



Developing Attitude Scale and Determining Its Psychometric Qualities in Learning Grammar

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ABSTRACT

Grammar has always been the leading concept that is discussed both linguistically and educationally in history. Placing linguistic aspect on one side, how much and how grammar should be taught and the relationship of grammar with language skills are the topics that dwelled on most in educational environments. Attitude, which is one of the basic variables of teaching process, also has an important place in this matter. Attitudes towards grammar are needed for students to adjust their feelings about the content of grammar and their eagerness to learn these. Although there are tools in literature to measure attitudes towards language skills, there are not many attitude scales about grammar. The purpose of this research is to develop a standard measurement tool that scales the attitudes of secondary school students towards learning grammar. During the development of the scale, a group of 360 students from 6th, 7th and 8th grades have been included in the application. After presenting the articles to students in five point Likert, the collected data first underwent an exploratory factor analysis. The Cronbach Alpha Internal Consistency coefficient that has been calculated to determine the reliability of the scale that has been collected in three factors has been found 0.914. After that, confirmatory factor analysis has been applied and a valid and reliable measurement tool has been achieved. The developed scale can be considered an important measurement tool that can be utilized in researches that will be conveyed about learning and teaching processes aimed at grammar.

1. Introduction

Although grammar is now an essential part of teaching native language, there has been an ongoing debate about the definition and extent of grammar and its place in teaching (Andrews, Beverton, Locke, Low, Robinson, Torgerson & Zhu, 2004; Gelderen, 2006; Watson, 2012). For this reason, implementations regarding its place in teaching, its extent and the teaching approach vary in different countries.

The necessity of grammar in teaching the native language has an important place in the debate surrounding the teaching of grammar. The fundamental aspect of the debate about the necessity of teaching grammar in teaching language is whether grammar contributes to the student's academic success and life achievements. In this respect, there are two different points of view. The first is that understanding grammar has little to effect on learning and using language, while the second is the argument that grammar is useful in learning language. Some

findings in the literature, particularly the studies about improving reading and writing skills, suggest that teaching grammar contributes to the development of native language skills, while other findings suggest that teaching grammar has minimal contribution (Hillocks, 1984; Hillocks & Smith, 1991; Gelderen, 2006; Walker, 2011; Hudson & Walmsley, 2005; Wyse, 2001; Bralich, 2006; Andrews et al., 2004; Andrews, 2005; Funke, Wieland, Schöenberg & Melzer, 2013). Andrews et al. (2004) analyzed the studies investigating the effects of teaching grammar on improving writing skills in English speaking countries and came to the conclusion that grammar has almost no effect on writing skills. Wyse (2001: 422), stated that the findings of international studies indicate that in secondary education, grammar does not improve students' written expression skills and in fact reduces their motivation. Funke et al. (2013) found in their study on German students that syntax grammar analysis did not have an effect on pronunciation and reading comprehension. Although, there are studies in the literature that claim that grammar has no contribution to improving native language skills, there are also findings and claims that it does lead to an improvement. Hudson and Walmsley (2005) investigated the historical development of grammar education in England and supported the assertion that knowledge of language improves language skills. Tordior and Wesdrop (1979) investigated 53 studies concerning the effect of grammar on native language skills and they found that grammar education is quite effective, particularly on teaching writing (as cited in Gelderen, 2006: 49). Jones, Myhill and Bailey (2013), in their study which investigated the effect of contextual grammar education on writing performance, reported results that were in favor of the experimental group. It has been found that the education which teaching "verb" in both explicit education and implicit education to primary school students has an impact on writing success (Negro & Chanquoy, 2005).

The common ground of all these efforts regarding grammar education is to make students competent at native language skills and to prepare them for their everyday lives and academic life in this respect. The purpose of every effort and debate in teaching grammar is to support students' comprehension and expression skills, while also increasing their competence in their native language. At this point, along with the claims that it has effects on reading and writing skills, another subject of debate is whether learning grammar has an effect on student's speaking and expression. The fact speaking correctly has taken on a theoretical dimension nowadays. Modern linguistics criticizes the concepts of form and accuracy in teaching grammar and considers this political and about perception (Watson, 2012; Peterson, 2010).

