

# Analysing the Alignment between Grammar Knowledge and General English Proficiency Levels of High School Students: A Case Study

**BEHCET CELIK**

English Language Teaching Department, Faculty of Education,  
Tishk International University, Erbil, Iraq.

## Abstract

*The aim of this study is to indicate that the factors affecting the learning of English by young generations have diversified considerably. Learning the grammatical structure, which is very effective among traditional foreign language learning methods, has fallen into the background in new generations. Therefore, there is a great inconsistency between the general English level of the students and their grammar knowledge. Students who can easily understand while watching any movie fall behind in grammar knowledge. In this study, students were given a placement test to measure their grammatical knowledge. In addition, a story book at B2-C1 level was asked to them to read and an exam was given from this book. In order to further measure the English level of the young learners, a quiz from a movie that was intended to measure their level was applied to them. Thus, the difference was revealed. Although grammar falls into the background in learning English, this appears to be a problem in international exams such as the SAT. This study was done with 20 of the 11th and 12th grade students at Rise International School in Erbil. Finally, the grades of the students on the SAT English were evaluated. It was concluded that since grammar attracts less attention of the students than it must do as far as official exams are concerned, they exhibit relatively low success in English section of SAT than Mathematics especially because of lack of grammar knowledge. As a result, students should be encouraged to deal more with grammar to increase their success in international exams.*  
**Keywords:** Immediately after the abstract, provide a maximum of 8 keywords, avoiding general and plural terms and multiple concepts (avoid, for example, 'and', 'of'). Be sparing with abbreviations: only abbreviations firmly established in the field may be eligible. (font: Times New Roman 10, Bold, line space 1.0, each word should be capitalized)

**Keywords:** Grammar, English Proficiency Level, Placement Tests, International Exams.

## Introduction

With the development of communicative methods towards the end of the 20th century, grammar teaching had fallen into the background. In this period, language teaching began to be generally accepted, which would meet the need of people to communicate with each other more. However, later on, especially in environments where the academic aspect of English was important, grammar came to the fore especially in the selection and placement of students.

The widespread learning of communicative English caused some students to fail in grammar, and these students began to experience some difficulties in international exams. Similar problems of the sample discussed in this study were revealed and the low success of the students in some exams was mentioned due to their lack of grammar despite their advanced level of English.

With the emergence of communicative English in the modern era, traditional methods have largely lost their validity (Rahman et al., 2019). Now, students are improving their English proficiency mostly through the internet and social media. As a result of this, it is seen that although the communicative aspect of the students develops very well, their grammatical knowledge, which has theoretical aspects, remains in the background. Thus, students experience some difficulties in cases where grammar and academic words for theory are asked in international exams.

One of the exams that international students have to take is the SAT exams. The English parts of these exams require very advanced grammar and vocabulary. In fact, unlike the words students use in communicative language, many academic and literary words are asked in the exam. Also, contrary to the relative simplicity of communicative spoken language, the grammar questions in these exams require advanced knowledge. It is also very easy to improve communicative English with modern tools. For example, students are exposed to a significant amount of colloquial language relatively passively as a result of watching a movie they like. On the other hand, acquiring grammatical

knowledge of English requires quite a burdensome work. Therefore, students can improve their communicative English at an advanced level, taking into account practical reasons. However, their theoretical aspects remain quite weak, and this is reflected in the results of exams such as SAT (Leddo et al., 2020).

The development of educational techniques in the modern world and the prominence of communicative English have pushed theoretical fields such as grammar into the background. However, grammar knowledge comes to the fore in exams such as the SAT and it is a distinguishing measure among students. It is possible to see the reflection of this situation in this study. The relative success of the students in the mathematics section of this exam and the decrease in the success in the English section shows this. The aim of his study is to show how valid this hypothesis is and urge the related parties to deal more with grammar.

### **Research Questions**

*Why are most students more successful in Mathematics section in the SAT exams than the English section?*

*What is the effect of students' lack of grammar knowledge on relative decrease in English section?*

### **Literature Review**

#### **Seminal Theories in Language Learning**

##### **Grammar Translation Method**

This approach, defined by classical education, emphasizes the understanding of translating written texts and applying grammar rules to the target language. According to this approach, students learn a foreign language by reading and writing, and in this method, very little emphasis is placed on speaking and listening skills (Kaharuddin, 2018). Despite the effectiveness of this method in acquiring grammar, its communicative competence is quite limited (Mazher et al., 2015).

##### **Audio-Lingual Method**

This method, which emphasizes the inadequacies of the Grammar Translation Method, emerged as an alternative to it. The focus of this method is based on repeated exercises and memorization. This method, which emphasizes pattern practice, states that listening and speaking are important in learning grammar structures. This method, which does not completely ignore grammar learning, supports the fluency of grammar and speaking and integrates these two. However, in this method, where mechanical repetitions are heavily emphasized, the contextual integrity of the topic being explained is limited (Kamola & Feruza, 2021).

