A Diagnostic Test on Grammatical Structures for English Teachers

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https://doi.org/10.24071/ijels.v1i1.336

ABSTRACT

Grammar is a significant part of English proficiency. English proficiency also covers communicative linguistic aspects that require the speakers to comprehend and use the linguistic aspects of language, as well as their functions and rules (Common EuropeanFramework of Reference for languages, 1971). Considering the importance of grammaraccuracy in English proficiency, teachers need to master the language forms, the functionsand the contexts of use before they can share their knowledge to their students. In order to measure teachers' proficiency on grammatical structures, this research is conducted to design a diagnostic test. A needs analysis questionnaire was distributed to 24 English teachers to identify the grammatical structures that they need to review and the urgency. The result of thequestionnaire was used to determine the number of test items for each structure. The resultsof the diagnostic test were used to design a review program to help teachers review and improve their competence on grammatical structures based on their needs.

Keywords: *diagnostic test, grammar, proficiency*

INTRODUCTION

Grammar is organizational components of language and systematic rules that govern the structure and organizational framework of sentences. It becomes the principle of how language elements are constructed to produce meaning. As the structure of language, grammar unites words to produce meaningful sentences, govern sentences, and string sentences (Brown, 200, p. 362). The definitions show that grammatical structures are built of three dimensions of grammar including the form, meaning, and use of language. Grammar contributes the form of language to produce meaning in order to function in communication (Larsen-Freeman, 2001 as cited in Larsen- Freeman, 2009, p. 521).

Grammar learning plays a very significant role in language acquisition. First, grammar learning promotes accuracy (Larsen-Freeman, 2009, p. 518). Being proficient in grammatical structures will support people's productive skills. The speakers will be able to communicate meaningfully and appropriately that their competence will approach native-like grammar.Previous studies confirm that grammatical competence improve language productions in terms of the accuracy (Amirian, 2012; Davis & Mahoney, 2005; Golonka, 2006; Terrel, 1991). Students who have good grammatical competence can produce written or oral language accurately which is comparable to the native speakers of English. Second, grammar is important for noticing and consciousness-raising in communicative language classroom (Larsen-Freeman, 2009, p. 527; Ellis,

2008). This helps the non-native speakers to be aware of the language structures they are using for communication. Third, related to the receptive skills, grammatical knowledge helps language users to construct meaning from the text (Urquhart & Weir 1998, as cited in Jung, 2012).By having sufficient knowledge on grammatical structures, they will be able to understand the meaning of simple to complex sentences. The results of previous studies on the role of grammar in improving students' receptive skills show that grammatical competence enhances students' knowledge on the meaning andcontext of longer both written and spoken texts (Jung, 2012; Wood, Kemp, & Waldron, 2014).

Since grammar is important in language learning, it is also necessary to test teachers' grammar proficiency. Teachers should have grammatical proficiency because they need to be able to use and teach them. As proficient users, teachers' oral and written language should be comparable to that of the native speakers (Gottlieb, 2004).In order to measure their knowledge on grammatical structures, one form of language test that can be used is diagnostic test. This test is commonlyadministered to identify people's strengths and weaknesses in using the target language and identify what learning still needs to take place (Hughes, 2003, p. 15). Therefore, this study is aimed to designa of diagnostic test on grammatical structuresto measure teachers' grammatical competence. Furthermore, the test scores will be a framework to design a refreshment program, where the teachers can review their knowledge on grammatical structures and learn the forms thatstill need to be improved. By having this knowledge, the teacher can teach better to improve students' language proficiency. Since thepurpose of the test is to measure teachers' grammatical competence necessary for teaching, the content of the test is derived from the current syllabus of curriculum 2013.

METHODOLOGY

The design of the test refers to criterion-referenced test. Criterion-referenced test link curriculum, test, and teacher to aim at the intended competence (Lynch & Davidson, 1994). Linking the test content or criterion with the curriculum optimizes the effectiveness and efficiency of the test because it can measure the specific performance or behavior we want to measure by referring to the construct. The construct for the diagnostic test itself is the contents of the syllabus or the learning materials covered in curriculum 2013.

