

Grammatical Awareness: Its Relationship to the Writing Proficiency of Grade 12 Learners

Marc Arvee V. Varas

Graduate School, Polytechnic College of La Union, Agoo, La Union, Philippines

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Email of Author: vmarcarvee@gmail.com ; ORCID: [0009-0008-2825-9248](https://orcid.org/0009-0008-2825-9248)

Abstract

This study examined the relationship between grammatical awareness and writing proficiency among Grade 12 learners in selected private schools in Agoo, La Union during the School Year 2025–2026. Anchored on theories such as Skill Acquisition Theory, Metalinguistic Awareness Theory, Communicative Language Teaching, and Process Writing Theory, the study investigated learners' grammatical awareness, the seriousness of grammar-related difficulties, the effectiveness of teachers' instructional strategies, and the learners' writing proficiency. A descriptive-correlational research design was employed using a validated researcher-made questionnaire administered to Grade 12 learners and English teachers. Frequency counts, weighted mean, and Pearson Product-Moment Correlation Coefficient were utilized in analyzing the gathered data. The findings revealed that learners generally demonstrated a high level of grammatical awareness, particularly in sentence construction, article usage, and proper use of conjunctions and prepositions. However, learners encountered moderately serious difficulties in maintaining tense consistency, applying grammar spontaneously, and identifying sentence structure errors. Teachers' instructional strategies were perceived as effective, especially the use of assessment, explicit instruction, and technology-assisted grammar activities. Despite these positive findings, learners' writing proficiency remained moderate, particularly in macro-structural organization, cohesion, and sustained grammatical accuracy. The study further established a statistically significant relationship between grammatical awareness and writing proficiency, indicating that learners with stronger grammatical awareness tend to demonstrate better writing performance. The study supports SDG 4: Quality Education by promoting effective grammar instruction and writing development to strengthen learners' academic competence and communication skills. It also relates to SDG 8: Decent Work and Economic Growth through the enhancement of language competencies necessary for higher education and future employment. The findings contribute to educational sustainability by providing evidence-based intervention strategies that may improve grammar instruction, writing proficiency, and curriculum implementation in English language education.

Keywords: Academic Writing, English Grammar, Grammatical Awareness, Instructional Strategies, Writing Proficiency, Writing Skills

1. Introduction

Writing proficiency and grammatical awareness remain essential components of academic success and communicative competence among second-language learners. Globally, studies emphasize that explicit grammar instruction enhances language proficiency, coherence, and academic writing performance (Bulilan, 2024; Huseynova, 2019). However, learners continue to experience difficulties in syntax, cohesion, and rhetorical organization, particularly in English as a Second Language (ESL) and English as a Foreign Language (EFL) contexts (Yin & Dou, 2025; Khau & Ngoc, 2023). In the Philippines, persistent grammatical difficulties among senior high school learners continue to affect writing proficiency, particularly in sentence structure, verb usage, cohesion, and organization (Santos, 2020; Dela Cruz, 2019). This study examined the relationship between grammatical awareness and writing proficiency among Grade 12 learners in private schools in Agoo, La Union. It also explored learners' grammatical difficulties and the effectiveness of teachers' instructional strategies in grammar instruction. The study aimed to provide intervention strategies that may improve writing proficiency through enhanced grammatical awareness.

1.1 Background of the Study on Grammatical Awareness and Writing Proficiency of Grade 12 Learners

The relationship between grammatical awareness and writing proficiency has long been recognized in educational research, particularly in second-language acquisition and academic literacy. Explicit grammar instruction significantly improves learners' language competence and academic performance (Bulilan, 2024). Grammar serves as the organizing principle of effective communication and textual coherence, especially among EFL and ESL learners (Huseynova, 2019). Difficulties in syntax, vocabulary, and rhetorical structures continue to hinder writing development among learners (Yin & Dou, 2025). Writing proficiency involves more than sentence construction; it includes coherence, organization, reasoning, and meaningful communication through text. Despite international literacy initiatives, writing remains among the weakest academic skills of learners worldwide (Graham et al., 2023). The Programme for International Student Assessment (PISA,

2022) reported that many secondary learners struggle in written communication because of inadequate grammatical competence. Research consistently shows that grammatical awareness strongly influences writing cohesion, clarity, and accuracy (Yasuda, 2020). Explicit grammar knowledge enables learners to produce structurally effective and rhetorically appropriate compositions (Myhill and Jones, 2015). Consequently, grammar instruction integrated with writing activities is essential in improving learners' academic writing performance and communicative competence (Taye & Teshome, 2024).