Another dimension of the debate about grammar education concerns how and how much the subjects should be taught. At the heart of how it should be taught lies explicit or implicit education (Gelderen, 2006). Explicit education involves the direct teaching of grammar subjects, whereas implicit education teaches with the anticipation method. Also, different models about linguistics and pedagogy may determine the extent and approach. For example, all rules are taught directly in traditional grammar, whereas language attitudes are not included. In the systematic functional grammar approach, functions of language are featured. In the language awareness approach, knowledge of language is important. All the subjects, language usage areas and a scope which includes language attitudes are delivered via explicit education (Hudson & Walmsley, 2005). Anticipation is important in the constructivist approach (Güneş, 2013a).

There is not a general consensus regarding what should be taught in grammar lessons. Theories aimed at grammar teaching in terms of content are grouped under two main topics: prescriptive and descriptive grammar. Prescriptive grammar is based on written language, it focuses on whether one language form is superior to another, as well as on accuracy and fallacy. Descriptive grammar, on the other hand, involves the usage of convenience and clarity of any language; for this reason, the status of a language is taught in accordance with social and historical facts. Accuracy and fallacy are evaluated in the usage of a language. Both written and

spoken languages are featured (Peterson, 2010:3-4). Instead of every grammar rule, subjects that help students improve their native language skills are taught at schools and a classification other than philology is implemented (Güneş, 2013b).

In addition to what, how and how much should be taught, approaches to teaching grammar, perception, beliefs and attitudes have important roles in teaching native language. In fact, one aspect of the debate about the necessity of teaching grammar, and what, how and how much should be taught concerns the belief, perception and attitudes in teaching grammar.

The manner in which grammar is perceived by policy makers, teachers, students and even by parents, as well as their beliefs and attitudes are important for the teaching of grammar and revealing its content and the teaching approach (Wyse, 2006; Andrews, 2005; Bralich, 2006; Walker, 2011; Jones, Myhill & Bailey, 2013; Watson, 2012; Peterson, 2010; Fontich & Camps, 2014). In particular, the attitude, belief and perception of the student have a major impact on learning grammar. Güneş (2013a) stated that the findings of the research about grammar education in Turkey show that grammar education generally involves making students memorize grammar rules, and the psychology of the student is ignored, thus leading them to fear the subject. The findings of the study of Anılan (2014) about determining the practices of primary school teachers' grammar teaching revealed that perception, belief and attitudes have relationship with in-class practices. Similar findings have also been found in international studies. Yarrow (2007: 180) stated that students exhibited apprehensive, nervous and unsure emotions and that 4th graders consider grammar difficult to understand. Harris (1962: 51-52), in his study which evaluated the effect of teaching grammar in writing, found that grammar is demotivating for students and is ranked last in terms of popularity according to students. Watson (2012; 2015b) stated that the belief of teachers in grammar education has an important role in directing in-class practices. Yarrow (2007) stated that preservice teachers consider grammar confusing and difficult to understand. Regarding all these findings, determining student attitudes towards grammar education will contribute to the success of grammar education and enable it to be implemented in a more effective manner.

Reviewing the literature on attitude, perception and belief regarding grammar and grammar education in schools, it has been found that the perceptions and beliefs of teachers or preservice teachers towards grammar are mostly analyzed (Watson, 2012; 2015a; 2015b), and some of these are about the attitude of grammar education when learning a foreign language (Pazaver & Wang, 2009; Phipps & Borg, 2009; Süzer, 2007; Ezzi, 2012; Samad & Nurusus, 2015). However, studies about grammar education in native language generally take the form of qualitative studies that evaluate belief. Some of the studies about perception and attitude towards grammar include: Pauwels and Winter (2006) investigated the attitudes of form teachers in Australia as “guardians of grammar” and “social language reform agents” towards the use of third-person singular pronouns in English; Pazaver and Wang (2009) studied the perception of Asian students in ESL classes in Canada; Phipps and Borg (2009) investigated the belief of English teachers in Turkey about teaching grammar and the anxiety in implementation. Akay and Toraman (2015) developed an attitude scale with two dimensions in their study, which investigated the attitudes of university students in Turkey towards grammar while learning English. Watson (2015a) identified the conceptual and evaluative beliefs of native language teachers in grammar education by using observation and interview techniques. Uysal and Yavuz (2015) analyzed the attitudes of English teachers in terms of the necessity of grammar education as well as how and how much the subject should be taught via open ended questions. Watson (2012), in his interview study, specified the concept of grammar, the effect of teaching on it and the attitudes and beliefs of native language teachers. In some parts of the study that investigated what New Zealand primary school teachers in New Zealand knew and believed about grammar and grammar

education, the perception of primary school teachers regarding their own grammar knowledge, how it is acquired and how it should be taught were evaluated via the interview technique.