The procedure of designing the diagnostic test adopts the stages of criterion- referenced language test (Lynch & Davidson, 1994; Fulcher, 2010, pp. 93- 100), ADDIE (Analysis, Design, Development, Implementation, Evaluation) model by McGriff (2000) and Instructional Design by Dick and Carrey (1990). First, the process begins when the test administrator determines the purpose of the test, which is to measure teachers' competence on grammatical structures. Theresult of the test provides background to conduct a refreshment program to help teachers review and improve theirgrammatical proficiency. This analysis process also involves needs analysis to confirm what still needs to be improvedand reviewed by the teachers. In order to doso, a set of questionnaire is distributed tothe participants. Second, the result of the questionnaire is used to design the test blueprint. It starts by writing the instructional objectives of the test items and the test criteria based on the curriculum. To give example, the first item of the test aims to identify the teachers' competence in using simple present tense. The test criteria or the test contents are selected and listed from the curriculum.
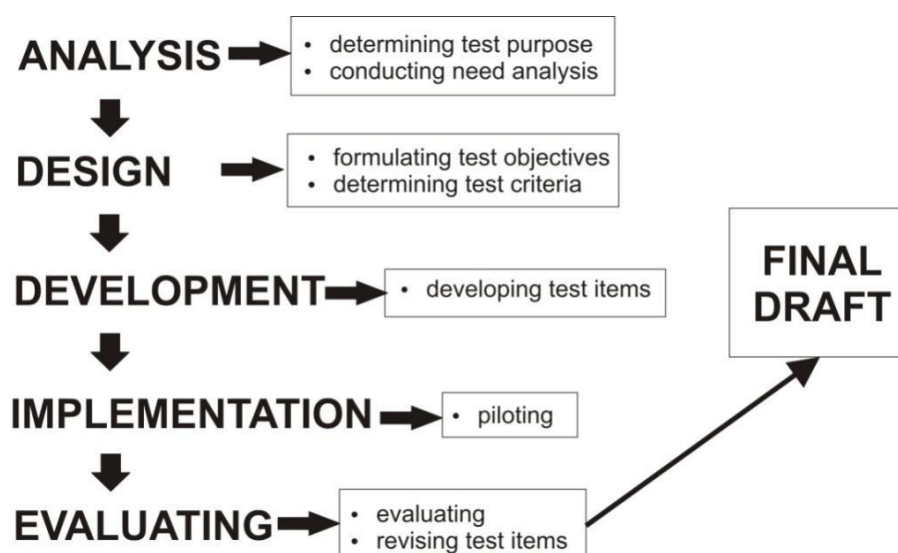
**Figure 1The stages of test development
(Lynch & Davidson, 1994; Dick & Carrey, 1990; McGriff, 2000; Fulcher, 2010, pp. 93-100)**

Third, the administrator can begin writing the test items based on the blueprint. This process ensures that each item concisely tests certain language form based on its objective and criterion. Fourth, after the administrator develops the test items, the administrator should conduct pilot study in the implementation process. The early version of the diagnostic test should be implemented to the sample of the targeted participants. The final stage of designingthe test is evaluation. After the test is conducted in the pilot study, the test needs to be evaluated by using item analysis to identify the strengths and weaknesses of the test items. The evaluation is also conducted through focused group discussion (FGD) with some experts, including the lecturers. From the evaluation process, the administrator can revise and improve thetest items.

DISCUSSION

Proficient users of language should be able to function in communication, when they can understand what other people say and express their ideas comprehensibly (Krashen, 1982; Luoma, 2004). In addition to communicative competence, grammatical accuracy also becomes one of the components of language proficiency. English proficiency also covers communicative linguistic aspects that require the speakers to comprehend and use the linguistic aspects of language, as well as their functions and rules (Common European Framework of Reference for languages, 1971; Larsen-Freeman, 2009, p. 518). Therefore, proficient English users should be able to understand and express meaning as well as demonstrate good knowledge on language forms. A diagnostic test should be designed to identify whether the speakers have achieved this proficiency level and what should be improved to achieve it. In orderto design a good diagnostic test, some factors were considered including the purpose of test, the criteria of good grammar test, and the process of designing the test.

The Purpose of Test

Test is an educational instrument used to measure and elicit sample of individual's behavior or observable performance (Bachman, 1990, p. 20; Brown, 2003, p. 3; Davidson, 2007, p. 7). Test becomes a

crucial part in language learning because it gives information about people's languageproficiency (Hughes, 2003, p. 8; Brown, 2003, p. 3; Carr, 2011, p. 1).

