmatic awareness is essential for students to learn not only the formal features of a language but also its social and cultural patterns of use. Rose and Kasper (2001) state that such training improves students' social adaptability and equips them with the ability to select culturally appropriate expressions in communication.

Speech acts occupy a central place in fostering pragmatic awareness. Studies based on the theories of Austin (1962) and Searle (1969) have shown that language serves not only as a means of conveying information but also as a way of expressing social intentions. Teaching speech acts such as "making requests," "thanking," and "apologizing" helps students develop not only grammatical competence but also effective social communication skills (Cohen & Ishihara, 2010; Kasper, 2001).

In conclusion, pragmatic awareness encompasses learning the social and cultural dimensions of language, extending beyond mere linguistic competence. Such awareness enables students to communicate appropriately and effectively in both their native and target languages within social contexts, thereby fostering the development of intercultural communication skills (Kasper & Rose, 2002).

Although pragmatic awareness has been addressed in both national and international research on teacher competencies, there is a notable lack of a valid and reliable measurement tool specifically designed to assess this construct among pre-service Turkish language teachers. Existing studies primarily rely on qualitative, descriptive data, which limits the ability to quantitatively evaluate and systematically monitor pragmatic awareness in teacher education. In this context, developing a scale with established construct validity and reliability to assess pre-service teachers' context-sensitive language use skills would fill a significant gap for both practitioners and researchers. This study aims to address this need and contribute to the field of Turkish language education by introducing a measurement tool grounded in the construct of pragmatic awareness.

Method

In this study, an exploratory design within a mixed methods approach was employed to develop a scale aimed at measuring the pragmatic awareness levels of pre-service Turkish language teachers. Mixed methods provide the opportunity to address the research topic more comprehensively by combining both qualitative and quantitative data collection and analysis techniques (Creswell & Plano Clark, 2018). In particular, the exploratory design offers a flexible framework for deeply understanding under-researched or newly emerging phenomena. It is frequently used to determine the scope of a concept, obtain preliminary insights, and develop measurement tools (Tashakkori & Teddlie, 2010).

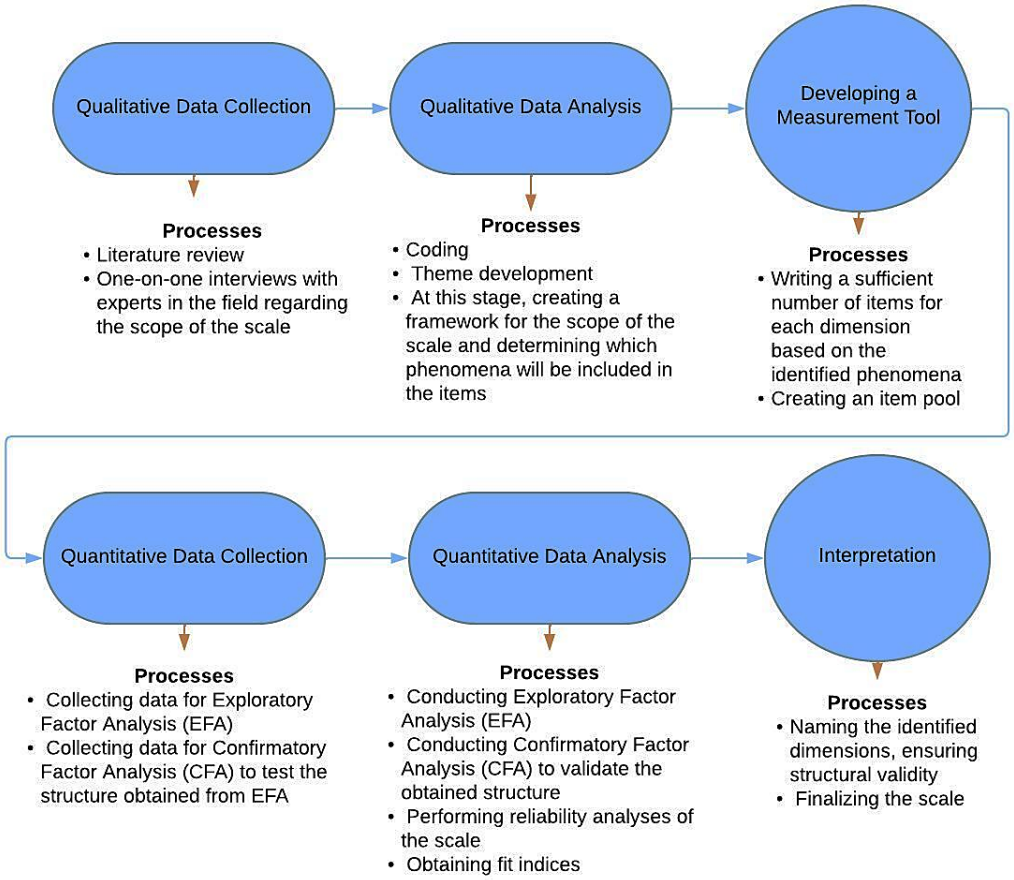
Within the framework of the exploratory design, the research process began with qualitative data collection and analysis. Based on the findings, themes were identified and then transformed into scale items, which formed the basis for the subsequent quantitative phase. Thus, the structure developed through qualitative inquiry was tested with quantitative data, resulting in a more robust and valid framework (Greene, 2007). Creswell (2015) highlights that exploratory design offers an effective approach to formulating hypotheses and identifying new variables.