As can be understood from the above findings, the majority of studies about belief and attitude towards grammar in native language education are focused on teachers. Nowadays, native language education is centered around the learner more than the education. As students are active in learning in these approaches, it is important in native language education to understand the attitude of students towards learning grammar. Therefore, developing an attitude scale with specified psychometric qualities which can reveal the attitudes of students towards grammar will be a valuable contribution to the literature. The purpose of this study is to develop an attitude scale that determines the attitude of secondary school students towards grammar education.

2. Method

2.1. Research Model

This research is a descriptive research that aims to develop an Attitude Scale About Learning Grammar and to determine its psychometric qualities.

2.2. Study Group

Data were collected from two groups within the scope of the study. The first group participated in the exploratory factor analysis during the development of the scale. As the tryout form of the scale has to be applied on a group which includes at least ten times the number of participants that the number of items (Kline, 1994), considering possible lost data and extreme values, it has been applied on a total number of 360 people. After the removal of one participant who had an extreme value, the information about the participants of this group, and the information about the participants (after the removal of two participants who had extreme values) of the second group who participated in the confirmatory factor analysis during the development of the scale has been shown in Table 1.

Table 1. Demographic information on the study groups

Variable	Category	Group 1 (EFA)		Group 2 (CFA)	
		f	%	f	%
Gender	Girls	186	51.8	134	45.0
	Boys	172	47.9	164	55.0
	Lost Data	1	0.3	0.0	0.0
	Total	359	100.0	298	100.0
Class Level	6 th	183	51.0	71	23.8
	7 th	96	26.7	163	54.7
	8 th	67	18.7	62	20.8
	Lost Data	13	3.6	2	0.7
	Total	359	100.0	298	100.0

When Table 1 is analyzed, it can be seen from the first group that 186 (51.8%) of the students were female, 172 (47.9%) of them were male, 183 (51%) of them were 6th graders, 96 of them (26.7%) were 7th graders, and 67 (18.7%) of them were 8th graders. In the second group 134 (45%) of the students were female, 164 (55%) were male, 71 (23.8%) were 6th graders, 163 (54.7%) were 7th graders, and 62 (20.8%) were 8th graders.

2.3. Data Collection Tool

The purpose of this study is to develop the Attitude Scale About Learning Grammar, which aims to determine the attitudes of secondary school students towards learning grammar. In this context, a literature review has initially

been conducted. Subsequently, a group (n=26) of secondary school students were asked to write a composition which revealed their emotions, thoughts and attitudes towards learning grammar. The written compositions have been analyzed and expressions of the students have been converted to attitude expressions. In the light of the literature search, a preform consisting of 42 items has been created by based in the compositions that the students wrote. For the written items, three measurement and evaluation experts and three Turkish language experts have been consulted. Based on their suggestions, the decision was made to modify some of the items, whereas nine items (4, 11, 22, 25, 27, 33, 34 and 37) have been removed from the tryout form. After these alterations, a total of 33 items were included in the pretesting application of the scale.

The Attitude Scale About Learning Grammar that has been developed within the scope of this study is a 5-point Likert-type scale. The expressions used in the evaluation of the scale are “strongly disagree”, “disagree”, “agree reasonably”, “agree” and “strongly agree”.

2.4. Data Analysis

Before starting the analysis, negative items have been reverse-coded and missing values have been assigned a mean. In order to state the construct validity of the developed scale, the data obtained from one group were analyzed by exploratory factor analysis, and then the data obtained from a different group were analyzed by confirmatory factor analysis. In the data collected to perform exploratory factor analysis, the participant with informant number 347, and in the data collected to perform confirmatory factor analysis, the participants with informant numbers 100 and 207 have been found to be extreme values and these participants were therefore removed from the data sets. The reliability of the scores obtained by implementing the scale in two different groups has been determined by calculating the Cronbach’s alpha internal consistency coefficients.

