Development of Language Awareness Scale Regarding Daily Life

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Abstract: The aim of this study is to develop the language awareness scale regarding daily life. The study group consisted of 606 undergraduate students studying at a university in Istanbul. Exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) were used in the study. EFA result indicates that the scale consists of 17 items and 4 factors and 67% of the total variance is explained. Factors were named as Individual Awareness, Social Media Awareness, Awareness Regarding Daily Life and Awareness in the Mass Media. As a result of the CFA, it was determined that the scale had 17 items and the fit indices of the structure were sufficient ($\chi2$ / sd = 2.54, RMSEA = 069, SRMR =.07). Item-total correlations of the scale were found to range between 79 and 89. Cronbach Alpha internal consistency coefficient of the scale was found to be as 86. Based on these findings, it can be said that the scale can be used in a valid and reliable way to measure students' language awareness about daily life.

1. INTRODUCTION

Language is the most fundamental feature that distinguishes human from other living beings. Language helps the individual in many aspects such as being able to generate thoughts, expressing thoughts, acquiring information, remembering the past, living the day, directing the future, gaining personality, sustaining life, communicating and understanding (Ağca, 2001; Demir & Yılmaz, 2009; Yaman, 2015).

Factors such as economic, cultural and political relations between communities and nations; migrations, travels, scientific studies and the foreign language activities' becoming easier, the necessity/ desire to learn foreign languages have resulted in interaction between languages (Sarı, 2013; Zengin, 2017). This interaction has become more prominent in recent years with the development of technology (social media, television, smart phones, internet, etc.) (Zengin, 2017). Throughout history, like all the languages, Turkish language has both changed and branched off in all eras for various reasons, both in the form of changes that stem from the language's own natural structure and external factors such as various geographical distributions and relations with different socio-cultural environments (Özyetgin, 2006). Since the first known written documents (Chinese, Sanskritic, Mongolian, Arabic, Persian, Italian, Greek, Armenian, French, German and English, etc.), our language has exchanged words with various languages.

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This interaction has mostly been in the form of word exchange and has not spoiled the sentence structure and functioning of our language. Because language mechanism that is the most resistant to change is syntax (Sarı, 2013). Today, the situation is completely different. It is seen that especially English affects our language in many ways and that it influences the sentence structure and functioning of Turkish in every field (Yaman, 2015). Receiving or using foreign words/letters although they have Turkish equivalents both affects the Turkish vocabulary negatively and ruins the beauty, naturalness and essence of Turkish (Akalın, 2000; Öner, 2006; Tosun, 2005; Ünalan, 2006).

Changes in the languages of nations with historical background can be considered normal; however, while taking words from other languages, also taking their rules and using it in ones' languages disrupts the structure, phonology, semantics, pronunciation, spelling and reading rules and traditions of the language in question, and since it causes disorder in the language, the language starts to corrupt (Tosun, 2005). The concept of corruption is not a problem related to the language itself, but a problem related to the users of the language (Buran, 2006; İpek, 2015). Because the preference of foreign elements in the language does not stem from the language itself but individuals' preferences (Gülsevin, 2006). Language awareness can be defined as "a conscious language usage sensitivity that the individual has developed aiming at the right and efficient use of language ranging from his/her choice of words in a way that s/he can control his/her own oral and written language use to morphological, syntactic and semantic structure accuracy, from spelling and punctuation rules to the ability to organize and transfer thoughts" (Büyükkantarcıoğlu, 2003; Carter, 2003). The term language awareness is used in the sense of consciousness, sensitivity and a gradually developing mental process developed by the individual regarding the characteristics and use of his or her own language (Ali, 2011; Büyükkantarcıoğlu, 2006). Ellis (2012) states that language awareness includes processes that can be obtained by looking at the accumulation of knowledge about language, from a conscious understanding of how languages work, how people learn and use them.

When the related literature was examined, many articles, books and declarations (Akalın, 2000; Aktaş & Şentürk, 2014; Alpay, 2015; Alyılmaz, 2010; Aslan & Kılıç, 2012; Bağcı-Ayrancı, 2017; Demir &Yapıcı, 2007; Erdoğan & Gök, 2009; Ersoylu, 2009; Girmen, Kaya, & Bayrak, 2010; Göçer, 2013; Gülsevin, 2006; İpek, 2015; Kolaç, 2008; Özçelik, 2006; Şenyuva, Ertüzün, Turhan, & Demir, 2017; Sever, 2001; Ulaş & Sevim, 2010; Yaman, 2015; Zengin, 2017) were accessed revealing the problems of Turkish language and solution offers regarding these problems, the extent to which individuals are aware of these problems and their awareness of these problems. Only one study that measures Turkish language awareness was accessed. This is the study developed by Yaman (2011), called "Turkish Consciousness Scale: Validity and Reliability Study". However, a study measuring the language awareness of individuals about daily life could not be reached. This study aims to measure individuals' awareness of language regarding their daily lives. Accordingly, the aim of the study can be specified as "to develop a language awareness scale related to daily life.

