



Development and Validation of a Philosophy-Based Language Teaching Profile Scale (PBLT-PS) for Pre-Service English Teachers

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Abstract

Philosophy-based language teaching (PBLT) integrates philosophical concepts into language instruction, yet it remains undervalued due to the absence of an instrument measuring philosophical standpoints. This study developed and validated a Philosophy-based Language Teaching Profile Scale (PBLT-PS) using a quantitative design with Exploratory Factor Analysis (EFA) to assess its factorial validity and reliability. Participants were 100 purposively selected pre-service English teachers from a Philippine state college who completed an expert-validated, pilot-tested 30-item questionnaire. The Kaiser-Meyer-Olkin measure (0.869) and Bartlett's Test of Sphericity ($\chi^2 = 5269.610$, $p < .001$) confirmed the data's suitability for factor analysis. EFA yielded a three-factor structure retaining 28 items: Factor 1 (11 items) accounted for 68.84% of the variance, Factor 2 (9 items) for 8.90%, and Factor 3 (8 items) for 4.43%, together explaining 82.16% of the total variance. Cronbach's alpha exceeded .975 for each factor, indicating excellent internal consistency. These results demonstrate that the PBLT-PS possesses a psychometrically sound, three-dimensional structure, providing teacher educators and researchers with a validated instrument for assessing pre-service English teachers' philosophical orientations toward language teaching. As validation relied on EFA alone, future research should conduct confirmatory factor analysis with an independent sample to statistically corroborate this structure.

1. Introduction

Language teaching and learning have shifted from a strict focus on grammar to an inclusive approach that promotes intercultural competence (Byram & Wagner, 2018), moving past mere language proficiency (Byram et al., 2023; Kim, 2020). Today, teachers serve as cultural intermediaries and use strategies for identity negotiation and ethical engagement. This necessitates instructive approaches that reflect language as a multifaceted system for cultural intercession, emphasizing its reflective and interpretative understanding (Wang et al., 2024; Liddicoat, 2024; Valencia & Michelson, 2022). The aim is to prepare students to circumnavigate intricate global frameworks through subtle language and cultural understanding.

Philosophy-based Language Teaching (PBLT) has emerged as a noteworthy progress in language education, combining philosophical analysis with language teaching to explore amalgamated concepts. This method pointedly augments engagement, motivation, inclination to communicate, and critical thinking (Palmerola, 2024; Arwan et al., 2024; Darwin & Norton, 2021). Several studies on PBLT demonstrated that it efficiently boosts students' cultural

consciousness and improves language competence (Ab Wahab et al., 2022; Lam, 2020). However, research also revealed that PBLT implementation poses substantial challenges, especially in assessment, enthusiasm, and cultural diversity of students (Lam, 2019; Acar & Arslan, 2023; Li & Sun, 2023), needing teachers to develop wide-ranging curricula that balance academic diligence and engagement (Kafi & Halimi, 2024). Lam (2020) emphasized that teachers should undertake specialized training to equip them with advanced skills in effectively enabling philosophical discussions and evaluating the distinct cognitive and communicative developments of this method.

Notwithstanding the increasing relevance of philosophical practicalities in language teaching, the absence of a standardized and comprehensive assessment tool still remains, which methodically evaluates pre-service English teachers' philosophical orientation towards language teaching (Paulsrud & Gheitasi, 2024; Hall et al., 2022). Existing research on PBLT is merely engrossed in disjointed qualitative methods that fail to afford distinct and measurable philosophical perspectives (Reynolds et al., 2021; Mateus et al., 2021; Ballesteros et al., 2020).

This study developed and validated a Philosophy-based Language Teaching Profile Scale (PBLT-PS) and established the instrument's factorial validity and internal consistency. The instrument helps in enhancing understanding of the dimensions of language teaching and philosophy, potentially restructuring teaching education programs, and contributing to a more insightful and deliberate pedagogical method in language education.

