



Development and Psychometric Validation of an Attitude towards English Grammar Scale

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Abstract

An attitude is a mindset that affects how a person thinks and acts. Attitude can influence a person's performance positively or negatively. For instance, a negative attitude towards one's job will result in negative performance. Similarly, attitude could also affect how well a teacher plans and prepares for his/her lessons. The attitude of a teacher, consciously or unconsciously, greatly affects students' academic performance. If teachers' knowledge and information regarding the subjects that they are teaching, usage of technology, modern and innovative methods in the teaching and learning processes, managing discipline, and directing all of the classrooms as well as school activities play a key role in enhancing students' learning, equally as important then are teachers' attitudes toward their profession. The investigator developed and standardized an attitude towards English grammar scale for college students and teachers. A simple random sampling technique was employed for data collection. To determine the reliability of the scale, the Goodness of Fit Test and Cronbach's Alpha method was used. The preliminary draft of the attitude towards English grammar scale consisted of 44 items. After item analysis, 33 items were retained in the final version of the scale. The reliability coefficient (Cronbach's Alpha) of the finalized scale was found to be 0.84, indicating a high level of internal consistency. Thus, the attitude towards English grammar scale was found to be highly reliable and suitable for use among college students and school and college teachers.

1. Theoretical Perspectives of English Grammar

Any person who communicates using a particular language, consciously or unconsciously becomes aware of the grammar of that language (Kumar, 2013). Different theories of grammar teaching are at the disposal of English language teachers which suggest different ways to approach grammar teaching. Recently the focus of second language teaching has changed to develop communication skills. In this scenario, it is important to know students' attitudes towards grammar and learning of grammar rules to understand the place of grammar in second language teaching and learning.

In second language learning, Gardner (1985) states that second language learners who have positive attitudes toward the target culture and community will learn the target language faster and perform better than second language learners who do not have positive attitudes. Gardner's statement is congruent with Smith (1971), who indicates that attitude about language learning will be influenced by the situation itself; if students have positive attitudes towards the culture and native people of the target language, they will have positive attitudes to the learning of that language. Additionally, Gardner and Lambert (1972), and Dornyei and Skehan, P. (2003) also state that attitude and motivation might be the primary factors that help the learners to succeed in language learning. They point out that the motivation of learners to obtain knowledge of a foreign language is influenced by the learners' attitude and willingness. An abundance of studies have revealed a positive relationship between English competency, positive attitude, and being highly motivated to study English.

Krashen (1986), a linguist in the field of second language acquisition, suggests that grammar should be taught in a natural approach. This means that instructors should focus on using the target language as a medium

of teaching and emphasizing communication more than concentrating on the traditional rules of grammar or defining students' inaccuracies in the use of grammar to make positive circumstances appear in the target language classroom. If this condition occurs, instructors and students will realize that formal grammar studying is crucial for second language learning. Krashen's grammar view is consonant with Webbe (1622) (as cited in Thornbury, 1999, p. 14), an earlier English grammarian who insisted that grammar could be learned by the way of naturally communicating, including speaking, reading, and writing, in which learners can study grammar without exertion.

According to Meizhi (2017), attitude is a combination of three psychological components. The first one is related to the cognitive level. Cognition implies that a learner has the knowledge and understanding of already significant learning progress which gives him/her the confidence to move on to a new component. For example, after a learner acquires some elements of the language learned (e.g., vocabulary), and comprehends it, they start to focus more on grammar. Any person who has a clear target including how and what they want to learn about grammar, also has a positive attitude towards grammar. On the other hand, someone who lacks motivation has a negative attitude towards it due to a lack of confidence. Meizhi considers the second factor, the emotion factor, to be the core component of an attitude. As an example, he describes students who listen to a successful English speaker. They listen to the way he/she uses grammar structures, making the sentences more fluent and accurate. That increases their learning motivation. The third component is behavioral intention. Meizhi describes it as "operational readiness for the given target and practical action impulses or actual operation fortitude." It means that the learner's behavior and intention, such as extra time spent learning grammar (not only had the time spent learning in the classroom but also doing extracurricular

activities at home), significantly contribute to the formation of attitudes toward grammar. The continuous commitment to grammar learning is one way of being motivated and brings a positive attitude towards grammar and its importance.

2. Purpose of the Present Study

Students' attitudes toward grammar in the language learning process have been the topic of a 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 the formal study of grammar essential to mastering 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. 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 is believed that the grammatical forms that are taught could be used automatically in written and spoken communication (Ur, 1996).