Therefore, a test should be conducted to check if the language users have achieved the expected proficiency level. Being specific, every grammar test shares the same purpose, to obtain information about how well the language users knowgrammar in order to convey meaning based on the situation (Purpura, 2004, p. 102).This study manages to develop a diagnostic test to identify what the teachers are able to do and unable to do with the grammatical structures or what they know and what theylack. By the end of the test, the result will be used to design a program to review grammatical structures which still need improvement.

The Criteria of Good Grammar Test

To measure teachers' proficiency as proficient users of English, the grammartest should be meaningful, communicative, and contextual (Harris, 1969, p. 24). Teachers will be required to make use of their grammatical knowledge and their understanding of its function and context of use.Unlike other grammatical structure tests, the items of the multiple choice test are formulated as follow to make the dialogues read like natural spoken English, give the context, and formulate good distractors (Harris, 1969, pp. 29-31). These test items are adopted from Purpura's design of communicative grammatical test to provide realistic situation when information is exchanged in interpersonal relation (2004, p. 112). In terms of the authenticity, these test items reflect real language use. In addition to authenticity,this grammar test is also valid to measure what it is intended to measure. Accordingto Brown, validity of the test can be ensured by linking the criteria of the test and the curriculum (Brown, 2000).

–John failed on the final test.‖
–I'm not surprised. He _____ video game all night.‖
a. play   c. played

b. plays   d. is playing

–John got a very poor grade on the test.‖
–Yes, but that wouldn't happen if _____.‖
a. he'd studied   c. he studies
b. he's studying   d. he'll study

The stems of the items provide short dialogues to be completed by the teachers. The items should also be carefully writtento provide the context and meaning that requires the teachers to analyze these aspects in order to solve the problem. They should be formulated in the form of meaningful communication within the text, instead of merely focusing on the form (Long, 1990 as cited in Uysal & Bardakci, 2014). Therefore, the stems are provided in the form of short conversation. Formulatingthe distracters of the item should focus on how to discriminate those who have the competence and those who still lack it (Ebel, 1979, p.152). Using frequent erroneous forms of grammatical structures as the distracters will be effective to identify whether they are competent or not.

The Process of Designing the Diagnostic Test

The process of designing the diagnostic test was carried out through some organized and continuous steps. The procedurerepresented an instructional model calledADDIE which adopted the instructional models proposed by later expertists (Lynch & Davidson, 1994; Dick & Carrey, 1990). The model was reformulated into more practical steps of analyzing, designing, developing, implementing, and evaluating (McGriff, 2000; Fulcher, 2010, pp. 93-100).

Step 1: Analysis

In the analysis process, the purpose of the test was defined by considering the constructs of the test or the inferences wanted to be made. A good test should have clear goal, and the goal of the test is to identify what the teachers know and lack about English grammatical structures. After formulating the goal of the test, a set of needs questionnaire was distributed to 24 teachers to define specific areas of grammatical competence that they still needed to review. The questionnaire consists of fourteen items and uses Likert scale. The content of the questionnaire was derived from curriculum 2013 to help the teachers decide the grammatical structures that they needed to review before they taught the students as well as the urgency. The result of of the questionnaire can be described as follow.

1. *Tenses*

   The result of the questionnaire shows that teachers needed more review to teach tenses. Tenses will help the students to talk about events or activities based on the context of time. The students will be able to talk about past events if they have sufficient knowledge on simple past tense, past continuous tense, and past perfect tense. They should be able to differentiate the use of simple past tense and present perfect tense as well. All of these tenses will help them convey the context and situation of the events. Having sufficient knowledge of English tense is also significant to help the students talk about routines or hobbies, ongoing activities, and describe people, animals, things, or natural phenomena. In order to do so, they need to understand the use of simple present tense and present continuous tense. The students are also required to use future tense will and be going to when they want to make prediction, talk about future events and plans.

