

## A Validity and Reliability Study of “Attitude Scale towards English Course”\*

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The present study is a descriptive study that aims to develop a scale for determining students' attitude towards English course. The researchers also investigated how to develop it and to determine the psychometric properties (validity-reliability) of it. Two groups were employed for this study. They were “Exploratory Factor Analysis and Reliability Group” and “Confirmatory Factor Analysis Group”. The analysis of the study showed that the scale was a valid and reliable tool. Item-total correlations in the scale were found between .378 and .692. The variance of the two factors appeared as a result of varimax rotation method explained 58%. This value is regarded acceptable for the scale development studies in social sciences. It was seen in the “exploratory factor analysis” that the scale had two factors. The study results revealed that this scale was an appropriate instrument to determine 6th students' attitude towards English course.

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**Keywords:** Attitude, English course, scale development.

### INTRODUCTION

The ability of individuals to communicate successfully on a global scale is without a doubt the key to economic, political, and social growth in today's society, and English proficiency plays a significant role in this process. Unfortunately, it cannot be said that Türkiye has been successful in this regard. Despite continuous efforts to increase the effectiveness of English language education in Türkiye, a significant number of students graduate from their schools and they cannot successfully interact in the English language (Haznedar, 2010; Kaya, 2000). Although there are many factors underlying the learners' inability to learn English, the negative attitude towards learning is one of them.

According to Zainol Abidin, Pour-Mohammadi, and Alzwari (2012), attitudes have a huge impact on a student's ability to learn a language and can make the difference between failure and success. Gardner (1985) asserts that, in contrast to negative attitudes, which have a negative impact on or prohibit students from succeeding in language acquisition, positive attitudes have a beneficial impact on learning by enhancing students' motivation and enabling them to achieve educational goals. The psychological concept of attitude, as defined by Tabatabaei and Bandari (2012), identifies what individuals enjoy or dislike about various things. It has to do with how students feel about learning a second or foreign language as well as other aspects that are related to those attitudes and views. Wenden (1991) stated that attitude consists of three components: “behavioral”, “cognitive” and “emotional”. According to Wenden (1991), the “behavioral dimension” includes behavioral goals or actions related to attitude. Views and perspectives on the attitude object constitute the basic components of the “cognitive dimension”. Finally, the “affective dimension” of attitude deals with feelings about the attitude issue and what is liked or disliked.

Ajzen (2005) defines attitude as “the tendency to respond positively or negatively to an object, person or event”. Gardner (1985) stated that it is related to the individual standards and perspectives that encourage or do not promote the decisions people make in their actions. Language attitude is the perspective that speakers of different languages have toward either their own language or other languages, according to Richards and Platt (1992). Expressions of one's emotions, whether positive or negative, about a language can depend on a variety of factors, including the language's simplicity, degree of importance to its speakers, and its ease or difficulty of learning. Several academics contend that a person's views toward language, as well as

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how they assess the target language, speakers of the target language, culture, and learning environment, have a substantial impact on their ability to acquire a language.

Brown (2007) stated that the individual's positive attitudes towards himself-herself, mother tongue, and target language group increase his/her language proficiency. According to Kara (2009), language learning is actually a positive change in the personality of individuals related to "cognitive", "affective" and "behavioral" dimensions. According to Zainol Abidin et al. (2012), the process of acquiring a language involves social, psychological, and cognitive elements. As a result, a theoretical approach should take into account each of the behavioral, cognitive, and affective components while analyzing attitudes (behaviorism, cognitivism, and humanism).

Individuals' attitudes towards language affect their learning of that language. According to Yılmaz (2019), positive attitudes in individuals while learning a foreign language can make them successful, while negative attitudes can cause failure. According to Krashen (1982), while negative attitudes slow down language learning, positive attitudes facilitate and accelerate the learning of a second language. There is a relationship between emotional commitment and attitude. Students who have low achievement and interrupt their language learning can be defined as passive participants. Attitude greatly affects participation in classroom activities. The students with positive attitudes actively participate in activities and achieve high success. Attitudes have an important place in language learning. Although a positive attitude is directly proportional to success, sometimes it may not progress in this way. As attitudes can change, even though it is difficult, attitudes that start positively can turn into negative attitudes by being exposed to negative factors. Wilkins (1974) stated that the main variable in this process is the learner himself/herself. Attitude towards the culture of the target language also affects language learning.