##### **Krashen's Input Hypothesis**

It states that the most valid method for effective language learning is through comprehensible input. Accordingly, it defends the validity of progressing by adding one more to the student's current proficiency level, and this addition should be comprehensible for the learner. According to this hypothesis, explicit learning of grammar rules is quite ineffective compared to intuitive learning because in this way, students learn grammar rules with meaningful input (Krashen, 1992).

##### **Communicative Language Teaching**

This approach emphasizes learning the language in a meaningful and functional way in real life. Therefore, fluency is much more important than grammatical accuracy in language learning (Richards, 2005). However, this approach is criticized for neglecting formal grammatical structures.

##### **The Role of Grammar in Language Learning**

Grammar, which deals with the use of words in a sentence and forming a meaningful whole (Jespersen, 2003), is a tool that functions how accurate and meaningful the sentences formed by foreign language learners are together with many other functions (Terrell, 1991). Thus, foreign language learners learn to construct meaningful sentences in accordance with the structure of that language (Doughty, 1991). The fact that the structures of the languages are different from each other makes it necessary to learn grammar in the target language (Polio & Duff, 1994). Otherwise, especially mother tongue interference can cause serious problems (Msanjila, 2005).

Attaching great importance to grammar in foreign language learning does not mean that it is necessary to learn only the grammatical structure of the target language (Bilgin & Bingol, 2022). However, it is a necessary condition for the correct understanding and use of the language. In addition, learning some phrases without learning grammar in the target language will not help to learn that language effectively because it can be said that it is almost impossible to learn the complex structure of the language in this way (Mart, 2013).

Among the traditional education methods, some negative judgments have developed against grammar teaching in modern times since grammar teaching was done only in teacher-centered classrooms and did not meet modern needs (Antón, 1999). However, learning English as a foreign language is not possible only with communicating in basic topics. It is obvious that especially students need an advanced level of English in English-medium instruction universities. In order to achieve this, besides all other aspects of the language, grammar must be learned correctly (Wilkinson, 2013).

### **Communicative Approach and Grammar Learning**

Grammar translation method in traditional foreign language education maintained its popularity for many years and dominated foreign language learning. The audio-lingual method, which became popular in the United States after the second half of the 20th century, was actually a slightly more appropriate amendment to the grammar translation method. With this method, grammar topics were learned through drilled sentences. Morphological and syntactic features of the target language were drilled along with learning different sentences. The oral input was introduced to students in the form of dialogues. It was still highly structured and strictly ordered (Wang, 2010).

The popularity of Communicative Approaches towards the end of the 20th century greatly changed the dominant role of grammar and pushed grammar teaching into the background. Already in the rapidly globalizing world, the most basic need of people emerged as mutual communication. In order to meet this need, grammar teaching was left aside, and new methods were discovered. According to this understanding, it became possible to teach grammar in reading, listening, writing and speaking, which are necessary in language learning. That's why grammar teaching has fallen into the background (Kumaravivelu, 2006).

Grammar teaching still has a more important place in formal education systems in the modern world. However, it is seen that students give more importance to communicative English. An important reason for this is that communicative English is one of the most basic needs of today's world. In addition, grammar and structure knowledge, which is a theoretical education, does not attract the attention of students. An important reason for this is that grammar knowledge does not provide the necessary contribution to communicative English. Therefore, although grammar teaching has an important place in formal education systems, it is not in demand by students (Chang, 2011).

Communicative approach, which started to develop in the last quarter of the 20th century, focused more on language teaching, which would be suitable for social communication environments, and which had a meaning and function in these environments. Therefore, the grammar translation method was out of date. This approach gained popularity in a short time and textbooks began to be designed accordingly. This functional language teaching method, in which grammar knowledge remained in the background, began to focus on an English language that would be meaningful in social environments and would meet communicative needs (Sreehari, 2012).

The principles of the Communicative Approach were at one point pushing grammar teaching into the background. Looking at these principles, it is seen that meaning (Function) comes to the fore in communicative English. In addition, contextualization gains importance accordingly. The revolutionary perspective that this approach brings to English teaching is the argument that language learning is purely for the purpose of communication. Therefore, it equated language teaching with the continuous trial and error method. Although it accepted the necessity of accuracy, he stated that fluency was at the forefront (Chung, 2017). In fact, within the framework of all these principles, it is seen that the communicative approach naturally places grammar teaching on the second plan. Therefore, it can be said that grammar knowledge has lost its importance in the most valid method of the modern period.