2. METHOD

2.1. Study Group

The research was conducted with 606 university students whose ages range between 18-32, studying at a university in Istanbul, Turkey. Within the scope of the study, initially, exploratory factor analysis (EFA) was performed with the data obtained from 310 students. Afterwards, confirmatory factor analysis (CFA) was performed with the data obtained from exploratory factor analysis (EFA) and 296 students. In addition, data were collected from 100 prospective teachers at three-week intervals and test-retest reliability was calculated. 51.8% of the university students in the study group were female (%) and 48.2% were male. The mean age of

the university students participating in the study is 21.3. 20% of the teacher candidates were studying in the Primary School Teacher, 15.2% Social Studies Teaching, 9.2% Mathematics Teaching, 9.1% Science Teaching, 7.8% Computer and Instructional Technologies Teaching, 18.3% Turkish Language Teaching, 9.4% English Language Teaching and 11% Preschool Teaching.

2.2. Data Collection Tools

2.2.1. Personal Information Form

This form was prepared by the researcher(s) to find out the demographic information of the individuals in the study group. The form contains items aimed at determining some information about teacher candidates such as their ages and departments.

2.2.2. Stages of Developing the Scale of Language Awareness regarding Daily Life

Item pooling phase; In order to determine the items of the measurement tool, research studies in the literature and the developed measurement tools were examined (Akalın, 2000; Alyılmaz, 2010; Aslan & Kılıç, 2012; Bağcı-Ayrancı, 2017; Büyükkantarcıoğlu, 2006; Demir & Yapıcı, 2007; Erdoğan & Gök, 2009; Ersoylu, 2009; Girmen, Kaya & Bayrak, 2010; Gülsevin, 2006; İpek, 2015; Kolaç, 2008; Özçelik, 2006; Şenyuva, Ertüzün, Turhan, & Demir, 2017; Sever, 2001; Ulaş & Sevim, 2010) and 13 university students were asked five questions including the sub-dimensions of the scale and a pool of 46 items was formed.

The draft form with 46 items prepared consists of four sub-dimensions. In addition, whether the items were appropriate in terms of language and expression, their clarity and scientific appropriateness were examined and the necessary corrections were made. Negative items in the measurement tool are scored in reverse. The maximum score that can be obtained from the scale is 85 and the lowest score is 17. As a result of the additivity test, the analysis results regarding the scale's assessability, also on the basis of total score and sub-dimension were presented in the findings section.

Expert Opinion Stage (Scope and Appearance Validity); For the content and appearance validity, a 45-item draft was sent to two faculty members with a PhD in Turkish linguistics, two faculty members with a PhD in Turkish teaching, two faculty members with a PhD in classroom teaching, one faculty member with a PhD in assessment and evaluation and one faculty member who is an expert on the field of language validity. The experts were asked to evaluate the items in terms of "eligibility", "clarity" and "intelligibility" criteria and in terms of their appropriateness for the sub-dimension including the items. Experts evaluated each item considering the Lawshe analysis method according to three criteria: "appropriate", "partially appropriate", "inappropriate" and the content validity index was determined. Content validity index "(CVI) is obtained by 1 less than the ratio of the number of experts indicating the Required" opinion of any item to the total number of experts indicating the opinion of the article (Yurdugül, 2005).

In line with the opinions received from the experts, arrangements were made on the relevant items and the the measurement tool was given its final form. Among the items in the scale, the item "*We must protect our language just as we protect our flag*" was removed from the scale in line with the views of 5 of the 8 experts. It was decided that the items were capable of measuring the relevant structure in accordance with the feedback from experts regarding the validity of appearance. Based on the opinions of the experts regarding the items, the content validity index was calculated and the findings were presented in Table 1. 8 experts evaluated the pool of 45 items prepared according to Table 1 and the content validity index (CVI) was determined as 92.

Table 1. *Results regarding the content validity index*

Item Numbers	A	PA	I	CVI
Item 1	8	0	0	1.00
Item 2	8	0	0	1.00
Item 3	8	0	0	1.00
Item 4	8	0	0	1.00
…..	…	…	…	…
Article 32	5	2	1	0.25
….	…	…	…	…
Article 45	8	0	0	1.00
Number of Experts	8			
Content Validity Index (CVI)	0.92			

* A = Appropriate, PA = Partially Appropriate, I = Inappropriate, CVI = Content Validity Index

2.3. Data Collection

The data of the study were collected in the 2018-2019 academic year. The data of the scale of language awareness regarding daily life were collected by the researchers. The data of the study were obtained with the help of Google forms from the researchers, and one-to-one from undergraduate students.