Aktaş (2005) emphasized that despite the importance given to foreign language teaching in our country, students' achievement in English is not at the desired level. This may be due to the learning environment, student interest in the course and their attitudes towards English. The fact that the success achieved in English language teaching is not at the desired level compared to the desired success may be related to attitude. For this reason, students' positive attitudes towards English not only facilitate their learning but also make it easier for them to learn different cultures. On the other hand, knowing students' attitudes and organizing educational situations accordingly increases the quality and success of education. Erdem (2007) emphasized that in order for students to acquire the skills necessary for the effective use and learning of English, it is important to know students' attitudes towards the English course. Attitudes that affect language learning positively or negatively affect an individual's behavior towards the course. In schools, some students have difficulties in learning English because they have negative attitudes towards it, and negative attitudes can be shown as one of the main difficulties encountered in learning English (Baş, 2012). Savignon (1983) stated that attitudes are the most important and most common variable in language acquisition and that success in learning the target language depends on the student's attitude. When the relevant literature is examined, it has been determined that there are positive relations between the attitude towards language and achievement (Chambers, 1999; Cross, 1988; Gürel, 1986; Hsiang, 1992; İnal, Evin, Saracaloğlu, 2005; Karaş, 1997; Newfield-McElyae, 1983; Saracaloğlu, 2000; Saracaloğlu, Varol, & Evin Gencel, 2014; Ushida, 2003; Yashima, 2002). Therefore, knowing the attitudes of students is of great benefit in terms of attracting students to the lesson more and preventing negative attitudes that may occur.

Within this context, the present study aims to develop a scale for determining students' attitude towards English course. To this aim, the following questions were sought:

1. What are the "exploratory factor analysis" results of the "Attitude Scale Towards English Lesson"?
2. What are the "confirmatory factor analysis" results of the "Attitude Scale Towards English Lesson"?
3. What are the reliability test results of the "Attitude Scale Towards English Lesson"?

## METHOD

### Research Design

The present study is a descriptive one, and it aims to develop a scale that will determine the attitudes of 6th grade students towards the English lesson and to describe the psychometric properties of the scale.

### Study Groups

The scale development study was carried out with two groups in total. These are: “Exploratory Factor Analysis and Reliability Group” and “Confirmatory Factor Analysis Group”. The “Exploratory Factor Analysis and Reliability Group” is the group in which data was collected in order to determine the construct validity and reliability of the scale. This group consisted of 6th grade students studying in schools located in four different districts of Ankara. A total of 287 sixth grade students took part in this group. Data from this group were collected in the 3rd week of May 2016. The data related to this group are given in Table 1 in detail below.

**Table 1:** Exploratory Factor Analysis Group

Districts	f	Percent (%)
Yenimahalle	95	33
Keçiören	89	31
Mamak	72	25
Pursaklar	31	11
Total	287	100

In addition, out of 287 sixth grade students in the explanatory factor analysis group, 152 (53%) were male; 135 (47%) of them were female students. The group showed a mean age of 12 and a standard deviation of 3 years.

“Confirmatory Factor Analysis Group” is the group formed to determine whether the determined structure of the developed scale (as a result of explanatory factor analysis) was confirmed or not. This group consisted of 6th grade students studying in schools located in four different districts of Ankara. A total of 263 sixth grade students took part in this group. Data from this group were collected in the second week of June 2016. The data related to this group are given in Table 2 below in detail.

**Table 1:** Exploratory Factor Analysis Group

Districts	f	Percent (%)
Yenimahalle	90	34
Keçiören	83	32
Mamak	67	25
Pursaklar	23	9
Total	263	100

In this group, 157 (60%) of the 263 sixth grade students in the confirmatory factor analysis group were male; 106 (40%) of them were female students. The group showed a mean age of 12 and a standard deviation of 2.9 years.

### Scale development process

It is stated in the literature that scale development should follow certain stages. While developing the scales in this study, the steps to be followed in the literature with regard to scale development process were taken into account (Cohen, Swerdlik, & Sturman, 2013; Crocker & Algina, 1986; DeVellis, 2014; Şeker & Gençdoğan, 2014). These steps are as follows:

1. Determining the purpose of the scale, determining who and why it will be applied (to)
2. Making a decision about the scope and content of the scale
3. Composing items in accordance with the determined scope and content

4. Item management and generating a scale form.
5. Deciding how to score the items and how to analyze the data
6. Making use of the scale to be created in the scale development group
7. Rating and evaluating the items
8. Finalizing the scale in accordance with the results attained

