Students' attitudes towards learning English grammar: A study of scale development

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Abstract

Learning a language means not only studying four skills of proficiency, but also understanding the system of rules underlying. In this respect, learners' attitudes towards grammar are also of vital importance. The main objective of this descriptive study is to determine English language learners' attitudes towards grammar and to analyze these attitudes in the framework of several variables (gender, age, faculty, time spent on learning English, and proficiency level). The data were collected from 293 students who have English language education in preparatory school of Anadolu University in six different proficiency levels (beginner, elementary, pre-intermediate, intermediate, upper-intermediate, pre-faculty) during 2014-2015 spring semester. The scale designed by the researchers to investigate the attitudes of learners towards learning grammar was determined as a reliable and valid tool including two factors. The analyses revealed that gender, age, time spent on learning English, and proficiency level variables did not create significant differences in the attitudes (p>.05) The only variable which created significant difference in the attitudes of learners was the faculties of students, and this was observed in the "Positive Attitude and Contribution" factor of the scale (p<.05). The results of the study indicated that students in faculties like Science, Humanities, Education, and Engineering have more positive attitudes towards learning grammar than Economics, Business Administration, and Communication faculty students.

Keywords: Learning English as a foreign language, grammar, student attitude, scale design, exploratory factor analysis, confirmatory factor analysis

1. Introduction

It is an undeniable fact that learning English has gained value in the globalizing world and this is valid for Turkey in social, political and academic contexts. Learning English is considered as a prerequisite condition for many fields in Turkey such as tourism, international relations, and industry; however, the current status of this issue does not reflect the importance given (Acat & Demiral, 2002; Enginarlar et.al., 1983; Işık, 2008; Kirkgöz, 2009). Although many courses are designed in the curricula of different levels of education, and many private institutions gain income by teaching English, the problem of learning English as a foreign language cannot be solved. The sources of this

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problem are considered to be the weak emphasis on four skills of the language and lack of communicative teaching, as well as the ineffective teaching of grammar.

1.1. Literature review

The role of grammar in teaching English as a foreign language has been a debated issue over the years. Grammar is generally thought as one of the basic elements to help learners communicate in the target language. However, in the 80s, Krashen (1982) claimed that grammar is a phenomenon that can be acquired naturally with meaningful input, and rejected designing grammar-based language curricula. This claim created a great impact among scholars and practitioners. But in time the accuracy of language that learners use to communicate has been a concern and grammar has gained value again (Hedge, 2000). Lightbrown (1991) indicated that grammar works as a 'hook' for learners, and they use it as a basis to build up their proficiency in the target language. Similarly, it was mentioned that grammar teaching is effective and reaches its target although students are not ready to learn certain grammatical forms (Spada & Lightbrown, 1999). If the learners are given enough chance to practice, it was believed that the grammatical forms which are taught could be used automatically in written and spoken communication (Ur, 1996). Hedge (2000) indicated that focusing on grammar and teaching grammatical forms explicitly accelerate the acquisition of grammar. According to Ellis (2006), teaching grammar explicitly helps to develop the implicit knowledge and supports language development.

Many studies have been conducted on grammar teaching and learning in the process of language learning; however, the learners' attitudes and perceptions on this issue have been mostly ignored. The reason of it is mostly the beliefs of educators and administrators that the learners cannot know exactly what they need (Zhou, 2009), however, students' beliefs and attitudes play an effective role on many issues such as class activities that teachers use, student motivation, anxiety, the use of learning strategies, and proficiency (Borg, 2003). Students' attitudes towards grammar in language learning process have been the topic of limited number of studies (İncecay & Dollar, 2011; Loewen et al., 2009; Schulz, 2001; Zhou, 2009). In the study conducted with 607 Colombian and 824 FL students, Schulz (2001) found that both Colombian and American students considered formal study of grammar is essential to master a foreign language. In the study conducted by Loewen et al.(2009), most of the participants mentioned that grammar is a basis on which they can build up the information they learn about the language, and it helps them to develop their writing, reading and speaking skills. Zhou (2009) revealed that participants in the study were very motivated to develop their grammar, and they especially needed learning grammar to avoid making mistakes while writing. Similarly, İncecay and Dollar (2011) found that students consider grammar as an important aspect in language learning but they thought that it should be taught more communicatively.