### **Modern Developments**

In the modern world, teaching English has gone beyond communication and has become a preferred language for teaching many academic subjects. It is a fact that communicative English maintains its dominant position in the modern world. However, the need for in-depth teaching of this language for academic purposes necessitates reconsidering the grammar issue. Grammar has an inevitable role in the exams that modern educational institutions apply when choosing students from different countries of the world. In fact, there has been a need to teach complex grammatical structure, as advanced English requires much deeper proficiency than communicative English does. As a matter of fact, the role of grammar knowledge in international exams is emerging (Valdez, 2016).

In modern developments, the importance of communicative English has undeniably increased. However, approaches emphasizing the importance of grammar have also developed. Therefore, contextualized grammar has come to the fore in modern approaches. As a result, the communicative method foresees that grammar should be given in the same context and that students' grammatical knowledge should be increased. An important reason for this is that traditional approaches of communicative method, which lacked grammar, remained very superficial and did not meet academic needs. The functions of English in today's world are not limited to communication. Especially, the fact that English has become a necessity in education and the presence of advanced grammar and academic words in this English has made grammar knowledge compulsory. In academic English, many grammatical structures, which are not used in communicative language, are used effectively. In this case, students who are deprived of this knowledge experience significant difficulties in understanding the text they are facing. It has emerged that grammar teaching is an inevitable necessity in modern times, where all these are intertwined (Duff et al., 2015).

### **Recent Empirical Studies on Grammar and Language Proficiency**

**Grammar in Foreign Language Acquisition:** Although the role of grammar is not considered very important by communicative approaches, modern empirical research shows that grammar provides indispensable input for reading comprehension and formal writing in academic settings. For example, Spada and Lightbown (2019) showed that explicit grammar instruction positively affects writing accuracy. However, it is not possible to say that grammatical structures have the same effect on speaking.

**Integrating Grammar with Communicative Competence:** Norris and Ortega (2000) demonstrated in a meta-analysis that explicit grammar instruction significantly improves language accuracy when it is embedded in communicative activities. This finding provides a firm base for learning grammar for communicative approaches in a way that grammar knowledge enhances communicative skills. As a result, grammar is not any separate entity from communicative skills. Despite being loosely attached, it has strengthening functions for communicative purposes.

**Functional Grammar in Academic English:** The notion of functional grammar was developed by Halliday (1994), and it points to how grammar conveys complex ideas in academic contexts. Unlike daily conversations, academic contexts require a highly complex language, and the ideas are impossible to express in daily language and its requirements for grammatical structures. Studies by Biber et al. (2011) emphasize that high proficiency at functional grammar is significant for academic success, especially in tasks that involve reading and analyzing complex texts.

**Contextualized Grammar Instruction:** Recent studies have indicated that students learn grammar better when they see the structures in meaningful contexts. Larsen-Freeman and Long (2014) posited that contextual grammar instruction makes students' comprehension and retention better by linking grammatical forms to real-life contexts.

### **Alternative Perspectives on Grammar and Proficiency**

#### **Task-Based Language Teaching (TBLT)**

First proposed by Prabhu (1987), this approach required a shift in focus from direct grammar instruction to the use of language in meaningful contexts. In this context, grammar was relegated to the background and language learners had to deal with meaningful tasks presented to them. Although later studies revealed the fluency and confidence aspects of TBTL, it was seen that grammatical precision was lost (Ellis, 2003).

### **Content and Language Integrated Learning (CLIL)**

This approach, which first emerged in European-based language education, was based on presenting language learning and content instruction together (Coyle et al., 2010). This dual approach required students to develop both a good command of the language and to process subject-specific material effectively. Research has shown that CLIL learners achieve the best language proficiency, as well as internalize grammar in meaningful contexts. At the same time, students can learn advanced grammar practices and use them in meaningful contexts (Dalton-Puffer, 2011).

### **The Noticing Hypothesis**

This approach was first posited by Schmidt (1990) asserting that when students consciously notice linguistic features, they will acquire them more effectively. This hypothesis comes up with a middle rationale with which learners' awareness of grammar becomes fundamental in improving accuracy in both spoken and written language.

### **Sociocultural Theory**

Vygotsky (1978) accentuates the critical role of social interaction in learning. As for language education, this theory posits that grammar is best to be acquired through social and collaborative learning. Swain's (2000) study on collaborative dialogues supports this idea, indicating that grammar learning in groups supports more effective processing and comprehension.

### **Modern Developments and Implications for Language Education**

#### **Blended Approaches**

In modern classrooms, hybrid approaches are emerging that combine explicit grammar instruction with communicative, task-based, and content-focused elements (Larsen-Freeman, 2015). It is evident that such blended approaches serve better to meet learner needs, as grammar instruction enhances both communicative and academic goals.

#### **Technology-Enhanced Grammar Instruction**

Recent studies focus on digital tools for grammar learning. Gamification and apps like Duolingo incorporate grammar in interactive ways, providing student engagement. Research by McBride (2017) shows that digital tools can improve accuracy and motivation, especially for younger learners.