3. Findings

Before the exploratory factor analysis was performed to determine the construct validity of the developed scale, Kaiser-Meyer-Olkin and Bartlett’s Test of Sphericity were applied in order to test the convenience of sample size for factorization. The test results have been presented in Table 2.

Table 2. Kaiser-Meyer-Olkin and Bartlett’s Test of Sphericity results

<i>KMO and Bartlett Tests</i>		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.908
Bartlett’s Test of Sphericity	Chi-Square	3444.794
	df	300
	p	0.000

When Table 2 is examined, the KMO value of the group with 359 people has been found to be “perfect” (Şencan, 2005). Hence, the data structure is convenient for factorization in terms of sample size.

In order to reveal the factor pattern of the scale, principle component analysis and varimax have been chosen as the factorization method rotation method, respectively. In the process of determining the factor number, contributions of each component to the total variance have been evaluated. In the first analysis, the total variance of 6 components (8.413, 2.547, 1.663, 1.292, 1.202 and 1.048 respectively) with eigenvalues greater than 1, has been calculated as 45.081%. The scree plot has also been analyzed and the findings are presented in in Figure 1.

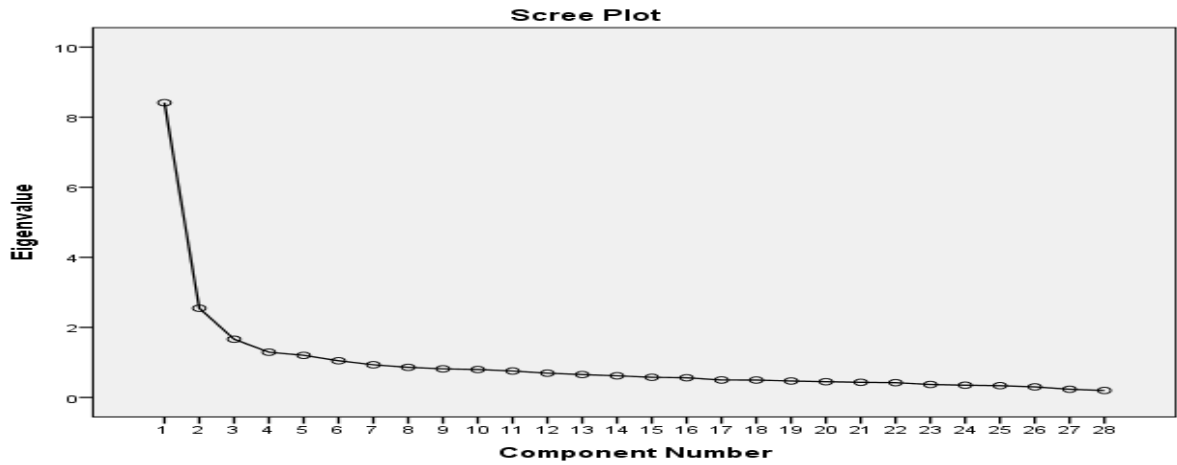


Figure 1. Scree plot

When the contribution of the components to the total variance, the scree plot and the article numbers in the factors are evaluated (Büyüköztürk, 2009; Comrey & Lee, 1992; Çokluk, Şekercioğlu & Büyüköztürk, 2010) the scale has been determined to have a three-factor construct and the analysis has been repeated as a three-factor construct. The result of the analysis revealed overlapping items (12, 15, 20, 22 and 29) and these items were therefore removed. While naming the factors, some items (10, 23 and 24) have been determined to be inconvenient for general construct that the factor scales and these items also have been kept out of the analysis. The analysis has been repeated with the remaining 25 items. The eigenvalues from the analysis results and declared variance percentages have been presented in Table 3.