How can a standardized Attitude towards English Grammar Scale be developed for students and teachers? Is the developed Attitude towards English Grammar Scale valid and reliable? Therefore, the investigator intends to develop and standardize an 'Attitude towards English Grammar Scale' for college students and teachers to assess their level of attitude towards English grammar.

3. Methodology

The present study adopts a survey method for the development and validation of the Attitude towards English Grammar Scale. This method is appropriate as it facilitates the systematic collection of data from a sample to construct, standardize, and validate the scale. The population of the study was student teachers from colleges of education. A sample of 100 respondents was selected for the study using the simple random sampling technique to ensure equal representation. The Chi-square goodness of fit test was used to determine whether each item in the scale significantly contributes to measuring attitude towards English grammar. The reliability of the scale was established using Cronbach's Alpha, which measures internal consistency.

4. Construction and Validation of Attitude towards English Grammar Scale

4.1 Planning

"Test planning encompasses all of the varied operations that go into producing the tests. Not only does it involve the operation of an outline or table specifying the content or options to be covered by the test, but it must also involve careful attention to item difficulty, to types of items, to direction to the examiner, etc." (Lindquist, 1965).

Before the constructing of attitude towards English grammar scale planning of the scale was done by the investigator. Objectives or purposes for constructing the scale were formulated. The different kinds of items to be taken in the scale were determined. And time duration, test size, total marks, printing, and size of letters were planned.

4.2 Preliminary Outline of the Scale

For the preliminary outline of the attitude towards English grammar scale investigator consulted the literature available on English grammar. The investigator consulted the books, journals, newspapers, and other

available tests. After reviewing all the material a preliminary draft of 44 items on a three-point Likert rating scale was developed by the investigator. Each item is to be answered by the respondents on a three-point scale Always, Sometimes, and Never.

4.3 Pilot Study I

A pilot study was undertaken to validate the tool being constructed.

4.3.1 Content Validity:

After preparing the first draft of 44 items it was given to language and Education

experts to select the items. The investigator contacted eight experts in the language. Following the feedback given by the language professional necessary modifications were made to the scale of English grammar.

According to the suggestion given by the experts, some statements were deleted and some statements were modified. So, the preliminary outline of 38 items was finalized by deleting 6 items, as shown in table 1. After content validation of items by the experts, 38 items were selected.

Table 1: Preliminary draft of the Attitude towards English Grammar Scale

S. No.	Statements
1	I like the study of grammar.
2	Although grammar is boring, I think it is useful for me.
3	If I pay more attention to learning English grammar, it will help me to obtain better scores.
4	My English language will be improved if I study and practice English grammar
5	In real life, the knowledge of grammar that I have learned can be applied to the tasks that require the use of English.
6	After I had learned English in the classroom, I gradually developed confidence in learning grammar.
7	Studying grammar is the basis of fluent English.
8	I use existing grammatical knowledge to help me understand new grammar that I learn.
9	There should be more formal study of grammar in the English class.
10	When I do not understand English grammar lessons, I feel that it's because of the teacher's teaching style.
11	To learn English grammar, I prefer enjoyable activities like games, stories, songs, role plays, videos, or problem-solving.
12	I tend to give up and not pay attention when I do not understand the teacher's explanation.
13	Learning English grammar through interesting and enjoyable activities can help reduce my anxiety level.
14	I would like to memorize the rules of grammar.
15	The study of grammar helps foster my reading ability.
16	The study of grammar is the basis of my writing ability.
17	The study of grammar is the basis of my listening ability.
18	Doing explicit discussions about grammar rules with other students is helpful for me.

19	I need to be consciously aware of the structural forms of English and its function before using English proficiently.
20	Learning grammar produces English knowledge that I can use in natural communication.
21	The study of grammar is helpful to my future career.
22	If I have a chance, I would like to take more courses in English grammar.
23	Learning grammar is a necessity in learning a language.
24	Learning in the grammar class gave me a kind of security in my language skills and knowledge.
25	Grammar is an important thing in English language learning.
26	Learning a grammar course improves my self-confidence in my English.
27	Grammar and communication skills are related to each other.
28	Grammar is one of the building blocks of language, combined to create the whole.
29	Studying grammar helps students learn English as a foreign language.
30	Without proper grammar, students cannot be proficient in the English language.
31	I do not agree when someone says, "Grammar is not important as long as we can communicate very well."
32	Learning grammar is a necessity in learning a language.
33	Students can improve their grammatical accuracy through frequent practice of structures.
34	I can have good communication with others even without knowing grammar rules.
35	When I figure out the grammatical rules by myself, I can remember those rules for a long time.
36	I can improve my grammatical accuracy through frequent practice of structures in the classroom.
37	I like studying grammar because grammar has made my writing easier and more enjoyable.
38	I learn English grammar better when the teacher gives me explanations of grammatical rules before I do the exercises.