2. Literature Review

Philosophy-based language teaching (PBLT) integrates philosophical discussions with conventional teaching, an ingenious pedagogical method in language education. Its framework highlights language as a tool for communication and a medium to navigate multifaceted notions and cultural standpoints. It emboldens students to engage with the language and philosophical inquiry that promotes authentic and meaningful learning. Studies revealed that combining philosophy in language teaching demonstrates an increased level of critical reasoning and cultural cognizance (Byram et al., 2023; Kim, 2020). Additionally, Arwan et al. (2024) found that philosophy-based discussions supplement motivation and willingness to use the language, accentuating the latent potential of PBLT to improve language competence (Darvin & Norton, 2021). Lam (2020) assessed the implementation of a Philosophy in Schools (PIS) program and reported heightened critical and creative thinking skills and a higher level of language proficiency. Another study by Palmerola (2024) observed a notable incidence of engagement in the English for Specific Purpose course following its implementation.

Several studies also reviewed the application of PBLT in literature teaching and professional development. Arwan et al. (2024) stated that the use of philosophical elements in literature teaching helps students to find instructional materials appealing and easy to learn. While Lam (2022) conducted a study on Philosophy for Children (P4C) and highlighted its usefulness in the professional growth of teachers, which reinforced their aptitude to employ dialogic and inquiry-based discussion in an authentic classroom setting. Moreover, other studies of PBLT discussed that P4C techniques lessened apprehensions and improved critical abilities and speaking skills of the students (Balci & Eryilmaz, 2024; Acar & Arslan, 2023).

PBLT has emerged as a promising approach that strongly links philosophy and language. Rustam et al. (2018) asserted that maximizing philosophical questions in classroom discussion, paired with active participation, helps raise students' aptitudes in academic and social circumstances. Furthermore, Ntakarutimana and Fazilatfar (2022) recognized teachers' positive views and acceptance of PBLT and recommended using philosophical dialogues and fostering an inquiry-based classroom community for language development. Ntakarutimana and Fazilatfar (2022) supported the idea of positive teacher reception of PBLT and advocated using philosophical issues to enable a community inquiry-focused classroom. Anjarani et al. (2018) added that PBLT is an outstanding method that supports the growth of better language abilities, especially for students who are willing to take risks to communicate.

Typically, critical thinking is heightened during adolescence; however, many students still face challenges in creating arguments and providing evidence for their ideas. Research by Nippold and Marr (2022) shows an association between critical thinking, use of structured grammar, and narrative and explanatory language. This acknowledges the robust necessity for explicit instruction of critical thinking skills. Mixing academic knowledge with widespread culture and acclimating to modern use of language could positively foster philosophy instruction in schools.

A systematic strategy is central in language teaching, and PBLT offers a strategic method using philosophical question-and-answer classroom activities. Fenuku (2024) compared different viewpoints that influence teaching strategies and underlined the need for different perspectives for language teaching to succeed. Recommendations for utilizing PBLT elements include crafting a life syllabus, redesigning traditional activities and assessments, and incorporating philosophical inquiries of life (Dabbagh & Noshadi, 2016, as cited in Fenuku, 2024). This modification aimed to assist students in perceiving themselves as active members of the community beyond the classroom.

Despite its merit and utility, implementing PBLT in the current language education presents distinct issues. As Michalik (2023) highlighted, the significance of vagueness in philosophy-based inquiry directly opposes the concentration on certainty for conventional education, including standardized skills and competencies. This strain poses complications for teachers and students engaging in a philosophical inquiry-focused classroom. Kryshatanovych et al. (2022) examined the rational practicalities of language competence and gave emphasis of the role of philosophy of language in nurturing a systematic association of language to human reasoning and society. The results of these studies exemplify that assimilating philosophical principles in language teaching cultivates students' competence (Ab Wahab et al., 2022).

3. Materials and Methods

Study Design and Participants

A research design of quantitative nature was used to develop and validate the Philosophy-based Language Teaching Profile Scale (PBLT-PS). This design is in line with previous studies on instrument validation using one-time survey data in language teacher education (Darmawan et al., 2020; Tajeddin et al., 2022). The study employed a sample of 100 preservice English teachers who were selected using purposive sampling, which ensures that the respondents have experiences associated directly with the constructs under examination (Kircali & Cesur, 2024; Arfiandhani & Takeuchi, 2025).

The respondents were chosen based on specific inclusion criteria: officially enrolled in a degree program in Bachelor of Secondary Education majoring in English, exposed to PBLT introduction during coursework and using it for instruction in actual demonstration teaching, and former students attending classes in a school where teachers modeled PBLT with consideration of their dual role as students themselves and would-be teachers. This procedure resulted in a sample with theoretical knowledge and practical experience that increased the validity of these responses to a measure focusing on profiles (Li et al., 2022; Zeng & Liu, 2024). Participation was voluntary, and they were provided with information about how to withdraw or have their data removed from analyses without penalty. The respondents were also assured that no data was disclosed outside the study, safeguarding their anonymity and confidentiality.