Table 3. Total variance explained

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.620	30.479	30.479	7.620	30.479	30.479
2	2.436	9.746	40.225	2.436	9.746	40.225
3	1.667	6.667	46.892	1.667	6.667	46.892
4	1.197	4.789	51.681			
5	1.121	4.484	56.165			
6	.988	3.953	60.118			
7	.889	3.557	63.675			
8	.796	3.184	66.859			
9	.779	3.116	69.975			
10	.729	2.916	72.890			
11	.682	2.729	75.619			
12	.636	2.543	78.162			
13	.590	2.361	80.523			
14	.574	2.298	82.820			
15	.520	2.078	84.899			
16	.495	1.980	86.879			
17	.471	1.882	88.761			
18	.457	1.829	90.590			
19	.432	1.728	92.318			
20	.420	1.681	94.000			
21	.381	1.524	95.524			
22	.359	1.436	96.960			
23	.317	1.267	98.227			
24	.242	.968	99.195			

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
25	.201	.805	100.000			

When Table 3 is examined, it is seen after the rotation that the eigenvalue of the first factor is 7.620, the contribution of the factor to the total variance is 30.479%, the eigenvalue of the second factor is 2.436, the contribution to the total variance is 9.746%, the eigenvalue of the third factor is 1.667, and the contribution to the total variance is 6.667%. The total variance related to the three-factor construct of the scale has been calculated as 46.892%. The factor loading values related to the factor pattern of the scale have been presented in Table 4.

Table 4. *Rotated component matrix*

	Component		
	1	2	3
m8	.830	.044	.145
m4	.797	.033	.094
m2	.793	.078	.080
m9	.792	.079	.219
m5	.774	.017	.134
m1	.755	.099	.041
m13	.720	.138	.080
m21	.693	.013	.143
m7	.580	.345	.187
m6	.565	.279	.190
m11	.559	.157	.047
m3	.556	.175	.205
m14	.399	.141	-.122
m26	.036	.633	-.092
m30	.181	.622	.031
m31	.161	.620	.260
m27	-.025	.602	-.055
m32	.115	.585	.199
m33	.021	.472	.177
m25	.287	.394	.066
m28	.166	.382	.251
m18	.146	.112	.793
m16	.036	.087	.775
m19	.090	.201	.649
m17	.293	.048	.573

In the exploratory factor analysis that has been performed to reveal the factor pattern of the scale, the factor loading values of the first factor (The Attitude Related to Emotional Tendency Towards Learning Grammar / article 13) are 0.399-0.830, the factor loading values of the second factor (The Attitude Related to the Effect of Learning Grammar on Life and Academic Success / article 8) are 0.382-0.633, and the factor loading values of the third factor (The Attitude Related to the Content of Grammar Class / article 4) are 0.573-0.793.

The final form of the scale has been given in Appendix 1, in which 11 items from the scale are positive, whereas 14 of them are negative. Items 3, 6, 7, 13, 15, 16, 18, 19, 20, 21, 22, 23, 24, and 25 from the scale need to be reverse coded.

In order to obtain additional evidence related to the construct validity of the developed scale, confirmatory factor analysis has been applied on the scores that have been obtained by applying the scale on a different group for the

second time. The path diagram, which shows the t values obtained from the confirmatory factor analysis, has been presented in Figure 2, and the path diagram, which shows the factor loadings and error variances, has been presented in Figure 3.