### Data collection tool

In the present study, "Attitude Scale Towards English Lesson" was used as a data collection tool. During the formation of the "Attitude Scale towards English Lesson", an item pool consisting of 42 items was first created based on the field literature. Then, in line with the opinions of three experts, the item pool was evaluated in terms of content and question roots, and 8 items with close expressions and thought to indicate the same content were removed. Before the trial application, there were 34 items in the scale. These items were made into a 5-point Likert type form (strongly disagree, disagree, partially agree, agree, and strongly agree). The details of the analyzes of the scale's validity and reliability were given in the findings section. After the data were collected, analyzes were made with the help of a computer package program. As a result of the analysis, 18 items were removed from the scale. There were 16 items left in the final version of the scale. These 16 items showed a two-dimensional structure. The highest score that can be obtained from the scale application is 80, and the lowest score is 16. The sub-dimensions and features of the remaining items in the scale are summarized in Table 3.

**Table 3:** Sub-dimensions, items, and features of the "Attitude Scale Towards English Lesson"

Factors (Dimensions)	Items	Reversed Items	Maximum Score	Minimum Score
Affective	1, 2, 4, 5, 7, 8, 10, 12,13 and 14	1, 2, 5, 7 and 10	50	10
Behavioral	3, 6, 9, 11, 15 and 16	-	30	6

Two illustrative examples of items in affective dimension of the scale are as follows:

Item 1: "I am afraid of making mistakes in English class."

Item 2: "I get bored in English classes."

Two illustrative examples of items in behavioral dimension of the scale are as follows:

Item 3: "I enjoy watching cartoons in English."

Item 6: "I enjoy reading English books."

### Data analysis

The obtained data were transferred to statistical programs. Techniques such as "Kaiser-Meyer-Olkin (KMO) test", "Bartlett Sphericity test", "varimax axis rotation", "Cronbach Alpha reliability coefficient", and "confirmatory factor analysis" were used to determine the validity and reliability of the Attitude towards English Lesson Scale (Büyüköztürk, 2013; Özdamar, 2013).

## FINDINGS

### Findings on Construct Validity (Exploratory Factor Analysis)

Exploratory factor analysis, which provides explanation of a scale consisting of many items under certain dimensions, was applied to explain the structure of the scale. Before factor analysis, item-total correlations

were examined. Items 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, and 34, which had item-total correlations below 0.300 and contributed little to the scale, were excluded from the scale. In factor analysis, there is an assumption that a dimension (subtest, subscale) should consist of at least three items. As a result of the factor analysis, it was seen that items 18 and 33 formed a sub-dimension, and items 30 and 31 formed a sub-dimension. Since each dimension should consist of at least three items, these items were also excluded from the scale. In this way, a total of 18 items were removed from the scale. Statistical information on the remaining 16 items is summarized in Table 4.

**Table 4:** Factors after varimax rotation and items under factors

Item no.	Factors (Dimensions)	Item-total correlation	Correlation Loading in Factor Analysis	
			Factor I	Factor II
1	Factor I	.462	.422	
2	Factor I	.564	.752	
4	Factor I	.613	.763	
5	Factor I	.571	.687	
7	Factor I	.378	.564	
8	Factor I	.419	.578	
10	Factor I	.492	.819	
12	Factor I	.463	.492	
13	Factor I	.553	.702	
14	Factor I	.521	.652	
3	Factor 2			.425
	Factor 2			.722
	Factor 2			.632
	Factor 2			.682
	Factor 2			.732
	Factor 2			.597

KMO = .872

Bartlett Sphericity ( $X^2$ ) = 2083,965; sd=79,  $p<0.01$

Variance accounted for the first factor= 31,782 %

Variance accounted for the second factor= 26,553 %

Variance accounted for all of the factors = 58,335 %

The construct validity of the “Attitude Scale Towards English Lesson” was determined using principal component analysis. In principal components analysis, the “Kaiser–Meyer–Olkin (KMO) test”, which determines whether the data file is suitable for factor analysis, and the “Bartlett Sphericity test”, which also provides information on the same question, were performed. As seen in Table 4, the “KMO” value was determined as .872. The fact that this value is at least above .50 indicates that the data set is suitable for factor analysis. The “Bartlett test” result was found as  $X^2=2083.965$ ; sd=79 ( $p<0.01$ ). The significance value obtained as a result of the “Bartlett test” shows that factor analysis can be done. As a result of the “exploratory factor

analysis", the "item-total correlations" of the remaining items in the scale were between .378 and .692. The explained variance was 58%. This value is at an acceptable level in scale development studies in social sciences (Büyüköztürk, 2013; Özdamar, 2013). Table 5 shows the "anti-image" values of the remaining items in the scale.