Instrument Development

The construction of the Philosophy-based Language Teaching Profile Scale (PBLT-PS) followed accepted procedures for constructing and validating scales. It reviewed literature on philosophy-based language teaching, education-based philosophy, and teacher understanding, and items for the identified constructed domains were generated (Boateng et al., 2018; Gupta et al., 2025). The PBLT-PS was constructed as a 5-point scale instrument that had three

principal subscales: awareness, perceptions and attitudes, and usage and application of technology, including 10 items for each one. This reflects a common practice in the field of educational research and language-related scale development (Kırmızıoğlu & Dinçer, 2025; Türkben & Çetin, 2025; Wang et al., 2025).

The 30-item scale was evaluated and established by five expert panels in language education and educational philosophy. They evaluated each item to determine whether it was relevant to the purpose of the study. This expert review was instrumental for item screening and validation within scale development paradigms (Kyriazos & Stalikas, 2018; Stefana et al., 2025b). Feedback and comments were used to revise the items, making the instrument more comprehensive before administration. (Kyriazos & Stalikas, 2018; Gupta et al., 2025). Pilot testing of the revised instrument with the intended respondents was performed according to routine methods of examining item clarity, thoroughness, and early psychometric examination (İpek & Mutlu, 2022).

Data Collection

The factorial validity and reliability of the PBLT-PS were pretested. This research adhered to an ethical guideline for data collection and was ethically approved by the Research Ethics Committee at the institution (particularly in compliance with the protocol established for those studies involving human participants) (Oermann et al., 2021; Sherwood & Parsons, 2021). This is to ensure the respondents' privacy, anonymity, and confidentiality. Consent forms were obtained before participation, as is appropriate for informed voluntary participant consent (Florea & Florea, 2020; Murchan & Siddiq, 2021). The PBLT-PS draft was tested on 100 purposively confirmed respondents. Instrument administration was performed online using Google Forms for ease of use and access.

Statistical Analysis

The collected data were analyzed using software, and Exploratory Factor Analysis (EFA) was performed with Principal Component Analysis (PCA) with Varimax rotation. This analyzed the main factor structure and enhanced interpretability of item loadings' structure and improved item loadings' interpretability (Chan & Idris, 2017; Nasidi et al., 2022). The suitability of the dataset was checked by Kaiser-Meyer-Olkin for sampling adequacy and Bartlett's Test of Sphericity for factorability of the correlation matrix (Mirmoghtadaie et al., 2023; Akdeniz Kudubeş & Çınar Özbay, 2025). The Kaiser-Guttman criterion (eigenvalues > 1) was applied to factor retention, and the study retained factors with a minimum of three items to ensure stability and interpretability of dimensions (Watson, 2017; Salowi et al., 2025). The internal consistency of each subscale was assessed using Cronbach's alpha coefficient; a recommended acceptable reliability value of 0.70 was considered (Ntumi & Antwi-Agyakwa, 2022).

4. Results and Discussion

This development and validation study aimed to evaluate the psychometric properties of the Philosophy-based Language Teaching Profile Scale (PBLT-PS), specifically, whether the instrument demonstrates interpretable factorial validity and exhibits sufficient internal consistency. The data were analyzed using Exploratory Factor Analysis (EFA) and reliability analysis.

Table 1
Kaiser-Meyer-Olkin and Bartlett's Test of Sphericity Summary

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.869
Bartlett's Test of Sphericity	Approx. Chi-Square	5269.610
	Df	435
	Sig.	<.001

Table 1 presents the summary of Kaiser-Meyer-Olkin and Bartlett's Test of Sphericity tests for the suitability of the data for EFA. As the table shows, the measure of sampling adequacy using the KMO is .869, which exceeds the acceptable threshold of 0.5 (Kaiser, 1974, as cited in Shrestha, 2021). This means that the patterns for correlations in the instrument are dense and extremely appropriate for a factor analysis (Hadi et al., 2016; Nunes et al., 2020). Bartlett's Test of Sphericity shows statistical significance ($\chi^2 = 5269.610$, $p < .001$), confirming that a substantial relationship exists between items for it to proceed to factor analysis (Tobias & Carlson, 1969; Arroba-Freire et al., 2022). These tests validate the application of EFA to the given dataset (Field, 2017; Razali et al., 2024).