2.4. Data Analysis

Before starting the data analysis process, the data set was examined for missing data and extreme values (examined by Box-Plot graph) and the data containing the missing data and extreme values were removed from the data set. In the data set, seven data containing missing data and extreme values were removed from the data set. Afterwards, Kolmogorov-Smirnov test was performed for normality test and it was determined that the data set showed normal distribution (Z =.043. p =.200). Regarding normal distribution, Tabachnick and Fidell (2013) state that kurtosis and skewness values' being between -1.5 and +1.5 will meet the assumption of normality. Within the scope of the study, the kurtosis and skewness values were determined as -06 to -24. In addition, linear regression hypothesis was tested by scatter diagram (Kalaycı, 2016) and it was found that there was a linear relationship between dependent and independent variables. Following these procedures, the following operations were performed within the scope of the study.

Validity procedures: In order to reveal the structure of the scale, content and appearance validity (expert opinion. Content validity index), criterion validity-concurrence and predictive validity (Pearson moment-product correlation coefficient, regression analysis), exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) were performed. The results regarding the validity processes are presented in the findings.

Reliability procedures: In order to determine the reliability of the scale, item analysis (Pearson product-moment correlation coefficient), analyzes aimed at the entire test (standard deviation, variance, standard error) and internal consistency coefficients (Cronbach α) techniques were used.

3. RESULTS / FINDINGS

The findings of this study, which aims to develop a Language Awareness Scale regarding Daily Life, were presented in two sub-headings as findings related to validity and reliability analyzes.

3.1. Findings regarding Validity Analyzes

3.1.1 Exploratory Factor Analysis (EFA)

Exploratory factor analysis was performed to determine the construct validity of the measurement tool. Exploratory factor analysis is a technique used to determine under how many sub-dimensions the items (variables) in a measurement tool prepared as a draft and applied will be gathered and to detect the type of relationship between these items (Seçer, 2015; Sönmez & Alacapınar, 2016). Below .40 item variance, 29 items below .50 which have overlapping characteristics were removed from the measuring device. When the findings of the remaining items were examined, the Kaiser-Mayer-Olkin (KMO) value of the scale was found to be .85 and Bartlett's Sphericity Test value was found to be .000 (p <.05). That KMO value is .85, which indicates that the data is suitable for factor analysis (Kalaycı, 2016). Common variance values of items in the scale range between .51 and .78. Factors with eigenvalues greater than 1 were considered to determine the scale's number of factors and scatter diagram was presented in Figure 1.
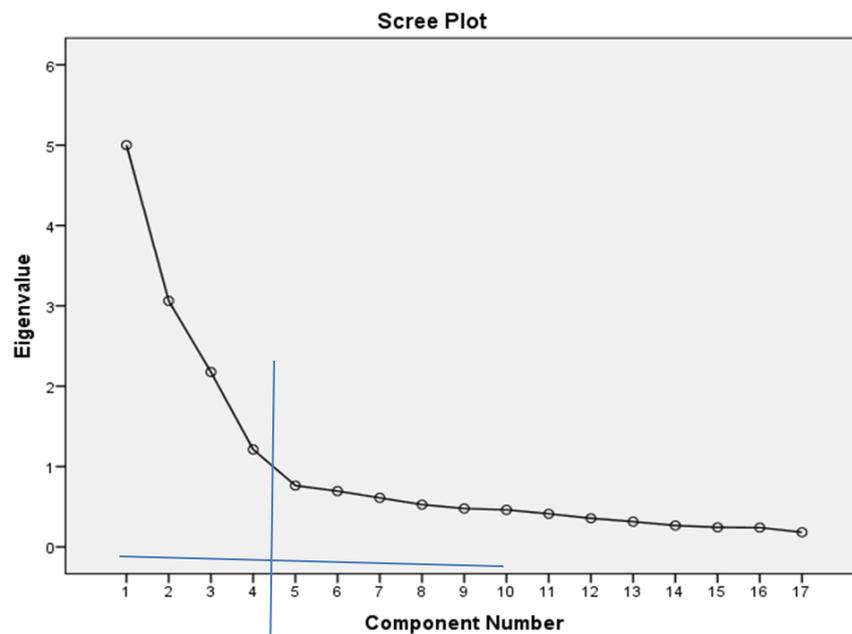

Figure 1. *Slope line graph*

According to Figure 1, it is possible to say that the scale is not separated with very strict lines after the fourth point and therefore consists of four factors. Detailed information on these components is provided in Table 2.

