Foreign Language Teacher Candidates Perceptions of Responsibility in Foreign Language Teaching: A Scale Development Study

Bilge AKINCI[1]   Şaban ÇETİN[2]

The aim of the present study is to develop a foreign language teaching responsibility perception scale for pre-service foreign language teachers. While teacher responsibilities are discussed by many stakeholders, it was identified that there is no scale in the literature on what pre-service foreign language teachers feel responsible for. Following the literature review, the form developed was finalised by making the necessary arrangements after the opinions of the experts for content validity. The researchers administered the scale in printed form to 354 participants who were studying in the 3rd and 4th grades in the Foreign Language Education departments of the Faculties of Education in Ankara. Exploratory Factor Analysis (EFA) was applied for the construct validity of the scale. As a result of EFA, a three-factor structure was determined, consisting of 29 items in total: 15 items in the first factor, 7 items in the second factor, and 7 items in the third factor. The total eigenvalue of the scale was calculated as 51,529%. Cronbach Alpha value was calculated for reliability. While the Cronbach Alpha value of the scale was calculated as 0.904, the Cronbach Alpha values of the factors were calculated as 0.920; 0.858; 0.854 respectively. Item-total correlations and comparisons between upper and lower groups showed that all items in the scale were discriminative. In the light of the validity and reliability analysis results, it can be said that a measurement tool with the necessary psychometric properties was developed within the scope of the current study.

© IJERE. All rights reserved

Keywords: Foreign language teaching, perception of responsibility, scale development.

INTRODUCTION

Responsibility is undertaking one's behaviour or the consequences of an event within one's jurisdiction (Turkish Language Association [TDK], 2022). Neff (1969) defined responsibility as the voluntary assumption of an obligation and stated that before an obligation is assumed by a person, the values underlying the obligation should be understood. In this context, it is possible to state that taking responsibility is actually related to the results of an action rather than carrying out an action and this is the important point about the concept. When undertaking an action, the main thing to be considered is to be aware of the fact that no matter how the action ends, the responsibility for the consequences of the action undertaken is also taken.

When the origin of the word responsibility is examined, it is seen that when the word was first used, it corresponded to an expression in the form of accountability to someone or something, while in later times it began to correspond to the expression of accountability for one's actions (Besley, 2019). From this point of view, while accepting responsibility for an action, it is seen that over time, the focus has shifted to the action for which one is responsible rather than to whom. In fact, it can be said that this is two separate dimensions of responsibility because, as Eshleman (2009) states, people's perception of action includes a sense of accountability and is linked to their position in society. Therefore, it is possible to talk about not only personal responsibilities of individuals but also social and, in relation to this, professional responsibilities.

In the field of education, which has many stakeholders, it is possible to see the definitions and perceptions of responsibility from different perspectives. While there are officially defined responsibilities for the teaching profession, another type of responsibility that teachers have is also important due to their position as teachers in the society. In addition to this, the perception of responsibility that teachers have different from the jobs they are held responsible for actually differentiates the way they perform their profession to a great extent.

In the 1973 dated and 1739 numbered Basic Law on National Education, teaching is defined as 'a specialised profession which undertakes the duties of education, training and related administrative duties of the State' and teachers are obliged to 'fulfil these duties in accordance with the aims and basic principles of Turkish National Education' (The Ministry of National Education [MEB], 1973). The 2024 Law on the Teaching Profession also includes this article under the title of 'rights, duties and responsibilities'. Under the same heading, in addition to this article, teachers are required to select and apply tools, materials, teaching methods and techniques according to the characteristics and needs of students, to cooperate with families and other colleagues, and to improve themselves professionally provided that they do not interrupt their educational activities and responsibilities (Official Gazette of the Republic of Türkiye, 2024, October 18, No. 32696).

As Priestley et al. (2015) state, teacher responsibilities have traditionally been shaped around external obligation and accountability. From this perspective, educators are held accountable for students' academic outcomes, defined by performance on standardized assessments (Pristley et al., 2015). According to Barahona and Darwin (2023), external educational organisations working on teacher accountability at the international

[1] Suleyman Demirel University, bilgeakinci@sdu.edu.tr, https://orcid.org/0000-0002-4365-7390
[2] Gazi University, scetin@gazi.edu.tr, https://orcid.org/0000-0002-4319-5667
* This article was produced from the doctoral thesis titled "Pre-service Foreign Language Teachers' Perceptions of Responsibility for Foreign Language Teaching" written by Bilge Akıncı, under the supervision of Prof. Dr. Şaban ÇETİN.

level have identified the basic framework of teacher accountability by imposing and regulating a set of responsibilities or standards on teachers. However, in addition to the responsibilities defined by laws and regulations, the actions for which teachers are held accountable by other stakeholders, as well as the teacher's own perception of responsibility, are as important as the defined responsibilities.