In the first phase, qualitative data were collected through open-ended interviews with pre-service teachers. The collected data were analyzed using content analysis, and the resulting themes were used to generate a pool of scale items. Quantitative data collection tools were then prepared based on these items, and data were

gathered from a larger sample. Consequently, the measurement tool—grounded in a theoretical understanding of pragmatic awareness—was supported by both qualitative insights and quantitative validity and reliability analyses. The overall structure of the research process is presented visually in Figure 1.

Figure 1

Explanations Regarding the Research Design



Population and Sample

The target population of the study consisted of pre-service Turkish language teachers enrolled in the Departments of Turkish Education at the Faculties of Education of X University, Y University, and Z University. In the data collection process, a sample of 700 pre-service teachers was selected using the simple random sampling method.

As part of the scale development process, data were collected from two separate groups with similar characteristics for the purposes of exploratory factor analysis (EFA) and confirmatory factor analysis (CFA). The EFA was conducted on data collected from pre-service teachers at X and Y Universities. To test the construct in a different sample, additional data were collected from pre-service teachers studying at Z University, and a CFA was conducted on this second dataset. The distribution of the pre-service teachers who participated in the data collection during the scale development phase is presented in Table 1.

Table 1

Distribution of Pre-Service Turkish Language Teachers Based on Various Variables During the Scale Development Process

Analysis	Variable		n	%
EFA	Gender	Female	314	69.0
		Male	141	31.0
	Academic Year	Freshman Year	104	22.9
		Sophomore Year	109	24.0
		Junior Year	137	30.1
		Senior Year	105	23.1
	Total		455	100.0
CFA	Gender	Female	163	65.5
		Male	82	33.5
	Academic Year	Freshman Year	48	19.6
		Sophomore Year	55	22.4
		Junior Year	89	36.3
		Senior Year	53	21.6
	Total		245	100.0

When examining Table 1, it is seen that data were collected from 455 pre-service teachers for the exploratory factor analysis, which constituted the first phase of the scale development process. Subsequently, data were gathered from 245 pre-service teachers to test the emerging factor structure.

Data Collection Process

Prior to the data collection process, ethical approval was obtained from the Social and Human Sciences Ethics Committee and the Education Sciences Ethics Committee of the state university where the study was conducted (Date: 18.06.2021, No: 06). Additionally, implementation permissions were granted by the three universities where the applications took place. All participants were informed about the study, asked to complete a consent form, and voluntarily agreed to participate in the research.

Following the necessary approvals, the planned steps for developing the data collection instrument were carried out. In this study, a scale was developed to measure the pragmatic awareness of pre-service Turkish language teachers. The stages followed during the scale development process are outlined below:

Literature Review: In the initial phase, the existing literature on pragmatic awareness was reviewed, and relevant findings from previous studies were compiled. During this process, the key phenomena constituting pragmatic awareness were identified, and the foundational elements for generating the item pool were determined.

Creating an Item Pool: An item pool was created to reflect various aspects of pragmatic awareness. The pool included a range of statements developed primarily based on findings from the literature and expert opinions.

Constructing the Scale Structure: The initial item pool consisted of 61 items, organized to represent different dimensions of pragmatic awareness.