Table 2. *Number of factors related to eigenvalue statistics and explained variance ratio*

Components	Initial Eigenvalues			Sum of Square Loading		
	Total	Variance %	Collected%	Total	Variance %	Collected%
1. Component	5,001	29,417	29,417	4,061	23,887	23,887
2. Component	3,062	18,011	47,427	2,510	14,764	38,651
3. Component	2,177	12,806	60,234	2,455	14,440	53,091
4. Component	1,213	7,133	67,367	2,427	14,275	67,367

When Table 2 is analyzed, four factors with eigenvalues greater than 1 and the variance ratios explained by these factors are seen. It is recommended that, according to Kaiser Criterion, factors with eigenvalues above 1 be kept during factor extraction (Büyüköztürk, 2017). According to Özdamar (2017), determining the eigenvalues as much as the number of eigenvalues greater than one is the most commonly used factor determination criterion. The first factor explains 23.89% of the total variance, the second factor explains 14.76% of the total variance, the third factor explains 14.44% of the total variance, and the fourth factor explains 14.27%. Together, these four factors account for 67.38% of the total variance. As it was stated that this ratio needs to be at least 52% the obtained value was found sufficient (Henson & Roberts, 2006). The number of factors in the measurement tool can be interpreted after they are determined. In order to obtain meaningful factors and to determine the distribution of the items to the factors, verimax rotation was performed and the results were presented in Table 3 below.

Table 3. *Factor analysis results after varimax rotation*

	Items	Factors			
		1	2	3	4
Individual Awareness	1- I think that Turkish words should be derived to place non-Turkish words	.844			
	2- The use of our language with foreign word patterns damages our language (For example; **Cafe Sorgun**, **Otel The Yozgat** etc.)	.840			
	3- Speaking with only Turkish words and words translated into Turkish is an indication of backwardness	.804			
	4- I warn my friends who use foreign words despite having Turkish equivalents while having a conversation.	.744			
	5- When I come across a foreign word in a text I read, I look up its Turkish equivalent from the dictionary.	.744			
	6- I think that as individuals, we should speak Turkish properly in our daily lives.	.743			
	7- Wearing clothes with foreign words on them makes me uncomfortable.	.728			
	8- It bothers me if a text I read has foreign words used despite having Turkish equivalents	.660			
Social Media Awareness	9- The use of letters that are not in our alphabet (w, q, x) in social media bothers me (For example; **wadi** instead of **vadi** etc.)		.839		
	10- I warn my friends who misspell Turkish words on social media		.759		
	11- I approve the use abbreviated words (For example; **mrb** instead of **merhaba** etc.)		.683		
Awareness regarding Daily Life	12- I feel uncomfortable when I see foreign names given to the main roads and streets			.877	
	13- I am not bothered by seeing signs written with foreign words around me.			.868	
	14- I am bothered by seeing workplaces with foreign names around me.			.862	
Awareness in Mass Media	15- It is not important for me whether the language in the mass media is used in accordance with the rules of language				.759
	16- I feel uncomfortable that the Turkish pronunciation of foreign words used in mass media change from person to person in Turkish.				.687
	17- Programs with excessive use of local dialects should be expanded.				.635

When Table 3 is examined, the factor loadings of the individual awareness factor (8 items) of the scale are found to range between .66 and .84; the load values of social media awareness factor (3 items) range between .68 and .84; the load values of the awareness factor (3 items) regarding daily life range between .86 and .88, and the load values of the awareness factor in mass media (3 items) range between .64 and .76. The sub-factors of the scale were determined by scanning literature in the related field and experts.

