

Scale Development Study for Prospective Teachers of Online Reading Strategies

Muhammet Bastug

Faculty of Education, Nigde University, Nigde, 51240, Turkey

Telephone: (+90 388) 225 4380, Fax: (+90 388) 225 4316, E-mail: mbastug33@gmail.com

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ABSTRACT The study aims to develop the scale of classroom teacher candidates' online reading strategies. The participants included 371 teacher candidates enrolled in the department of classroom teaching at Nigde University in Turkey. The data collected were subject to exploratory and confirmatory factor analyses to determine the construct validity of the scale. The analyses conducted revealed that the scale with 16 items included four factors ("purposeful reading", "reading readiness", "selective reading" and "checking reading"). Cronbach's Alpha was determined as .832 for the entire scale, as .702 for the sub-dimension of purposeful reading, as .719 for reading readiness, .672 for selective reading, and as .654 for checking reading. The total variance of the scale was calculated as 53.87%. On the other hand, the results of the confirmatory factor analysis conducted to determine the structure of the scale revealed acceptable and good fit indices. The results indicate that the scale of online reading strategies is valid and reliable.