Roehrig et al. (2009) stated that teacher responsibility can harmonise the relationship between teacher beliefs and teaching practices. For example, a teacher who performs his/her duties with an intrinsic sense of responsibility may see improving his/her practices as a part of his/her job (Roehrig et al., 2009). Effective teachers believe that overworking by engaging in tasks such as planning and self-evaluation on teaching practices affects student achievement (Bratton, 1998). According to Gurney (2007), the capacity to accept responsibility is one of the signs of being a great teacher. Allington (2002) stated that effective teachers both hold students responsible for learning outcomes and accept responsibility for these outcomes themselves. According to Stronge (2007), not accepting responsibility indicates ineffective teaching. The Council of Chief State School Officers in the United States of America stated that teacher accountability is a critical structure in ensuring professional learning and ethical practice, which is defined as Standard No. 9 (Council of Chief State School Officers [CCSSO], 2013). According to Roehrig et al. (2009), students' feeling responsible for learning outcomes is related to a teacher's beliefs about effective teaching practices and his/her view of students.

When a teacher voluntarily accepts responsibility for the positive learning outcomes of his/her students as well as for the negative outcomes, it can be said that the teacher has a sense of teacher responsibility (LoGerfo, 2006). However, as LoGerfo (2006) states, what is known about the effect of teacher responsibility perception on student achievement is quite limited. In addition, there are conceptual and methodological difficulties in research on teacher responsibility (Lauermann, 2014; Lauermann & Karabenick, 2011, 2014). It is seen that the measurement tools used for teacher accountability are generally aimed at assessing teachers' locus of control or self-efficacy, and therefore it is not entirely clear whether or to what extent teacher accountability is effective in the results reached in the studies (Lauermann & Karabenick, 2013, 2014). As stated by Matteucci et al. (2017), teacher accountability has remained an unresearched topic. There are a limited number of scales developed in the literature on teacher responsibility (Guskey, 1980; Lauermann & Karabenick, 2013; Vidushy & Kishor, 2020; Bhowmik et al, 2021). The scales used in the studies on teacher responsibility perception were mostly applied as adaptations of existing scales. In addition, the scales address teacher responsibility from certain perspectives in terms of their structure, and they have been used in foreign studies.

In Türkiye, the desired success in foreign language teaching is encountered as an ongoing issue from the past to the present. It is common in our country that we fail to learn and teach foreign languages (Tosun, 2012). English is the first among the languages taught as a foreign language in our country. Haznedar (2010) stated that improvements were made in English language teaching programs in Türkiye, but the point was not bright.

The 2018 English Language Teaching Curriculum (for Primary and Secondary Schools, Grades 2, 3, 4, 5, 6, 7, and 8) published by the Ministry of National Education emphasizes the importance of using communicative and action-oriented approaches, methods, and techniques, as well as integrating all language skills into the curriculum according to students' developmental levels. Additionally, it is stated that this curriculum was developed within the context of the Common European Framework of Reference for Languages (CEFR) (MEB, 2018). As part of the Improvement of Foreign Language Education (YADEG) project, initiated by the Board of Education (TTKB), in-service training on the CEFR was provided to English language teachers. During these training sessions, the CEFR and related applications in English teaching were introduced to teachers (TTKB, 2024, September 10).

Despite the current curriculum, the trainings provided, and the defined roles and responsibilities, the dimensions in which foreign language teachers perceive themselves as responsible in language teaching remain an unexplored area. In this study, it is aimed to develop a scale to determine the perceived foreign language teaching responsibility of pre-service foreign language teachers. In this context, it is believed that developing a scale for foreign language teacher candidates, focusing not only on success and failure but also on educational situations and the broader range of learning outcomes, will contribute to the literature on teacher responsibility perceptions.

METHOD

Research Design

In the present study, the descriptive research design known as the survey model was used. The aim of the survey model is to describe a situation that has existed in the past or is still ongoing as it is (Karasar, 2009). Many educational research studies aim to define or describe phenomena; in other words, educational research begins with the intention to define and interpret "what is" (Cohen et al., 2007). According to Erkuş (2013), descriptive research serves the purpose of providing a description of phenomena and also offers predictions for future experimental studies.

Study Group

The study group of this research consisted of students enrolled in the Foreign Language Education Programs (English Language Education, German Language Education, French Language Education, and Arabic Language Education) at the Faculty of Education in the state universities in Ankara during the spring semester of the 2023-2024 academic year. These students were in their 3rd or 4th year of study. The decision regarding the sample size of the study group was based on the principle that the number of participants should be 5 or 10 times the number of scale items (Tavşancıl, 2018). Following the approval of ethical permissions for the scale, the researchers administered the printed version of the scale face-to-face on a voluntary basis to 354 students. Demographic information of the study group is provided in Table 1.