Table 2
Total Variance Explained Summary

Factor	Total (Eigenvalue)	% of Variance	Cumulative %
1	20.651	68.836	68.836
2	2.669	8.895	77.731
3	1.328	4.425	82.157
4	1.071	3.571	85.728

Table 2 explains the total variance summary, showing that the principal component analysis originally extracted four factors with eigenvalues greater than 1.0 (Kaiser, 1960, as cited in Jolliffe & Cadima, 2016). These factors jointly inform an 85.728% total variance of the scale's items, which is remarkably high and suggests operational ability in capturing the fundamental constructs (Greenacre et al., 2024; Perry et al., 2024). However, though Factor 4 is statistically present, it accounted for only 3.571% variance, defined by only two items. As recommended by Costello and Osborne (2005), a reliable factor should have at least three items for a dependable interpretation (Watkins, 2018); thus, Factor 4 was deemed inadmissible. Therefore, with a total of 82.16% variance, only three factors were retained.

Table 3
Factor Loadings

Items	Factor 1	Factor 2	Factor 3
Factor 1:			
Item13	1.049		
Item20	.972		
Item12	.951		
Item16	.942		
Item11	.939		
Item19	.805		
Item10	.763		
Item15	.681		
Item30	.675		
Item18	.512		
Item17	.418		
Factor 2			
Item26		.979	
Item24		.965	
Item21		.908	
Item28		.897	
Item27		.836	
Item29		.805	
Item23		.798	
Item22		.795	
Item25		.755	
Factor 3:			

Item4			.910
Item1			.775
Item9			.670
Item6			.630
Item2			.622
Item3			.598
Item5			.517
Item14			.484

Table 3 elucidates the factor loading, which reveals that the rotated factor matrix has an excellent and interpretable three-factor structure. The retained 28 items strongly load on their primary factor (loading $\geq .418$), with no significant cross-loadings, which means no item loads above 0.4 on more than one factor (Beauducel & Hilger, 2023; Rabie et al., 2025). As the table shows, Factor 1 is defined by 11 items (e.g., Item 13, Item 12, and Item 20) with very high loadings, ranging from .942-1.049. This indicates a cohesive and dominant first dimension of the PBLT construct (Ferreira et al., 2021). While Factor 2 is defined by 9 items (e.g., Item 26, Item 24, and Item 21) with similarly strong loadings, ranging from .755 to .979. Lastly, Factor 3 is defined by 8 items (e.g., Item 4, Item 1, and Item 9), ranging from .484 to .910, showing robust loadings (Fithri et al., 2024; Rabie et al., 2025; Mamani-Benito et al., 2025). These findings provide a clear pattern of strong evidence for convergent validity, wherein items within the factor are highly related (Sharif Nia et al., 2023; Fithri et al., 2024). Also, a robust discriminant validity, wherein the factors measure different concepts of the three subscales (Ferreira et al., 2021; Rabie et al., 2025).

Table 4
Factor 1 Inter-item Correlation

	13	20	12	16	11	19	10	15	30	18	17
13	-										
20	.880**	-									
12	.934**	.881**	-								
16	.880**	.931**	.878**	-							
11	.932**	.842**	.929**	.841**	-						
19	.823**	.872**	.849**	.836**	.748**	-					
10	.868**	.814**	.858**	.811**	.860**	.747**	-				
15	.829**	.845**	.816**	.841**	.781**	.775**	.778**	-			
30	.704**	.718**	.696**	.685**	.697**	.661**	.666**	.628**	-		
18	.717**	.847**	.736**	.880**	.661**	.771**	.734**	.801**	.655**	-	
17	.717**	.773**	.732**	.806**	.696**	.693**	.728**	.755**	.618**	.915**	-

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4 displays the inter-item correlation matrix of the loadings of Factor 1 across all 11 items. With values ranging from .618 (Item17 & Item30) to .934 (Item12 & Item 13), all correlations reveal a statistically significant value at the $p < .01$ level. The steadily strong inter-item correlations, which are above 0.70, signify a homogeneous dormant attribute of the items under Factor 1 (Tavakol & Dennick, 2011; Hajjar, 2018; Sørensen et al., 2025). A primary requirement of strong internal consistency, which is further confirmed by the Cronbach's alpha value (Heo et al., 2015; Koivunen et al., 2024; Oral & Sütçü, 2025).