1.2. Research questions

As mentioned above, the perceptions of language learners as well as the academicians and educators are essential. Therefore, the aim of this study was two-fold. Firstly, it aims to develop a scale to investigate the students' attitudes towards learning grammar in language learning process. Secondly, it examines the learners' attitudes towards grammar based on several variables. The scale which was developed is expected to contribute to other studies in the field and curriculum designers while placing grammar in their program.

1) What are the exploratory factor analysis results of Students' English Grammar Attitude Scale (SEGAS)?

2) What are the confirmatory factor analysis results of Students' English Grammar Attitude Scale (SEGAS)?

3) What are the reliability test results of Students' English Grammar Attitude Scale (SEGAS)?

4) Is there a significant difference in students' attitudes towards learning grammar according to their gender, age, faculties, time spent on learning English and their level of proficiency?

2. Method

This descriptive study focused on designing a scale to examine language learners' attitudes towards learning grammar and identifying whether these attitudes differ according to several variables in the scale psychometric properties (validity-reliability) of which were defined.

2.1. Participants

SEGAS was especially developed for university students who have English education in preparatory schools for one year. Totally 655 students who have different proficiency levels (starter, elementary, pre-intermediate, intermediate, upper-intermediate, and pre-faculty) at Anadolu University, School of Foreign Languages participated in the study. Stratified sampling technique was used to determine the participants as the program consists of classes in six proficiency levels. Two different groups were organized for the analyses and scale development processes:

2.1.1. Group I

This group was created in order to identify the psychometric properties especially the construct validity and reliability (internal validity, Cronbach Alpha coefficient) of the scale. The participants of this group were the preparatory school students who were having English education in the fall term of 2014-2015 at Anadolu University in Eskisehir. The pilot study of the scale was conducted in January 2015. The data were collected from 362 students who continued their education in classes designed in six different proficiency levels (two classes from each level - starter, elementary, pre-intermediate, intermediate, upper-intermediate, and pre-faculty- were chosen randomly).

2.1.2. Group II

This group was organized in order to find out whether the factor structure found in the first step was confirmed or not, and also to examine students' attitudes towards grammar based on several variables such as sex, age, faculty, time spent on learning English, and English proficiency level. The participants of this group were the preparatory school students who were having English education in the spring term of 2014-2015 at Anadolu University in Eskisehir. The data were collected from 293 students who continued their education in classes designed in six different proficiency levels (two classes from each level - starter, elementary, pre-intermediate, intermediate, upper-intermediate, and pre-faculty – were chosen randomly). The study was conducted towards the end of February 2015.

2.2. Instrument

It has been stated in the literature that the scale development process should have certain steps (Cohen & Swerdlik, 2013; Crocker & Algina, 1986; DeVellis, 2014; Şeker & Gençdoğan, 2014). In this study, the similar steps listed below were followed:

1) Defining the goal, target audience and purpose of the scale

2) Deciding on the scope and content of the scale

3) Writing items based on the scope and content determined previously

4) Checking the items and creating the scale form

5) Identifying the methods to score the items and procedures for data analysis

6) Piloting the scale in the scale development group

7) Scoring the items and analyzing the data

8) Creating the final draft of the scale based on results

Prior to the pilot study, the Learners' English Grammar Attitude Scale (LEGAS) was developed in Turkish in order to determine its psychometric properties (validity and reliability), and it was a Likert type scale that consisted of 22 items to be rated in 5 levels (strongly disagree, disagree, neutral, agree, strongly agree). Before the scale was developed, the researchers reviewed the literature considering English language teaching, its purposes, outcomes which are desired to reach in language teaching, and the place of grammar in teaching English as a foreign language. In the light of information gained from literature review, the items of the scale were created. These items were checked by an associate professor working in the field of English Language Teaching (ELT), a PhD student in ELT, two instructors who have MA degrees in ELT, and an expert who has doctoral degree in assessment and evaluation. The last version of the scale was created based on the feedback from these experts and it was piloted.

2.3. Data collection procedures

On December 29, 2014 the required permissions to carry out the study were taken from the administration of School of Foreign Languages of Anadolu University. To pilot and determine the psychometric values of the scale, class teachers of Group I were given the scales to administer in the class hour in January. A similar procedure was followed towards the end of February with Grup II to conduct the study to examine students' attitudes towards grammar based on several variables.

