

## *The Identification of Writing-Related Grammar Needs of the EFL Iraqi Learners at the University Level*

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### **Abstract:**

This study applies the procedures of Needs Analysis to identify the writing-related grammar needs of the EFL Iraqi students at the Department of English, College of Arts, University of Basra using Hutchinson and Waters' 1987 learning-centred approach. The study reviews the second-year grammar course, in the Department of English concerned, to find out to what extent it has a clear bearing on the students' writing outcome. The data were collected via a questionnaire distributed to 63 participants. The questionnaire combined both open-ended and closed-ended items; hence, the mixed methods research was employed in this study. The results showed that the designing of the second-year grammar course was not based on needs analysis procedures, and consequently the students' writing-related grammar needs might not be met in that course. Another major finding discovered in this study was the contextualization of grammar teaching whose absence had a negative influence on students' writing ability. The study recommended improving the current grammar course by means of replacing the textbook used and proposing further necessary materials that could help to introduce grammar in the context of writing.

**Key Words:** Needs Analysis, Learning Needs, Writing-Related Grammar, contextualization

## تشخيص الاحتياجات النحوية المتعلقة بالكتابة للمتعلمين العراقيين للغة الانجليزية بوصفها لغة أجنبية على المستوى الجامعي

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الباحث

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### المخلص:-

تسعى هذه الدراسة الى تطبيق آليات تحليل الاحتياجات في تحديد الاحتياجات النحوية المرتبطة بالكتابة للطلبة العراقيين في قسم اللغة الانجليزية في كلية الآداب في جامعة البصرة, معتمدة مقارنة 'Hutchinson and Waters' 1987 التي تتسم بالتركيز على التعلم. تهدف الدراسة الى مراجعة منهج مادة النحو للمرحلة الثانية, في قسم اللغة الانجليزية المشار اليه انفاً, للوقوف على مدى تلبية احتياجات الطلبة ذات الصلة بأدائهم في مهارة الكتابة. تم جمع البيانات من خلال توزيع استبيان شمل ٦٣ مشتركاً من طلبة المرحلة الثانية في قسم اللغة الانجليزية. تضمن الاستبيان اسئلة مغلقة واخرى مفتوحة, وعليه تم اعتماد المنهجية البحثية التي تمزج بين الاتجاهين الكمي والنوعي في هذه الدراسة. لقد اظهرت النتائج ان منهج مادة النحو للمرحلة الثانية لم يؤسس على تحليل الاحتياجات اللغوية للطلبة, وعليه فإن احتياجات الطلبة المتمثلة بإجادة استخدام القواعد النحوية في الواجبات الكتابية لم تلب في هذا المنهج. وتوصلت الدراسة الى أن القواعد النحوية في هذا المنهج تدرس بشكل منفصل عن المهارات اللغوية وأهمها مهارة الكتابة. أوصت الدراسة بأجراء تعديلات على المنهج التدريسي أو تغييره بمنهج آخر يأخذ على عاتقه تدريس مادة النحو في سياق الكتابة.

## **1. Introduction**

Needs Analysis (NA) is a process of assessment aiming to discover to what extent learners' language needs are met in a given curriculum. The focus on learners' needs emerged hand in hand with the advent of Communicative Language Teaching (CLT). Learner-centered approaches to language teaching and learning, emerged in early 1970s, carried with it an emphasis on the purposes in terms of which learners need to use language. These purposes might include mastering language skills to perform a particular role, determining the adequacy of a course, training qualified language users, identifying change of direction, collecting information and others. It is important to note that educators and teachers should fill the gap between the students' ability to do something and what they need to be able to do.

It is worthy to mention that this study is a replica of a Master's thesis in Applied Linguistics submitted to the Department of English, College of Arts, University of Basra. The following sub-sections display the research problem, aims of the study, and the research questions which are raised to offer solutions to the problem and realize the aims of the study.

### **1.2 Statement of the Problem**

The study assumes that no educational enterprise can prove successful unless the needs and purposes of the learners are taken into account. However, NA has been described as non-existent and/or absent in the Arab context (Kandil, 2012: 8) in general and the Iraqi context in particular. To fill this gap, the current study set out to introduce the process of NA into the Iraqi context, especially teaching English as a Foreign

Language for General Purposes. Moreover, previous literature on NA (section: 2.2) did not consider the impact of grammar teaching on learners' writing proficiency; therefore, this study comes to fill these gaps.