Table 5
Factor 2 Inter-item Correlation

	26	24	21	28	27	29	23	22	25
26	-								
24	.947**	-							
21	.877**	.895**	-						

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28	.858**	.817**	.775**	-					
27	.889**	.842**	.837**	.893**	-				
29	.868**	.855**	.782**	.878**	.883**	-			
23	.882**	.928**	.797**	.739**	.721**	.766**	-		
22	.817**	.865**	.769**	.697**	.719**	.763**	.837**	-	
25	.858**	.836**	.736**	.793**	.820**	.764**	.846**	.783**	-

******. Correlation is significant at the 0.01 level (2-tailed).

Table 5 shows the inter-item correlation matrix of Factor loadings among 9 items. The results reflect that all correlations are significant at the $p < .01$ level, primarily very high, with values ranging from .697 to .947. The very high correlation of .947 between Item 26 and Item 24 suggests that these items are closely linked, which contributes to the subscale's reliability (Hajjar, 2018; Revicki, 2023). Table 5 confirms that the pattern in Factor 2 denotes a singular and clear construct (Revicki, 2023; Stefana et al., 2024; Stefana et al., 2025a).

Table 6
Factor 3 Inter-item Correlation

	4	1	9	6	2	3	5	14
4	-							
1	.906**	-						
9	.867**	.881**	-					
6	.866**	.876**	.881**	-				
2	.838**	.923**	.850**	.923**	-			
3	.863**	.907**	.874**	.907**	.908**	-		
5	.800**	.804**	.735**	.844**	.811**	.834**	-	
14	.832**	.802**	.808**	.723**	.735**	.760**	.659**	-

******. Correlation is significant at the 0.01 level (2-tailed).

Table 6 shows the same pattern of a positive and significant value of $p < .01$ for the 8 items in Factor 3. The correlations range from .659 (Item5 & Item14) to .923 (Item1 & Item2, and Item2 & Item6) (Hajjar, 2018; Heo et al., 2015; Sigmundsson et al., 2020). This web of strong associations corroborates the internal consistency of Factor 3, which indicates that the items constantly tap into a similar key dimension (Hajjar, 2018; Shuttleworth, 2022).

Table 7
Cronbach's Alpha of the PBLT-PS

Factor	Cronbach's Alpha	Internal Consistency	Number of Items
Factor 1	.975	Excellent	11
Factor 2	.976	Excellent	9
Factor 3	.976	Excellent	8

Table 7 reports the internal consistency of the three subscales as examined by Cronbach's alpha and inter-item correlation matrices. It shows that all three factors establish an outstanding reliability: Factor 1 ($\alpha = .975$, 11 items), Factor 2 ($\alpha = .976$, 9 items), and Factor 3 ($\alpha = .976$, 8 items). These values indicate that it surpasses the acceptable threshold of 0.70 (Nunnally & Bernstein, 1994, as cited in Hussey et al., 2025). This finding is supported by further inspection of the inter-item correlation in the matrices in Tables 4, 5, and 6. It shows that items in all 3 factors are significantly and positively correlated with a $p < .01$ (Tavakol & Dennick, 2011; Cerri et al., 2023). The correlations reflect strong consistency ranging from moderate to high, which implies a homogeneous subscale, and each item measures matching underlying constructs (Tavakol & Dennick, 2011).

This development and validation study offers a comprehensive psychometric evaluation as evidence for the factorial validity and internal consistency of the Philosophy-based Language Teaching Profile Scale (PBLT-PS). The results support its usability as a sound instrument for

its specified purpose and, taken together, extend existing knowledge on how philosophical orientations toward language teaching can be operationalized and measured among pre-service English teachers.

The first stage of the EFA demonstrates considerable procedural rigor. The high KMO value and the significant Bartlett's test indicate that the dataset was adequate for factor extraction (Shrestha, 2021; Nunes et al., 2020; Field, 2017). The decision to retain the three-factor rather than the original four-factor structure follows the guideline that a factor requires at least three items for a stable interpretation (Costello & Osborne, 2005), which led to the exclusion of the two-item fourth factor (Brooks et al., 2023; Güvendir & Özkan, 2022). The high proportion of variance captured by the three retained factors indicates that the scale substantively measures the underlying dimensions of each construct (Schreiber, 2021; Howard, 2016).