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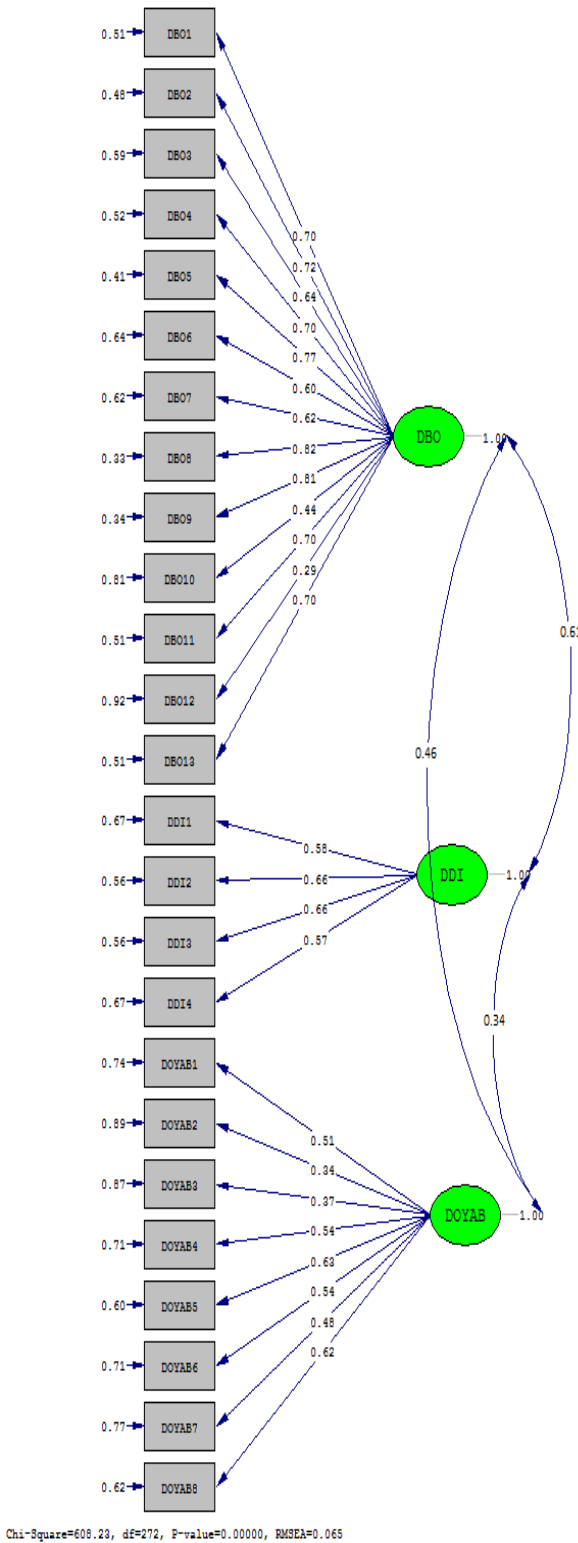
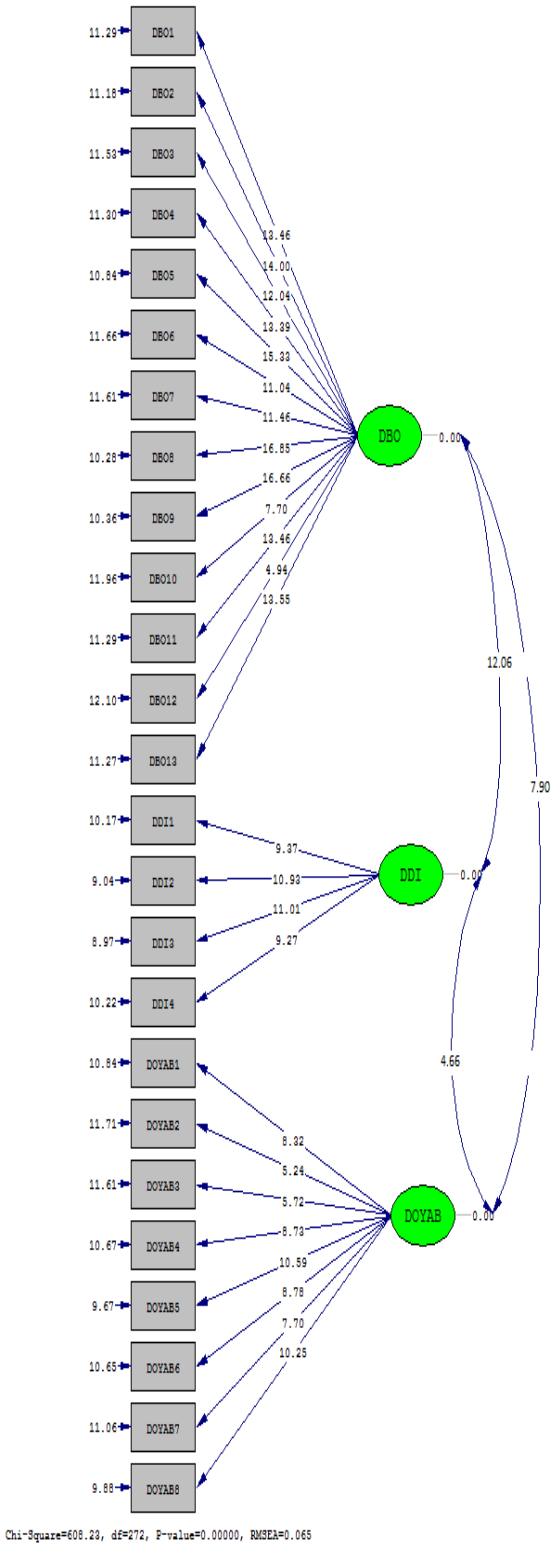