Content Validity: The draft version of the scale was reviewed by nine experts: two specialists in measurement and evaluation, six experts in Turkish education, and one scholar in Turkish language and literature. Their feedback was considered to improve the content validity of the scale.

Item Review: Based on expert feedback, redundant items were removed, and a total of 20 items were excluded from the pool. Additionally, items requiring revisions or combinations were adjusted accordingly. The number of items was reduced to 38, and the draft form was finalized. The scale was designed as a 5-point Likert-type instrument.

Comprehensibility Test: To assess item clarity, the researcher read each item aloud to a group of 30 pre-service teachers, asking whether the items were understandable. Participants indicated that the items were clear, so no revisions were made to wording or expression.

Sample Size: To meet sample size requirements established in the literature, the scale was administered to 455 pre-service teachers for the exploratory factor analysis (EFA). At this stage, the reliability of the scale was evaluated, and the Cronbach's alpha coefficient was calculated as .836.

Exploratory Factor Analysis (EFA): EFA was conducted to identify the number of underlying factors and their loadings. Prior to the analysis, the Kaiser-Meyer-Olkin (KMO) coefficient and Bartlett's test of sphericity were examined to assess the suitability of the data for factor analysis.

Determining the Number of Factors: In determining the number of factors, eigenvalues, total explained variance, the scree plot, and inter-factor relationships were considered. Identifying the appropriate factor structure was a critical step in the analysis.

Factor Rotation: Since initial factor solutions may be difficult to interpret, factor rotation procedures were applied to achieve a more meaningful structure.

Item Selection: Following factor rotation, item selection continued. Factor loadings were examined, and redundant or low-loading items were removed.

Naming the Factors: In the final stage, the identified factors were named to enhance interpretability. Expert opinions were consulted during this process, and naming decisions were made through consensus in line with the literature. As a result, five factors were defined: Politeness, Context, Cooperation, Relevance, and Speech Acts.

Confirmatory Factor Analysis (CFA): The finalized scale obtained through EFA consisted of 20 items and 5 sub-dimensions. To test the validity of this structure, data were collected from a second sample of 245 pre-service teachers, and CFA was performed.

Evaluation of Results: The structure obtained through CFA was validated, and further reliability analysis was conducted. The Cronbach's alpha coefficient for the CFA sample was calculated as .790, confirming the internal consistency of the scale.

Data Analysis

In line with the scale development procedure, the data analysis began with an exploratory factor analysis (EFA), followed by a confirmatory factor analysis (CFA) to test the resulting structure. In the EFA phase, the Kaiser-Meyer-Olkin (KMO) measure and Bartlett's test of sphericity were first examined to determine data suitability. A scree plot was then generated, and the dimensional structure was reviewed. The total explained variance and eigenvalues of the dimensions were calculated, and item factor loadings for the five-dimensional structure were analyzed.

To verify whether the structure identified in the EFA was supported by data from a different sample, a CFA was conducted. Before this, the skewness and kurtosis coefficients, tolerance and VIF values, and intercorrelations among the dimensions were examined to assess normality, multicollinearity, and construct distinctiveness. The fit indices obtained from CFA were then compared against standard reference values.

Interpretation of CFA results was guided by the reference ranges and recommendations of Byrne (2012), Hooper et al. (2008), and Schermelleh-Engel et al. (2003). All results from the analyses are presented in the Results section.

Results

Before applying exploratory factor analysis (EFA) to reveal the factor structure of the developed scale, the Kaiser-Meyer-Olkin (KMO) coefficient and Bartlett's test of sphericity were conducted to test the suitability of the data for factor analysis.

Exploratory Factor Analysis Results

In the scale development process, the KMO value was first calculated, and the Bartlett's test of sphericity was conducted, with the results presented in Table 2.

Table 2

KMO and Bartlett's Test of Sphericity Results for the Scale Data

Kaiser-Meyer-Olkin (KMO)	.876
Bartlett Test	χ^2=2546.762
	SD=190
	p = .000

When Table 2 is examined, it is seen that the KMO sample adequacy coefficient is .876. This value indicates that the sample is suitable for factor analysis and that the data is at a sufficient level to examine construct validity (Kaiser, 1974). Additionally, the Bartlett's test of sphericity was significant (χ^2 = 2546.762, SD = 190, p < .001). This result indicates that there is a sufficient level of correlation between the variables and that the data is suitable for factor analysis.