2. *Modals*

   In order to be functional in communication, the students should be able to use the correct expressions of language functions such as asking for a permission, making a request, inviting someone, offering help, expressing ability, and giving advice. The students need to learn the modals can, will, may, should, must not, have to, be supposed to, and be to if they want to formulate the correct expressions to express the language functions. The questionnaire shows that teachers have already understood the modals used in the gambits. However, they thought that they still needed to review the materials. Due to the numbers of modals and their various functions, the test allocated three items to test modals.

3. *Active and passive voices*

   In order to talk about process and action, the students need to learn active and passive voices. Therefore, the students can vary the tone of the narration. They can use the correct patterns of passive voice if they think that the actors are not necessary to mention. In order to do so, they need to learn how to differentiate the forms of active and passive voices. Based on the result of the questionnaire, the teachers thought that review on active and passive voices was needed but not very urgent. Therefore, the test allocated two items to confirm if the teachers could differentiate the forms successfully.

4. *Wish, hope, and conditional clause*

   One section of the lesson requires the students to express their hopes and their wishes. They also need to compose sentences implying contrast or imaginary condition by using conditional clause. The result of the questionnaire shows that teachers could use and teach these forms successfully. However, they thought that review was

still needed to help them differentiate the functions and the contexts of use.

5. *Noun phrase and Pronoun*

   When the students compose descriptive, report, and procedural texts, they often use nouns phrase in the sentences. This activity requires the students to be able to use countable and uncountable nouns, plural and singular nouns, noun phrase orders, and quantifiers, including little, few, some, many, much, and a lot of. The students also need to learn the pronouns. In the questionnaire, the teachers shared that they needed to review their knowledge on nouns and pronouns, but they needed more review on the use of quantifiers for both countable and uncountable nouns.

6. *Direct and indirect speech*

   To help the students to write narrative and recount text, the students also need to learn direct and indirect speech. It will help them to report what people said. Teachers believed that they had sufficient knowledge to teach the forms to their students.

7. *Conjunctions and transitions*

   The ability to use conjunctions and transitional words will help the students to link sentences to organize their ideas. Therefore, teachers need to help the students learn the use of conjunctions and transitions to show causative, contrast, compare, coordinating, and subordinating between sentences. Teachers thought that they really needed to review their knowledge on conjunctions and transitions to teach their students. Due to the numbers of conjunctions and transitions, the test consists of three items of these forms.

8. *Adverbs*

   When the students compose narrative and recount text, they need to learn how to use adverbs. This includes all adverbs, such as adverb of time, adverb of place, adverb of manner, and adverb

of frequency. The discussion on adverbs of place and time will include the use of prepositions as well. The questionnaire result shows that teachers had sufficient knowledge on adverbs, so review was needed but not intense. However, they needed to review the use of prepositions.

9. *Questions*

   In order to be able to initiate a communication, the students need to learn how to formulate questions. The discussion will include Yes No questions, 5W1H questions, and questions using which. For teachers, teaching how to formulate questions was not really problematic. Therefore, they only needed less review on the forms of questions.

10. *Adjective clause*

    Composing descriptive and report texts will require the students to use adjective clause to help them modify the subjects and the objects. The discussion will include the context and the function of who, which, whom, whose, and that. The patterns are a little more complex compared to other forms. Therefore, teachers felt that they really needed more review on the use of adjective clause, so they could teach the students better.

11. *Comparative and superlative*

    The teachers should help the students to use comparative and superlative forms. The knowledge will help them compose descriptive and report text. For teachers, the forms are relatively easy. They only needed review on the regular and irregular forms, so they could share the knowledge with the students.

The result of the questionnaire shows that English teachers still needed to keep refreshing their English proficiency on the grammatical structures. Computation of the Likert scale shows that the teachers found

the urgency to review and improve their knowledge on grammatical structures. The administrator then referred to the questionnaire result to design the diagnostic test. More items were allocated for grammatical structures which needed more review or consisted of more than two forms, such as modals, prepositions, conjunctions, and adverbs.

Step 2: Design

The result of the questionnaire which was distributed to 24 teachers provides some information about the grammatical structures that they need to review. The result was used to design the test blueprint. It also determined the numbers of test items. More items were designed for language forms which needed to be improved. If the teachers thought that the forms were relatively simple, less items were designed to confirm that they have good knowledge on these forms. The distribution of the test items themselves can be seen in Table 3.1. The first version of test blueprint was subject to change based on the result of the pilot study. Besides providing the structure or blueprint of the test, the design process also involved discussion on the type of test and the assessment standard of proficiency.