1.2 Themes and Insights from Related Literature on Grammar and Writing Instruction

Global literature emphasizes that learners often struggle with syntactic, lexical, and cohesion-related aspects of writing because of insufficient grammatical competence (Hyland, 2022). Multilingual learners frequently encounter language interference issues that affect writing accuracy (Dayag, 2018). Writing in a second language therefore requires both linguistic knowledge and grammatical control to produce coherent academic texts (Grabe and Kaplan, 2014). Studies also reveal that contextualized grammar instruction enhances learners' writing proficiency more effectively than isolated grammar drills (Graham and Perin, 2007). Grammar integrated within writing instruction encourages metalinguistic reflection, self-monitoring, and syntactic accuracy (Myhill et al., 2018). Learners exposed to reflective grammar activities demonstrate improvements in revision skills and grammatical precision (Garcia, 2021). Research further highlights the role of instructional strategies in improving grammatical awareness. Explicit feedback, guided writing practice, peer editing, and scaffolded writing activities contribute to stronger writing fluency and grammatical competence (Villanueva & Domingo, 2022; Ramos and Dizon, 2023). Technology-based grammar instruction also enhances learners' engagement and grammatical self-monitoring (Balinas and Cruz, 2024; Mendoza, 2023). Several scholars likewise emphasized that grammatical awareness supports communicative competence and learner autonomy. Learners who consciously understand grammatical structures are more capable of revising, self-correcting, and producing coherent texts (Ahn & Lee, 2021). Grammar therefore functions not only as a set of rules but also as a meaning-making resource that strengthens writing quality and rhetorical effectiveness (Halliday, 2014; Carter and McCarthy, 2017).

1.3 Local, National, and Global Context of Grammatical Awareness and Writing Proficiency

Globally, educational systems prioritize written communication as an indicator of literacy and academic competence. However, insufficient mastery of grammar continues to affect learners' writing performance across educational contexts (Norris & Ortega, 2000; Bitchener & Ferris, 2012). International findings consistently support the integration of grammar and writing instruction to improve learners' communicative abilities (Ellis, 2020). In the Philippine context, grammatical difficulties remain evident among learners across educational levels. Filipino students commonly struggle with subject-verb agreement, verb tense consistency, sentence structure, and cohesive devices, all of which negatively affect writing quality (Santos, 2020). Senior high school learners frequently encounter difficulties applying grammatical rules accurately in extended compositions (Dela Cruz, 2019). Research in different Philippine regions further confirms the relationship between grammar competence and writing proficiency. Learners with stronger grammatical awareness demonstrate better essay organization, coherence, and syntactic complexity (Amarles, 2017; Bautista and Javier, 2022). However, persistent errors in tense usage, sentence boundaries, and prepositions continue to appear in students' written outputs (Barrot, 2021; Domingo and Manalo, 2023). In Northern Luzon and La Union, teachers continue to report concerns regarding students' grammatical accuracy and writing coherence. Language interference from Ilocano and other regional languages contributes to recurring grammatical errors in English writing (Lizardo, 2017). Learners often struggle to transfer grammatical knowledge from drills into authentic writing tasks, indicating a gap between grammatical awareness and writing performance (Peralta, 2021). These conditions justify the need to examine grammatical awareness and writing proficiency among Grade 12 learners in private schools in Agoo, La Union.

