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ANALYSIS OF GRAMMATICAL FEATURES IN THE PUBLIC ENGLISH OF UNDERGRADUATE EXAMINATION (PEUE) FOR JUNIOR HIGHER COLLEGE STUDENTS IN YUNNAN PROVINCE, CHINA

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ABSTRACT

Introduction: Although English proficiency examinations play an important role in vocational English education, limited research has systematically examined the grammatical features assessed in the Public English of Undergraduate Examination (PEUE) in Yunnan Province, China. **Objective:** This study examined the grammatical features assessed in the Public English of Undergraduate Examination (PEUE) for junior higher college students in Yunnan Province, China, from 2017 to 2024. **Methods:** A total of 240 grammar-related test items from eight PEUE examination papers were analyzed using the Grammatical Features Analysis Table (GFAT), resulting in 222 coded grammatical feature occurrences. **Results:** Infinitives and Gerunds (GF13) and Prepositions (GF9) were the most frequently assessed grammatical categories (13.51% each), followed by Conjunctions and Linking Words (GF11) (11.71%) and Noun Phrase Structure (GF4) (9.46%). The findings also revealed a gradual shift from sentence-level grammatical structures toward discourse-oriented features associated with communicative language use. **Conclusion:** The findings suggest an increasing emphasis on contextualized grammar in the PEUE and provide implications for grammar instruction, curriculum development, and assessment practices in vocational English education.



1. INTRODUCTION

English is widely recognized as a global lingua franca and plays an important role in education, business, science, technology, and international communication. Consequently, the development of English language proficiency has become a major educational objective in many countries. Among the components of language proficiency, grammatical competence is regarded as a fundamental element of successful communication. Grammar enables learners to construct accurate and meaningful language and supports both comprehension and production. Previous studies have highlighted the importance of grammatical knowledge in second language development and the value of explicit instruction and meaningful language use in promoting language proficiency (Ellis, 2006^[8]; Schmidt, 1990^[16]; Swain, 1985)^[17] As a result, grammar remains a central component of English language teaching, learning, and assessment. Grammar instruction, grammar learning strategies, and language assessment have received sustained scholarly attention in English language education (Zhou, 2017^[19]; Saengboon et al., 2022)^[15] However, continued investigation of grammar assessment remains important because large-scale examinations influence curriculum implementation, instructional practices, and learner preparation. Systematic analyses of grammatical features embedded in standardized examinations can therefore provide valuable evidence regarding assessment priorities and their alignment with educational objectives.

In China, the Public English of Undergraduate Examination (PEUE) serves as a major English proficiency assessment for students enrolled in Junior Higher Colleges. Although previous studies have examined grammar instruction, grammar learning strategies, and language assessment in various EFL contexts, little is known about the specific grammatical features emphasized in the PEUE. Furthermore, no study has systematically investigated the distribution of grammatical features across multiple PEUE administrations over an extended period. Consequently, the extent to which the examination reflects evolving instructional priorities and communicative language objectives remains unclear. Accordingly, this study investigates the grammatical features assessed in the PEUE between 2017 and 2024. Specifically, it identifies the most frequently assessed grammatical features, examines changes in their distribution across examination years, and explores the pedagogical implications of these patterns for grammar instruction and assessment in vocational education contexts.

2. OBJECTIVES

1. To analyze the grammatical features assessed in the Public English of Undergraduate Examination (PEUE) for Junior Higher College students in Yunnan Province, China
2. To examine the distributional trends of grammatical features across PEUE examination papers from 2017 to 2024
3. To explore the pedagogical implications of the identified grammatical patterns for grammar instruction and assessment