#### **Grammar for Academic Purposes**

The students who study at universities with English-medium instruction (EMI) programs need grammar skills more than ever. Studies on English for Academic Purposes (EAP) by Jordan (1997) underline the necessity of complex grammar knowledge to understand academic texts, especially in fields that require precise language, such as law, medicine, and engineering.

As a result, intensive grammar teaching in language education and providing a balance between grammar and communicative competence is crucial for modern students who need to get education in any English-medium university anywhere in the world. The significance of integrating grammar within meaningful, contextualized settings, recognizing its foundational role in academic and professional English proficiency is essential for students' achievement. Effective language education in the contemporary world involves a nuanced, flexible approach to grammar teaching, accepting its impact on both foundational proficiency and advanced language use.

#### **Functional Grammar**

The term function, coined by the Communicative Approach in the last quarter of the 20th century, had thrown grammar knowledge into the background. However, later developments showed that the lack of grammatical knowledge caused some problems. It was very difficult to understand the complex sentences used especially in advanced English. Therefore, modern developments have introduced a new term defined as functional grammar. Accordingly, functional grammar teaching would enable students to decipher and better understand the meaning presented in complex sentences in terms of grammatical knowledge. It would also offer the opportunity to apply this knowledge to other environments (Larsen-Freeman&Long, 2014).

This approach also showed a revolutionary transformation in grammar teaching compared to traditional methods. Accordingly, grammar teaching will be given in meaningful contexts and students will see structure and meaning together. The striking aspect of this approach is that grammar teaching, which was previously thrown into the background, has regained importance and is being taught with a different approach. Thus, students will both learn grammatical patterns, see them in meaningful contexts, and have the opportunity to apply them to other environments (Dik, 2021).

## **Methods**

### **Research Design**

This study used a mixed-methods approach, bringing together both qualitative and quantitative research methods. The sample consisted of 20 students from 11th and 12th grades in Rise International School. These students demonstrate a proficient level of communicative English because of their background with this language. These students regularly engage with English-language media and use English as a medium language in school subjects, which make them suitable participants for the study.

### **Sampling Strategy**

The selection of a sample size of 20 students was based on the need for a manageable group that would still provide meaningful insights into the research questions. This number allows for in-depth qualitative analysis while maintaining statistical relevance for quantitative comparisons. The students having different levels of English proficiency were chosen within the school to ensure a diversity of experiences, although this may introduce some high standard deviations, which may result in difficulties with realistic assessment.

There are some potential limitations of the sample which include the relatively small size and the specific demographic of students from a private international school may represent broader populations. Future studies could benefit from a larger and more diverse sample to provide generalizability.

### **Data Collection and Analysis**

#### **Assessment Tools**

The study utilized several assessment tools, including the SAT exam results, grammar questions, and a placement test in order to assess students' proficiency. The reliability and validity of these measures were significant for enhancing the robustness of the findings:

**SAT Scores:** As standardized assessments, SAT scores have established reliability and validity, providing a benchmark for English and Math competencies.

The 20 grammar questions were derived from previously tested SAT materials, ensuring they accurately represent the requisite knowledge for the English part. A pilot test was performed with a limited cohort of students to evaluate the clarity and complexity of these questions, resulting in essential modifications.

#### **Placement Test**

This 80-item evaluation was created to test grammar proficiency independently of the SAT. The assessment was corroborated by expert evaluation to confirm its efficacy in measuring the specified constructs of grammatical knowledge.

#### **Data Collection Consistency**

To provide the accuracy and consistency of data collection, the following steps were taken: **Standardized Administration:** All assessments were administered in a controlled environment, following a standardized protocol to minimize variability.

#### **Training for Administrators**

The researchers, conducting interviews and assessments, maintained consistency in questioning and recording responses.

### Data Triangulation

The study incorporated multiple data sources (SAT scores, grammar assessments, and oral responses) to cross-validate findings and provide a more comprehensive view of students' language proficiency.

### Data Analysis

Statistical studies were performed to compare students' performance in English and Mathematics, employing suitable statistical procedures to control for probable confounding factors. Thematic analysis was conducted on qualitative responses from the film comprehension questions to discern trends in communication skills.

By addressing these elements, the methodological rigor of the study is enhanced, offering a more dependable foundation for deriving results on the correlation between grammatical knowledge and communicative efficacy in English. Subsequent research may augment this rigor by integrating larger, more heterogeneous samples and supplementary qualitative assessments.