1.4 Theoretical and Conceptual Basis of Grammatical Awareness and Writing Proficiency

This study is anchored on several linguistic, cognitive, and pedagogical theories explaining how grammatical awareness influences writing proficiency. Chomsky's Universal Grammar Theory (1965) emphasizes learners' innate capacity for language acquisition and grammatical competence. DeKeyser's Skill Acquisition Theory (2007) explains that explicit grammatical knowledge becomes automatic through practice, supporting fluent writing performance. Krashen's Input Hypothesis (1985) and Swain's Output Hypothesis (2000) highlight the importance of meaningful language exposure and language production in developing grammatical competence. Writing activities encourage learners to process grammatical structures consciously, thereby strengthening awareness and accuracy. Metalinguistic Awareness Theory (Roehr-Brackin, 2018) posits that learners who can consciously analyze language structures demonstrate better writing performance. Likewise, Vygotsky's Constructivist Learning Theory (1978) and Sociocultural Theory (Lantolf, 2006) emphasize the role of interaction, collaboration, and scaffolding in developing grammar and writing skills. Communicative Language Teaching (Hymes, 1972; Canale & Swain, 1980) supports grammar instruction within meaningful communication, while Process Writing Theory (Murray, 1972; Hayes & Flower, 1980) explains that grammar awareness improves writing during planning, revising, and editing stages. Other relevant frameworks include Bloom's Taxonomy (Bloom, 1956; Anderson & Krathwohl, 2001), Error Analysis Theory (Corder, 1967), Contrastive Analysis Hypothesis (Lado, 1957), Cognitive Load Theory (Sweller, 1988), Genre Theory (Hyland, 2004), and Metacognitive Theory (Flavell, 1979). Collectively, these

theories establish grammatical awareness as a cognitive, communicative, and metalinguistic foundation of writing proficiency. Conceptually, grammatical awareness refers to learners' conscious understanding and application of grammatical structures in communication and writing (Ellis, 2006; Alderson, 2020). Writing proficiency involves the ability to communicate ideas effectively using coherent organization, accurate grammar, and appropriate style (Weigle, 2013). Existing literature consistently demonstrates that learners with stronger grammatical awareness exhibit higher levels of writing accuracy, fluency, and coherence (Yasuda, 2020; Hyland, 2022).

1.5 Research Gaps and Rationale on Grade 12 Learners' Grammar and Writing Skills

Although many studies have examined grammar instruction and writing proficiency separately, limited research has directly investigated the relationship between grammatical awareness and writing proficiency among senior high school learners in the Philippine context. Existing studies rarely focus on private schools in municipalities such as Agoo, La Union, where contextual factors such as instructional strategies, resource availability, and linguistic diversity may affect learners' writing development. Moreover, learners continue to demonstrate persistent grammatical difficulties despite years of English instruction (Barrot, 2021; Domingo and Manalo, 2023). This suggests the need for research examining how grammatical awareness, teacher strategies, and grammar-related difficulties influence writing proficiency. This study therefore sought to determine the level of grammatical awareness of Grade 12 learners, the seriousness of grammar difficulties encountered, the effectiveness of teachers' strategies, and the relationship between grammatical awareness and writing proficiency. The findings aim to serve as the basis for intervention strategies that may improve writing proficiency among Grade 12 learners in private schools in Agoo, La Union.

1.6 Alignment with Relevant Sustainable Development Goals (SDGs)

This study aligns primarily with SDG 4 – Quality Education because it focuses on improving learners' grammatical awareness and writing proficiency through effective instructional strategies. Strengthening writing competence supports inclusive and equitable quality education by enhancing learners' communication skills, academic readiness, and lifelong learning opportunities. The study also relates to SDG 8 – Decent Work and Economic Growth since writing proficiency and language competence are essential skills for higher education, employability, and professional communication. Improved writing abilities prepare learners for academic and workplace demands requiring effective written communication. Additionally, the integration of contextualized grammar instruction and technology-assisted learning supports SDG 9 – Industry, Innovation and Infrastructure through innovative instructional practices that enhance language learning and digital literacy.