3. LITERATURE REVIEW

English language teaching and assessment in China have undergone substantial reform in response to increasing demands for communicative competence, international engagement, and workforce readiness (Hu, 2002^[11]; Yang, 2018^[18]; Chunmei, 2023)^[6] Within this context, English proficiency examinations play an important role in evaluating learners' language abilities and influencing curriculum implementation, instructional practices, and learner preparation. Language assessment involves systematic procedures for evaluating language proficiency, while testing refers to structured instruments designed to measure specific language abilities (Brown, 2007^[3]; Brown & Abeywickrama, 2010)^[4] Contemporary language assessment emphasizes reliability, construct validity, authenticity, and educational impact (Bachman & Palmer, 1996)^[2] Of particular relevance to grammar assessment is construct validity, which concerns the extent to which assessment tasks accurately represent the grammatical competencies they are intended to measure. Grammar has been conceptualized from both structural and functional perspectives. Structural approaches emphasize rules governing words, phrases, and sentence formation (Quirk et al., 1985)^[14] whereas functional perspectives view grammar as a resource for meaning-making in communicative contexts (Hartwell, 1985^[10]; Halliday & Matthiessen, 2014)^[9] In language education, grammar remains a fundamental component of communicative competence and language proficiency (Ellis, 2006^[8]; Brown, 2007)^[3]

Recent developments in language education increasingly promote communicative and proficiency-oriented approaches to grammar instruction and assessment. The Common European Framework of Reference for Languages (CEFR) provides a widely recognized framework for describing language proficiency and emphasizes learners' ability to use grammatical structures appropriately in meaningful communication (Council of Europe, 2020)^[7] Such perspectives are particularly relevant in vocational education contexts, where grammar instruction and assessment are expected to support practical language use as well as academic achievement (Yang, 2018^[18]; Zhou, 2017)^[19] The systematic analysis of grammatical features in language assessments has received growing attention in language testing research. Alderson et al. (1995)^[11] argued that language assessments should be analyzed according to the linguistic knowledge and skills required for successful task completion, while Purpura (2004)^[13] emphasized the integration of grammatical form and meaning in grammar assessment. Building on these perspectives, the present study developed the Grammatical Features Analysis Table (GFAT) by synthesizing CEFR-informed descriptors, the Chinese National English Curriculum Standards pedagogical grammar references, and previous grammar assessment studies. The resulting framework comprises fourteen grammatical categories representing key grammatical competencies commonly assessed in standardized English examinations and serves as the analytical instrument for examining grammatical features in the Public English of Undergraduate Examination (PEUE).

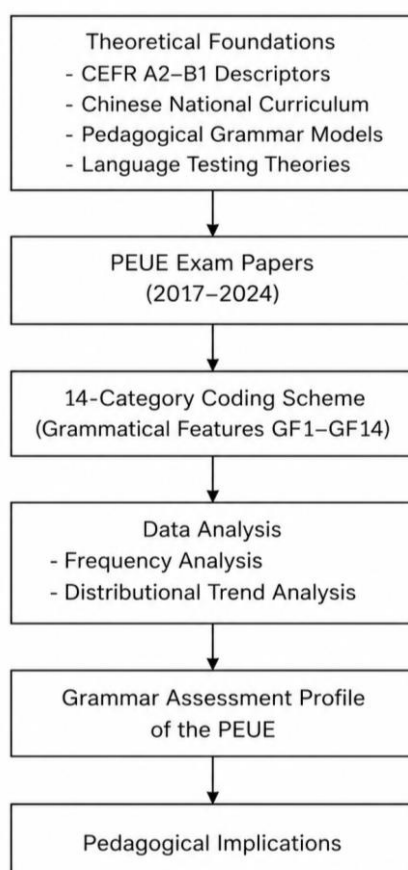
4. RESEARCH METHODOLOGY

1. Analytical Framework

The analytical framework of this study was designed to guide the systematic analysis of grammatical features assessed in the Public English of Undergraduate Examination (PEUE). The framework integrates CEFR-informed A2–B1 descriptors, the Chinese National English Curriculum Standards pedagogical grammar models, and language testing theories to support the development of the Grammatical Features Analysis Table (GFAT). Using the GFAT, grammatical features identified in PEUE examination papers from 2017 to 2024 were classified into fourteen grammatical categories and analyzed through frequency and trend analyses. The framework provided the basis for identifying recurring grammatical patterns and examining changes in assessment emphasis over time. The analytical framework is presented in Figure 1

Figure 1

Analytical Framework



2. Population and Samples

The study analyzed grammatical features assessed in the Public English of Undergraduate Examination (PEUE). The population comprised all publicly available PEUE examination papers

administered between 2017 and 2024. Using purposive sampling, one official examination paper from each year was selected, resulting in a corpus of eight PEUE papers for analysis.