**Table 5:** Anti-Image Correlation Values of the items in "Attitude Scale Towards English Lesson"

Item no.	Anti-Image Correlation
1	.882
2	.911
3	.813
4	.958
5	.913
6	.881
7	.929
8	.878
9	.859
10	.943
11	.913
12	.852
13	.915
14	.817
15	.973
16	.821

When Table 5 is examined, it was determined that the "anti-image correlation" values of the items ranged between .813 and .973. The "anti-image" value of all the items remaining in the scale is above .50. This shows that the contribution of the load values of the items to the factor structure is high.

In the exploratory factor analysis, "Varimax rotation" method was applied to the data set in order to determine whether there are sub-dimensions in the scale and if there are sub-dimensions, which items are collected under which sub-dimensions (Büyüköztürk, 2013; Özdamar, 2013). As a result of the applied "Varimax rotation", it was determined that the scale consisted of two factors (dimensions). These were explained as follows:

- It was determined that items 1, 2, 4, 5, 7, 8, 10, 12, 13, and 14 constituted a sub-dimension (first sub-dimension). The first dimension questions with these items were examined. Items in this dimension were

found to be related to the affective dimension of the attitude scale and this dimension was named the “affective dimension” of the attitude scale.

- It was determined that items 3, 6, 9, 11, 15, and 16 constituted a sub-dimension (second sub-dimension). Items in this dimension were found to be related to the behavioral dimension of the attitude scale and this dimension was named “the behavioral dimension” of the attitude scale.

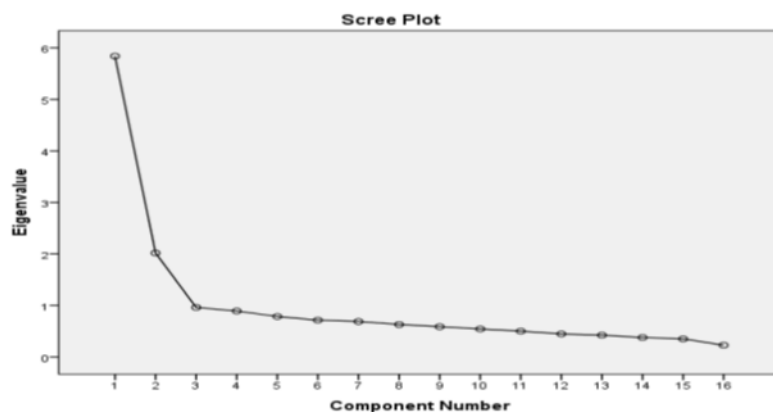
In the present study, it was also checked whether the two sub-dimensions of the scale were an additive scale. The results are summarized in Table 6.

**Table 6:** Additivity Test Results for “Attitude Scale Towards English Lesson”

Factors (Dimensions)	Variance Root	Sum of Squares	Mean of Squares	F	df	p
Affective Dimension	Nonadditivity	.153	.153	.182	1	.667
Behavioral Dimension	Nonadditivity	.040	.040	.031	1	.847

When Table 6 is examined, it is seen that the scale is a Likert type additive scale with a nonadditivity value of  $P=.667$  for the “affective dimension” and  $P=.847$  for the “behavioral dimension” (“Tukey Nonadditivity”  $p>.05$ ).

In the “exploratory factor analysis”, it was understood that the scale showed a two-dimensional structure. In addition, it is seen in the “scree plot” in Figure 1 that the scale shows a two-dimensional structure.



**Figure 1:** Scree plot of “Attitude Scale Towards English Lesson”

### Confirmatory factor analysis

“Confirmatory factor analysis” was conducted to determine whether the structure of the “Attitude Scale Towards English Lesson”, which was determined with regard to the results of the exploratory factor analysis, was confirmed or not.

When Table 7 below is examined, it is seen that the "chi-square" and "degree of freedom" values from "confirmatory factor analysis (CFA)" were =438.32 (sd =205,  $p < .01$ ), and the ratio /df=2.14 was obtained. The fact that this ratio obtained from the selected sample is below 3 indicates a perfect fit (Jöreskog & Sörbom, 1993; Kline, 2005; Sümer, 2000). In this study, it can be said that the fit between the model determined as a result of CFA and the data corresponded to a perfect fit. Other determined fit values are also summarized in Table 7.