1.7 Importance of the Study to Multidisciplinary Sustainability

This study contributes primarily to educational sustainability by promoting effective grammar and writing instruction that enhances learners' academic performance and communicative competence. Improved writing proficiency supports long-term educational development and strengthens learners' capacity for critical thinking and academic engagement. The study also contributes to socio-economic sustainability because strong communication skills improve learners' readiness for higher education and employment opportunities. Writing proficiency remains an essential competency in professional and global communication contexts. In terms of technological and innovation sustainability, the study highlights the role of digital grammar tools, reflective writing practices, and interactive instructional strategies in improving learners' engagement and writing performance (Balinas and Cruz, 2024; Mendoza, 2023). Furthermore, the study supports institutional sustainability by providing evidence-based recommendations that may guide curriculum development, teacher training, and instructional planning in English language education. Through proposed intervention strategies, the study contributes to the continuous improvement of grammar and writing instruction among Grade 12 learners in private schools in Agoo, La Union. Inclusive education promotes equitable access to quality learning opportunities for all learners, including those with special needs. Despite global efforts toward educational inclusion, learners with disabilities continue to encounter barriers in traditional classroom environments because conventional instructional materials are commonly designed for neurotypical learners and often fail to address diverse sensory and cognitive needs. Research emphasizes that inclusive learning environments require adaptive, multisensory, and learner-centered instructional approaches to improve engagement, comprehension, participation, and academic achievement (UNESCO, 2023; CAST, 2024). Sensory-rich teaching materials support inclusive education by integrating visual, auditory, tactile, and kinesthetic elements that stimulate multiple sensory pathways. These materials align with the Universal Design for Learning framework by providing multiple means of representation, engagement, and expression, thereby improving accessibility and reducing barriers to learning (CAST, 2024). Studies indicate that multisensory instructional strategies enhance attention, memory retention, adaptive behavior, and concept understanding among learners with special educational needs (Al-Azawei et al., 2024; De Domenico et al., 2024; Gulati et al., 2024; Wen & Wu, 2025). However, educational institutions, particularly in developing contexts, continue to face challenges in implementing sensory-rich instructional practices because of inadequate resources, insufficient teacher training, limited technological support, and lack of localized research on contextually relevant teaching materials (Masri & Zulkipli, 2025). In Thailand, inclusive education policies encourage the integration of learners with special needs into mainstream classrooms, yet many schools still rely heavily on traditional instructional methods that do not adequately support multisensory learning. In response to these concerns, this study focuses on the development,

validity, and acceptability of sensory-rich teaching materials for learners with special needs. Specifically, the study examines learners' sensory needs in terms of visual stimulation, auditory stimulation, tactile engagement, and kinesthetic activities, while also evaluating the instructional quality, usability, and relevance of the developed materials.

2. Material and methods

2.1 Research Design

The study employed a descriptive-correlational research design to determine the relationship between grammatical awareness and writing proficiency among Grade 12 learners. The descriptive component was used to assess the learners' level of grammatical awareness, the seriousness of grammar difficulties encountered, the effectiveness of teachers' strategies in grammar instruction, and the learners' writing proficiency. The correlational component determined whether a significant relationship existed between grammatical awareness and writing proficiency. This design was appropriate because it allowed the researcher to describe existing conditions and examine the association between the variables without manipulating the research environment.

2.2 Locale of the Study

The study was conducted in selected private high schools in Agoo, La Union. Agoo is a municipality in the province of La Union located in the Ilocos Region of Northern Luzon. English serves as one of the primary languages of instruction in these schools, particularly in senior high school subjects requiring academic writing and communication skills. The selected schools were considered appropriate research sites because they accommodate Grade 12 learners exposed to formal English instruction and writing activities relevant to the study variables. The locale also provided a suitable context for examining grammatical awareness and writing proficiency within private educational institutions in the municipality.

2.3 Respondents of the Study

The respondents of the study consisted of Grade 12 learners and English teachers from selected private schools in Agoo, La Union. The Grade 12 learners served as the primary respondents because the study focused on assessing their grammatical awareness, grammar difficulties, and writing proficiency. English teachers were also included to provide perceptions regarding learners' grammatical awareness, writing proficiency, and the effectiveness of grammar teaching strategies. The inclusion of both teachers and learners allowed the study to obtain a broader assessment of the variables investigated.

2.4 Sample and Sampling Procedure

The study utilized an appropriate sampling procedure to identify participants from the selected private schools in Agoo, La Union. Respondents were selected from the population of Grade 12 learners and English teachers to ensure representation of the target group. The sampling process aimed to obtain sufficient data necessary for assessing the relationship between grammatical awareness and writing proficiency. The respondents participated voluntarily and were chosen according to the criteria established by the researcher to ensure the reliability and validity of the findings.