Before proceeding to exploratory factor analysis, the suitability of the data for analysis was determined using the KMO and Bartlett tests. In this context, principal component analysis was used to reveal the factor structure of the scale. To enhance the interpretability of the factors, the Varimax rotation method, one of the orthogonal rotation methods, was preferred. The eigenvalues and explained variance ratios related to the factor analysis are presented in Table 3.

Table 3

Total Variance Explained and Eigenvalues of the Scale

	Initial Eigenvalues			Rotation Sums of Squared Loadings		
Component	Total	% Variance	% Cumulative	% Variance	% Cumulative	% Variance
1	5.214	26.068	26.068	3.062	15.308	15.308
2	1.513	7.563	33.631	2.346	11.732	27.041
3	1.407	7.033	40.664	1.715	8.577	35.618
4	1.092	5.459	46.123	1.698	8.492	44.110
5	1.057	5.284	51.407	1.459	7.297	51.407
6	1.003	5.014	56.421			
7	.909	4.543	60.964			
8	.820	4.101	65.065			
9	.786	3.930	68.995			
10	.742	3.712	72.707			
11	.710	3.552	76.259			
12	.646	3.228	79.487			
13	.627	3.137	82.624			
14	.609	3.045	85.669			
15	.559	2.796	88.465			
16	.533	2.665	91.130			
17	.497	2.487	93.616			
18	.461	2.303	95.919			
19	.435	2.175	98.094			
20	.381	1.906	100.000			

When Table 3 is examined, it is observed that 5 factors with an eigenvalue greater than 1 explain 51.407% of the total variance. While the first factor explains 15.308% of the variance, the other four factors explain 11.732%, 8.577%, 8.492%, and 7.297% of the variance, respectively. These values meet the total variance criterion of over 50%, which is considered sufficient for scale development studies in the field of social sciences (Field, 2009).

In the analysis conducted, items that had multiple high loadings on the factors (cross-loading) were removed, and it was observed that each item in the scale meaningfully clustered under a single factor. These results indicate that the developed scale has a multidimensional structure and that the factor structure is interpretable.

As a result of the exploratory factor analysis regarding the construct validity of the scale, a five-factor structure was obtained, with eigenvalues greater than 1, explaining 51.407% of the total variance. In line with this structure, the distribution of factor loadings and the information on which dimension each item is grouped under are presented in Table 4.

Table 4

Factor Loadings of the Pragmatic Awareness Scale

Item	Politeness (1)	Context (2)	Cooperation (3)	Relevance (4)	Speech Acts (5)
1	.721				
2	.703				
3	.690				
4	.663				
5	.627				
6	.592				
7		.707			
8		.681			
9		.575			
10		.521			
11		.521			
12			.679		
13			.617		
14			.521		
15				.727	
16				.684	
17				.651	
18					.651
19					.642
20					.601

When Table 4 is examined, it is observed that the scale consists of five sub-dimensions, and the factor load values of the items in each sub-dimension vary between .521 and .727. The factor loadings of the items in the first factor, the Politeness dimension, range from .721 to .592; the factor loadings of the items in the second factor, the Context dimension, range from .707 to .521; the loadings of the items in the third factor, the Cooperation dimension, range from .679 to .521; the loadings of the items in the fourth factor, the Relevance dimension, range from .727 to .651; and the factor loadings of the items in the fifth factor, the Speech Acts dimension, range from .651 to .601. All items. Having a factor loading value of over 0.50 indicates that the items have a strong relationship with the factors they belong to and that construct validity is ensured (Tabachnick & Fidell, 2013). Additionally, the fact that items have high load values on only a single factor indicates that the scale is multidimensional yet has a clear structure. After this stage, confirmatory factor analysis (CFA) was applied to test the obtained five-factor structure in a different sample.

When examining the factor load values of the 5 sub-dimensional scales in Table 4, it is observed that the factor load values of the items in the 1st sub-dimension (politeness) range from .721 to .592, the factor load values of the items in the 2nd sub-dimension (context) range from .707 to .521, the factor load values of the items in the 3rd sub-dimension (cooperation) range from .679 to .521, the factor load values of the items in the 4th sub-dimension (relevance) range from .727 to .651, and finally, the factor load values of the items in the 5th sub-dimension (speech acts) range from .651 to .601. After this stage, confirmatory factor analysis of the 20-item scale consisting of 5 sub-dimensions was conducted using data obtained from a different sample.