Item No	Item Objectives: Identify teachers' proficiency on …	Number of Item
1	Simple present tense	1
2	Simple past tense	1
3	Present continuous tense	1
4	Past continuous tense	1
5	Present perfect tense	1
6	Past perfect tense	1
7	Future tense: will and be going to	1
8 - 10	Modal	3
11-12	Active and passive voice	2
13	Pronoun	1
14	Possessive pronoun	1
15 – 16	Countable and uncountable noun	2

17	Direct and indirect speech	1
18 – 20	Prepositions	3
21	Expressing wish and hope	1
22 - 23	Conditional clauses	2
24 - 27	Conjunctions and transitions	4
28 - 30	Adverbs	3
31 - 32	Formulating questions	2
33-34	Adjective clauses	2
35	Comparative and superlative	1
	Total Items	**35**

Table 3.1 Distribution of Test Items and Objectives

Step 3: Development

The type of test techniques that was used in the diagnostic test is multiple choice. Multiple choice is the most commonly used test type to test grammatical structure. Ebel mentions that multiple choice items are effective to test knowledge, understanding, judgment, and problem solving (1979, p. 136). Multiple choice items are also famous of their flexibility, so they can be used to measure the knowledge, comprehension, application of knowledge, analysis, and synthesis (Marshall&Hales, 1972, p. 46). Therefore, the teachers are required to make use of their knowledge of the forms, functions, and contexts to solve the problems. This condition is expected to optimize teachers' performance to reflect their proficiency. Multiple choice is also favored because the items are less ambiguous, easy to administer, reliable, and economical (Ebel, 1979, p. 136; Hughes, 2003, p. 76). This diagnostic test consisted of 35 items to be finished during 30 minutes.

Writing a test item included writing the stem, distracters, and keyed response. The stem of the item presents the problem by asking a direct question or presenting an incomplete sentence to imply a question and provide setting. To write good distracters, the administrator can use common errors and misconceptions (Marshall & Hales, 1972, pp. 60-61). If the teachers lack the knowledge of

grammatical structure, they will possibly choose the erroneous and _misconcepted' responses. The multiple choice items in this diagnostic test consisted of three distracters and a keyed response. The contents or criteria of the test items were adopted from the current syllabus of curriculum 2013. The syllabus provided the grammatical competence that needed to be acquired and taught by the teachers.

> Did you come to Celia's birthday party?
> Yes, I came at 9.00 but I didn't see you.
> I_____home before 9.00. I was not feeling well.
>
> a. went   c. have gone
>
> b. was going   d. had gone

The items should be carefully written to provide the context and meaning that requires the teachers to analyze these aspects in order to solve the problem. The context given in the stem would help the teachers to choose the correct answer based on the situation. In order to make itauthentic and communicative, the items should be formulated in the form of meaningful communication within the text, instead of merely focusing on the form (Long, 1990 as cited in Uysal & Bardakci, 2014). Therefore, the stems of the test items were provided in the form of short conversation. The administrator used frequent erroneous forms of grammaticalstructures as the distracters to identify whether the teachers were competent or not. The erroneous forms were taken from some samples of students' written texts found in some journals, test sheets, and worksheets as well as spoken texts in an interview. If the teachers were unable touse the meaning and context, they would choose the wrong answer. Some teachers chose answer D which was the correct answer because they were able to understand the context that the two speakers did not see each other because oneof them had left earlier. Other teachers chose the wrong answers because they thought it used simple past tense.

Step 4: Implementation

After developing the test items, the test was implemented to the sample of the participants for pilot study. The pilot study was conducted on November 28, 2014. The test trial was implemented to 12 teachers. The test was conducted in 30 minutes, but almost all of the participants could finish the test before the time allocation. Some of them even did the test in 20 minutes. The pilot study was conducted to gather information about the test items, which were already good and which items needed to be revised, improved, or deleted.

Step 5: Evaluation

The result of the pilot study shows that the teachers found no difficulty in using simple present tense, past continuous tense, modal _can', adjective, and adverb. Almost all of the participants in the pilot study could answer correctly. It confirmed that those grammatical structures did not need urgent review. They could use the forms based on the meaning and context. Moreover, the forms were relatively clear and simple to use in communication. The items were then deleted from the diagnostic test.