2.4. Data analysis

The data collected were computed in IBM-SPSS 22 and IBM-AMOS. Initially, Kaiser–Meyer–Olkin (KMO) test, Bartlett Sphericity test, varimax rotation, anti-image correlation, Cronbach Alpha coefficient, and confirmatory factor analysis procedures were conducted in order to identify the validity and reliability of SEGAS. Secondly, comparisons were planned to make by using t-test and ANOVA to find out whether the attitudes of learners towards grammar change or not according to sex, age, faculty, learning period, and proficiency level. However, it was noticed that the scores in two factors (PAC and NAIP) did not show a normal distribution and this was proven in both Kolmogorov-Simirnov and Shapiro-Wilk tests (p<.05). Thus, instead of t-test and ANOVA, which were parametric tests, nonparametric tests (Mann Whitney U and Kruskal Wallis Test) were employed (Büyüköztürk, 2013; Doğan & Doğan, 2014; Green & Salkind, 2008; Özdamar, 2013; Siegel, 1977). The details of the analyses are explained in the results.

3. Results

3.1. Construct Validity (Exploratory Factor Analysis)

The data collected from Group I were analyzed to find out whether they are suitable for factor analysis or not (Büyüköztürk, 2013; Özdamar, 2013). The construct validity of LEGAS was determined by using principal component analysis. In order to identify whether the data were appropriate for factor analysis, Kaiser–Meyer–Olkin (KMO) Test and Bartlett Sphericity Test were

conducted in principal component analysis. Also, varimax rotation method was used to give a better picture of factors in this analysis. The details of these analyses are as follows:

1) KMO value was found 0,905. The KMO value at least above 0.50 shows that the data are appropriate for factor analysis.

2) The Bartlett Test result was [= 2155.827; df=120, p<0.01]. The significance value was found lower than 0.05, which means factor analysis can be conducted.

The result of factor analysis conducted with the method of principal component analysis revealed that items 5, 17, 20, and 21 gained lower loads (below 0.300) in terms of item total correlation. Also, items 2 and 16 created another factor together. It is stated in the literature that each factor should consist of at least three items, each item should contribute to the phenomenon which will be explained by the scale, and they should gain high loads (Özdamar, 2013). For this reason, those six items were excluded from the scale. The factor loads of the remaining items change between 0.357 and 0.717 and their item total correlations vary between 0.301 and 0.733. The variance of the two factors appeared as a result of varimax rotation method explains the attitudes of learners towards English grammar up to %49.118. Item factor loads and item total correlations are given in Table 1.

Table 1. Factor Analysis Initial Factor Load Values and Item Total Correlation Results

Item No	Initial Factor Load Value	Item Total Correlation	Item No	Initial Factor Load Value	Item Total Correlation
X1	0.495	0.361	X11	0.555	0.598
X3	0.468	0.356	X12	0.450	0.500
X4	0.391	0.389	X13	0.530	0.630
X6	0.543	0.617	X14	0.673	0.708
X7	0.397	0.389	X15	0.717	0.733
X8	0.471	0.548	X18	0.477	0.558
X9	0.357	0.324	X19	0.372	0.301
X10	0.520	0.641	X22	0.443	0.575
Variance two factors explain = % 49.118					
Cronbach Alpha = 0.874					

As seen in Table 1, in the end of exploratory factor analysis, initial factor loads of the remaining items in the scale are not lower than 0.357, and item total correlations are not below 0.301. The variance explained is %49 and this value is considered acceptable for the scale development studies in social sciences (Büyüköztürk, 2013). Table 2 shows the anti-image values of the remaining items in the scale.

Table 2. Anti–image Correlation Values of Items

Item No	Anti–image Correlation	Item No	Anti–image Correlation
X1	0.777	X11	0.929
X3	0.795	X12	0.900
X4	0.879	X13	0.915
X6	0.932	X14	0.897
X7	0.859	X15	0.915
X8	0.943	X18	0.929
X9	0.852	X19	0.931
X10	0.958	X22	0.772

As seen in Table 2, the anti-image correlation values of items vary between 0.772 and 0.958. None of the remaining items have a value below 0.50, which shows that the load values of these items highly contribute to the factor structure of the scale.

In the exploratory factor analysis, varimax rotation method was applied to the data to identify the subcategories and which items created these subcategories (Büyüköztürk, 2013; Özdamar, 2013). As a result of this method, two factors were identified in the scale. The results of varimax rotation method are shown in Table 3. Also, the scree plot graph in Figure 1 confirms that the scale includes two factors.