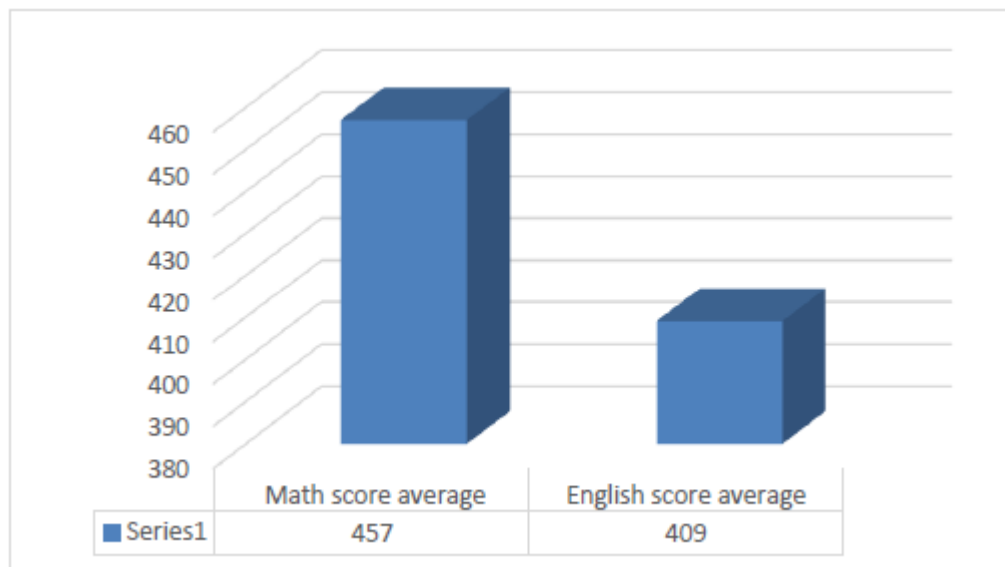
### Result and Discussion

In this study, the grammatical knowledge of the students taken as samples will be compared with the practical aspects of communicative English and the results will be evaluated. For this, we will first examine the mock SAT exam results of the students in the school. Afterwards, the results of the placement test applied to the students will be evaluated because the placement test is completely based on grammar and vocabulary. In the next step, students' communicative skills will be tested.

### SAT Exam Results

These generations have a good command of communicative English especially because of the Internet. But as for grammar knowledge, their SAT scores give an idea about it. In this exam, there are two parts: Mathematics and English. The top score in either part is 800, so they can get up to 1600 points. According to SAT mock exams they did at school, their math scores are almost always higher than English. The total number of participants is 23.

Figure 1: SAT Test Results



Out of 23 students, only 3 of them got higher marks in English than Mathematics. Even more, there are considerable differences between English and Math scores of 5 of them.

Table 1: Extreme differences

In another exam that 16 students participated, the results are similar.

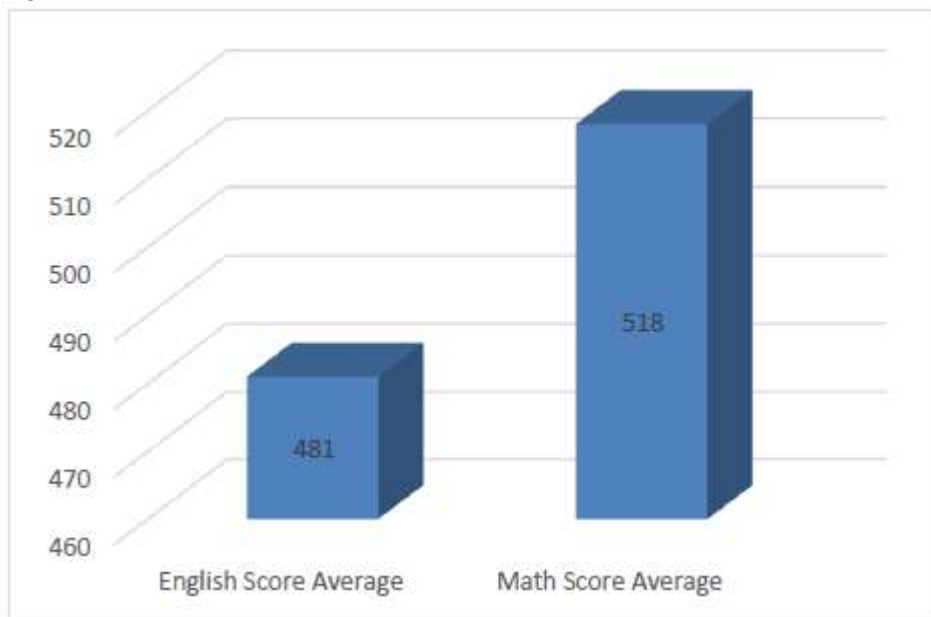
English Score Average Math Score Average

	English	Math

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St 1	520	700
St 2	450	590
St 3	360	520
St 4	350	530
St 5	340	510