The scores of the diagnostic test shows that teachers needed to review some materials including present continuous tense, present perfect tense, past perfect tense, modals, passive voice, pronouns, possessive pronouns, countable and uncountable nouns, reported speech, prepositions, wish, conditional clauses, conjunctions and connectors, embedded questions, and questions _who'. The majority of the participants chose the distractors. They chose erroneous forms that were commonly made. This condition also shows that the distractors function effectively. These good items of the test were effective to identify the grammatical aspects which needed to be reviewed and improved by the teachers and predict the areas of difficulty.

Then, the results of the test and questionnaire can provide the background

and indicator to design materials that will be used in the program for the teachers. If the teachers think that they need more review on the materials the administrator will allocate more contact hours to accommodate their needs. Related to present continuous tense, the test result showed that the teachers could not identify the context of situation that the event is in progress. They also needed to review the use of present perfect tense if they wanted to talk about action or event which began in the past and is still in progress. The score shows that the teachers could not differentiate between the use of simple past tense and present perfect tense. The teachers also needed to review the use of past perfect tense and simple past tense. Differentiating the use of active and passive voices based on the context was also needed to improve. Besides the tenses, the teachers found the need to review modals in terms of the forms and functions.

The pilot study also shows that the teachers still found difficulty to use pronouns and nouns. Therefore, they needed to learn the materials again before they taught the students. Although the teachers believed that they had sufficient knowledge on the use of reported speech, the result of the test mentions different thing. The same condition also occurred in formulating questions and expressing imaginary conditions using wish and conditional sentences. Some teachers still made mistake in formulating questions using _who' and embedded questions. They also used inappropriate forms of wish and conditional sentences. In the questionnaire, the teachers mention that they need to review some materials about prepositions, conjunctions, and prepositions. The test result also shows the urgency to review those materials in order to help the teachers teach better.

Mentioned above are the strengths and weaknesses of the test items. Some items were not necessary to be put in the test since all teachers could demonstrate good

grammatical competence on the grammatical structures. Moreover, the teachers mentioned that they did not need much review on those aspects since they were familiar with the patterns and able to use the patterns based on the meaning and context. The other items worked very well. By giving the context in a real communication, teachers' knowledge on the three dimensions of language, including form, meaning, and context of use, could be identified well. The distractors could help the administrator map the difficulties. They show how and why the grammatical structures needed to be reviewed. In addition to the strengths and weaknesses of the items, the result of the pilot study also evaluated the implementation of the test in terms of the time allocation. From 30 minutes, the time allocation should be shortened into 20 minutes.

CONCLUSION

Testing teachers' proficiency on grammatical structures is beneficial to improve teaching and learning process. The teachers should be proficient and have sufficient knowledge to use and teach the grammatical structures. The grammatical structures that should be tested are adopted from the current syllabus of curriculum 2013. The consideration is that the teachers should master the language forms before they share their knowledge to the students. The distribution of the test items itself is referred from the needs questionnaire result to meet teachers' needs on grammatical competence. Grammatical structures which need more review or consist of more forms have more items in the test. The diagnostic test measures teachers' proficiency on grammatical structures and helps the administrator to identify what forms need to be improved. The result of the test will be a background to conduct a refreshment program to help the teachers improve their grammatical competence.

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APPENDIX 1: THE RESULT OF NEEDS ANALYSIS QUESTIONNAIRE

ASPECTS	LIKERT SCALE COMPUTATION
All tenses	11
Modals	13
Active and passive voices	15
Noun phrase and pronouns	15
Countable / uncountable nouns	15
Quantifiers	21
Prepositions	26
Reported speech	16
Wish, hope and conditional clauses	14
Conjunctions and transitions	22
Adverbs	13
5W1H Questions	15
Adjective clauses	24
Comparative and superlative	13

Score

1-12   : not needed
13-20 : needed
>20   : highly needed

APPENDIX 2: DIAGNOSTIC TEST ON GRAMMATICAL STRUCTURES

Name :   **Institution :**

Choose the best answers to complete the utterances.