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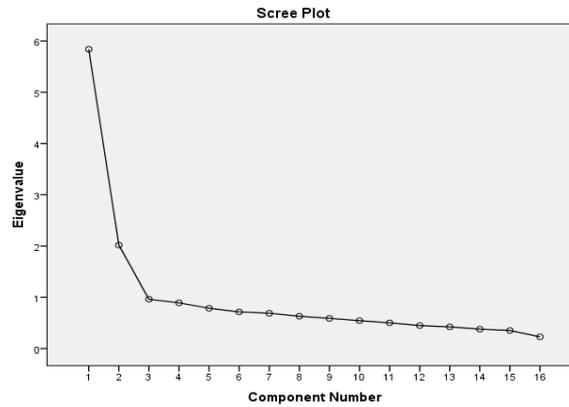

Figure 1: Scree Plot Graph of the factor structure of LEGAS

As it can be seen in Figure 1, after the second factor in the graph, a flat line starts on the horizontal axis. This proves that the scale includes 2 factors.

Table 3. Factors After Varimax Rotation and Items Under Each Factor

	Factors	
	1	2
X15	0.833	
X14	0.800	
X11	0.742	
X6	0.727	
X13	0.695	
X18	0.686	
X8	0.682	
X12	0.671	
X10	0.665	
X22	0.632	
X1		0.697
X3		0.677
X19		0.610
X7		0.606
X4		0.596
X9		0.587

Table 3 reveals that:

•   Items 1, 3, 4, 7, 9, and 19 create a subcategory (first factor). When the items in this factor were examined, it was seen that these items are related with the positive contribution of grammar in learning English to the individual's proficiency, willingness of the individual to learn grammar, and happiness gained by learning grammar. The items in this factor were renumbered as 1, 5, 7, 11, 12, 16 and this factor was named as "Positive Attitudes Towards Grammar and Their Contribution to English Language Teaching" (Positive Attitude & Contribution- PAC).

•   Items 6, 8, 10, 11, 12, 13, 14, 15, 18, and 22 create another subcategory (second factor). It was determined that the items in this factor are related with negative contribution of grammar in learning English to the individual's proficiency, unnecessity of learning grammar, difficulty in learning English caused by grammar, unhappiness resulting from learning grammar. The items in this factor were renumbered as 2, 3, 4, 6, 8, 9, 10, 13, 14, 15 and the factor was called "Negative Attitudes Towards Grammar and Inessential Position of Grammar in English Language Teaching" (Negative Attitude & Inessential Position- NAIP).

3.2. Confirmatory Factor Analysis

In order to approve the factor structure of SEGAS found in exploratory factor analysis, confirmatory factor analysis was used. The model occurred after this analysis is given in Figure 2.
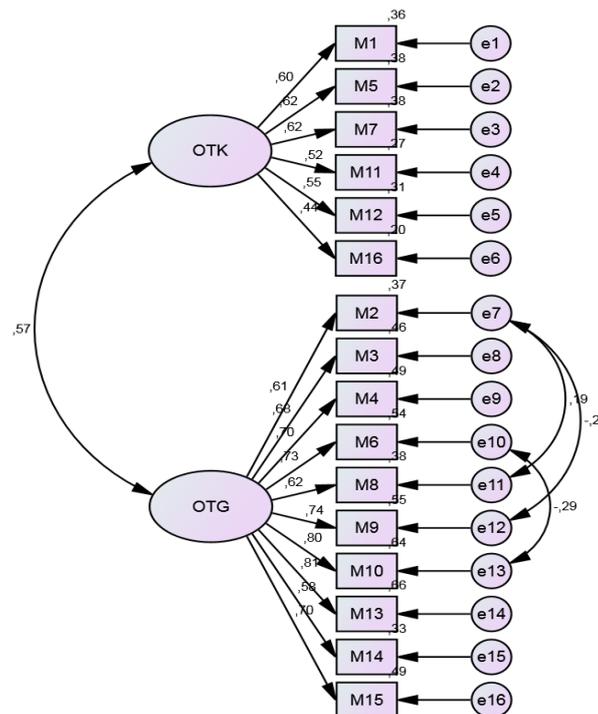

Figure 2. SEGAS Confirmatory Factor Analysis Model (Standardized Values)

Figure 2 abbrevations: **OTK:** Positive Attitude & Contribution (PAC) **OTG:** Negative Attitude & Inessential Position (NAIP)

Figure 2 indicates that as a result of confirmatory factor analysis (CFA), Chi square and degree of freedom values were =249.960, (df=100, p<.01) and /df=2.49 ratio was found. When the ratio gained from the selected sample is lower than 3, this implies a perfect match (Jöreskog & Sörbom, 1993;

Sümer, 2000; Kline, 2005). Thus, it may be implied that the match between the data set and the model found in CFA is perfect.