Results Related to Confirmatory Factor Analysis

Before proceeding to confirmatory factor analysis (CFA), the basic assumptions of the data to be used in the analysis were examined to see if they were met. In this context, the presence of outliers in the data was first checked, and then the normality assumption was evaluated based on skewness and kurtosis values. The obtained findings are presented in Table 5.

Table 5

Skewness and Kurtosis Values for the Sub-dimensions

Sub-dimensions	Skewness	Kurtosis
1. Politeness	-.862	.682
2. Context	-.585	.308
3. Cooperation	-.123	-.522
4. Relevance	-.337	-.315
5. Speech Acts	-.072	-.105

When Table 5 is examined, it is observed that the skewness and kurtosis values for all sub-dimensions fall within the ±1 boundaries. This situation indicates that the data are suitable for a normal distribution and that the normality assumption required for DFA is met (Kline, 2016).

Additionally, whether there is a multicollinearity problem has been examined through Tolerance and VIF values. The relevant findings are presented in Table 6.

Table 6

Tolerance and VIF Values for the Sub-dimensions

Sub-dimensions	Tolerance	VIF
1. Politeness	.628	1.593
2. Context	.562	1.778
3. Cooperation	.796	1.256
4. Relevance	.748	1.336
5. Speech Acts	.851	1.176

As presented in Table 6, the Tolerance values for all sub-dimensions surpassed the recommended threshold of 0.10, and the corresponding VIF values fell well within acceptable limits (Hair et al., 2010), indicating that multicollinearity was not a concern. Before proceeding with the confirmatory factor analysis (CFA), intercorrelations among the scale's sub-dimensions were examined to assess discriminant validity. The correlation coefficients are provided in Table 7.

Table 7

Correlation Coefficients Among the Sub-Dimensions of the Pragmatic Awareness Scale

Subdimensions	1	2	3	4
1. Politeness				
2. Context	.575**			
3. Cooperation	.369**	.334**		
4. Relevance	.351**	.481**	.269**	
5. Speech Acts	.268**	.307**	.310**	.222**

*Note: ** indicates statistical significance at the level p < .01.*

When Table 7 is examined, it is observed that there are low to moderate positive significant relationships among the sub-dimensions of the scale. This situation indicates that each sub-dimension is conceptually related to each other but distinct in terms of the measured structures. This finding supports the suitability of the model for confirmatory factor analysis.

After examining the relationships between sub-dimensions and establishing assumptions, a first-level confirmatory factor analysis (CFA) was applied to test the accuracy of the five-factor structure. The obtained fit indices are presented in Table 8.

Table 8

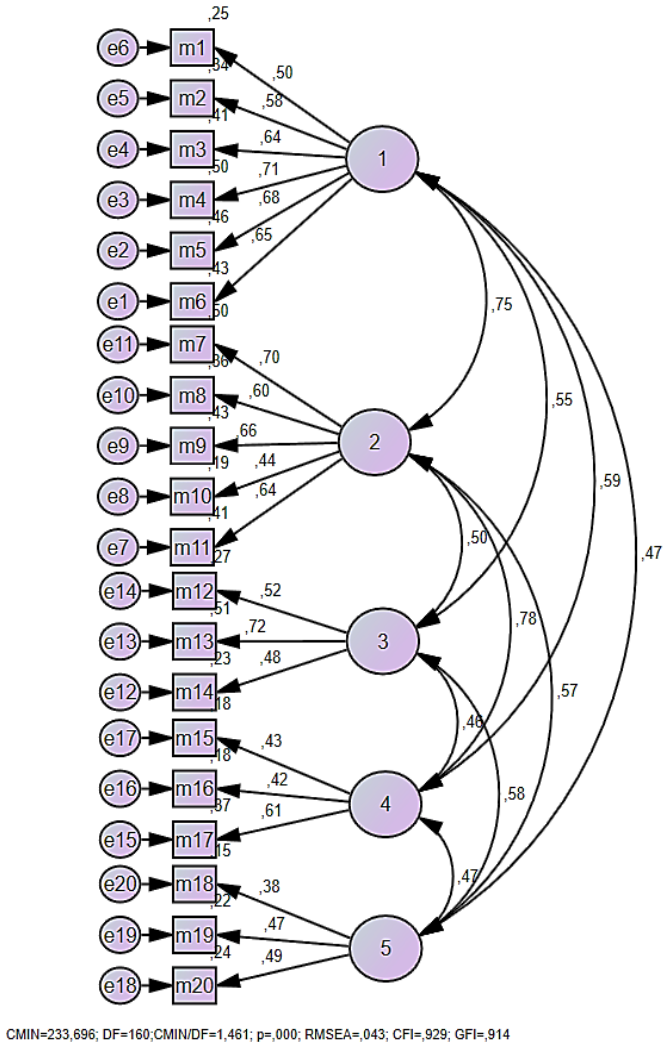
Fit Indices for the First-Order Confirmatory Factor Analysis (CFA)