### **1.3 Aim of the Study**

The aim of the present study is to conduct a NA study, following the guidelines of Hutchinson and Waters' (1987) learning-centred approach, to review the second-year grammar syllabus at the Department of English, College of Arts, University of Basra (2018-2019). The purpose of this review is to identify the students' language needs including target needs (necessities, lacks, and wants) and learning needs which are associated with the grammar-writing interrelationship. Once identified, these different types of needs might be the base for the improvement of the grammar syllabus adopted and the teaching strategies followed.

### **1.4 Research Questions**

The present study aims to answer the following questions:

1. What are the students' needs regarding the learning of grammatical aspects and their relation to writing skills?
2. Do the methods and techniques of teaching followed in the second-year grammar syllabus have a clear bearing on the students' writing proficiency?

## **2. Theoretical Framework**

NA is one of the sub-processes of curriculum design. It is typically characterized as the first step and the starting-point in designing any course (Nation & Macalister, 2010: 1). The concept of NA was originally used by Michael West in India

in the 1920s. The purpose behind West's development of the term "analysis of needs" was to figure out the reasons and means whereby learners should learn English. General English was the central focus in that type of NA. Further, early studies on NA were mostly informal and intuitive procedures attempted by teachers to analyze their students' needs (West, 1994: 1; 1997: 68; Long, 2005: 21). According to West (1994: 1), the concept and procedures of NA were no longer in use during the period before the 1970.

Syllabi based on the identification of learners' needs, by and large, came into focus due to two main factors: the first one was the analysis of learners' needs which was a prerequisite for obtaining financial governmental support, especially in North America in the mid-1960s (Berwick, 1989: 51). Moreover, Berwick added that "The emphasis on precision and accountability clearly influenced the appearance of needs assessment". Stufflebeam, McCormick, Brinkerhoff and Nelson (1985: 3) added that needs assessments are looked upon as a requirement for "program goals and the level of funding requested to address those goals". The second major source of influence on the appearance of NA is the ESP approach which had as its fundamental concern the learners' needs whenever a language programme is implemented (Berwick, 1989: 52; Richards, 2001: 51). Both Nunan (1988: 43) and West (1994: 2) emphasized the role of the Council of Europe in introducing the formal use and practice of the process of NA earlier in the 1970s.

Moreover, NA was inspired by the movement of CLT, which replaced the pre-dominant Grammar-Translation and Audiolingual Methods to language teaching. Communicative competence, pioneered by Hymes in the 1971, could be held as one of the theoretical bases of NA (West, 1994: 2; Flowerdew, 2013: 326). Wilkins (1976, as cited in West, 1994: 2) made the observation that:

[T]he first step in the construction of any syllabus or course is to define objectives. Wherever possible these will be based on an analysis of the needs of the learners and these needs, in turn, will be expressed in terms of the particular types of communication in which the learner will need to engage.

As an example on the type of NA carried out under the umbrella of this language view was Munby's 1978 model of NA. Added to that, NA had theoretical foundations in curriculum development theory which was oriented toward "improving teaching methods, adapting the teaching to the type of learning public, and training the learner how to learn" (West, 1994: 2).

### **2.1 Learning-Centred Approach of Needs Analysis**

NA is notable for the multiplicity of its approaches. However, the current study is guided by Hutchinson and Waters' 1987 learning-centred approach. The underlying assumption behind this approach is that earlier so-called "scientific" NA, exemplified by Munby's Model, failed to offer a clear-cut account for what is meant by needs, whose identification would give rise to a syllabus well-tailored to the expectations of both learners and stakeholders. That is, needs were interpreted in

terms of target needs only. According to the learning-centred approach of NA, the term *needs* implies two different interpretations: target needs and learning needs (Fig. 1). The first refers to "what the learner needs to do in the target situation while the second means "what the learner needs to do in order to learn" (Hutchinson and Waters, 1987: 54).