Table 1. Distribution by demographic characteristics of the participants

Variables		Frequency (f)	Percentage (%)	Sum	
				f	%
Department	English Language Education	219	61,9		
	German Language Education	39	11		
	French Language Education	27	7,6	354	100
	Arabic Language Education	69	19,5		
Grade	3	212	59,9		
	4	142	40,1		
Gender	Female	238	67,2		
	Male	116	32,8		

As shown in Table 1, among the participants constituting the study group, 219 are students of English Language Education (61.9%), 39 are students of German Language Education (11%), 27 are students of French Language Education (7.6%), and 69 are students of Arabic Language Education (19.5%). Of the participants, 212 (59.9%) are 3rd-year students, and 142 (40.1%) are 4th-year students. The study group consists of 354 individuals, with 238 (67.2%) female and 116 (32.8%) male participants.

The Stages of Scale Development

The stages of scale development have been defined in the literature. In this study, the scale development stages outlined in the literature have been followed (Tezbaşaran, 2008; Cohen & Swerdlik, 2018).

1. Defining the property to be measured and determining its scope

Within the scope of the research, it has been aimed to develop a scale for determining the foreign language teaching responsibility perceptions of foreign language teacher candidates. In this context, the relevant literature has been reviewed. It has been decided to apply the scale to third- and fourth-year students enrolled in the Foreign Language Education programs at the faculties of education in state universities in Ankara.

2. Deciding on the structure of the scale

It has been decided that the scale should have a 5-point Likert structure.

3. Writing of items in line with the specified scope and content

In order to develop the measurement tool, a literature review on teachers' perceptions of responsibility was conducted. Scales which have items in relation to teachers' perceptions of responsibility were examined. In the literature, attention has been paid to the topics addressed in the items related to teachers' perceptions of responsibility in the developed scales. Based on the publications in the literature and the concept of teacher responsibility, potential focus areas for the development of scale items have been evaluated.

In relation to foreign language teachers' perceptions of responsibility, seven sub-dimensions were identified as potentially relevant: Educational activities, as in the item "I am aware that I need to prepare my activities in a way that will capture my students' attention"; assessment and evaluation processes, as in the item "I feel obliged to include all four skills (listening, speaking, reading, writing) of the target language in my assessment practices"; motivation, as in the item "I feel responsible for engaging students who do not actively participate in class"; success, as in the item "The high exam scores of my students in the target language are a result of my effective teaching"; culture, as in the item "I try to incorporate elements of the cultures of people who speak the target language into my lessons"; professional development, as in the item "I recognize that attending national or international events such as congresses, seminars, or conferences related to foreign language teaching contributes to my development"; and extracurricular activities, as in the item "I make an effort to organize events such as competitions and concerts to provide opportunities for my students to showcase their performance in the target language." As a result, the item pool consisting of 108 original items was developed by the researchers with careful attention to these sub-dimensions.

4. Item control and creation of scale form

The created items were reviewed and converted into an online scale form to be presented for expert feedback.

5. Gathering expert opinion

In order to ensure content validity, the scale form prepared for expert opinions was presented to two Foreign Language Education Experts and four Curriculum and Instruction Experts. The feedback was collected through an online form. The form included three options for each item: "appropriate," "partially appropriate," and "not appropriate," along with a section for comments. The expert opinions were analysed using the Lawshe technique, which is a content validity calculation method (Lawshe, 1975). The values obtained for each item were assessed using the Lawshe content validity criterion, with a threshold value of 0.99 set for six experts, as specified in the Lawshe content validity table. Based on this evaluation, it was determined that 14 items should be removed from the scale, leaving 94 items in the scale. Revisions were made to the partially appropriate and appropriate items based on the suggestions provided in the comments section. Afterward, a Turkish Language Expert's opinion was sought for the remaining 94 items, and necessary revisions were made. The items were then compiled into a form for pilot testing.

6. The implementation of the pilot application

The scale was administered by the researchers to the pre-determined study group through a printed form on a voluntary basis. A total of 354 participants took part in the pilot study.

7. Analysis of the obtained data and giving the final version to the scale

The data obtained from the pilot study were entered into the SPSS 25.0 software, and within the scope of validity and reliability analysis, exploratory factor analysis was performed. For reliability, Cronbach's Alpha coefficient and the Spearman-Brown coefficient for internal consistency were calculated. To determine factor discriminability, an independent samples t-test was conducted, and item-total correlations were computed. To determine whether there was a significant relationship between the factors of the developed scale and the total scores, a Pearson Product-Moment Correlation analysis was applied. After the analyses were completed, the final version of the scale was determined.