	Reference Value		Measurement	Result
Indexes	Good Fit	Acceptable Fit		
CMIN/DF	$0 < \chi^2/SD \leq 3$	$3 < \chi^2/SD \leq 5$	1,461	Good Fit
TLI	$.95 < TLI \leq 1$	$.90 < TLI \leq .94$	.916	Acceptable Fit
RMSEA	$0 \leq RMSEA \leq .05$	$.05 \leq RMSEA \leq .08$	.043	Good Fit
SRMR	$0 \leq SRMR \leq .05$	$0.05 \leq SRMR \leq .10$	.0531	Acceptable Fit
AGFI	$.90 < AGFI \leq 1$	$.80 < AGFI \leq .90$	.890	Acceptable Fit
GFI	$.90 < GFI \leq 1$	$.85 < GFI \leq .90$	.914	Good Fit
IFI	$.95 < IFI \leq 1$	$.90 < IFI \leq .95$	.931	Acceptable Fit
CFI	$.95 < CFI \leq 1$	$.90 < CFI \leq .94$	.929	Acceptable Fit
df			165	

According to the fit indices presented in Table 8, it is observed that the structure of the tested five-factor model generally shows a good level of fit. Especially, the χ^2/SD ratio of 1.461, the RMSEA value of .043, and the GFI value of .914 indicate that the model has a good level of fit. From the other indices, TLI (.916), IFI (.931), CFI (.929), AGFI (.890), and SRMR (.0531) are at an acceptable level of fit. These results indicate that the developed model sufficiently fits the data and that the factor structure has been validated (Hu & Bentler, 1999). The structural relationships of the model obtained from the confirmatory factor analysis are presented with a path diagram that visually represents the confirmatory connections between the factors and the items. The diagram in Figure 2 illustrates the relationship of each observed variable (item) with the five-factor model and the connections between the factors.

Figure 2

Path Diagram for First-Order CFA of Pragmatic Awareness Scale



It has been determined that the model fit of the five-factor structure obtained from the first-level DFA is sufficient. To test whether this structure converges under a single factor at a higher level, second-order confirmatory factor analysis was applied. With this analysis, it has been tested whether the scale represents a general pragmatic awareness structure. The obtained model fit indices are presented in Table 9.

Table 9

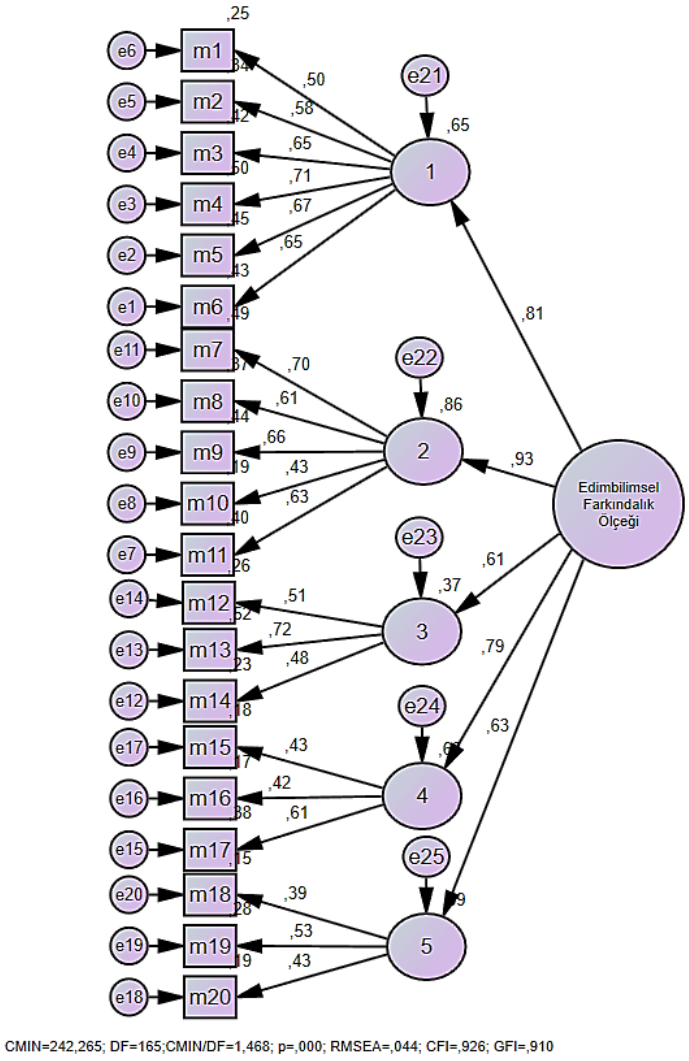
Second-Order CFA Fit Indices for the Pragmatic Awareness Scale