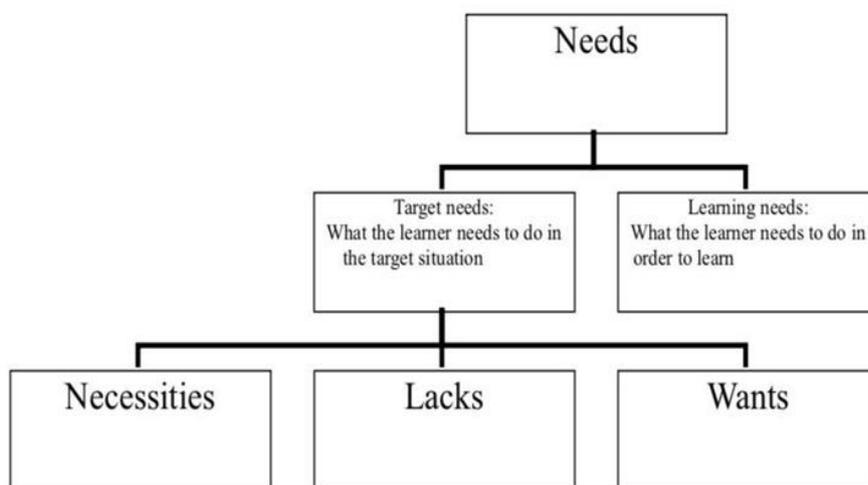


Fig.1 Hutchinson and Waters' Classification of Needs

Hutchinson and Waters (1987: 60-1) analogized the process of course design to a "journey" in which the source, the path and the target of the journey should be all taken into account. In other words, focusing on one stage of the journey is insufficient to give the passengers a clear vision on the details of that journey. In an endeavour to offer a rationale for the viability of the learning-centered approach, Hutchinson and Water commented:

It is naive to base a course design simply on the target objectives, just as it is naive to think that a journey can be planned solely in terms of the starting point and the destination. The needs, potential and constraints of the route (i.e. the

learning situation) must also be taken into account, if we are going to have any useful analysis of learner needs.

Hutchinson and Waters (1987: 62) illustrated the role played by both target situation analysis and learning situation analysis in directing the process of syllabus design. For them, the target situation analysis can function as a guiding factor for orienting the journey to the intended "destination". On the other hand, learning situation analysis is involved with what makes the details of the trip. Simply put, target situation analysis provides a general picture on "what" type of language learners use in the target situation. Alternatively, "how" learning language taking place is the concern of the learning situation analysis.

The learning-centred approach aims at broadening the scope of NA. Instead of viewing needs only as an "end product", the establishing of needs ought to have as its priority the treatment of needs as a process. To put it in a different way, the ultimate linguistic proficiency required for learners to behave in the target situation is largely dependent on the learning situation whereby they acquire the necessary linguistic knowledge to cope with situations in the real world. Therefore, according to the advocates of this approach, the shortest way to the optimal behaviour of language use lies not in the "underlying competence"; but rather in the "target performance repertoire". In this way, learners' motivation would be enhanced once they know that their needs are satisfied, and most importantly when they are shown how to develop learning skills to achieve future tasks (Dudley – Evans & St John, 1998: 26).

## 2.2 Review of Related Literature

As the major aim of this study is to investigate the learners' needs in a non-native context (the Iraqi context, at the university level) where English is taught as a foreign language for general purposes, this review investigates some of NA studies that targeted courses teaching general English in different contexts of the worlds.

The oft-cited example of NA of English for general purposes is Seedhouse's 1995 study entitled "Needs analysis and the general English classroom". From the outset, Seedhouse demonstrated the purpose of his study which revolved around the possibility of conducting NA in general-English classrooms. In terms of its scope, Seedhouse's study was limited to learners' psychological and social needs. In other words, the study highlighted such areas as motivation, purposes behind taking the course, problems they have, and others. The study employed a questionnaire as a tool of data collection. The interpretation of the results revealed that the students shared the same motivations and they had the ability to recognize their needs. More importantly, two issues identified in this study are in common with what the present study argues to account for. The first issue is the traditional style of instruction well exemplified by the teacher-centred approach, and the second issue is associated with grammar which is characterized as being the most problematic area. Interestingly, Seedhouse's study proves that NA is not exclusive to the field of ESP; rather its procedures could be applicable to general English courses even if the learners' needs are of psychological and social type.