Figure 2. Path Diagram (t Values)

Figure 3. Path Diagram (factor loadings)

When Figure 2 is examined, the t values, which inform about latent variables explaining observed variables, has been rather meaningful around 0.01 for each article. When Figure 3 is examined, the standardized factor loading values which show the correlation between each observed variable related to the items and the latent variable to which it is linked are: between 0.29-0.82 for the Attitude Related to Emotional Tendency Towards Learning Grammar, between 0.34-0.63 for the Attitude Related to the Effect of Learning Grammar on Life and Academic Success, and between 0.57-0.66 for the Attitude Related to the Content of Grammar Class. The R^2 values, which state how much of the variance related to the latent variable is expressed by the observed variable, are between 0.16-0.41.

The p value, which indicates the significance of the difference between the expected covariance matrix and the observed covariance matrix, has been found rather meaningful around 0.01. Nevertheless, in major samples, the p value has an increased possibility of being high (Yılmaz & Çelik, 2009). For this reason, alternative fit indices are used to investigate the fitness between expected and observed covariance matrixes. The fit indices values of the scale and their fitness levels have been presented in Table 5.

Table 5. *Fit indices values of the scale*

Fit Index	χ^2/sd	RMSEA	SRMR	GFI	IFI	NNFI	CFI
Value	2.24	0.065	0.066	0.86	0.96	0.95	0.96
Fitness	Perfect	Good	Good	Acceptable	Perfect	Perfect	Perfect

When the fit indices in Table 5 are examined, the χ^2/sd ratio (608.23/272) is calculated as 2.24. As this ratio is ≤ 3 , this indicates perfect fitness (Kline, 2005). RMSEA=0.065; the calculated value indicates that RMSEA (≤ 0.07) corresponds to good fitness criteria (Steiger, 2007), and SRMR (≤ 0.08) corresponds to good fitness (Brown, 2006: as cited in Çokluk, Şekercioğlu & Büyüköztürk, 2010). GFI, NNFI and CFI indices of 0.95 and over indicate perfect fitness (Tabachnick & Fidell, 2001).

Modification suggestions related to the scale have been investigated and it has been decided that none of the modification suggestions can be supported theoretically.

Cronbach's alpha internal consistency coefficients, which have been calculated to determine the reliability of the points obtained from the groups from which the data exploratory and confirmatory factor analysis has been collected, have been presented in Table 6.

Table 6. *Cronbach's alpha consistency coefficients of the scale*

	Group 1 (EFA)				Group 2 (CFA)			
	All	F1	F2	F3	All	F1	F2	F3
Cronbach Alpha	0.887	0.911	0.705	0.723	0.878	0.895	0.728	0.711
Article Number	25	13	8	4	25	13	8	4

When the Cronbach's alpha internal consistency coefficients related to the scores obtained from both groups are examined, it has been concluded that the scores obtained from the second and the third factors are quite reliable, and the scores obtained from the first factor and from the overall scale are highly reliable (Özdamar, 2004).

When the reliability and validity evidence obtained from the analysis are evaluated together, it is seen that the developed Attitude Scale About Learning Grammar is a valid and reliable scale and can be utilized in further

studies.