	Reference Value		Measurement	Result
Indexes	Good Fit	Acceptable Fit		
CMIN/DF	$0 < \chi^2/SD \leq 3$	$3 < \chi^2/SD \leq 5$	1,468	Good Fit
TLI	$.95 < TLI \leq 1$	$.90 < TLI \leq .94$	.915	Acceptable Fit
RMSEA	$0 \leq RMSEA \leq .05$	$.05 \leq RMSEA \leq .08$	.044	Good Fit
SRMR	$0 \leq SRMR \leq .05$	$0.05 \leq SRMR \leq .10$	.0552	Acceptable Fit
AGFI	$.90 < AGFI \leq 1$	$.80 < AGFI \leq .90$	.885	Acceptable Fit
GFI	$.90 < GFI \leq 1$	$.85 < GFI \leq .90$	.910	Good Fit
IFI	$.95 < IFI \leq 1$	$.90 < IFI \leq .95$	.928	Acceptable Fit
CFI	$.95 < CFI \leq 1$	$.90 < CFI \leq .94$	.926	Acceptable Fit
df			165	

When examining the goodness-of-fit indices in Table 9, it is observed that the model generally shows a high level of fit. Especially the values of χ^2/SD (1.468), RMSEA (.044), and GFI (.910) are evaluated as indicating a good fit for the model; other indices such as TLI (.915), IFI (.928), CFI (.926), AGFI (.885), and SRMR (.0552) show an acceptable level of fit. These results indicate that the five sub-dimensions of the scale can be combined under a general behavioral awareness structure and that the hierarchical structure of the scale has been validated (Brown, 2015). The path diagram obtained after the 2nd DFA is shown in Figure 3.

Figure 3

Path Diagram for Second-Order CFA of Pragmatic Awareness Scale



The path diagram of the structural model obtained from the second-order confirmatory factor analysis is presented in Figure 3. In the diagram, the relationships of the five sub-dimensions (1-Politeness, 2-Context, 3-Cooperation, 4-Relevance, 5-Speech Acts) with the higher-level factor of Pragmatic Awareness are shown, and these relationships are represented by standardized coefficients. The placement of all factors within the model reveals that the structure exhibits a holistic and hierarchical nature.

Conclusion and Discussion

The Pragmatic Awareness Scale developed in this study provides an original and systematic contribution to the literature by measuring pre-service Turkish language teachers' awareness of the contextual, cultural, and social dimensions of language. The validity and reliability analyses offer a foundation for evaluating pre-service

teachers' discursive awareness within a multidimensional framework. The scale includes components such as politeness, context, cooperation, relevance, and speech acts, aiming to support the development of a deep awareness of language's functional use in communication. High scores obtained from the scale indicate that the pre-service teachers have a high level of pragmatic awareness.

Findings indicate that the scale can be employed as both a diagnostic and developmental tool in educational settings. It may be used to assess pedagogical competence levels of pre-service teachers, monitor progress before and after instructional processes, identify individual learning needs, and design differentiated instruction accordingly. For instance, applying the scale prior to micro-teaching activities can help identify underdeveloped discourse skills, which can then be addressed in lesson planning. Furthermore, in-service teacher training programs can incorporate structured feedback based on this scale to improve practicing teachers' context-sensitive language use.