Kormos, Kontra, and Csölle conducted a NA study that had the title "Language wants of English majors in a non-native context" in Hungary in 2002. The study used a questionnaire that was distributed twice to different samples of learners to collect information about the language wants of learners who studied English language and literature at six universities in Hungary. According to the results, two types of needs were highlighted. One type of needs associated with the learners' present needs and implied using English language for academic purposes while studying in the university. The other type had something to do with how language would be used in target situations including the learners' future occupations. It, in a sense, shares the same focus with the current study which is the identification of the learners' language learning needs in a non-native context. Moreover, another shared point between the current study and the study under survey is that both purport to investigate teaching English for general purposes in present and target situations. Yet, the reviewed study emphasizes the learners' subjective needs only.

In a study published in (2014) bearing the title, " An integrative model of grammar teaching: From academic to communicative needs", Dkhissi designed a course for English grammar teaching at the university level in Morocco. Taking advantage of the procedures of needs analysis, the researcher reviewed the existing methods of grammar teaching in Morocco. The researcher presumed that formal grammar teaching underlying the curriculum of English in Morocco failed to yield the intended outcomes pertaining, especially, to

the undergraduate learners' academic studies. So, the study sought to offer a remedy to a number of challenges, foremost among which was the assumption that grammar was taught by following a syllabus regardless of learners' needs.

Based on the feedback obtained from the NA, Dkhissi proposed an integrative model, which implied three successive strategies, Exploration, Practice and Integration (EPI), to replace the previously advocated explicit grammar teaching. The results of the NA showed that 77% of the surveyed participants emphasized the interrelation between grammar and writing. The study recommended the grammar teacher to pay due attention to writing since learners' writing performance is directly influenced by learners' grammatical knowledge.

In view of the range of the related literature presented in this section, it seems that the outcome of grammar instruction and the influence it has on other academic subjects, such as writing, have not been in focus. In addition, the process of needs analysis as a cornerstone in course design is almost unknown in the local context, at least at the university level in Iraq. Therefore, the present study attempts to introduce the process of needs analysis into the Iraqi context through identifying the writing-related grammar needs of the undergraduate Iraqi learners.

### **3. Research Methodology**

This section introduces the selected approach of the research design and methodology invested in this study. It provides an overview of the research method employed to collect data

which can best address the research problem and answer the research questions.

### **3.1 Research Design**

The current study is guided by Hutchinson and Waters' 1987 learning-centred approach of NA. It is informed by the pragmatic worldview that allows the use of multiple sources to explore a problem that needs to be solved. This philosophy implies tackling a problem through touching upon a plurality of approaches of collecting data; therefore, it would be harmonious with the mixed methods research adopted in this study. Derived from this view, the concurrent model, as a strategy of inquiry, directs the procedures of the current study. In this type of strategy, "the researcher converges or merges quantitative and qualitative data in order to provide a comprehensive analysis of the research problem"(Creswell, 2009, pp. 10-12). So, the current study hinges on a combination of quantitative and qualitative data collecting via using a questionnaire.

### **3.2 Data Collection Method and Analysis**

To collect necessary information for the study, a questionnaire was developed (see Appendix). The generation of the questionnaire was inspired by the NA guidelines put forward by Hutchinson and Water's (1987). Given the type of the research method invested in this study, the mixed approach, and the research questions generated accordingly, the questionnaire contained both closed and open-ended questions. A sample of 63 students (second- year students / morning studies / the academic year - 2018-2019), (17 males and 46 females) were

the target population of the questionnaire. This sample was selected according to convenience sampling. What is important in this mode of sample selection is the availability and willingness of the participants.

The quantitative data in the questionnaire were coded and entered in Microsoft Excel software to be prepared for analysis. No sophisticated statistical processes (like the SPSS) were required in this study since the aim was to supply a descriptive analysis of the data collected. The quantitative data in the questionnaire are of two types: closed-ended questions (13 items) and Likert Scale items. The topics covered by the closed-ended include personal information (gender, age, academic background), purpose for studying English, self-assessment, general academic knowledge, and students' present situation and their learning needs with reference to the relationship of grammar and writing. Since the demographic information does not constitute a variable, the analysis focuses only on data that directly relate to the research problem and questions.