3. Research Instruments

1. PEUE Examination Papers (2017–2024)

Eight official PEUE examination papers administered between 2017 and 2024 served as the primary data source. The analysis focused exclusively on the 30 vocabulary and grammar multiple-choice items contained in Part 1 of each examination paper. These items were selected because they explicitly assessed grammatical knowledge and provided a consistent basis for longitudinal analysis across examination years.

2. Grammatical Features Analysis Table (GFAT)

The Grammatical Features Analysis Table (GFAT) was developed as the primary analytical instrument for identifying and classifying grammatical features assessed in the PEUE. The framework consisted of fourteen grammatical categories synthesized from CEFR-informed A2 –B1 descriptors, the Chinese National English Curriculum Standards, pedagogical grammar models, and previous grammar assessment studies. The framework was reviewed by three experts in English language teaching and language assessment using the Index of Item–Objective Congruence (IOC). All categories achieved IOC values above the acceptable criterion of 0.67. Based on expert feedback, revisions were made to operational definitions and representative examples, which were subsequently compiled into a coding guide. Coding consistency was supported through expert validation, IOC evaluation, and the systematic application of the coding guide. Formal inter-rater reliability statistics were not calculated because the coding process was conducted by the researcher using the validated framework.

4. Data Collection and Data Analysis

The researcher conducted an item-by-item analysis of the selected PEUE examination papers from 2017 to 2024. Using the GFAT, each grammar-related test item was identified, coded, and classified into one or more of the fourteen grammatical categories. Frequencies and percentages were calculated to determine the relative prominence of grammatical features across examination papers. The results were subsequently analyzed to identify patterns and trends in grammatical feature distribution and interpreted in relation to CEFR descriptors, curriculum expectations, and language assessment principles to derive pedagogical implications.

5. RESULTS

The results are presented in four stages. Table 1 outlines the fourteen grammatical categories included in the GFAT. Table 2 reports the overall frequency distribution of grammatical features across the PEUE examination papers. Table 3 presents year-by-year trends in dominant grammatical features, while Table 4 summarizes the pedagogical implications derived from the identified grammatical patterns.

PEUE Grammatical Feature Classification Framework

Table 1 presents the fourteen grammatical categories included in the Grammatical Features Analysis Table (GFAT) developed for this study. The categories served as the analytical framework for

identifying, coding, and analyzing grammatical features assessed in the PEUE examination papers from 2017 to 2024.

Table 1

Coding Scheme of Grammatical Features in PEUE (2017–2024)

Code	Grammatical Feature	Description / Focus	Example	Category
GF1	Verb Tense	Present, past, future; simple, perfect, continuous	<i>She has lived here...</i>	Tense
GF2	Modal Verbs	Ability, possibility, necessity	<i>must, should, can</i>	Modality
GF3	Subject-Verb Agreement	Agreement in number and person	<i>He go → He goes</i>	Syntax
GF4	Noun Phrase Structure	Articles, determiners, quantifiers, countability	<i>a book, many apples</i>	Noun Phrases
GF5	Adjective and Adverb Usage	Modifiers, comparisons, word order	<i>more beautiful, quickly</i>	Modifiers
GF6	Conditional Sentences	Zero to mixed conditionals	<i>If I had known...</i>	Sentence Patterns
GF7	Passive Voice	<i>be</i> + past participle; passive modals	<i>was eaten, should be done</i>	Voice
GF8	Relative Clauses	Defining, non-defining clauses	<i>the man who called</i>	Complex Sentences
GF9	Prepositions	Time, place, direction, phrasal verbs	<i>in, on, look after</i>	Prepositional Use
GF10	Reported Speech	Tense shifting, reporting verbs	<i>He said (that)...</i>	Discourse Features
GF11	Conjunctions & Linking Words	Coordinators, subordinators, transitions	<i>because, although</i>	Cohesion
GF12	Question Forms	Yes-no, WH-, embedded questions	<i>What does he want?</i>	Sentence Forms
GF13	Infinitives and Gerunds	Verb patterns; -ing/to-infinitive use	<i>like going, to go</i>	Verb Patterns
GF14	Comparatives and Superlatives	Comparison with adjectives and adverbs	<i>taller than, most fun</i>	Degree