One of the most commonly preferred goodness of fit indices in CFA is RMSEA (rootmeansquareerror of approximation). 0.05 or a lower value of RMSEA in CFA is the indicator of the match between the data set and the model; however, it is mentioned that this value is acceptable up to 0.08 (Browne & Cudeck, 1993; Hu & Bentler, 1999; Şimşek, 2007; Vieira, 2011). The RMSEA value in this study was 0.072, which is considered acceptable.

The AGFI (Adjusted Goodness of fit index) value higher than 0.80 and the RMR (Root- mean-squareresidual) lower than 0.10 are acceptable values that indicate the match between real data set and the model (Anderson & Gerbing, 1984; Marsh, Balla & McDonald, 1988). In this study, AGFI=0.871 and RMR=0.075 were found. According to these results, it may be implied that the match between the model and the data set is in acceptable level.

0.95 or higher CFI (Comparative Fit Index) value in CFA suggests a "perfect match" between the data set and the model (Bentler, 1990; Hu & Bentler, 1999; Sümer, 2000; Şimşek, 2007; Çokluk, Güçlü & Büyüköztürk, 2008). The analysis in this study revealed that the CFI value was 0.918. According to these results, it may be inferred that the match between the data set and the model provided was almost perfect. The goodness of fit values gained in CFA were summarized in Table 4.

Table 4. Goodness of Fit Values Gained in CFA

χ^2	D_f	χ^2/D_f	RMSEA	AGFI	RMR	CFI
249.690	110	2.49	0.072	0.871	0.075	0.918

The main purpose of CFA is to identify the level of match between a predetermined model and the actual data set (Sümbüloğlu & Akdağ, 2009). In this respect, according to the goodness of fit indices reached in CFA, it may be implied that the 2-factor structure of SEGAS was confirmed.

3.3. Reliability (Cronbach's Alpha) Test

When SEGAS was considered including a single factor, Cronbach's Alpha internal consistency coefficient was found 0.874. In the Cronbach's Alpha reliability examination, under the "Cronbach's Alpha if Item Deleted" section, it was identified that when any of the items mentioned in Table 1 were deleted, Cronbach's Alpha coefficient had a value lower than 0.874. Thus, it may be inferred that all the items highly contribute to the reliability of the scale (Büyüköztürk, 2013; Özdamar, 2013).

In the exploratory factor analysis, it was determined that the scale consists of two factors. Cronbach's Alpha internal consistency coefficient was calculated for each of these factors. The results were summarized in Table 5 and 6.

Table 5. Cronbach's Alpha and Additivity Test Results for Factor PAC

Factor	Cronbach's Alpha	Variance Root	Sum of Squares	Mean of Squares	F	df	p
PAC	0.713	Nonadditivity	0.154	0.154	0.183	1	0.669

It is seen in Table 5 that Cronbach's Alpha coefficient of the first factor is 0.713. For scales, 0.70 and higher values of Cronbach's Alpha coefficient signal high reliability (Özdamar, 2013). This factor has high reliability level and is also a collectable Likert type factor in terms of scoring (Tukey Nonadditivity p>.05).

Table 6. Cronbach's Alpha and Additivity Test Results for Factor NAIP

Factor	Cronbach's Alpha	Variance Root	Sum of Squares	Mean of Squares	F	df	p
NAIP	0.900	Nonadditivity	0.005	0.005	0.007	1	0.935

Table 6 indicates that Cronbach's Alpha coefficient of the second factor is 0.900. This factor has high reliability level and is also a collectable Likert type factor in terms of scoring (Tukey Nonadditivity p>.05).

3.4. Students' attitudes towards learning grammar according to different variables

Data collected from Group II with the final version of SEGAS after required changes were made were analyzed to examine students' attitudes towards learning grammar based on several variables such as sex, age, faculty, time spent on learning English, and English proficiency level.

3.4.1. Attitudes towards learning grammar according to gender

In this study, the effect of sex on students' attitudes towards learning English grammar was examined. Therefore, Mann Whitney U Test was employed to make such examination. The results were summarized in Table 7.