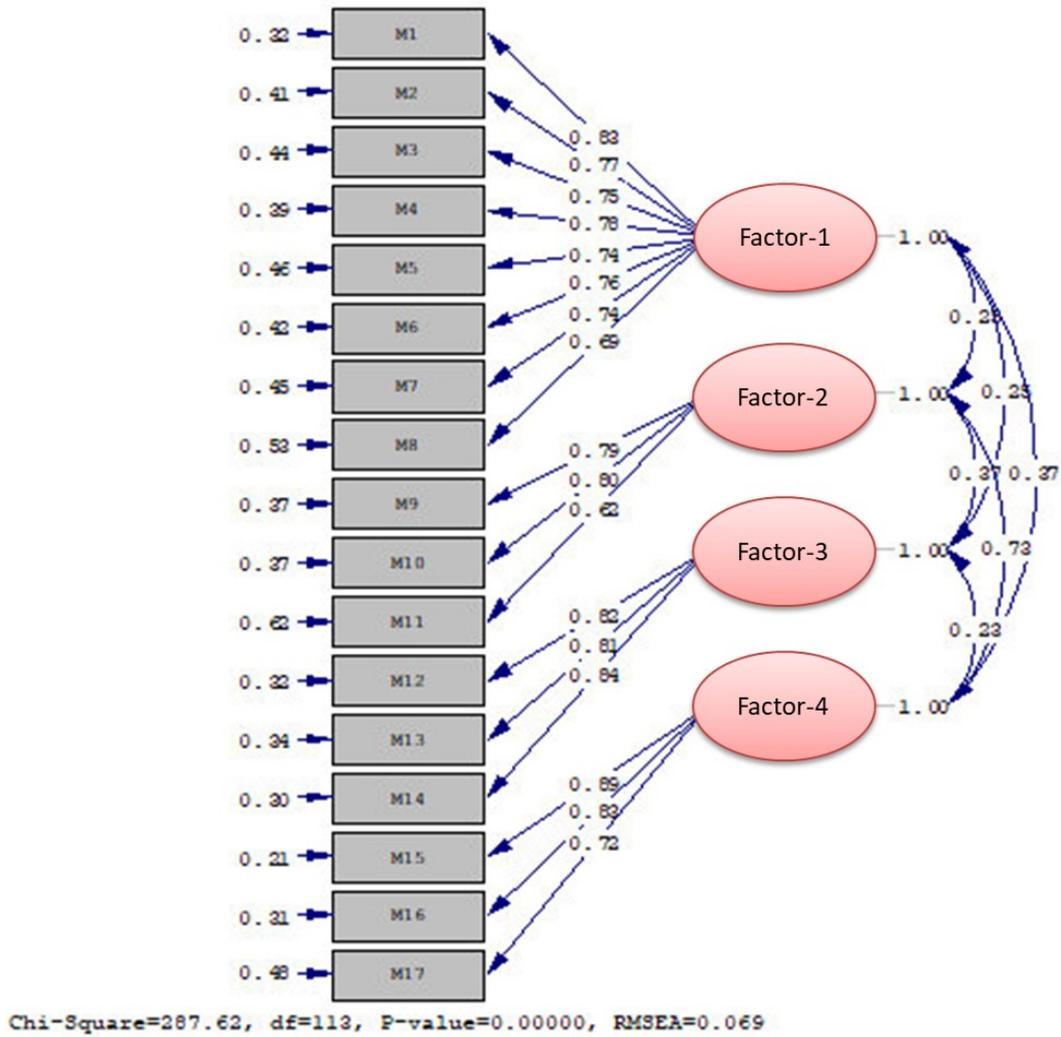### 3.1.2. *Confirmatory Factor Analysis (CFA)*

Confirmatory factor analysis was performed to test the model obtained as a result of exploratory factor analysis (EFA). Confirmatory factor analysis is the examination of whether the model formed as a result of exploratory factor analysis is validated (complies with the structure) (Özdamar, 2017; Seçer, 2015; Sönmez & Alacapınar, 2016). This analysis was conducted with a different study group than the group on which exploratory factor analysis was performed. The study group in which CFA was conducted consisted of 287 university students. In order to evaluate the results of the CFA, the fit indices were examined. At this point, fit indices such as the chi-square ratio divided by the degree of freedom ($\chi2$ / *df*), *RMSEA* (Root Mean Square Error of Appropximation), *GFI* (Goodness of Fit Index), *AGFI* (Adjusted Goodness of Fit Index), *CFI* (Comperative Fit Index) and *SRMR* (Standardized Root Mean Square Residual) were calculated. The determined indices were interpreted with reference to the value ranges specified by Büyüköztürk, Şekercioğlu and Çokluk (2015). Statistical data of the fit indices are presented as Table 4.

Table 4. *Findings regarding fit indices*

Fit Indices	Perfect Fit Criterion	Good Fit Criterion	Value	Concordance Level
$\chi2$ / sd	$0 \le \chi2 / sd \le 2$	$2 \le \chi2 / sd \le 3$	2.54	Good Fit
RMSEA	$.00 \le RMSEA \le .05$	$.05 \le RMSEA \le .08$	.069	Good Fit
AGFI	$.90 \le AGFI \le 1.00$	$.85 \le AGFI \le .90$	.87	Good Fit
GFI	$.95 \le GFI \le 1.00$	$.90 \le GFI \le .95$	.90	Perfect Fit
CFI	$.95 \le CFI \le 1.00$	$.90 \le CFI \le .95$	.97	Perfect Fit
NFI	$.95 \le NFI \le 1.00$	$.90 \le NFI \le .95$	.95	Perfect Fit
NNFI	$.95 \le NNFI \le 1.00$	$.90 \le NNFI \le .95$	.96	Perfect Fit
RFI	$.95 \le RFI \le 1.00$	$.90 \le RFI \le .95$	.94	Good Fit
IFI	$.95 \le IFI \le 1.00$	$.90 \le IFI \le .95$	.97	Perfect Fit
SRMR	$.00 \le SRMR \le .05$	$.05 \le SRMR \le .10$	.07	Good Fit
PNFI	$.95 \le PNFI \le 1.00$	$.50 \le PNFI \le .95$	.80	Good Fit
PGFI	$.95 \le PGFI \le 1.00$	$.50 \le PGFI \le .95$	.68	Good Fit

* The fit indices in Table 4 have been prepared with reference to Büyüköztürk, Şekercioğlu and Çokluk (2015).