As shown in Table 1, the GFAT incorporates both structural grammatical features (e.g., verb tense, subject-verb agreement, and passive voice) and functional grammatical features (e.g., conjunctions, relative clauses, and reported speech), providing the analytical framework for examining grammatical features assessed in the PEUE.

Overall Distribution of Grammatical Features in the PEUE (2017–2024)

A total of 240 grammar-related test items from eight PEUE examination papers (2017–2024) were analyzed using the GFAT, resulting in 222 coded grammatical feature occurrences. Table 2 presents the frequency and percentage distribution of the fourteen grammatical categories and provides an overall grammatical profile of the PEUE.

Table 2

Overall Distribution of Grammatical Features

Code	Grammatical Feature	Frequency	Percentage
GF1	Verb Tense	18	8.11
GF2	Modal Verbs	11	4.95
GF3	Subject-Verb Agreement	8	3.60
GF4	Noun Phrase Structure	21	9.46
GF5	Adjective and Adverb Usage	19	8.56
GF6	Conditional Sentences	15	6.76
GF7	Passive Voice	14	6.31
GF8	Relative Clauses	10	4.50
GF9	Prepositions	30	13.51
GF10	Reported Speech	5	2.25
GF11	Conjunctions & Linking Words	26	11.71
GF12	Question Forms	8	3.60
GF13	Infinitives and Gerunds	30	13.51
GF14	Comparatives and Superlatives	7	3.17
Total		222	100.00

Note: Percentages were calculated based on the total number of grammatical feature occurrences identified across the eight PEUE examination papers (n = 222).

Table 2 presents the overall frequency distribution of grammatical features identified in the PEUE papers from 2017 to 2024. A total of 240 grammar-related test items were analyzed across the eight PEUE examination papers. Through the coding process, 222 grammatical feature occurrences were identified and classified into fourteen grammatical categories. Among these categories, Infinitives and Gerunds (GF13) and Prepositions (GF9) were the most frequently occurring features, each accounting for 30 occurrences (13.51%). These were followed by Conjunctions and Linking Words (GF11) with 26

occurrences (11.71%), Noun Phrase Structure (GF4) with 21 occurrences (9.46%), and Adjective and Adverb Usage (GF5) with 19 occurrences (8.56%).

The findings suggest that the PEUE places considerable emphasis on grammatical structures related to verb patterns, prepositional usage, and discourse cohesion. Together, the five most frequently occurring categories (GF13, GF9, GF11, GF4, and GF5) accounted for 126 occurrences, representing 56.76% of all identified grammatical feature occurrences. This pattern indicates that these grammatical competencies constituted the dominant areas of grammatical assessment across the examination papers.

In contrast, Reported Speech (GF10) was the least frequently occurring feature, appearing only five times (2.25%), followed by Comparatives and Superlatives (GF14) with seven occurrences (3.17%), and both Subject-Verb Agreement (GF3) and Question Forms (GF12), each with eight occurrences (3.60%). The relatively low frequencies of these categories suggest that they received comparatively less assessment emphasis during the period under investigation.

Overall, the distribution of grammatical features demonstrates that the PEUE assessed a combination of foundational grammatical knowledge and communicative language resources. While traditional grammatical structures such as verb tense, passive voice, and conditional sentences remained represented throughout the examination papers, greater prominence was observed for grammatical features associated with contextual language use and discourse organization. These findings provide an overall grammatical profile of the PEUE and establish a foundation for the year-by-year trend analysis presented in Table 3.

Trends in Major Grammatical Features Across PEUE Papers (2017–2024)

Table 3 presents the year-by-year distribution of the five most frequently occurring grammatical categories identified in Table 2. Percentages were calculated based on the 30 grammar-related items included in each PEUE examination paper and are used to illustrate changes in grammatical emphasis from 2017 to 2024.