Items 14-20 in the questionnaire (see Appendix) are concerned with students' learning needs (SLNs), the second major type of needs in Hutchinson and Waters' 1987 approach. These items interrogate the students if their language needs have ever been investigated during the grammar course, if the grammar course helps them overcome the grammar difficulty, if the methods employed in grammar teaching help them write well. Other items investigate students' opinion about their grammatical proficiency, their perception of learning grammar,

intended learning outcomes, and the amount of mistakes they make in grammar.

The questionnaire, as well, contains (15) open-ended questions to collect information on the students' general academic knowledge and students' lacks, wants and necessities. The students' academic knowledge involves their acquaintance with the process of needs analysis, and their perception of the relationship between grammar and writing. The second type of data targets both objective and subjective language learning needs of the students in the grammar course. Further, item-by-item procedure was followed to analyze the data collected via the open-ended questions.

#### **4. Results and Discussion**

Below, the obtained results are displayed alongside the two research questions guiding the current study.

##### **4.1 What are the students' needs regarding the learning of grammatical aspects and their relation to writing skills?**

The analysis of the quantitative and qualitative data exhibits a variety of needs as identified through considering both the subjective and objective students' needs. As an initial step, this discussion outlines two types of needs: language learning needs and target situation needs. Students' language learning needs include more practice of grammatical rules introduced in the context of writing. Therefore, teaching grammar with writing in mind is a requirement endorsed by most students. According to Hutchinson and Water's (1987) guidelines, investigating language learning needs means paying attention to the "path" pursued to get to the intended destination (Section: 2.1 ). Such

is the case, various factors are involved in this learning process. One of these is the type of environment in which language learning takes place. Based on students' attitudes, a convenient environment is required so that a better learning might be attained. Poor infrastructures and lack of learning facilities have a negative impact on language learning process in general and the presentation of the materials in particular. So, student's needs in this regard could be summarized by providing an encouraging and motivating environment for language learning and specifically for grammar teaching. One of the students' needs emerged when they were asked whether or not their language needs are being investigated during the course. According to the students' answers (79%= No, 21%=Yes) as shown in (Fig: 2), ongoing analysis of the students' needs is an absent process in the grammar course. Another important need that is associated with previous one is the students' knowledge about the intended learning outcomes. Taken collectively, students are of the opinion that the intended learning outcomes are not revealed to them by most of the teachers. Consequently, students are in an urgent need to be informed about where and how to use the grammatical knowledge to which they have had foregoing exposure.

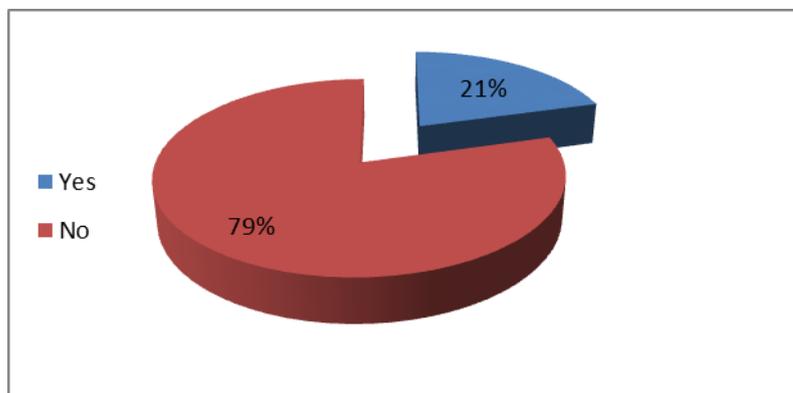


Fig. 2 Q14: Do you have your language needs investigated during the course?

Other needs are represented by students' perceptions of the quality of teaching grammar and their attitudes towards the methods and techniques followed in material presentation. Learning aids, extra activities, and useful materials are among the tools that might enhance students' motivation and interest in the lessons. Further, the results show that students see the necessity of using technology in teaching grammar since lessons would be less boring. On the other hand, students like being engaged in the lessons and show a desire to work in pairs and groups. As regards students' target needs, most of them emphasize the mastery of grammar and using it correctly in writing. Some of them explain that they need to speak fluently whereas others would like to be interpreters.