RESULTS

Exploratory Factor Analysis

In the current study, exploratory factor analysis (EFA) was conducted to determine the factor structure of the developed scale. To assess the suitability of the scale for factor analysis, the Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Sphericity were performed. The KMO coefficient was calculated to test the adequacy of the sample size, while Bartlett's test was used to examine whether the data meet the assumption of normality. In this context, a KMO value of .50 or higher and a statistically significant result from Bartlett's Test of Sphericity are required for the factor analysis to be considered appropriate (Jeong, 2004).

Table 2. KMO and Bartlett Test Values

KMO		0,917
Bartlett Test Values	X^2	18589,059
	Sd	4371
	P	0,000

As shown in Table 2, the analysis results revealed that the KMO value was calculated as 0.917. This value is higher than the critical value of 0.500, indicating that the sample size is adequate for factor analysis. The Bartlett's test yielded a Chi-square (X^2) value of 18589.059 and a p-value of 0.000. Therefore, the normality assumption is satisfied. Based on the results of the KMO and Bartlett tests, it can be concluded that the data is suitable for factor analysis.

In exploratory factor analysis, the aim is to determine how many factors the dataset consists of. To examine the possibility that the scale, which includes 94 items, could consist of a single factor, the data were initially subjected to a principal component analysis (PCA) without any rotation. To determine the factor structure of the scale, the Scree Plot, which shows the dispersion of the eigenvalues, was analysed.

Graph 1. Scree Plot Chart
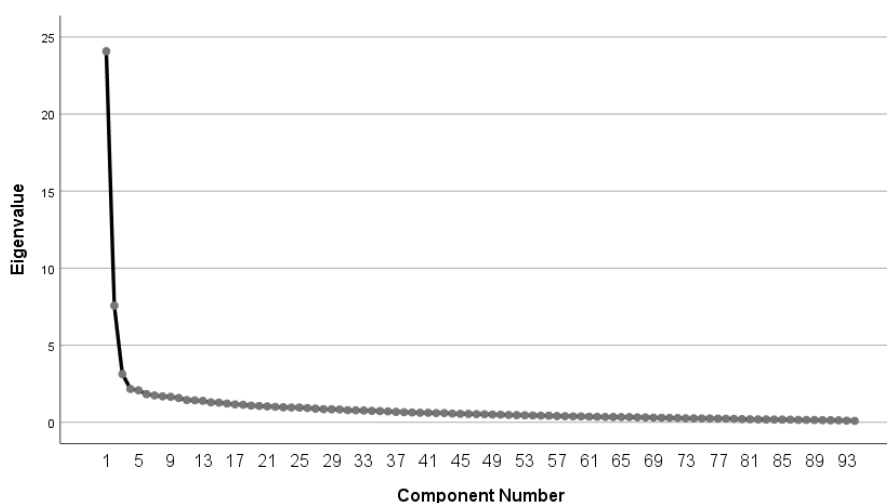
When the Scree Plot was examined, it was determined that the scale exhibited a three-factor structure. As a result, a Varimax rotation was performed to determine the distribution of items across the factors. According

to Tabachnick and Fidell (2013), factor loadings are categorized as follows: a loading of 0.32 is considered "low", 0.45 "moderate", 0.55 "good" and 0.71 "excellent".

In the current scale development study, a factor loading of 0.45 was determined as the threshold for including items in the scale. Items with factor loadings below this value were decided to be removed from the scale. Additionally, for items that had loadings on more than one factor, the difference between the loadings must exceed 0.10. Items were also evaluated based on this criterion, and those with overlapping factor loadings were identified and removed from the scale.

As a result of the analysis, the following items were removed from the scale due to their factor loadings being below 0.450: 1, 2, 3, 4, 6, 7, 8, 10, 11, 12, 13, 15, 18, 19, 20, 24, 36, 38, 39, 40, 41, 42, 43, 44, 45, 46, 51, 53, 54, 55, 57, 58, 59, 60, 61, 62, 63, 64, 67, 69, 70, 71, 72, 76, 77, 78, 86, 87, 88, 89, 90, 91, 92, 93, and 94. Additionally, items 4, 5, 14, 16, 21, 23, 26, 27, 28, and 50 were removed from the scale due to their overlapping factor loadings. As a result of the exploratory factor analysis, a total of 65 items were removed from the scale, leaving 29 items in the final version.

Reliability and Item Analysis

The Cronbach's Alpha coefficient indicates the reliability level of the scale. Based on the value of the alpha (α) coefficient, the reliability of the scale is interpreted as follows (Nunnally, 1967, p. 248):

- $.00 \leq \alpha < .40$: The scale is unreliable.