Figure 2: Another SAT Test Results

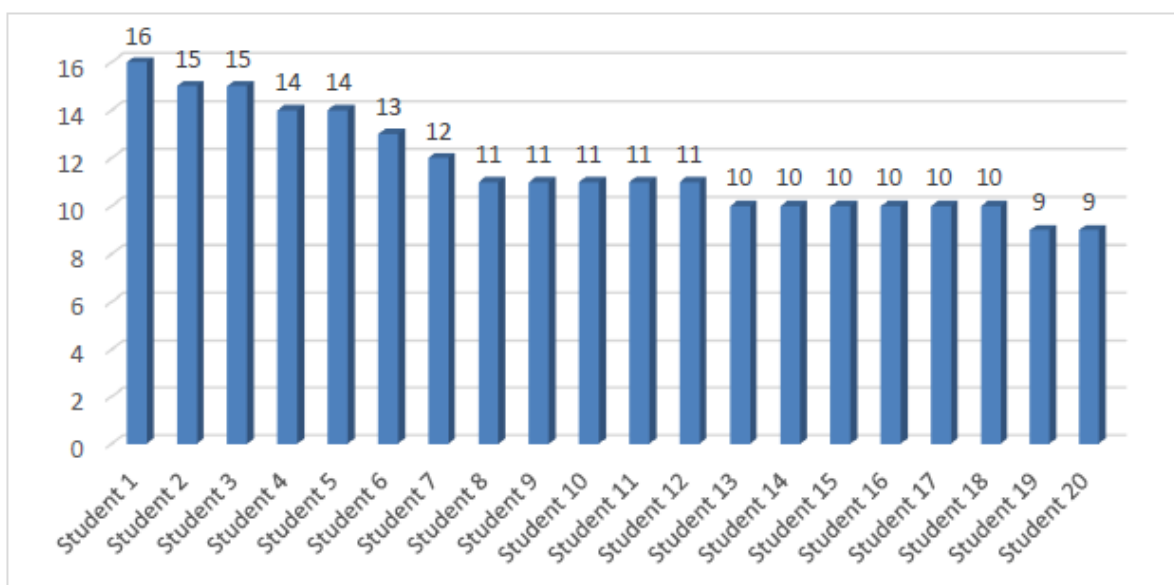


In this study, similar results emerge in all SAT exams held in school. Accordingly, students' math scores are always higher than English scores. An important reason for this is that the writing test section of English on the SAT test is devoted to English grammar and vocabulary. We tried to get the real SAT results of the past years, but all the results were kept private, and the students did not share these results with school administration. However, the vice principal that we got these results from emphasized that there are also similar results in real SAT tests.

We also chose 20 grammar and vocabulary questions from SAT tests and applied to the students. The results are as follows.

Figure 3: Results of 20 questions from SAT test

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The average obtained by the students over 20 questions is 11.6.

In addition, a placement test was applied to 14 of these students in order to measure their grammar and vocabulary knowledge more objectively. There was a total of 80 questions in this test. The results obtained by the students over 80 questions are shown below.