Table 3

Year-by-Year Distribution of Dominant Grammatical Features in the PEUE (2017–2024)

Year	GF13 (%)	GF9 (%)	GF4 (%)	GF5 (%)	GF11 (%)
2017	26.7	20.0	23.3	—	—
2018	23.3	—	20.0	16.7	—
2019	26.7	20.0	23.3	—	—
2020	23.3	—	20.0	—	—
2021	—	30.0	—	—	26.7
2022	—	26.7	—	20.0	30.0
2023	20.0	23.3	—	16.7	—
2024	23.3	—	—	20.0	26.7

Note: Percentages based on 30 grammar-related items per exam paper.

GF13 = Infinitives & Gerunds; GF9 = Prepositions; GF4 = Noun Phrase Structure; GF5 = Adjective/Adverb Usage; GF11 = Conjunctions & Linking Words

Table 3 reveals several notable patterns in the grammatical features emphasized across the PEUE examination papers. Infinitives and Gerunds (GF13) emerged as one of the most prominent grammatical categories, appearing among the dominant features in six of the eight examination years. Its percentage ranged from 20.0% to 26.7%, indicating a sustained emphasis on verb patterns and non-finite verb structures throughout much of the study period. Prepositions (GF9) also appeared consistently across multiple examination years and became the most frequently occurring category in 2021 and 2023. Conjunctions and Linking Words (GF11) gained prominence in the later years of the examination, ranking among the dominant features in 2021, 2022, and 2024. In 2022, GF11 accounted for 30.0% of grammar-related items, representing the highest proportion observed for any grammatical category during the study period. Noun Phrase Structure (GF4) was a dominant feature between 2017 and 2020 but declined after 2020. In contrast, Adjective and Adverb Usage (GF5) became more prominent in later examination papers, particularly in 2022 and 2024, where it accounted for 20.0% of grammar-related items. Overall, the results indicate both continuity and change in the grammatical focus of the PEUE. While verb-related structures and prepositional usage remained consistently important across the eight-year period, later examinations placed greater emphasis on conjunctions, linking devices, and other discourse-oriented grammatical features.

Pedagogical Implications of Grammatical Feature Patterns in the PEUE

Based on the grammatical distributions and trends identified in Tables 2 and 3, several pedagogical implications were derived for English language teaching in vocational education contexts. Table 4 summarizes the major grammatical patterns observed in the PEUE and their corresponding implications for classroom instruction, curriculum development, and assessment practices.

Table 4

Pedagogical Implications

Major Findings	Pedagogical Implications
1. High frequency of GF13 and GF9	Emphasize verb patterns and preposition use
2. Increasing GF11	Include cohesion and discourse-level grammar
3. Decline of GF4 after 2020	Maintain foundational noun phrase instruction
4. Recurrence of GF5	Practice modifiers in descriptive and academic contexts

Table 4 summarizes the pedagogical implications derived from the grammatical patterns identified in the PEUE examination papers. The findings suggest that grammar instruction should prioritize high-frequency grammatical features, particularly Infinitives and Gerunds (GF13), Prepositions (GF9), Conjunctions and Linking Words (GF11), Noun Phrase Structure (GF4), and Adjective and Adverb Usage (GF5). The results further indicate the importance of balancing foundational grammatical knowledge with communicative and discourse-oriented language use in vocational English education.

6. DISCUSSION

This section discusses the findings of the grammatical feature analysis of the Public English of Undergraduate Examination (PEUE) from 2017 to 2024. The discussion is organized into two parts. Section 6.1 interprets the major findings in relation to previous research, communicative language teaching, and language assessment principles, while Section 6.2 presents instructional strategies derived from the identified grammatical patterns. Together, these discussions provide insights into the grammatical priorities of the PEUE and their implications for grammar instruction and assessment in vocational English education.