The factor loadings supporting construct validity are excellent. Items display strong, unique loadings on their respective factors, which limits spurious cross-loadings (Tavakol & Wetzel, 2020). This uncluttered factor structure substantially enhances the interpretive and practical utility of the PBLT-PS (Alavi et al., 2024). The reliability analysis further confirms the psychometric stability of the instrument: the high Cronbach's alpha coefficients ($\alpha = .975-.976$) demonstrate excellent internal consistency across all three subscales (Cerri et al., 2023; Burgos-Benavides et al., 2023; Tavakol & Dennick, 2011). Although alpha values of this magnitude could raise a concern of item redundancy, this level of internal consistency is consistent with the theoretical coherence and empirical precision expected of a homogeneous subscale (Streiner, 2003).

These results compare favorably with previous instrument validation studies conducted in similar teacher education contexts. Zeng and Liu (2024), for example, validated a teacher professional identity scale among pre-service teachers in China and reported a KMO value and a three-factor solution explaining the total variance following the removal of three weakly loading items, with an overall reliability coefficient of .939. The KMO and variance-explained values obtained for the PBLT-PS (.869 and 82.16%, respectively) fall within a comparable range and, in the case of variance explained, exceed those reported by Zeng and Liu (2024), suggesting that the philosophical constructs measured by the PBLT-PS are at least as conceptually cohesive as those captured in other recently validated teacher-education instruments. Similarly, Kircali and Cesur (2024) developed and validated a cultural and linguistic diversity self-efficacy scale for pre-service EFL teachers that resolved into a five-factor, 20-item structure. Relative to this more fragmented factor solution, the three-factor, 28-item structure of the PBLT-PS indicates a more parsimonious and conceptually unified measurement model, which may reflect both the coherence of the underlying philosophical construct and the rigor of the expert-panel item screening and pilot testing undertaken before data collection (Kyriazos & Stalikas, 2018; Stefana et al., 2025b). The internal consistency coefficients obtained here likewise exceed those reported in these comparable instruments, underscoring the reliability of the PBLT-PS relative to the broader landscape of recently validated scales in language teacher education.

The pattern of item loadings also offers insight into how the empirically derived factor structure relates to the instrument's original theoretical design. The PBLT-PS was initially conceived around three a priori subscales of ten items each: awareness (Items 1–10), perceptions and attitudes (Items 11–20), and usage and application (Items 21–30). When the retained items are mapped onto this original sequence, Factor 3 corresponds almost entirely to the awareness subscale, Factor 1 corresponds almost entirely to the perceptions and attitudes subscale, and Factor 2 corresponds almost entirely to the usage and application subscale, indicating that the empirical structure substantially reproduces the instrument's intended design. Two departures from this correspondence are notable. First, Item 14, originally written to assess perceptions and attitudes, loaded instead with the awareness items on Factor 3, while Item 30, originally written to assess usage and application, loaded instead with the perceptions

and attitudes items on Factor 1. Because awareness of PBLT concepts logically precedes and informs attitudes toward the approach, and because attitudes in turn shape decisions about classroom application, items positioned near the conceptual boundary between adjacent constructs may draw variance from more than one domain; this offers a plausible explanation for why Item 14 and Item 30 aligned with a neighboring factor rather than their originally intended one. A fuller account would benefit from a closer reading of these two items' wording alongside the rest of their intended subscale, but the direction of the shift is consistent with the well-documented tendency for conceptually adjacent constructs to produce boundary items with mixed loadings (Brooks et al., 2023). Second, Items 7 and 8, both originally written for the awareness subscale, did not join Factor 3 with the rest of their intended domain; instead, they formed the two-item fourth factor that was excluded from the final structure. This suggests that these two items may have tapped a narrower or more specific facet of awareness that pre-service teachers in this sample did not experience as continuous with the broader awareness construct captured by the remaining eight items, echoing the caution that even carefully expert-reviewed items can behave unexpectedly once subjected to empirical testing (Güvendir & Özkan, 2022; Watkins, 2018).