Table 7. Effect of Gender on Attitudes towards Grammar *(Mann Whitney U Test)*

Factors	Gender	N	Rank Mean	Rank Sum	U	p
PAC	Female	143	140.92	20152.00	9856.000	0.229
	Male	150	152.79	22919.00		
NAIP	Female	143	145.18	20761.00	10465.000	0.720
	Male	150	148.73	22310.00		

It can be seen in Table 7 that sex does not play an important role on the attitudes of learners towards grammar and does not create a difference in attitudes   (U = 9856.000; U = 10465.000, p>.05).

3.4.2. Attitudes towards learning grammar according to age

Another variable that may affect the learners' attitudes towards learning grammar was considered as age. This possible effect was examined by using Kruskal Wallis Test. The results were given in Table 8.

Table 8. Effect of Age on Attitudes towards Grammar *(Kruskal Wallis Test)*

Factors	Age	N	Rank Mean	X^2	p	Significant Difference
PAC	17–19	185	146.81	0.457	0.796	
	20–22	100	145.78			
	23 +	8	166.69			
NAIP	17–19	185	148.38	0.896	0.639	
	20–22	100	142.63			
	23 +	8	169.81			

Table 8 reveals that age does not create a significant difference in attitudes towards grammar in PAC and NAIP factors of the scale (X2= 0.457; X2 = 0.896, p>.05).

3.4.3. Attitudes towards learning grammar according to faculties

The study also aimed to investigate whether the students' faculties create a difference in their attitudes towards learning English grammar. Kruskal Wallis Test was applied to make such analysis. The results are summarized in Table 9.

Table 9. Effect of Faculty on Attitudes towards Grammar *(Kruskal Wallis Test)*

Factors	Faculty	N	Rank Mean	X^2	p	Significant Difference
PAC	1.Education	9	169.50			1–8,
	2.Humanities	13	192.96			2–7,
	3.Science	22	164.45			1–7,
	4.Aviation and Space Science	17	143.97			3–7,
	5.Economics and Administrative Sciences	71	150.41			2–8, 2–9,
	6.Economics	5	88.80	20.286	0.042	2–10,
	7.Communication	31	103.79			3–8,
	8.Business Administration	6	110.33			6–8,
	9.Architecture and Design	13	117.15			7–13,
	10.Engineering	92	155.43			7–11,
	11.Tourism	5	132.50			8–11
	12.Other	9	164.83			
NAIP	1.Education	9	196.06			
	2.Humanities	13	167.92			
	3.Science	22	151.07			
	4.Aviation and Space Science	17	103.85			
	5.Economics and Administrative Sciences	71	150.89			
	6.Economics	5	100.80	14.104	0.227	
	7.Communication	31	125.94			
	8.Business Administration	6	168.83			
	9.Architecture and Design	13	128.00			
	10.Engineering	92	155.73			
	11.Tourism	5	139.60			
	12.Other	9	134.56			

Table 9 reveals that faculty of learners does not create a significant difference towards grammar in the NAIP factor of SEGAS (X2= 14.104, p>.05). However, in the Positive Attitude & Contribution (PAC) factor of the scale, faculties of the participants create a significant difference (X2= 20.286, p<.05). Dunn Test, which is a non-parametric multiple comparison test (post hoc), was conducted in order to identify which groups show significant differences (Doğan & Doğan, 2014). According to the results of this test;

- Students in Faculty of Education had more positive attitudes towards grammar than students in Communication Faculty

- Students in Faculty of Humanities had more positive attitudes towards grammar than students in Faculty of Economics

- Students in Faculty of Education had more positive attitudes towards grammar than students in Faculty of Economics

- Students in Faculty of Science had more positive attitudes towards grammar than students in Faculty of Economics

- Students in Faculty of Humanities had more positive attitudes towards grammar than students in Communication Faculty

- Students in Faculty of Humanities had more positive attitudes towards grammar than students in Faculty of Business Administration

- Students in Faculty of Humanities had more positive attitudes towards grammar than students in Faculty of Architecture and Design

- Students in Faculty of Science had more positive attitudes towards grammar than students in Communication Faculty

- Students in Faculty of Economics and Administrative Sciences had more positive attitudes towards grammar than students in Communication Faculty

- Students in other faculties had more positive attitudes towards grammar than students in Faculty of Economics

- Students in Faculty of Engineering had more positive attitudes towards grammar than students in Communication Faculty

- Students in Faculty of Engineering had more positive attitudes towards grammar than students in Faculty of Economics

3.4.4. Attitudes towards learning grammar according to time spent on learning English

The study examined the difference that time spent on learning English may create in the attitudes towards grammar. Kruskal Wallis Test was applied to make this analysis. The results are summarized in Table 10.