- $.40 \leq \alpha < .60$: The scale has low reliability.

- $.60 \leq \alpha < .80$: The scale is quite reliable.

- $.80 \leq \alpha < 1.00$: The scale is highly reliable.

Table 3. Factor Analysis Results

	Factor 1	Factor 2	Factor 3	Explained Variance Ratio	Cronbach's Alpha
Item 30	0,739			33,058	0,920
Item 31	0,734				
Item 25	0,702				
Item 35	0,690				
Item 32	0,680				
Item 34	0,675				
Item 33	0,653				
Item 48	0,647				
Item 52	0,616				
Item 17	0,611				
Item 22	0,605				
Item 37	0,600				
Item 9	0,594				
Item 29	0,593				
Item 56	0,574				
Item 82		0,754		12,573	0,858
Item 80		0,741			
Item 83		0,684			
Item 81		0,680			
Item 84		0,663			
Item 85		0,622			
Item 79		0,563			
Item 74			0,826	5,898	0,854
Item 73			0,814		
Item 65			0,712		
Item 68			0,701		
Item 49			0,693		
Item 66			0,658		
Item 75			0,647		
SUM					
Eigenvalue				51,529	
Cronbach's Alpha					0,904

As shown in Table 3, the results of the exploratory factor analysis revealed the distribution of items across the three-factor structure of the scale. The first factor consists of 15 items, with factor loadings ranging from 0.739 to 0.574, and the Cronbach's Alpha coefficient indicating the reliability of this factor was calculated to be 0.920. The second factor consists of 7 items, with factor loadings ranging from 0.754 to 0.563, and the Cronbach's Alpha coefficient for this factor was calculated to be 0.858. The third factor consists of 7 items, with factor loadings ranging from 0.826 to 0.647, and the Cronbach's Alpha coefficient for this factor was calculated to be 0.854. The overall reliability of the scale, as indicated by Cronbach's Alpha, was calculated to be 0.904. Additionally, the total eigenvalue for the three-factor structure, consisting of 29 items, was determined to be 51.529%, indicating that the three factors together explain 51.529% of the total variance. Moreover, the split-half reliability of the scale was also examined. The Spearman-Brown coefficient, calculated by splitting the scale into two equal halves, was found to be 0.786. According to the reliability criteria (Field, 2009; Fraenkel et al., 2012), a reliability coefficient of 0.70 or higher is considered acceptable, indicating that the measurements obtained from this scale are reliable.

In order to determine the discriminant validity of the factors in the developed scale, an independent samples t-test was applied to the data of the study group that underwent the exploratory factor analysis (EFA). Additionally, item-total correlations were calculated. For the items to be able to distinguish individuals based on the measured characteristic, the independent samples t-test results between the upper and lower groups must be significant, and the correlation value between the item and the total factor score should be above 0.20 (Büyüköztürk, 2019). Item-total correlations and upper-lower group t-test results of the scale items are presented in Table 4.

Table 4. Item-Total Correlations and Upper-Lower Group T-Test Results of the Scale Items

Factor 1			Factor 2		
Items	Correlation (r)	Upper-Lower Group T-Test	Items	Correlation (r)	Upper-Lower Group T-Test
Item 9	r 0,442	t 9,384	Item 79	r 0,520	t 11,328
	p 0,001**	p 0,001**		p 0,001**	p 0,001**
Item 17	r 0,475	t 8,473	Item 80	r 0,603	t 12,759
	p 0,001**	p 0,001**		p 0,001**	p 0,001**
Item 22	r 0,559	t 11,535	Item 81	r 0,635	t 10,865
	p 0,001**	p 0,001**		p 0,001**	p 0,001**
Item 25	r 0,639	t 11,022	Item 82	r 0,589	t 12,402
	p 0,001**	p 0,001**		p 0,001**	p 0,001**
Item 29	r 0,546	t 10,471	Item 83	r 0,572	t 12,445
	p 0,001**	p 0,001**		p 0,001**	p 0,001**
Item 30	r 0,625	t 11,888	Item 84	r 0,546	t 12,506
	p 0,001**	p 0,001**		p 0,001**	p 0,001**
Item 31	r 0,589	t 11,165	Item 85	r 0,567	t 9,817
	p 0,001**	p 0,001**		p 0,001**	p 0,001**
Item 32	r 0,551	t 9,458	Factor 3		
	p 0,001**	p 0,001**	Item 49	r 0,416	t 7,957
Item 33	r 0,513	t 8,087		p 0,001**	p 0,001**
	p 0,001**	p 0,001**	Item 65	r 0,488	t 9,878
Item 34	r 0,556	t 12,207		p 0,001**	p 0,001**
	p 0,001**	p 0,001**	Item 66	r 0,523	t 10,121
Item 35	r 0,528	t 10,671		p 0,001**	p 0,001**
	p 0,001**	p 0,001**	Item 68	r 0,496	t 10,913
Item 37	r 0,635	t 12,933		p 0,001**	p 0,001**
	p 0,001**	p 0,001**	Item 73	r 0,464	t 10,369
Item 48	r 0,579	t 10,019		p 0,001**	p 0,001**
	p 0,001**	p 0,001**	Item 74	r 0,462	t 10,371
Item 52	r 0,697	t 17,353		p 0,001**	p 0,001**
	p 0,001**	p 0,001**	Item 75	r 0,491	t 11,009
Item 56	r 0,626	t 12,898		p 0,001**	p 0,001**
	p 0,001**	p 0,001**			