**Table 7:** Goodness of fit values obtained from CFA

$\chi^2$	sd	$\chi^2/sd$	RMSEA	AGFI	RMR	CFI
438,32	205	2.14	.055	.921	.052	.96

It can be said that one of the most widely used fit indices in "CFA" is "RMSEA" ("Root Mean Square Error of Approximation"). The fact that the "RMSEA" index is .05 or less in CFA analysis is an indicator of model-data fit but it is stated that this value can be accepted up to .08. The fact that the "AGFI" ("Adjusted Goodness of Fit Index") value is higher than .80 and the "RMR" ("Root Mean Square Residual") value is lower than ".10" in "CFA" is acceptable for the model to be compatible with the real data. "CFI" ("Comparative Fit Index") values of .95 and above in "CFA" indicate that model data fit corresponds to "perfect fit" (Tabachnick & Fidell, 2013). The main purpose of "CFA" is to determine the level of agreement of a previously defined model with the data obtained (Sümbüloğlu & Akdağ, 2009). In this context, it can be said that the two-dimensional structure of the "Attitude Scale Towards English Lesson" was confirmed according to the fit indices determined as a result of the "confirmatory factor analysis".

### Reliability (Cronbach Alpha) test

In the "exploratory factor analysis", it was understood that the scale consisted of two sub-dimensions. "Cronbach Alpha reliability coefficients" were calculated for these sub-dimensions one by one. The results are summarized in Table 8.

**Table 8:** Cronbach's alpha reliability test results for sub-dimensions of "Attitude Scale Towards English Lesson"

Factors (Dimensions)	Cronbach's Alpha
Affective	.911
Behavioral	.892

When examined Table 8 above, it was determined that the "Cronbach Alpha reliability coefficient" of the first sub-dimension was .911, the second sub-dimension was .892 and the "Cronbach Alpha reliability coefficient" of the whole scale was .887. "Reliability coefficient" values above .70 for scales are accepted as high reliability (Özdamar, 2013). Consisting of two sub-dimensions, this scale was found as being a high level of reliability.

## DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

It is a fact that reforms in education affect students' feelings, thoughts and attitudes. In parallel with these developments, scale development studies have been carried out to measure students' attitudes in the field of English language teaching.

In this study, a measurement tool was developed that aims to determine the attitudes of 6th grade students towards the English lesson. In the scale, a total of 18 items with low item-total correlations and forming a single dimension in two items were removed from the scale. It was determined that a total of 16 items from the scale formed two sub-dimensions (factors) named "affective dimension" and "behavioral dimension" with a valid and reliable structure. It is thought that this scale, which was developed as one of the scale development studies that requires time, cost, and effort, will be used in future research, and the validity



and reliability analyzes will be repeated over the data collected in each used research, and the evidence for the validity and reliability of the scale will increase. It is seen that the attitudinal scales analyzed in the literature and the scale created in this study are close to each other in terms of validity and reliability. However, the scale differs from other scales in the literature in terms of the content of the items. As a result, an up-to-date, valid and reliable scale was developed in terms of content. For this reason, it is recommended to apply the "Attitude Scale Towards English Lesson" in different groups by different researchers to obtain different evidence for its validity and reliability.

In the literature, there are also scales developed to measure the attitudes of learners of English as a target language towards the English lesson (Aydoğmuş & Kurnaz, 2017; Cihanoğlu, 2018; Tuncer, Berkant, & Doğan, 2015). It would be useful to compare the attitudes of students and instructors towards English lessons by using the scale developed in this study together with the scales in other studies.

It is widely acknowledged that student attitudes play a significant role in determining whether students learn a language successfully or unsuccessfully. The effect of attitude on success in language learning has been revealed in many studies for many years (Ditua, 2012; Oroujlou, & Vahedi, 2011; Smith, 1971). According to some researchers, having a positive outlook helps pupils learn languages by boosting their enthusiasm and enabling them to succeed academically (Gardner, 1985; Zainol Abidin et al., 2012). According to Tseng (2013), teachers should be aware that it is part of their responsibility to help students change their negative views. As a result, foreign language instructors must put students' attitudes, needs, and feelings before their cognitive ability and work to encourage their positive attitudes toward language acquisition. Foreign language learners can engage in the language learning process and enjoy learning the target language in this way, developing their cognitive skills.