Discussion of Major Findings

This study examined the grammatical features assessed in the Public English of Undergraduate Examination (PEUE) between 2017 and 2024 and identified several notable patterns in the distribution and evolution of grammatical content. The findings reveal both continuity and change in assessment priorities, reflecting broader developments in English language teaching, curriculum reform, and language assessment practices in China.

One of the most significant findings is the consistent prominence of Infinitives and Gerunds (GF13) and Prepositions (GF9), which emerged as the two most frequently occurring grammatical categories across the eight-year period. Their prominence reflects the importance of verb patterns and prepositional usage within grammar assessment frameworks and communicative language use. Previous research has emphasized the need to examine the grammatical knowledge targeted in language assessments and its relationship to learners' communicative competence (Alderson et al., 1995^[1]; Purpura, 2004)^[13] The PEUE consistently emphasized infinitives and gerunds (GF13) and prepositions (GF9), underscoring their critical role in communicative competence and their difficulty for EFL learners (Celce-Murcia & Larsen-Freeman, 1999)^[5] Their frequent occurrence suggests that the examination continues to prioritize grammatical competencies that are essential for accurate and effective language use. The findings are also broadly consistent with CEFR-informed A2–B1 descriptors, which emphasize learners' ability to use common grammatical structures appropriately in familiar communicative contexts.

Another notable finding concerns the increasing prominence of Conjunctions and Linking Words (GF11) in recent examination years. Beginning in 2021, discourse-oriented grammatical features became more visible in the PEUE, indicating greater attention to cohesion, coherence, and logical relationships between ideas. This trend signals a move toward assessing cohesion, coherence, and logical flow, consistent with both CEFR-informed perspectives and recent reforms in English language teaching in Chinese vocational education (Yang, 2018^[18]; Chunmei, 2023)^[6] The growing emphasis on discourse-level grammar suggests that the examination is gradually moving beyond sentence-level accuracy toward the assessment of connected communication.

The results also revealed the continued importance of Noun Phrase Structure (GF4) and Adjective and Adverb Usage (GF5). Although GF4 was more prominent in earlier examination years, its consistent appearance across the dataset highlights the ongoing importance of foundational grammatical knowledge. Similarly, the recurring presence of GF5 indicates the value placed on precision, modification, and

descriptive language use, particularly in academic and vocational communication contexts (Hyland, 2006)^[12]

In addition, the concentration of grammar items within a relatively small number of high-frequency categories in 2021, 2022, and 2024 suggests a focused approach to assessment design. As demonstrated in Table 3, a limited set of grammatical categories accounted for a substantial proportion of grammar-related items in several examination years. This pattern may contribute to assessment reliability and consistency (Bachman & Palmer, 1996)^[2], although excessive concentration on a narrow range of grammatical structures could potentially reduce grammatical breadth if not balanced through instructional practices.

Taken together, these findings suggest that the PEUE reflects a gradual transition from a predominantly form-focused grammar assessment model toward a more contextualized and communicative framework. While grammatical accuracy remains an important component of the examination, increasing attention is given to grammatical features that support cohesion, meaning-making, and connected discourse. This trend appears broadly consistent with CEFR-informed approaches to language assessment and contemporary perspectives on communicative competence.

Suggested Grammar Learning Strategies

Building upon the pedagogical implications identified in Table 4, several instructional strategies are proposed to support grammar learning and examination preparation among vocational English learners. These strategies are derived from the recurring grammatical patterns identified in the PEUE and are intended to help teachers align classroom instruction with examination demands while promoting communicative competence.

First, grammar instruction should prioritize high-frequency grammatical features, particularly Infinitives and Gerunds (GF13) and Prepositions (GF9). Given their consistent prominence across the examination papers, these grammatical areas should receive sustained instructional attention through activities such as sentence transformation, input enhancement, guided practice, and verb-pattern exercises. Such activities can help learners develop greater grammatical accuracy and confidence in language use.

Second, the growing emphasis on discourse-oriented grammatical features suggests the need to incorporate conjunctions, linking words, and other cohesion-building devices into classroom instruction. Teachers may employ activities such as discourse mapping, cohesion analysis, paragraph reordering, and guided writing tasks to strengthen learners' ability to construct coherent and logically organized texts.