4.3.2 Item Validity

To establish the item validity, the modified Draft tool was administered to 100 student teachers doing their B.Ed. degree course in Colleges of Education in Dindigul district, Tamilnadu. Using the tabulated data collected from the respondents, the validity of each item has been established by subjecting the data to

the Goodness of Fit Test, which is otherwise called the CHI SQUARE ONE SAMPLE TEST. It is one of the several applications of the chi-square test (Cohen Louis, 1976). Here it is used to test the null hypothesis formed for every statement in the draft tool that "the responses obtained under Always, Sometimes, and Never are not by CHOICE".

Table 2: Goodness of Fit value of Items of the Attitude towards English Grammar Scale

S. No.	Chi-square value	Remark on Ho	S. No.	Chi-square value	Remark on Ho
1	17.12	Rejected	20	24.04	Rejected
2	26.26	Rejected	21	25.22	Rejected
3	20.69	Rejected	22	4.97	Rejected
4	21.25	Rejected	23	21	Rejected
5	21.13	Rejected	24	22.32	Rejected
6	20.41	Rejected	25	18.40	Rejected
7	15.50	Rejected	26	31.06	Rejected
8	0.82	Accepted	27	27.55	Rejected
9	7.71	Rejected	28	24.93	Rejected
10	4.03	Rejected	29	27.15	Rejected
11	0.00	Accepted	30	2.41	Rejected
12	6.76	Rejected	31	23.30	Rejected
13	16.52	Rejected	32	17.99	Rejected
14	12	Rejected	33	9.04	Rejected
15	13.58	Rejected	34	1.15	Accepted
16	38.42	Rejected	35	4.79	Rejected
17	29.27	Rejected	36	22.08	Rejected
18	0.03	Accepted	37	15.49	Rejected
19	16.95	Rejected	38	6.36	Rejected

4.00 Significant at 5% Level

The above table furnishes the Goodness of Fit value for each one of the 38 items and also the details about acceptance or rejection of the stated null hypothesis formed of every statement. Out of 38 statements 4 have been deleted by Goodness of Fit Test, with the retention of 34 items. So the second draft of the tool comprised 34 items only.

4.3.3 Construct Validity

Using the tabulated data, after the deletion of four items, the Item total correlation was computed for each statement to establish the construct validity of the newly formed tool. Table 3 reveals the item total correlation for all 34 items.

Table 3: Item- Total correlation value of Items of the Attitude towards English Grammar Scale

S. No.	' γ ' Value	Remark	S. No.	' γ ' Value	Remark
1	.32	Retained	18	.39	Retained
2	.49	Retained	19	.22	Retained

3	.42	Retained	20	.43	Retained
4	.43	Retained	21	.47	Retained
5	.37	Retained	22	.47	Retained
6	.43	Retained	23	.53	Retained
7	.41	Retained	24	.49	Retained
8	.27	Retained	25	.45	Retained
9	.10	Deleted	26	.44	Retained
10	.29	Retained	27	.50	Retained
11	.36	Retained	28	.47	Retained
12	.25	Retained	29	.41	Retained
13	.29	Retained	30	.30	Retained
14	.50	Retained	31	.22	Retained
15	.45	Retained	32	.37	Retained
16	.40	Retained	33	.41	Retained
17	.51	Retained	34	.24	Retained

0.196 Significant value at 5% Level

From Table 3 it may be seen that 33 Statements are significantly correlated with their respective items, hence retained in the scale; whereas one statement not securing significant correlation with their items was deleted.

4.4 Pilot Study II

4.4.1 Reliability

The reliability coefficient of the tool has been established by Cronbach's Alpha method. The computed reliability coefficient of 0.84 shows that the tool is highly reliable. To verify the internal consistency of the tool with the help of Cronbach's Alpha test, the corrected item-total correlation was computed first for every statement included. Table 4 gives the Cronbach's alpha for each one of the 33 items when the concerned item is deleted.