Beyond its psychometric contribution, the PBLT-PS offers language teacher educators and curriculum developers a practical means of profiling pre-service teachers' philosophical orientations toward language instruction. Because the instrument differentiates awareness, perceptions and attitudes, and usage and application as distinct but related dimensions, teacher education programs can use it diagnostically: a cohort that scores comparatively low on the awareness subscale, for instance, may benefit from expanded coursework introducing PBLT's conceptual foundations, whereas a cohort that scores comparatively low on the usage and application subscale may instead need more structured demonstration teaching and mentoring opportunities that translate philosophical orientation into classroom practice (Lam, 2020; Kafi & Halimi, 2024). This differentiated profiling capacity is consistent with the broader argument that specialized training is necessary to prepare teachers to facilitate philosophical discussion and evaluate its distinct cognitive and communicative demands (Lam, 2020). The PBLT-PS could likewise support program-level planning, allowing teacher education units to track philosophical readiness across cohorts over time and evaluate the effectiveness of PBLT-oriented curricular reforms.

5. Conclusion

The instrument was amply tested through several complementary procedures aimed at assessing its factorial validity and internal consistency. Three factors were extracted: 11 items on Factor 1, 9 items on Factor 2, and 8 items on Factor 3. The primary motivation behind the development of the PBLT-PS was to address the long-standing absence of a validated instrument capable of measuring pre-service English teachers' philosophical positions towards language instruction. Based on these results, the PBLT-PS shows strong evidence of psychometric soundness, positioning it as a valid and reliable instrument for both language teaching practice and research.

In practice, the instrument can be administered at multiple points across a teacher education program: as an entry-level diagnostic to establish a baseline profile of students' awareness, perceptions and attitudes, and usage and application of PBLT; as a formative tool administered mid-program to track how coursework and fieldwork are shaping these three dimensions; and as an exit-level measure before demonstration teaching or licensure to confirm that graduating pre-service teachers possess a sufficiently developed philosophical orientation. Because the instrument yields three distinct subscale scores rather than a single composite, it allows teacher educators to identify precisely which dimension, awareness, attitude, or application, requires further attention for an individual student or an entire cohort. Effective use of the scale, however, presupposes that teacher educators are properly prepared to administer, score, and interpret it: orientation sessions on the philosophical foundations of PBLT and the distinctions

among the three subscales, together with practical training in reading subscale patterns and translating them into pedagogical decisions rather than treating them as abstract scores, would be necessary before the instrument is adopted program-wide.

The PBLT-PS can likewise inform curriculum development and demonstration teaching in concrete ways. Aggregate subscale results across a cohort can reveal systemic gaps; for instance, a cohort with a low usage and application mean despite adequate awareness and favorable attitudes would signal a curriculum that introduces PBLT conceptually but provides insufficient guided practice, prompting revisions such as a dedicated PBLT methods course or restructured practicum requirements built around explicit PBLT demonstration lessons. At the level of individual demonstration teaching, cooperating and mentor teachers can use a student's PBLT-PS profile to calibrate support, pairing students with lower application scores with mentors experienced in philosophy-based questioning and building in additional observation and feedback cycles. Used this way, the PBLT-PS becomes an ongoing planning tool rather than a one-time validation exercise, allowing program coordinators to track subscale trends over time and make evidence-informed decisions about coursework, mentoring, and faculty development.

6. Limitation and Recommendation

Several limitations should be considered when interpreting the findings of this study. The sample consisted of 100 pre-service English teachers drawn through purposive sampling from a single Philippine state college, which restricts the generalizability of the results to other institutions, regions, or teacher populations. In addition, data were collected through a self-report questionnaire administered online, which may be subject to social desirability bias and does not capture how philosophical orientations manifest in actual classroom practice. The cross-sectional design further limits interpretation, as it captured respondents' philosophical standpoints at a single point in time and offers no insight into how these orientations may develop or shift over the course of teacher preparation.

A further limitation concerns the validation procedure itself: the three-factor structure of the PBLT-PS was established through Exploratory Factor Analysis alone, and its stability has not yet been statistically corroborated through Confirmatory Factor Analysis. Future research should therefore explicitly conduct a Confirmatory Factor Analysis using an independent sample to test whether the three-factor structure identified in this study holds when fitted to new data, thereby providing stronger statistical evidence of the scale's construct validity before it is adopted more broadly in teacher education research and practice.

7. References

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