4. Conclusion

Grammar in language teaching, its content and how it is perceived is a subject of debate. When the literature is examined, it is seen that attitude studies on learning grammar are mostly focused on the teaching of foreign languages, and it is also seen that the studies on learning grammar while learning native language are aimed at scaling perception by qualitative methods. For this reason, a scaling tool with proven psychometric qualities which can determine the attitudes of secondary school students towards grammar education will contribute to the field. This study aims to develop an Attitude Scale About Learning Grammar towards secondary school students and to determine its psychometric qualities. For this purpose, a 5-point Likert-type scale form with 42 items has been prepared. Furthermore, analyses have been conducted to obtain evidence for the validity and reliability of the scale. After exploratory factor analysis, a three-factor construction with 25 items has been obtained. Based on expert opinions and information from the literature, the first factor has been named “Tendency Towards Learning Grammar”, the second factor has been named “The Effect of Learning Grammar on Life and Academic Success”, and the third factor has been named “The Attitude Related to the Content of Grammar Class”. The first factor includes 13 items, which will reveal students’ Emotional Tendency Towards Learning Grammar. The second factor includes 8 items which will scale the Effect of Learning Grammar on Life and Academic Success, and the third factor includes 4 items, which will determine the Attitude Related to the Content of Grammar Class.

The Cronbach’s internal consistency coefficient of the scale that has been calculated from all of the items in the scale shows that the scale is highly reliable. In order to validate the construct obtained by EFA, CFA has been performed. The obtained results show that the generated construct is acceptable.

Another study in the literature by Er and Topçuoğlu-Ünal (2016) has developed a scale on the attitudes towards grammar. According to the exploratory factor analysis results from the related study, a 5-point Likert-type scale with 31 items and 2 factors, which explains 40.291% of the variance in the construct. In the scale, 16 of the items have positive and 15 of them have negative judgements. The Cronbach’s Alpha Internal Consistency Coefficient, which has been calculated to determine the reliability of the scale, has been found as 0.914. When the Grammar Attitude Scale is examined, the internal consistency coefficients are: 0.896 for the first dimension “*Attention and Love to Grammar*” and 0.874 for the second dimension “*Negative Attitudes Towards Grammar*”. Confirmatory factor analysis has been performed within the scope of the related study.

Although this research includes similar items to those in the study of Er and Topçuoğlu-Ünal (2016), a three-factor and 25-item scale tool, which explains 46.892% of the variance that can be utilized to scale the attitudes of students towards “learning” grammar, has been developed. The construct has been tested again in a different group and its convenience has been determined by confirmatory factor analysis. It is estimated that the developed attitude scale can be utilized in new studies by associating with variables such as worry, success, self-efficacy belief, etc., apart from determining the attitude of secondary school students towards grammar.

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Appendix A.

Tryout Form	Final Form	Factor	ATTITUDE SCALE TOWARDS GRAMMAR	Completely Disagree	Disagree	Agree Reasonably	Agree	Completely Agree
1	1	F1	I look forward to grammar classes.					
2	2	F1	I enjoy learning grammar.					
3	3	F1	I don't like grammar subjects.					
4	4	F1	I find learning grammar enjoyable.					
5	5	F1	I like learning grammar.					
6	6	F1	I get bored of learning grammar.					
7	7	F1	Grammar doesn't interest me.					
8	8	F1	Learning grammar is fun.					
9	9	F1	Learning grammar is enjoyable.					
11	10	F1	I enjoy grammar subjects, despite having difficulty.					
13	11	F1	Learning grammar is good.					
14	12	F1	I feel sad when I can't learn grammar subjects.					
16	13	F3	I have difficulty in learning grammar.					
17	14	F3	I learn grammar subjects easily.					
18	15	F3	I have difficulty in understanding grammar subjects.					
19	16	F3	I forget grammar subjects easily.					
21	17	F1	I enjoy grammar subjects.					
25	18	F2	Learning grammar has no effect on my success in other classes.					
26	19	F2	I succeed in Turkish classes even without knowing grammar.					
27	20	F2	I understand what I hear easily, even without knowing grammar.					
28	21	F2	Learning grammar doesn't make reading comprehension easier.					
30	22	F2	Knowing grammar isn't essential to use our language easily in the					

Tryout Form	Final Form	Factor	ATTITUDE SCALE TOWARDS GRAMMAR					
				Completely Disagree	Disagree	Agree Reasonably	Agree	Completely Agree
			daily life.					
31	23	F2	I can have good communication with others even without knowing grammar rules.					
32	24	F2	I succeed in my career even without expressing myself with acceptable grammar rules.					
33	25	F2	Expressing myself with acceptable grammar rules has no effect on earning respect in the community.					