**p<0.01; r: Pearson correlation, t: Independent samples t-test

As seen in Table 4, the independent samples t-test results for the 15 items under the first factor were significant ($p = 0.001 < 0.01$), and the item-total correlation values ranged from 0.442 to 0.697. For the second factor, the 7 items also showed significant t-test results ($p = 0.001 < 0.01$), with item-total correlations ranging from 0.520 to 0.635. Similarly, for the third factor, the 7 items displayed significant t-test results ($p = 0.001 < 0.01$), and the item-total correlation values ranged from 0.416 to 0.523. Since both the item-factor total score correlations and the upper-lower group independent samples t-test results are significant, it can be concluded that the items have a high ability to measure the intended characteristic (Büyüköztürk, 2019).

To determine whether there is a significant relationship between the factors in the developed scale and the total scores, a Pearson Product-Moment Correlation analysis was conducted. The correlation results obtained from the analysis are presented in Table 5.

Table 5. Correlation Results Between Factors and Total Scores

Variables	Sum	Factor 1	Factor 2	Factor 3
Sum	1	,831**	,783**	,645**
Factor 1		1	,651**	,180**
Factor 2			1	,245**
Factor 3				1

**p<0.01; r: Pearson correlation analysis

As seen in Table 5, the highest correlation between the factors in the developed scale and the total score is found between Factor 1 and the total score ($r = 0.831$; $p = 0.001 < 0.01$). The correlation between Factor 1 and Factor 2 was found to be ($r = 0.651$; $p = 0.001 < 0.01$), while the correlation between Factor 1 and Factor 3 was ($r = 0.180$; $p = 0.001 < 0.01$). Lastly, the correlation between Factor 2 and Factor 3 was also found to be significant ($r = 0.245$; $p = 0.001 < 0.01$). This indicates that all the factors are part of the same underlying structure, as the correlations between them are significant and demonstrate a meaningful relationship.

CONCLUSION and DISCUSSION

The aim of the current study was to develop a scale to determine the foreign language teaching responsibility perceptions of pre-service foreign language teachers. First, a review of the related literature was conducted. It was found that there is a limited number of scales developed concerning teacher responsibility in the literature (Guskey, 1980; Lauermann & Karabenick, 2013; Vidushy & Kishor, 2020; Bhowmik et al., 2021). In the studies on teacher responsibility perception, it was observed that existing scales were mostly adapted for use. Moreover, it was determined that scales used for teacher responsibility were primarily focused on control orientation, teacher self-efficacy, and framed within the context of student success and failure. The scales developed on teacher responsibility tend to address specific aspects of responsibility, but they have not been tailored for foreign language teachers. The scale developed in this research differs from other scales and related studies in the literature, as it is specifically designed for foreign language teacher candidates, considering their unique dimensions.

After the literature review, a pool of 108 items was created for the scale to be developed, and the items were presented to seven experts, including six field experts and one language expert, for their opinions. Based on the feedback from the experts, 14 items were removed, and necessary revisions were made to the remaining items. A 94-item form was prepared for the pilot application. The pilot application was conducted with 354 students from the 3rd and 4th years of foreign language teaching programs at selected universities. Validity and reliability analyses were performed on the collected data. After conducting the Exploratory Factor Analysis (EFA), 65 items were removed from the scale.

The Exploratory Factor Analysis (EFA) conducted revealed that the scale has a 3-factor structure. The factors were named as "classroom practices and preparation process," "activities related to the culture of the target language," and "responsibility perception regarding adverse situations." The explained variance ratio of the scale was determined to be 51.529%. As a result of the reliability analysis, the overall Cronbach's Alpha value of the scale was found to be 0.904. The Cronbach's Alpha values for the factors were 0.920, 0.858, and 0.854, respectively.