Students' attitudes towards English course can be measured in different study populations with the scale developed in this study. This scale can easily show the effect of the new curriculum on students. The scale of attitudes towards English course can provide an innovation at the point of realizing the aims and content of the new curriculum. This study, which was conducted for the English course, should be replicated for other courses and the attention of researchers and teachers should be drawn to the issue of students' affective characteristics and attitudes.

When the findings of the validity and reliability study of the scale of elementary school students' attitudes towards English course are evaluated, it is suggested that this scale should be used by teachers to evaluate elementary school students' attitudes towards English course. In the light of the findings, it can be stated that the scale developed in this study fills an important gap in the related literature and can be used in future studies with its psychometric properties. In addition, it is recommended that this scale should be adapted for different levels of education and the validity and reliability of the scale should be tested in these levels of education. This study was conducted with a relatively limited sample group and it is considered very important to conduct confirmatory factor analysis studies with a larger sample group.

#### **Declarations**

#### **Conflict of Interest**

No potential conflicts of interest were disclosed by the author(s) concerning this article's research, authorship, or publication.

#### **Ethics Approval**

The Ministry of National Education granted the formal ethics approval.

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## Research and Publication Ethics Statement

All procedures performed in studies involving human participants were in accordance with the ethical standards of the institutional and national research committee. In this context, ethical permission was obtained from approved by The Ministry of National Education (Approval Number/ID: 30061/2016).

## Contribution Rates of Authors to the Article

The authors provide equal contributions to this work.

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## APPENDIX

### “Attitude Scale towards English Course ” (English Version)

Dear Students,

The present study is a measurement tool to determine your attitudes towards the English lesson. It would be appropriate to answer each item by thinking about the English lesson. You are expected to mark (X) the appropriate option (scale point) on the five-point scale below. Thank you for your interest in the study.

Item Numbers	Items	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1	I am afraid of making mistakes in English class.					
2	I get bored in English classes.					
3	I enjoy watching cartoons in English.					
4	I enjoy studying English.					
5	I think learning English is unnecessary.					
6	I enjoy reading English books.					
7	English is one of the subjects I fear the most.					
8	I would like to devote most of my study time to English class.					
9	I enjoy listening to English songs.					
10	I have little interest in English lessons.					
11	In the future, I would like to choose a profession closely related to English.					
12	I don't want the English lesson to end.					
13	Anything related to English class interests me.					
14	Of all the courses, I like English most.					
15	I enjoy doing activities related to English.					
16	I like to play games in English.					

### İngilizce Dersine Yönelik Tutum Ölçeği (Turkish Version)

Sevgili Öğrenciler, bu çalışma, İngilizce dersine yönelik tutumlarınızı belirlemeye yönelik bir ölçme aracıdır. Her maddeyi cevaplarken İngilizce dersini düşünerek cevaplamanız uygun olacaktır. Aşağıda belirtilen beşli derecelendirme ölçeği üzerinde uygun gelen seçeneği (ölçek noktasını) işaretleyerek (X) belirtmeniz beklenmektedir. Çalışmaya göstermiş olduğunuz ilgiden dolayı teşekkür ederim.

İfadeler	Hiç Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tamamen katılıyorum
1. İngilizce dersinde hata yapmaktan korkarım.					
2. İngilizce derslerinde sıkılıyorum.					
3. İngilizce çizgi film seyretmekten keyif alırım.					
4. İngilizce dersine çalışmaktan zevk alırım.					
5. İngilizce öğrenmenin gereksiz olduğunu düşünüyorum.					
6. İngilizce kitap okumaktan zevk alırım.					
7. İngilizce benim en çok korktuğum derslerden biridir.					
8. Çalışma zamanımın çoğunu İngilizce dersine ayırmak isterim.					
9. İngilizce şarkılar dinlemekten zevk alırım.					
10. İngilizce derslerine karşı çok az ilgim vardır.					
11. İleride İngilizceyle yakından ilgili bir meslek seçmek isterim.					
12. İngilizce dersi hiç bitmesin istiyorum.					
13. İngilizce dersiyle ilgili her şey ilgimi çeker.					
14. Dersler arasında en çok İngilizce dersinden hoşlanırım.					
15. İngilizce ile ilgili aktiviteler yapmaktan hoşlanırım.					
16. İngilizce oyunlar oynamaktan hoşlanırım.					