#### **4.2 Do the methods and techniques of teaching followed in the second-year grammar syllabus have a clear bearing on the students' writing proficiency?**

It seems that the methods and techniques followed in teaching grammar have no bearing on the students' writing proficiency. This could be evidenced by students' reflection on

the way grammar is introduced inside the classroom. The vast majority of students 19% "strongly disagree" and 57% "disagree" share the opinion that grammar is taught out of the context of writing (Table: 1 ). Traditional methods of language teaching and teacher-centredness are still the most dominant modes of teaching. The way grammar is taught may be of a benefit to the students in case of grammar tests. But, when it comes to writing test, students fail to express themselves in grammatically correct sentences. Thus, students learn grammatical aspects on the level of sentence rather than on the level of paragraph. As a consequence, there is a mismatch between the way grammar is taught and the students' target needs embodied in writing that is free from grammatical errors. Table: 1 Frequencies and Percentages of item a: In the grammar course I study the grammatical structures in the context of writing and not as isolated forms.

	Frequency	Percent
Strongly disagree	12	19%
Disagree	36	57%
Unsure	15	24%
Agree	0	0%
Strongly agree	0	0%
total	63	100%

## 5. Conclusions

Needs analysis as an initial step in curriculum planning is an indispensable process that should precede any course design.

Without which, the syllabus would be selected randomly and this would make learners lose the sense of learning. Once the learners' needs are not met in a given syllabus, learners tend to be demotivated and their achievement is affected accordingly. The findings obtained via the analysis of data give rise to a set of concluding remarks. Firstly, needs analysis as a key pillar in curriculum design is neglected in the local university context, at least at the Department of English, College of Arts, University of Basra. Secondly, due to the absence of needs analysis, it follows that the grammar syllabus is not based on a systematic identification of learners' language needs. As a consequence, the outcome of their learning grammar might be disappointing for both their teachers and other stakeholders.

One of the students' needs to emerge out of the analysis of both quantitative and qualitative data is the concept of contextualization. Grammatical aspects being introduced as isolated forms might have no advantage for the students' target needs represented by academic writing. Moreover, according to the results, traditional methods of language teaching are dominantly applied and grammar is taught for the sake of grammar but not according to a specific aim in mind. Another important identified need in this study is the introduction of the grammatical items in the context of writing. The surveyed students favour teaching grammar at the paragraph level instead of the deeply inherited techniques that necessitate teaching grammar at the sentence level. Based on the obtained results, the study recommends conducting an inclusive needs analysis study that incorporates a larger sample, consults multiple

stakeholders, and comprises other courses in the Department of English. Furthermore, the study suggests establishing a grammar-for-writing course in the Department of English that involves the combination of grammar teaching and academic writing. In such a course, grammatical items are integrated within the process of writing. Finally, this review of the second-year grammar syllabus recommends replacing the textbook of grammar entitled *English Grammar in Use* by a contextually oriented grammar textbook in addition to selecting grammatical materials that are approved by the grammar course teacher and other stakeholders.

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## Appendix: Students' Questionnaire

Dear participant,

This study is an attempt to conduct a language needs analysis to identify the students' language learning needs through reviewing the grammar syllabus adopted at the Department of English. The essential aim of this study is to discover to what extent the method(s) and techniques used in the teaching of grammar reflect an emphasis on the learners' writing skills. You are kindly invited to answer the items of this questionnaire as realistically, carefully and accurately as possible. Rest assured that the identity of the participants will be kept highly confidential and the information obtained will be used for academic purposes only. Thank you in advance for your collaboration.

### *Items 1-3 are about your personal information*

1. Gender:            male                        female
2. Age:    a. under 20        b. 20-22        c. 23-25        d. 26-29
3. Academic background: a. Humanities        b. Scientific        c. None of the above (please specify)

### *Questions 4 –12 are related to the students' general academic knowledge*

4. For which of the following purposes did you choose to study English?  
a. job    b. social status    c. travel abroad    d. other (please specify)--  
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5. How would you evaluate your level in English? Tick the choice which is most applicable to you:  
a. elementary    b. intermediate    c. upper intermediate    d. advanced
6. Which of these linguistic areas do you think the most difficult?  
a. grammar    b. vocabulary    c. pronunciation    d. writing    e. others (specify) .....
7. Do you know about the process of needs analysis? If yes, what does it stand for?