Table 4: Cronbach's Alpha value for items of Attitude towards English Grammar Scale

S. No.	Corrected Item Total Correlation	Cronbach's Alpha if the item deleted	S. No.	Corrected Item Total Correlation	Cronbach's Alpha if the item deleted
1	.24	.82	18	.15	.83
2	.44	.82	19	.38	.82
3	.37	.82	20	.41	.82
4	.37	.82	21	.42	.82

5	.29	.82	22	.48	.82
6	.37	.82	23	.44	.82
7	.36	.82	24	.38	.82
8	.19	.83	25	.36	.82
9	.24	.83	26	.44	.82
10	.28	.82	27	.39	.82
11	.14	.83	28	.33	.82
12	.23	.83	29	.22	.83
13	.45	.82	30	.12	.83
14	.40	.82	31	.32	.82
15	.33	.82	32	.33	.82
16	.47	.82	33	.18	.83
17	.35	.82			

Table 4 shows that the value of Cronbach's alpha is lesser than the computed reliability coefficient of 0.84 revealing the fact that the deletion of any item will cause a sizable reduction in the reliability of the tool. Thus, the

internal consistency of the tool has been established.

5. The final form of the tool

Table 5: Attitude towards English Grammar Scale

S. No.	Statements	Always	Sometimes	Never
1	I like the study of grammar.			
2	Although grammar is boring, I think it is useful for me.			
3	If I pay more attention to learning English grammar, it will help me to obtain better scores.			
4	My English language will be improved if I study and practice English grammar			
5	In real life, the knowledge of grammar that I have learned can be applied to the tasks that require the use of English.			
6	After I had learned English in the classroom, I gradually developed confidence in learning grammar.			
7	Studying grammar is the basis of fluent English.			
8	There should be more formal study of grammar in the English class.			

9	I tend to give up and not pay attention when I do not understand the teacher's explanation.			
10	Learning English grammar through interesting and enjoyable activities can help reduce my anxiety level.			
11	I would like to memorize the rules of grammar.			
12	The study of grammar helps foster my reading ability.			
13	The study of grammar is the basis of my writing ability.			
14	The study of grammar is the basis of my listening ability.			
15	I need to be consciously aware of the structural forms of English and its function before using English proficiently.			
16	Learning grammar produces English knowledge that I can use in natural communication.			
17	The study of grammar is helpful to my future career.			
18	If I have a chance, I would like to take more courses in English grammar.			
19	Learning grammar is a necessity in learning a language.			
20	Learning in the grammar class gave me a kind of security in my language skills and knowledge.			
21	Grammar is an important thing in English language learning.			
22	Learning a grammar course improves my self-confidence in my English.			
23	Grammar and communication skills are related to each other.			
24	Grammar is one of the building blocks of language, combined to create the whole.			
25	Studying grammar helps students learn English as a foreign language.			
26	Without proper grammar, students cannot be proficient in the English language.			
27	I do not agree when someone says, "Grammar is not important as long as we can communicate very well."			
28	Learning grammar is a necessity in learning a language.			
29	Students can improve their grammatical accuracy through frequent practice of structures.			
30	When I figure out the grammatical rules by myself, I can remember those rules for a long time.			
31	I can improve my grammatical accuracy through frequent practice of structures in the classroom.			
32	I like studying grammar because grammar has made my writing easier and more enjoyable.			
33	I learn English grammar better when the teacher gives me explanations of grammatical rules before I do the exercises.			

Instruction: Kindly go through each one of the 33 statements given below carefully, and give

your response under any one of the following – Always, Sometimes, and Never by putting a tick (✓) mark.

6. Scoring Scheme

The 33 items of the scale are in statement form. For each item, the respondent is to show his / her preference by putting a tick mark under the 3-point scale ranging from Always, Sometimes to Never. The scheme of scoring is given hereunder.

Table 6: Scoring scheme of Attitude towards English Grammar Scale

Item No.	Nature of Statements	Score		
		Always	Sometimes	Never
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33	Positive			
		3	2	1

7. Conclusion

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. So, this study addresses that gap through the development and psychometric validation of the attitude towards English grammar scale, provides a reliable and scientifically rigorous instrument for measuring learners' perceptions of grammatical instruction. Through a systematic validation process, the scale demonstrated high internal consistency and robust construct validity, confirming its ability to accurately capture the multi-dimensional nature of student attitudes including cognitive, affective, and behavioral components. By utilizing factor analysis, the study ensured that the items are not only statistically sound but also theoretically aligned with current models of second-language acquisition.

The practical utility of this scale lies in its ability to offer educators a diagnostic window into the learner's mind-set. By identifying specific areas of resistance or anxiety, instructors can transition from traditional, rule-heavy methodologies toward more engaging, communicative approaches that address the psychological barriers highlighted

by the scale. Ultimately, this research contributes a standardized tool to the field of applied linguistics, facilitating more nuanced data collection and enabling longitudinal studies on how instructional changes influence learner attitudes over time. While the current findings are promising, the scale serves as a foundation for future research aimed at exploring the intersection of grammar attitudes and actual linguistic proficiency across diverse cultural contexts.

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