In light of the obtained findings, it can be concluded that The Foreign Language Teaching Responsibility Perception Scale for prospective foreign language teachers possesses the psychometric properties required for a scale. It is believed that the scale developed in this study will contribute to the literature in terms of identifying foreign language teacher candidates' perceptions of responsibility and can also be used to determine the responsibility perceptions of foreign language teachers.

Declarations

Conflict of Interest

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

Ethics Approval

The formal ethics approval was granted by the Ethics Committee of Gazi University. We conducted the study in accordance with the Helsinki Declaration in 1975.

Funding

No specific grant was given to this research by funding organizations in the public, commercial, or not-for-profit sectors.

Research and Publication Ethics Statement

The study was approved by the research team's university ethics committee of the Gazi University (Approval Number/ID: 19.10.2023-E.778607. Hereby, we as the authors consciously assure that for the manuscript "

- This material is the authors' own original work, which has not been previously published

  elsewhere.

  - The paper reflects the authors' own research and analysis in a truthful and complete manner.
  - The results are appropriately placed in the context of prior and existing research.
  - All sources used are properly disclosed.

Contribution Rates of Authors to the Article

The authors provide equal contribution to this work.

REFERENCES

Allington, R. L. (2002). What I've learned about effective reading instruction: From a decade of studying exemplary elementary classroom teachers. *Phi Delta Kappan*, *83*(10), 740-747. https://doi.org/10.1177/0031721702083010

Barahona, M., & Darwin, S. (2023). Balancing being a 'good teacher' and a 'motivating teacher of English': Analysing the sense of professional responsibility of pre-service EFL teachers. *Language Teaching Research*. https://doi.org/10.1177/13621688231183905

Besley, T. (2019). Theorizing teacher responsibility in an age of neoliberal accountability. *Beijing International Review of Education*, *1*(1), 179-195. https://doi.org/10.1163/25902547-00101013

Bhowmik, A., Saikia, M., & Mazumdar, S. (2021). Teachers' sense of responsibility: The key of successful teaching. *Psychology and Education*, *58*(3), 3467–3469.

Board of Education [TTKB]. (2024). *Diller İçin Avrupa Ortak Başvuru Metni (CEFR) eğitici eğitimleri devam ediyor*. [Web page]. https://ttkb.meb.gov.tr/www/diller-icin-avrupa-ortak-basvuru-metni-cefr-egitici-egitimleri-devam-ediyor/icerik/639

Bratton, S. E. (1998). How we're using value-added assessment. *School Administrator*, *55*(11), 30-32. Retrieved from http://eric.ed.gov/?id=EJ577202

Büyüköztürk, Ş. (2019). *Sosyal bilimler için veri analizi el kitabı*. Pegem Akademi.

Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education.* Routledge.

Cohen, R. J., & Swerdlik, M. E. (2018). *Psychological testing and assessment: An introduction to tests and measurement.* McGrow Hill.

Council of Chief State School Officers [CCSSO]. (2013, April). *Interstate teacher assessment and support consortium InTASC model core teaching standards and learning progressions for teachers 1.0: A resource for ongoing teacher development.* Author. https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

Erkuş, A. (2013). *Davranış bilimleri için bilimsel araştırma süreci.* Seçkin Yayıncılık.

Eshleman, A. (2009). Moral responsibility. In E. N. Zalta (Ed.), *The Stanford Encyclopedia of Philosophy* (Winter 2009 Edition). https://plato.stanford.edu/archives/win2009/entries/moral-responsibility/

Field, A. (2009). *Discovering statistics using SPSS.* Sage Publications.

Fraenkel J., Wallen N., & Hyun, H. (2012). *How to design and evaluate research in education.* McGraw Hill.

Gurney, P. (2007). Five factors for effective teaching. *Teachers' Work, 4*(2), 89–98. https://doi.org/10.24135/teacherswork.v4i2.480

Guskey, T. R. (1980). Teachers' beliefs in their own control of factors influencing the academic achievement of students. Paper presented at the annual meeting of the American Educational Research Association, Boston, MA.

Haznedar, B. (2010), Türkiye'de yabancı dil eğitimi: Reformlar, yönelimler ve öğretmenlerimiz. In *ICONTE International Conference on New Trends in Education and Their Implications*, 11-13 November 2010, Antalya, Türkiye.

Jeong, J. (2004). *Analysis of the factors and the roles of HRD in organizational learning styles as identified by key informants at selected corporations in the Republic of Korea.* [Doctoral dissertation, Texas A&M University]. The OAKTrust Digital Repository. https://oaktrust.library.tamu.edu/server/api/core/bitstreams/bda872cd-697f-4341-b12f-8ef1ab446be5/content

Karasar, N. (2009). *Bilimsel araştırma yöntemi.* Nobel Yayınları.