As Table 4 shows, when the fit indices obtained from the confirmatory factor analysis are evaluated together, it is seen that the four-factor structure of the scale with 17 items has a good fit. The path diagrams and items structure parameters obtained from the first and second level confirmatory factor analysis are shown in Figure 2 and Figure 3 below.

(Factor1 = Individual Awareness, Factor2 = Social Media Awareness, Factor3 = Awareness regarding Daily Life, Factor4 = Awareness in Mass Media)

Figure 2. *Path chart obtained by correlated traits model confirmatory factor analysis.*

When the first and second level confirmatory factor analysis outputs in Figure 2 and Figure 3 were examined, it was determined that the standardized factor loadings between the items in the measurement tool and the structures that the items aimed to measure were statistically significant according to the t value. Therefore, it is seen that the scores of 17 items in the measurement tool measure the sub-dimensions that make up the structure of the language awareness skills scale related to daily life and factorial validity is provided.
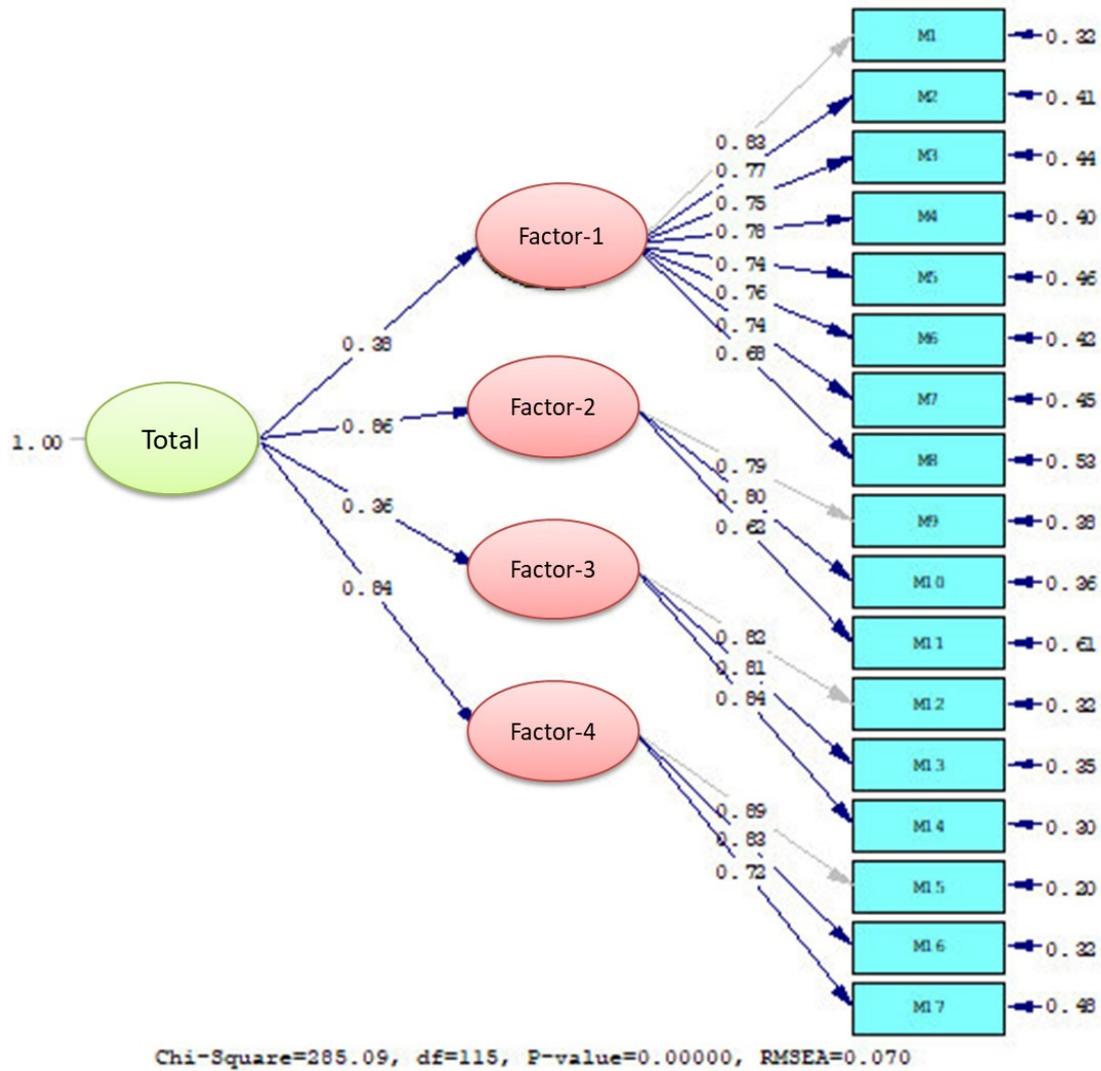
Figure 3. *Path chart obtained by second order factor analysis. (Factor1 = Individual Awareness, Factor2 = Social Media Awareness, Factor3 = Awareness regarding Daily Life, Factor4 = Awareness in Mass Media).*