Table 10. Attitudes Towards Grammar Based On Time Spent On Learning English (Kruskal Wallis Test)

Factors	Time	N	Rank Mean	X^2	p	Significant Difference
PAC	1–3 years	45	150.42			
	4–6 years	22	170.48			
	7–9 years	105	156.37	6.280	0.179	
	10–12 years	104	132.72			
	13+ years	17	137.02			
NAIP	1–3 years	45	149.89			
	4–6 years	22	159.11			
	7–9 years	105	149.90	1.293	0.863	
	10–12 years	104	140.22			
	13+ years	17	147.24			

It can be seen in Table 10 that time spent on learning English does not create a significant difference in attitudes towards grammar in PAC and NAIP factors of the scale (X2= 6.280; X2 = 1.293, p>.05).

3.4.5. Attitudes towards learning grammar according to proficiency level

Another analysis conducted was to determine whether the proficiency level of learners create a significant difference towards grammar or not. This analysis conducted with Kruskal Wallis Test and the results were given in Table 11.

Table 11. Attitudes Towards Grammar Based On Proficiency Level (Kruskal Wallis Test)

Factors	Proficiency Level	N	Rank Mean	X^2	p	Significant Difference
PAC	D (Beginner)	40	162.20			
	C (Elemantary)	45	139.98			
	B (Pre Intermediate)	100	147.61	1.982	0.739	
	A (Intermediate)	88	141.97			
	A$^+$ (Upper Intermediate)	20	151.50			
NAIP	D (Beginner)	40	146.18			
	C (Elemantary)	45	119.66			
	B (Pre Intermediate)	100	153.80	6.261	0.180	
	A (Intermediate)	88	149.72			
	A$^+$ (Upper Intermediate)	20	164.23			

Table 11 reveals that proficiency level does not create a significant difference in attitudes towards grammar in PAC and NAIP factors of the scale (X2= 1.982; X2 = 6.261, p>.05).

4. Discussion and conclusions

This study was conducted in order to design a scale to examine students' attitudes towards learning English grammar, and to analyze their attitudes regarding several variables by using this scale. 655 students who have different proficiency levels (starter, elementary, pre-intermediate, intermediate, upper-intermediate, and pre-faculty) at Anadolu University, School of Foreign Languages in 2014-2015 education year participated in the study. The results of the analyses revealed that the scale was highly reliable and it consists of two factors that show students' positive and negative attitudes towards learning grammar. Cronbach's alpha coefficient of the initial factor was 0,713 and for the latter 0,900. It was also discovered that gender, age, time spent on learning English and proficiency level of learners did not create a significant difference towards learning grammar in English lessons. The faculties that students continue their higher education did not create a significant difference regarding the negative attitude towards grammar either. However, the faculties of learners created a significant difference in the students' positive attitude towards grammar. This means students' positive attitude towards learning grammar may vary according to the faculties they study. The language expectations of different faculties may be shown as the reason behind it. In some faculties such as Humanities and Economics, students are mostly required to read and write in English, whereas in faculties like Tourism, Communication, and Business Administration, students are expected to use all four skills of language in an accurate way. Thus, the learners in the initial group may demand more formal study of grammar to use the language accurately in formal contexts. Provided that the grammar aspect of English courses is designed considering the faculties of students, and homogeneous classes are organized, this may create better results in a language program.

This study was conducted in a one-year intensive language program of a university. Although the participants were sharing the same context, their goals for learning English may vary depending on their faculties, which could be considered as the limitation of this study. Therefore, researchers are recommended to conduct further studies by using SEGAS with groups of learners having English courses in their departments. Another limitation of the study was the education level of the participants. As the language learners in this study were in higher education level, making generalizations about their attitudes could be misleading. To have a vivid picture of the differences in attitudes towards learning grammar, SEGAS may be conducted in primary or secondary schools. Also, this study used a cross-sectional design to collect data on the attitudes of learners towards learning

grammar. A longitudinal study may reflect a better insight considering the attitudes of learners and the change of these attitudes in time.

The use of this scale in other studies may contribute to the development process and the psychometric properties of the scale may be determined better with the help of those findings. Hence, it is strongly recommended that other researchers should use SEGAS in different contexts and collect data regarding the validity and reliability of the scale.

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Appendix A. Students' English Grammar Attitude Scale (SEGAS)?