Lawshe, C. H. (1975). A quantitative approach to content validity. *Personnel Psychology*, 28, 563–575. https://doi.org/10.1111/j.1744-6570.1975.tb01393.x

LoGerfo, L. F. (2006). Climb every mountain: Teachers who think they should make a difference do! *Education* Next, *6*(3), 68–75.

Lauermann, F. (2014). Teacher responsibility from the teacher's perspective. *International Journal of Educational Research*, 65, 75-89. https://doi.org/10.1016/j.ijer.2013.09.005

Lauermann, F., & Karabenick, S. A. (2011). Taking teacher responsibility into Account(ability): Explicating its multiple components and theoretical status. *Educational Psychologist, 46*(2), 122–140. https://doi.org/10.1080/00461520.2011.558818

Lauermann, F., & Karabenick, S. A. (2013). The meaning and measure of teachers' sense of responsibility for educational outcomes. *Teaching and Teacher Education*, 30, 13–26. https://doi.org/10.1016/j.tate.2012.10.001

Lauermann, F., & Karabenick, S. A. (2014). Teacher responsibility: What does it mean for teachers' motivation and emotions? In P. W. Richardson, S. A. Karabenick & H. M. G. Watt (Eds.), *Teacher motivation: Theory and practice.* (pp. 116-132). Routledge.

Matteucci, M. C., Guglielmi, D., & Lauermann, F. (2017). Teachers' sense of responsibility for educational outcomes and its associations with teachers' instructional approaches and professional wellbeing. *Social Psychology of Education, 20*(2), 275–298. https://doi.org/10.1007/s11218-017-9369-y

The Ministry of National Education [MEB]. (1973). *National Education Basic Law.* https://www.mevzuat.gov.tr/MevzuatMetin/1.5.1739.pdf

The Ministry of National Education [MEB]. (2018). *English course curriculum (Primary and secondary school 2nd, 3rd, 4th, 5th, 6th, 7th, and 8th grades).* https://mufredat.meb.gov.tr/Dosyalar/201812411191321%C4%B0NG%C4%B0L%C4%B0ZCE%20%C3%96%C4%9ERET%C4%B0M%20PROGRAMI%20Klas%C3%B6r%C3%BC.pdf

Neff, C. B. (1969). Toward a definition of academic responsibility. *The Journal of Higher Education, 40*(1), 12–22. https://doi.org/10.1080/00221546.1969.11773349

Nunnally, J. C. (1967). *Psychometic theory.* McGraw Hill.

Official Gazette of the Republic of Türkiye. (2024, October 18). *Teacher Profession Law*, Official Gazette No. 32696. https://www.resmigazete.gov.tr/eskiler/2024/10/20241018-1.htm

Priestley, M., Biesta, G. J. J., & Robinson, S. (2015). Teacher agency: What is it and why does it matter? In Kneyber, R., & J. Evers (Eds.), *Flip the system: Changing education from the bottom up* (pp. 134–148). Routledge.

Roehrig, A. D., Turner, J. E., Grove, C. M., Schneider, N., & Liu, Z. (2009). Degree of alignment between beginning teachers' practices and beliefs about effective classroom practices. *The Teacher Educator*, *44*(3), 164–187. http://dx.doi.org/10.1080/08878730902951445

Stronge, J. H. (2007). *Qualities of effective teachers*. (2nd ed.). Association for Supervision and Curriculum Development.

Tabachnick, B. G., & Fidell, L. S. (2013). *Using multivariate statistics* (6th ed.). Pearson.

Tavşancıl, E. (2018). *Tutumların ölçülmesi ve SPSS ile veri analizi*. Nobel Akademik Yayıncılık.

Tezbaşaran, A. A. (2008). *Likert tipi ölçek hazırlama kılavuzu* [e-book]. http://www.academia.edu/1288035/Likert_Tipi_Ölçek_Hazırlama_Kılavuzu

Tosun, C. (2012). Yurdumuzda yabancı dil öğretme ve öğrenme sürecinde başarısızlığın nedeni yöntem mi? In A. Sarıçoban & H. Öz (Eds.), *Türkiye'de yabancı dil eğitiminde eğilim ne olmalı? Hacettepe Üniversitesi Eğitim Fakültesi İngiliz Dili Eğitimi Anabilim Dalı 1. Yabancı Dil Eğitimi Çalıştayı Bildirileri 12–13 Kasım 2012*. Hacettepe Üniversitesi Yayınları (Original work published 2014).

Turkish Language Association [TDK]. (2022). https://sozluk.gov.tr/

Vidushy, V., & Kishor, H. (2020). Sense of responsibility among secondary school teachers in relation to attitude towards teaching, type of institution and teaching experience. *Bi-Lingual International Research Journal*, *10*(40), 128–133.