3.2. Findings on Reliability Analyzes

Cronbach's Alpha value was calculated to determine the internal consistency coefficients of the scale and the results are given in the Table 5. When Table 5 is examined, the internal consistency (Cronbach's alpha) coefficient of the "Language Awareness Scale regarding Daily Life" is found to be .86 and internal consistency (Cronbach Alpha) coefficients regarding their sub-dimensions were found to range between .79 and .89. A reliability coefficient computed between .79-.86 for a test indicates that the test is reliable (Kalaycı, 2016; Özdamar, 2017). According to Bayram (2004) and Büyüköztürk (2017), a Cronbach's Alpha value above .70 can be regarded as appropriate in terms of reliability.

Table 5. *Findings on reliability coefficients*

Dimensions	Mean	Variance	Standard Deviation	Number of Items	Internal Consistency (Cronbach Alpha) Coefficient
Individual Awareness	37.1097	17.839	4.22363	8	.89
Social Media	12.7516	14.556	3.81526	3	.79
Daily Life	12.3065	6.213	2.49263	3	.86
Mass Media	15.3097	15.308	3.91258	3	.83

Table 6. *Findings regarding item statistics*

Item No.	Item Inference Test Average	Item Inference Test Variance	Adjusted Item - Total Correlation	Squared Multiple Correlation	Item Inference Cronbach Alpha Value	t-value	sd/p
M14	73.3581	89.519	.316	.555	.850	77.237	
M13	73.3645	89.572	.317	.580	.850	79.748	
M15	73.4032	88.377	.380	.583	.847	76.184	
M8	72.8710	90.572	.334	.444	.849	71.108	
M4	72.8613	88.696	.494	.580	.844	88.887	
M3	72.7097	90.867	.449	.534	.846	71.716	
M7	72.8645	90.454	.360	.432	.848	64.143	
M6	72.9935	88.667	.424	.468	.846	70.383	
M2	72.7355	90.635	.424	.649	.847	68.011	sd=167
M1	72.8290	89.857	.459	.698	.845	55.423	*p<.01
M5	72.8452	89.542	.442	.462	.845	51.931	
M11	74.1548	82.830	.560	.552	.839	53.611	
M16	73.5452	81.757	.632	.588	.835	33.552	
M10	73.5774	81.190	.657	.682	.834	40.682	
M12	73.7903	83.034	.575	.413	.838	38.209	
M9	74.5419	83.505	.510	.608	.842	31.586	
M17	73.8645	82.538	.521	.522	.841	45.886	

According to Table 6, total correlations of items in the scale are found to range between .32 and .66. Since the threshold value for the corrected-item total correlations is .30, it can be stated that the items under each component adequately measured the desired construct (Büyüköztürk, 2017).

4. DISCUSSION and CONCLUSION

As a result of the factor analysis conducted to determine the construct validity of the language awareness scale regarding daily life; the factors, the slope line graph and the eigenvalues of which were higher than 1 were examined and the scale was found to have a four-factor structure. These four factors explain 67% of the total variance. When the distribution of items is examined, it is observed to fall under Individual Awareness, Social Media Awareness, Awareness regarding Daily Life, Mass Media Awareness factors. Load values of the first factor of the scale .66 and .84; load values of the second factor range between .68 and .84; the load values of the third factor range between .86 and .88 and the load values of the fourth factor range between .64 and .76. Factor loadings should be above .30 and factor loadings above .50 are accepted to be quite good (Kalaycı, 2016). When the factor loadings of the language awareness scale related to daily life are examined they appear to be over .60. When these results are taken into consideration, it can be said that the results of exploratory factor analysis (EFA) of daily language awareness scale are within acceptable limits. In addition, when the results of the first and second level confirmatory factor analysis (CFA) are examined, it is seen that the sub-dimensions that form the structure of the 17-item daily life awareness scale were measured and factorial validity was obtained.

In the study, the reliability coefficient of the scale (Cronbach's Alpha) was found to be .86 and its sub-dimensions were found to range between .79 and .89. When these results are taken into consideration, it is seen that the scale meets the reliability criteria (Büyüköztürk, 2017; Kalaycı, 2016). When the findings of the study are examined in terms of these criteria, it can be said that the whole measurement instrument developed is in a very reliable range.