Figure 4: Placement Test Results to 14 Students

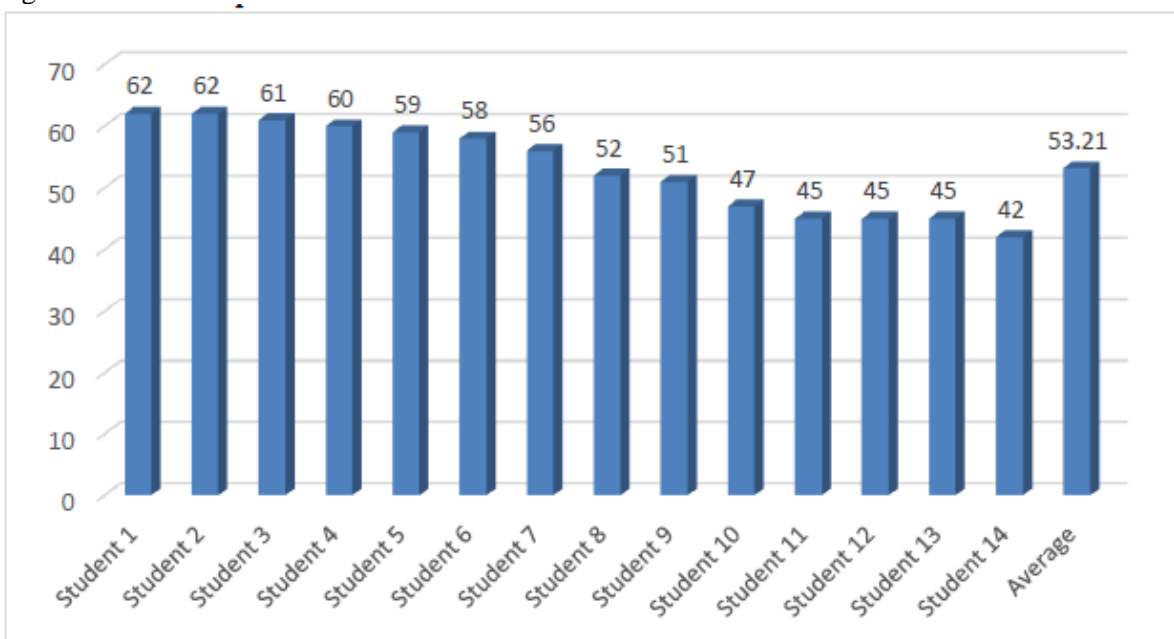


Table 2: Level Evaluation Chart

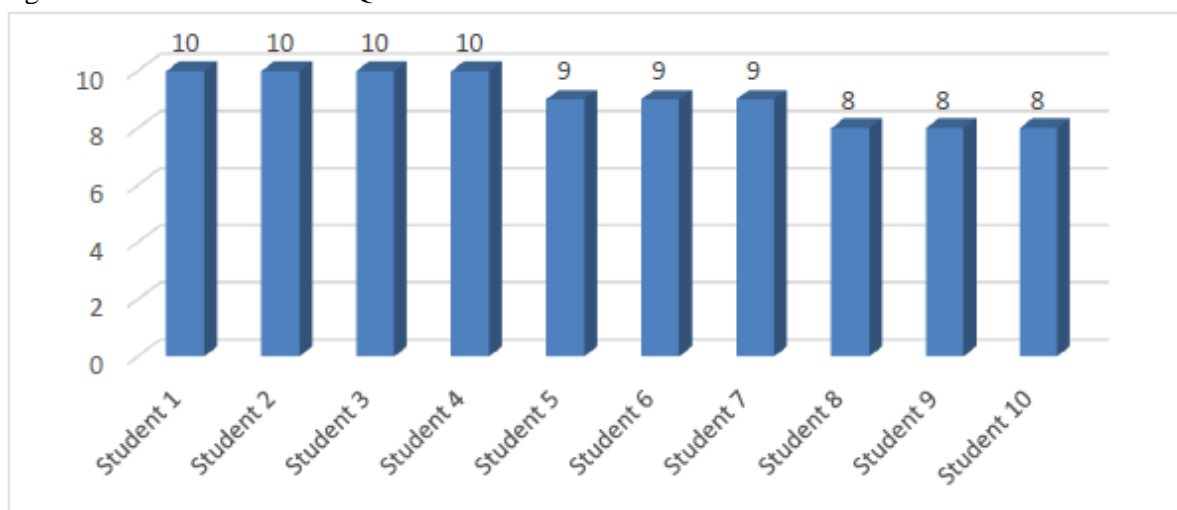
Correct Answer	Level	Description
76-80	seven	Very Advanced
70-75	six	Advanced
62-69	five	Higher Intermediate
52-61	four	Intermediate
40-51	three	Lower Intermediate
24-39	two	Elementary
1 to 23	one	Beginner

According to these results, 2 of the students were higher intermediate, 6 of them were intermediate, and 6 of them were lower intermediate. However, the textbooks used by these students in their schools are the ones used for native speakers in the American education system.

### Communicative Sides of the Students

Being quite different from their theoretical side, these students' communicative skills are quite commendable because they are genuinely exposed to English in their real life. They have many opportunities to improve their communicative sides. Even more, it naturally develops, and they do not need to struggle for that. Just to measure their communicative side, we asked them to watch the TV series of 1970s, "Mind Your Language", and asked them questions about the movie. We chose 10 students who did not previously watch the film, and since it is a comedy, we thought it would attract their attention. After watching the film, we asked them 10 questions about it. We asked them orally and got the answers one by one. The results are shown below.

Figure 5: Student Answers to Questions about the Film



They almost answered all the questions correctly, and they got the average of 9,1 from the 10 questions.

The correctness of the oral answers shows their competency in communicative English.

### Discussion

This international school receives students beginning in the seventh grade and offers instruction in English as the medium of instruction. In point of fact, these pupils begin their education in English language classes at the elementary level. Because of this, it is not unusual for these children to have a very good level of English because they have learned practically all of their lessons during their whole educational experience in English. They have already demonstrated this level in a very clear and convincing manner, particularly in their use of conversational English. These pupils, in point of fact, make extensive use of the internet in order to fulfill the necessities of the current age, and they are also exposed to English on the internet. Despite all of this, it appears that these pupils' grasp of grammar contains a few problematic aspects that need to be addressed. At the same time as they are able to communicate well in English, these kids are also exposed to more sophisticated forms of the language in their classes. On the other hand, the SAT examinations that these students are required to take constitute the moment at which their grammatical errors become apparent. If these students wanted their high school diplomas to be recognized, the Ministry of National Education required them to earn a minimum of 800 points on the Scholastic Aptitude Test (SAT), with 400 points coming from the English section and 400 points coming from the mathematics section. In spite of the fact that these are the levels of marks that children are perfectly capable of achieving, the scores that the students achieved in the English and mathematics sections of the examination are truly outstanding. When things are going according to plan, it is expected of pupils that they will perform better in English than they will in mathematics. Nevertheless, the outcome of the SAT examinations that these students take is typically the opposite of what was expected. Due to the fact that these students are more interested