Sıra	İfadeler	Kesinlikle Katılmıyorum (1)	Katılmıyorum (2)	Kısmen Katılıyorum (3)	Katılıyorum (4)	Kesinlikle Katılıyorum (5)
1	Bir dil öğrenilecekse, o dilin kuralları da öğrenilmelidir.					
2	İngilizce dilbilgisi öğretimi insanların İngilizce öğrenme hevesini yok etmektedir.					
3	Dilbilgisi öğretimi kaldırılmaksızın yabancı dil öğretiminde başarı sağlanamaz.					
4	Karar alacak yetkide birisi olsam, İngilizce dilbilgisi saatini en az düzeye çıkarırdım.					
5	Dünyadaki tüm diller kurallardan oluştuğu için kuralların öğrenilmesi şarttır.					
6	Ne zaman İngilizce dilbilgisi dersinin adını duysam, huzursuz olurum.					
7	Karar alacak yetkide birisi olsam, dilbilgisi öğretimini zorunlu hale getirirdim.					
8	Dilbilgisi insanlarda yabancı dil öğrenmeye karşı önyargı oluşturur.					
9	Dilbilgisi, İngilizceyi konuşmama faydası olmadığı için müfredattan kaldırılmalıdır.					
10	İngilizce öğretmeni olsam, dilbilgisinin olmadığı bir öğrenme ortamı yaratırdım.					
11	İngilizcenin yapı ve kurallarını çözebilmek insan haz verir.					

12	Dili eksiksiz ve profesyonel biçimde kullanmak etkili bir dilbilgisi öğretimine bağlıdır.					
13	İngilizce dilbilgisi dersine harcadığım zamana acıyorum.					
14	Karar alacak yetkide birisi olsam, programa İngilizce dilbilgisi dersinin yerine daha etkili uğraşılar koyardım.					
15	İngilizce öğretimi, dilbilgisi dersi aracılığıyla çekilmez hale gelmektedir.					
16	İngilizce dilinin kurallar bütününü öğrendiğimde dil kullanımına hâkim olduğumu hissediyorum.					

Öğrencilerin İngilizce dilbilgisi öğrenmeye yönelik tutumları: Bir ölçek geliştirme çalışması

Öz

Etkili bir dil öğrenimi için dört dil becerisinin geliştirilmesi kadar dilin kurallar bütünün de kazandırılması gerekmektedir. Bu bağlamda büyük öneme sahip olan dilbilgisine yönelik olarak öğrenenlerin tutumları da büyük önem taşımaktadır. Betimsel türde gerçekleştirilen bu araştırmadaki temel amaç; İngilizce dilini öğrenenlerin İngilizce öğretiminde dilbilgisine yönelik tutumlarının belirlenmesi ve bu tutumun çeşitli değişkenler (cinsiyet, yaş, fakülte, İngilizce öğrenme yılı ve İngilizce yeterlik düzeyi) bakımından incelenmesidir. Veriler dil öğrenimi gören 293 öğrenciden elde edilmiştir. Bu öğrenciler, Anadolu Üniversitesi'nde 2014–2015 öğretim yılının bahar döneminde hazırlık sınıflarında altı farklı seviyede (hiç bilmeyenler, başlangıç, orta seviye öncesi, orta seviye, orta üstü ve fakülte öncesi) dil öğrenimi gören öğrencilerdir. Tutumları belirlemek amacıyla araştırmacılar tarafından geliştiren ölçeğin yapılan analizler sonucunda geçerli, güvenilir ve iki alt boyuttan oluşan bir araç olduğu belirlenmiştir. Analizler göstermiştir ki, cinsiyet, yaş, İngilizce öğrenme yılı ve İngilizce yeterlik düzeyi tutumda anlamlı farklılık yaratan değişkenler değildir ($p > .05$). Değişkenlerden yalnızca öğrenim görülen bölüm tutum ölçeğinin "Olumlu Tutum ve Katkı" alt boyutunda anlamlı farklılık yaratan bir değişkendir ($p < .05$). Fen, Edebiyat, Eğitim, Mühendislik gibi birçok fakülte öğrencisinin işletme, iktisat ve iletişim bölümlerinde okuyan öğrencilerden daha olumlu tutuma sahip olduğu belirlenmiştir.

Anahtar sözcükler: Yabancı dil olarak İngilizce öğrenimi, dilbilgisi, öğrenci tutumu, ölçek geliştirme, açımlayıcı faktör analizi, doğrulayıcı faktör analizi

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