.....  
 .....  
 8. Do you think that you might have certain language needs which you think are not met in the grammar course? If yes, could you specify these needs.....  
 .....

9. Do you think that grammar should be taught separately from writing?  
 .....

10. Do you think that grammar is related to the promotion of writing skills? How?  
 .....

11. How far is grammar associated with the promotion and enhancement of writing skills? How and why?  
 .....

12. What if grammar is being used out of the context of writing?  
 .....

***Items in question 13 are divided into two groups:***

***A. students' target needs***

13. To what extent do you agree with the following statements? Rate them 1,2,3,4 or 5.

No.	Items	5 Strongly agree	4 agree	3 unsure	2 disagree	1 Strongly disagree
a	I study grammar to achieve high in grammar tests.					
b	I study grammar in the grammar course with relation to written texts.					

c	I make grammatical mistakes while answering written tests related to literature subjects.					
d	I have grammatical knowledge but I am unable to speak fluently.					
e	The grammatical items I am studying in the grammar course are helpful in listening skills.					
f	The grammatical items I am studying in the grammar course are helpful in reading comprehension skills.					
g	I know how to use the grammatical knowledge I am learning in this course.					
h	The grammar teacher makes it clear to me how the grammatical structures being learnt are used in the context of writing.					

**B. students' present situation and learning needs**

Items		Strongly Agree 5	Agree 4	Unsure 3	Disagree 2	Strongly disagree 1
a	In the grammar course, I study the grammatical structures in the context of writing.					
b	In the grammar course, I study the grammatical structures as isolated forms.					
b	I am aware of the use and context of each grammatical structure.					
c	The grammar teaching method(s) followed by the teacher can help me think and put my ideas into well-written texts.					
d	The teaching techniques are boring.					
e	The teaching techniques are interesting.					
f	The grammar course provides out-of-class activities, e.g, communication with other peers, or description of authentic situations via writing.					
g	The teacher employs learning aids and useful materials. For example, videos, games, topic discussion, etc..					
h	I have good previous knowledge about English.					

i	I used to work in pairs inside the classroom.					
j	I used to work in groups inside the classroom.					
k	I like to participate in class discussion.					
l	I dislike participating in class discussion.					
m	The teacher engages the students in the lessons.					
n	I like the English culture.					
o	I like the English language.					
p	The environment in the classroom is encouraging.					
q	The environment in the classroom is discouraging.					
r	The grammar course satisfies my language needs.					
s	I can correctly use the grammatical structures I am studying in this grammar course when I practise writing.					
t	I am interested in the grammar course.					
u	The grammar course will improve my grammatical proficiency and writing skills.					

14. Do you have your language needs investigated during the course?

Yes

No

15. Is the grammar course helpful in offering solutions to the grammar problems you have?

No Yes 

16. Do you find the way the grammar is taught is helpful in other subjects such as writing skills?  Yes  No

17. How proficient are you in grammar? Do the alternative that best works for you:

a. weak   b. good   c. very good   d. excellent

18. To what extent do you find learning grammar a. difficult   b. very difficult   c. easy?

19. Have you ever been told how to use the grammatical knowledge after completing this grammar course?

Yes No 

20. Do you make grammatical mistakes when you write?

Yes No 

21. What are your language learning needs (while taking this grammar course) in this course?

.....

22. What are your target needs (after completing the grammar course or after graduation) you hope this course should satisfy?

.....

23. How would you like to learn grammar? For example, learning isolated grammatical structures on the level of the sentence only? Or practicing grammatical skills on the level of the paragraph? Do you have other suggestions?

.....

24. Why are you satisfied / dissatisfied with the grammar teaching techniques? Please, try to justify the answer you make.

.....

25. Do you think that grammatical knowledge is helpful to you in your future career? How?

.....

26. Does the grammar teacher motivate you to learn grammar? In case your answer is "Yes", please explain how?

.....

27. Does the teacher react positively or negatively on the grammar items studied in this course? Why?

.....

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28. Do you think technology should be involved in teaching grammar? How? Why?

.....

29. Any comments?

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Thank you for your valuable time and participation