in communicative English, they do not place a significant amount of importance on grammar, which is one of the primary reasons why they consistently have relatively low scores on the grammar component of the SAT exams. Nevertheless, grammar has the potential to be a deciding factor in international examinations. Therefore, it is essential to place an emphasis on the significance of grammar. It appears that the communicative approaches that evolved in the modern English education procedures put the grammar issue in the background, and as a result, it appears to have some consequences on pupils.

This group of students was given a movie that they had never seen before, and then they were asked some verbal questions about it. The purpose of this activity was to evaluate the communicative English skills of these students. All of the students responded verbally to these questions in the same manner, and the responses that were deemed to be right were recorded. As a result of this, it can be observed from the statistics that the rate of success that students demonstrate in mathematics is far higher than their performance in grammar.

The majority of studies conducted on language learning in the modern era draw attention to the importance of teaching grammar ((Coyle et al., 2010); Schmidt, 1990; Swain, 2000). However, with the widespread use of mass media such as YouTube, brand new horizons have opened up in language learning. Students of the modern era are exposed to English through social media as if they were learning their mother tongue. In this case, students can advance their English levels much more effectively than in environments where formal education takes place. However, the problem that arises at this point is that students are not exposed to grammar rules in any way and cannot learn these rules effectively. As Schmidt (1990) stated, students need to be consciously exposed to grammar rules in order to acquire linguistic features. However, these students mostly apply these rules automatically and cannot consciously learn the grammatical structure of English. On the other hand, the English lessons in the curriculum of these students mostly take place in the form of transferring literary and cultural features through language. In this case, grammar knowledge falls into the background for students. However, the problematic aspect of the issue is that grammar is considered as an important measurement tool in international exams such as SAT and many questions are asked based on this. In fact, as Biber et al. (2011) stated, reaching advanced levels in grammar and understanding complex sentences in academic contexts are almost synonymous. In fact, it is possible to see advanced level grammar and related semantic structures in SAT questions. It has been observed that these students who are exposed to daily language a lot have difficulty understanding complex sentences that are part of academic language and therefore receive relatively lower scores in the English section of SAT than in the mathematics section. The majority of these students have developed negative attitudes towards grammar. Therefore, they are quite reluctant to learn advanced grammar. However, success in SAT English depends on the effectiveness of advanced level grammar knowledge.

Normally, it should be noted that the SAT exam is prepared for native speakers of English. Therefore, communication, which is seen as the basic need of students learning English as a foreign language, is not taken into account in this exam in any way. The main feature of this exam is to measure the students' acquisition of the subtleties and grammatical structure of academic language and to evaluate the student's success from this perspective. It is important for foreign students taking this exam to see the issue from this point of view. The students' communicative English is not important in this exam in any way. It is measured to what extent the students have acquired the academic English that they will need in their university life and to what extent the students understand complex sentences and the deep meanings contained in these sentences. Therefore, students also need to learn the English required by the SAT exam in addition to the communicative English that they have effectively developed.

## **Conclusion**

Although communicative English has emerged as a basic need in the modern world, grammar has a very important place especially in academic processes (Duff et al., 2015). Grammar has an important place in all of the exams used in the selection and placement of students, and the result is a challenge for students. Therefore, besides communicative English, they should also attach importance to the rules of the language and learn grammar better in the process (Richards, 2005). Otherwise,

although their English level is better than the other students they compete with, they may get weaker results. In this case, it is seen in this study that the grammar issue, which the communicative English understanding has thrown into the background, needs to be taken into consideration again and to be learned better in the processes.

Especially with the development of the internet and social media, the English learning resources of the new generations have increased considerably compared to the previous times. In addition, the fact that these resources allow both passive learning and fun learning has created a different attraction for students. However, it is also seen in this study that the realities of academic English are very different. These students, who are very successful in applying communicative English to the environments, cannot show the same success in exams that require academic proficiency such as the SAT. Therefore, the students' perspective needs to be corrected at this point, because modern education systems require advanced English more than communicative English. Students should be shown that the prerequisite for success is to achieve academic English. Thus, students will have to give more importance to the theoretical aspect of English and will engage in more active learning. In addition, learning advanced English and the grammar and vocabulary requires active and strenuous work. On the other hand, the development of communication English is quite easy for these generations, especially with the help of social media and the Internet in general. Therefore, students should be raised with an understanding that will challenge these difficulties of learning academic English. Otherwise, the fact that academic English, which is more necessary for them in university life than communicative English, remains rather weak, is a threat to their future.

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