1. A: Where is Jim? I haven't seen him today.
    B: He_____for Nebraska this morning.
    a. leave   c. left
    b. is leaving   d. has left

2. Don't go out! It_____outside.
    a. rains   c. rained
    b. is raining   d. has rained

3. Do you like Spielberg's movies?
    Yes, I_____four times.
    a. watch   c. am watching
    b. watched   d. have watched

4. Did you come to Celia's birthday party?
    Yes, I came at 9.00. But I didn't see you.

    I_____home before 9.00. I was not feeling well.
    a. went   c. have gone
    b. was going   d. had gone

5. It's quite hot here.
    I_____the windows.
    a. will open   c. am going to open
    b. am opening   d. have opened

6. I fell from the ladder, and I got bruise on my leg.
    That's bad. You_____go to the doctor.
    a. can   c. must
    b. may   d. should

7. It's a power plant. Stay away! You_____not touch it!
    a. can   c. must
    b. will   d. may

8. So Mr. More is still hospitalized?
    Yes, he should_____ treatments daily.
    a. gives   c. is given
    b. give   d. be given

9. Martin and_____do not know that you and_____are dating.
    Well, we've recently dated.
    a. me, her   c. I, she
    b. me, she   d. I, her

10. Is this＿＿＿＿＿?
    No, this book is not＿＿＿＿＿. Ask Janie, maybe it's＿＿＿＿＿.
    a. your, mine, her   c. yours, mine, hers
    b. your, my, her   d. yours, my, her

11. Did you know the newest supermarket in town?
    Yes, I heard that＿＿＿＿＿food and＿＿＿＿＿ products are natural.
    a. many, few   c. many, little
    b. much, few   d. much, little

12. Jack won the lottery!
    Yes, and he got some＿＿＿＿＿of money.
    a. amount   c. little
    b. number   d. few

13. What did your mother tell you?
    My mother told me ＿＿＿＿＿.
    a. Do not be late   c. to not be late
    b. Not to be late   d. to be not late

14. Watch out! There is a big hole ＿＿＿＿＿ the road!

    a. in   c. at
    b. on   d. over

15. Persistence will result＿＿＿＿＿success.

    a. in   c. at
    b. on   d. to

16. Where is Tom?

    He had high fever last night. So, he is＿＿＿＿＿the hospital now.
    a. in   c. at
    b. on   d. to

17. It's really boring.
    Yes, I wish I＿＿＿＿＿go on holiday.
    a. can   c. could
    b. will   d. would

18. Kate can solve this problem efficiently.
    Yes!＿＿＿＿＿she here, she would help.
    a. was   c. has
    b. were   d.had

19. John got bad score again.
    If he had taken more time, the result＿＿＿＿＿.
    a. had been better   c. was better
    b. would have been better   d. would be better

20. I could not start the car.
    _____was blocked caused the slow response of the engine.
    a. because   c. the radiator
    b. that the radiator   d. it

21. What will we do this weekend?
    I don't know. But Idon't feel like going to the beach_____watching movie.
    a. and   c. but
    b. or   d. because

22. Tell me how to run this vending machine.
    You need to_____press_____shift the button at once.
    a. both, and   c. neither, nor
    b. not only, but also   d. either, or

23. What should we submit for the final test?
    We can choose to submit_____a final project_____a final paper.
    a. both, and   c. neither, nor
    b. not only, but also   d. either, or

24. Bob acts_____these days.
    Yes, he is_____nice to others.
    a. strangely, extremely   c. strangely, extreme
    b. strange, extreme   d. strange, extremely

25. I think the test will be very difficult.
    If you study_____, you can do the test well.
    a. harder   c. more harder
    b. hardly   d. more hardly

26. Do you know where_____? I'm looking for her.

    a. is Pam   c. was Pam
    b. Pam is   d. Pam was

27. _____the car?
    Mr. Wang bought the car.
    a. Who bought   c. Who buys
    b. Who did buy   d. Who does buy

28. What do you think about the new marketing staff?
    I know it will be hard to work with the man_____just began working.
    a. whom   c. that
    b. which   d. whose

29. Who is the coordinator of this period?
    The coordinator_____almost all members elected, was Beth.
    a. whom   c. who
    b. which   d. whose

30. I think John can be the winner of the marathon.
    I don't think so. Among others, he is_____experienced.
    a. the most   c. the less
    b. the least   d. the one