Recent research has emphasized that focusing solely on grammar is insufficient in language education; understanding how language operates in social contexts is equally vital (Bardovi-Harlig, 2013; Cohen & Ishihara, 2010). Pragmatic awareness, in this regard, emerges as a key component in fostering communication that is socially appropriate, culturally responsive, and contextually flexible. This study introduces a methodological innovation by developing a measurement tool in a field where pragmatic awareness has traditionally been explored through qualitative means, thereby expanding its applicability.

Studies conducted nationally and internationally show that individuals with higher pragmatic awareness experience fewer misunderstandings, engage in more effective interactions, and exhibit greater motivation to use the target language-particularly in intercultural contexts (Rose & Kasper, 2001; Taguchi, 2011). Thus, the developed scale can also be used to assess and promote intercultural communication competence. This is especially important for pre-service teachers who plan to work in multicultural settings such as foreign language classrooms, Erasmus exchanges, or teaching abroad.

The contributions of this study can be evaluated across three levels: Conceptual level: The position of pragmatic awareness within teacher competencies has been clarified and examined multidimensionally. Methodological level: A psychometrically supported, original measurement tool has been developed, providing a resource that can be used both nationally and internationally. Practical level: A versatile instrument has been offered that can be integrated into assessment and evaluation, instructional design, differentiated instruction, and intercultural communication practices.

Recommendations for researchers and practitioners include:

- The scale can be used at the beginning and end of teacher education programs to monitor program effectiveness.
- It can be integrated with individual feedback mechanisms to increase pre-service teachers' pedagogical self-awareness.
- Those preparing to teach in culturally diverse environments are advised to use culturally enriched examples of speech acts.
- In language teaching methodology courses, case-based applications of the scale can be incorporated into instructional design.
- Future studies may apply the scale to different age groups and subject areas, explore its intercultural validity through cross-cultural comparisons, and develop digital versions.
- Moreover, integrating such tools into AI-supported teaching environments may open new avenues for research and practice related to the development of pragmatic awareness.

In conclusion, the Pragmatic Awareness Scale developed in this study offers a holistic framework that evaluates not only the grammatical competence of pre-service teachers but also their ability to use language effectively and appropriately in social contexts. This scale represents a valuable contribution to improving teacher education quality, supporting individualized instructional design, and advancing socio-culturally responsive approaches to language teaching.

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Edimbilimsel Farkındalık Ölçeği: Geçerlik ve Güvenirlik Çalışması

Öz

Bu araştırmanın amacı, edimbilimsel farkındalığı ölçmeye yönelik bir ölçme aracı geliştirmektir. Araştırmada karma araştırma yöntemlerinden keşfedici desen kullanılmıştır. Çalışma grubunu toplam 700 öğretmen adayı oluşturmaktadır. Geliştirilen ölçek, 20 maddeden ve beş alt boyuttan oluşmaktadır. Ölçeğin geçerlik analizleri kapsamında açımlayıcı faktör analizi (AFA) ve doğrulayıcı faktör analizi (DFA) gerçekleştirilmiştir. Ölçeğin Cronbach Alfa güvenirlik katsayısı .790 olarak hesaplanmıştır. Elde edilen bulgular doğrultusunda, ölçeğin edimbilimsel farkındalığı ölçmede geçerli ve güvenilir bir araç olduğu sonucuna ulaşılmıştır. Öğretmen adaylarının bu alandaki farkındalıklarının artırılmasının, dil öğretiminde yenilikçi ve etkili yöntemlerin uygulanmasına katkı sağlaması beklenmektedir. Ayrıca geliştirilen ölçek, Türkçe eğitimi alanındaki önemli bir boşluğu doldurarak literatüre gereksinim duyulan bir ölçme aracı kazandırmaktadır. Sonuç olarak bu çalışma, öğretmen eğitimi süreçlerine ve öğretmen adaylarının bağlamsal dil kullanımı becerilerinin gelişimine katkı sunmayı, aynı zamanda Türkçe öğretiminde edimbilimsel farkındalığın önemine ilişkin yeni bir bakış açısı kazandırmayı amaçlamaktadır

Anahtar kelimeler: edimbilim, edimbilimsel farkındalık, söz edimleri, ölçek geliştirme