Total item correlation values of the scale are found to range between .32 and .66. According to item-total correlation results in the measurement tool, it was determined that there were no items with a value less than .30. According to Büyüköztürk (2017), total correlations of the items should not be less than .30. Besides when t ($p <.01$) values are examined, it is seen that the items forming the scale are distinctive. When all the results of the study are evaluated together, it is seen that the scale will be used in a valid and reliable way to measure the language awareness regarding daily life.

Declaration of Conflicting Interests and Ethics

The authors declare no conflict of interest. This research study complies with research publishing ethics. The scientific and legal responsibility for manuscripts published in IJATE belongs to the authors.

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6. APPENDIX

Items of the scale according to sub-dimensions: English-Turkish version

Sub-Factors	Items	Alt Boyutlar	Maddeler
Individual Awareness	1- I think that Turkish words should be derived to place non-Turkish words. 2- The use of our language with foreign word patterns damages our language (**For example; Cafe Sorgun, Otel The Yozgat etc.**). 3- Speaking with only Turkish words and words translated into Turkish is an indication of backwardness. 4- I warn my friends who use foreign words despite having Turkish equivalents while having a conversation. 5- When I come across a foreign word in a text I read, I look up its Turkish equivalent from the dictionary. 6- I think that as individuals, we should speak Turkish properly in our daily lives. 7- Wearing clothes with foreign words on them makes me uncomfortable. 8- It bothers me if a text I read has foreign words used despite having Turkish equivalents	Bireysel Farkındalık	1- Türkçeleşmemiş kelimelerin yerine Türkçe kelime türetilmesi gerektiğini düşünüyorum. 2- Dilimizin yabancı kelime kalıpları ile kullanılması dilimize zarar vermektedir (Örneğin; **Cafe Sorgun**, **Otel The Yozgat** vb.). 3- Sadece Türkçe ve Türkçeleşmiş kelimeler kullanarak konuşmak geri kalmışlığın göstergesidir. 4- Sohbet ederken Türkçe karşılığı olduğu halde yabancı kelime kullanan arkadaşlarımı uyarırım. 5- Okuduğum bir metinde yabancı bir kelime ile karşılaştığımda sözlükten Türkçe karşılığını ararım. 6- Birey olarak günlük yaşantımızda güzel bir Türkçe ile konuşmamız gerektiğini düşünüyorum. 7- Üzerinde yabancı kelime yazan giysiler giymek beni rahatsız eder. 8- Okuduğum bir metinde yabancı kelimelerin Türkçe karşılıkları olduğu halde kullanılması beni rahatsız eder.
Social Media Awareness	9- The use of letters that are not in our alphabet (w, q, x) in social media bothers me (For example; wadi instead of vadi etc.). 10- I warn my friends who misspell Turkish words on social media. 11- I approve the use abbreviated words (**For example; mrb instead of merhaba etc.**).	Sosyal Medya Farkındalığı	9- Sosyal medyada alfabemizde olmayan (w, q, x) harflerin kullanılması beni rahatsız eder (Örneğin; vadi yerine wadi vb.). 10- Sosyal medyada Türkçe kelimeleri yanlış yazan arkadaşlarımı uyarırım. 11- Kelimelerin kısaltılarak kullanılmasını doğru buluyorum (**Örneğin; merhaba yerine mrb vb**.).
Awareness regarding Daily Life	12- I feel uncomfortable when I see foreign names given to the main roads and streets. 13- I am not bothered by seeing signs written with foreign words around me. 14- I am bothered by seeing workplaces with foreign names around me.	Günlük Hayata İlişkin Farkındalık	12- Cadde ve sokaklara yabancı isimler koyulmasından rahatsız olurum. 13- Çevremde yabancı kelimelerle yazılmış tabelalar olmasından rahatsız olmam. 14- Çevremde yabancı isimli iş yerleri görmek beni rahatsız eder.
Awareness in Mass Media	15- It is not important for me whether the language in the mass media is used in accordance with the rules of language. 16- I feel uncomfortable that the Turkish pronunciation of foreign words used in mass media change from person to person in Turkish. 17- Programs with excessive use of local dialects should be expanded.	Kitle İletişim Araçlarındaki Farkındalık	15- Kitle iletişim araçlarında dilin kurallarına uygun kullanılıp kullanılmadığı benim için önemli değildir. 16- Kitle iletişim araçlarında kullanılan yabancı kelimelerin Türkçe söyleniş biçimlerinin kişiden kişiye değişmesinden rahatsız olurum. 17- Yerel ağızların aşırı kullanıldığı programlar yaygınlaştırılmalıdır.