Third, grammar instruction should be contextualized within meaningful communicative activities. Rather than relying exclusively on isolated grammar drills, teachers should integrate grammar into reading, writing, listening, and speaking tasks that reflect authentic language use. Activities such as role plays, problem-solving tasks, integrated reading-writing exercises, and scenario-based communication can help learners develop both grammatical accuracy and communicative effectiveness.

Fourth, the development of PEUE-informed preparation materials is recommended. By drawing on authentic examination data and recurring grammatical patterns identified in the present study, such

materials can provide learners with targeted exposure to frequently assessed grammatical structures while familiarizing them with examination formats and item types.

Finally, grammar instruction should balance accuracy and fluency. While explicit attention to grammatical form remains important, learners should also be provided with opportunities to apply grammatical knowledge in meaningful communication. Activities such as timed writing, peer teaching, collaborative discussion, and guided presentations can support the integration of grammatical competence with broader communicative skills.

Taken together, these instructional strategies are derived from the grammatical patterns identified in the PEUE and aim not only to improve examination performance but also to foster communicative competence. By aligning classroom instruction with the grammatical demands of the examination while promoting meaningful language use, vocational English learners may be better prepared to meet both academic and professional communication needs.

7. ORIGINALITY AND BODY OF KNOWLEDGE

The originality of this study lies in its systematic analysis of grammatical features assessed in the Public English of Undergraduate Examination (PEUE) over an eight-year period (2017–2024). It is among the first studies to provide a longitudinal profile of grammatical assessment practices in a high-stakes English examination for Junior Higher College students in Yunnan Province, China.

A key contribution of the study is the development and application of the Grammatical Features Analysis Table (GFAT), a fourteen-category analytical framework synthesized from CEFR-informed descriptors, national curriculum standards, pedagogical grammar models, and previous grammar assessment research. The GFAT offers a systematic and replicable approach for identifying and classifying grammatical features in large-scale language examinations and may serve as a methodological tool for future grammar assessment studies.

The findings contribute empirical evidence regarding the grammatical priorities reflected in the PEUE, particularly the sustained emphasis on verb patterns and prepositional usage alongside the growing prominence of discourse-oriented grammatical features. By linking assessment patterns with pedagogical implications, the study contributes both methodological and pedagogical perspectives to the field of grammar assessment and vocational English education.

8. RESEARCH RECOMMENDATIONS

The findings of this study provide several recommendations for teachers, curriculum designers, examination developers, policymakers, and future researchers to strengthen the alignment between grammar instruction, assessment practices, and communicative language learning objectives while supporting the effective preparation of vocational English learners for the PEUE.

1. Recommendations for English Teachers and Instructors

English teachers should prioritize high-frequency grammatical features identified in the PEUE, particularly Infinitives and Gerunds (GF13), Prepositions (GF9), Conjunctions and Linking Words (GF11), Noun Phrase Structure (GF4), and Adjective and Adverb Usage (GF5). Grammar instruction should be integrated into communicative and contextualized learning activities that promote meaningful language use. Teachers are also encouraged to utilize authentic PEUE-based materials to familiarize learners with recurring grammatical patterns and examination demands.

2. Recommendations for Curriculum Designers, Examination Developers and

Polymakers

Curriculum developers should ensure alignment between grammar instruction, communicative language objectives, and assessment requirements. Examination developers are encouraged to maintain balanced construct coverage by assessing both high-frequency grammatical features and broader grammatical competencies. Policymakers should support teacher professional development in grammar assessment and periodically review curriculum standards and examination content to ensure continued relevance to learner needs and vocational communication requirements.

3. Recommendations for Future Research

Future research may analyze a larger corpus of PEUE examination papers, investigate relationships between grammatical features and broader language skills, and examine the extent to which PEUE tasks correspond to CEFR proficiency descriptors. Comparative studies involving other English proficiency examinations and experimental studies evaluating the effectiveness of PEUE-informed grammar instruction are also recommended. In addition, further applications of the GFAT in different educational and assessment contexts may contribute to the continued refinement and validation of the framework.

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