

Student's feedback on the integration of grammar units and occupational topics in their grammar in practice course: a pilot study

Abstract

Students' feedback of what constitutes useful, appropriate and relevant English course may have an impact on their learning of English. Against this background, this study explores the extent to which a specific Grammar in Practice subject meets the learning goals. It is important to note that because the primary purpose of such feedback is to improve the quality of the course and to provide direct feedback to teaching staff. In order to accomplish this, the objectives of the study focus on the students' perception of the course content, the relevance of the grammar units, the relevance of the occupational topics and the relevance of the course content as a whole in relation to their future profession. To determine this, the students' feedback is gathered from a group of TESL students taking the Grammar in Practice course in a form of questionnaire. The questionnaire consists of the Likert Scale and an open-ended questionnaire in which there are three main sections. The larger of these dealt with the aspects of the grammar units and occupational topics, and the third section is on the course reflection as a whole. The items were analysed using Statistical Package for Social Sciences and statistical analysis. The results of this study revealed the students' feedback of the Grammar in Practice course and their perception of the course content. The students perceived that the course content meets the objective and is relevant to their future profession.