2.5 Research Instrument

The primary instrument used in the study was a researcher-made questionnaire designed to assess learners' grammatical awareness, the seriousness of grammar difficulties encountered, the effectiveness of teachers' strategies in grammar instruction, and the learners' writing proficiency. The instrument consisted of structured statements rated according to corresponding scales that measured the respondents' perceptions and assessments of the variables. The instrument on grammatical awareness evaluated learners' understanding and application of English grammar concepts and structures. The section on grammar difficulties assessed the seriousness of grammatical problems experienced by learners in areas such as sentence structure, verb usage, and cohesive devices. Another section measured the effectiveness of teachers' instructional strategies in teaching English grammar. The writing proficiency component assessed learners' ability to produce coherent, grammatically correct, and organized written outputs. The instrument was subjected to validation procedures to ensure content accuracy and relevance. Experts in English language teaching and research examined the questionnaire to determine its appropriateness and clarity. Necessary revisions were incorporated based on their recommendations before administration to the respondents.

2.6 Data Gathering Procedure

The researcher secured permission from the school administrators of the selected private schools before conducting the study. Upon approval, the researcher coordinated with teachers and respondents regarding the administration of the research instruments. The purpose of the study and the instructions for answering the questionnaire were explained clearly to the participants to ensure accurate responses. The questionnaires were distributed personally to the respondents and retrieved after completion. Confidentiality and anonymity of responses were observed throughout the data collection process. After gathering the completed questionnaires, the researcher organized, tabulated, and prepared the data for statistical analysis and interpretation.

2.7 Data Analysis Techniques

The data gathered in the study were analyzed using appropriate statistical tools. Frequency counts, weighted mean, and descriptive interpretations were used to determine the level of grammatical awareness, the seriousness of grammar difficulties, the effectiveness of teachers' strategies, and the level of writing proficiency of Grade 12 learners. Pearson Product-Moment Correlation Coefficient was utilized to determine the significant relationship between grammatical awareness and writing proficiency. Statistical interpretations were based on the established scales and levels indicated in the study. The results served as the basis for identifying intervention strategies intended to improve the grammatical awareness and writing proficiency of Grade 12 learners in private schools in Agoo, La Union.

3. Results and Discussion

3.1 Level of Awareness in English Grammar

3.1.1 Learners' Awareness of English Grammar

The findings revealed that Grade 12 learners generally demonstrated High Awareness in English grammar. Learners showed the highest awareness in constructing sentences with correct word order and syntax, followed by proper use of articles and identification of parts of speech. However, lower ratings were observed in identifying grammatical errors in peer-written outputs, applying grammar rules in academic writing, and distinguishing between independent and dependent clauses. These findings suggest that learners possess strong foundational grammar knowledge but experience challenges in analytical and extended writing tasks. The results indicate that learners are more confident in sentence-level grammatical skills than in higher-order evaluative and academic writing competencies. The high awareness in syntax and article usage supports Hyland's (2022) assertion that syntactic control enhances clarity and coherence in writing. Likewise, the findings on parts of speech align with Celce-Murcia's (2019) perspective that grammatical understanding strengthens learners' ability to analyze and revise written output. In contrast, the lower ratings in peer error detection and academic writing application support Roehr-Brackin's (2018) discussion on metalinguistic awareness and Weigle's (2013) claim that sustained grammatical control in academic writing requires more advanced cognitive engagement. The moderate awareness in clause relationships further supports Grabe and Kaplan's (2014) explanation that mastery of clause structures contributes to coherence and textual sophistication.

3.1.2 Teachers' Perception of Learners' Grammar Awareness

Teachers generally assessed the learners' grammatical awareness as High Awareness. The highest-rated competencies included proper use of articles, sentence construction with correct syntax, and appropriate use of conjunctions and prepositions. Lower ratings were observed in capitalization and punctuation, identification of grammatical errors in peer-written work, and application of grammar rules in academic papers. These findings suggest that teachers perceive learners as competent in basic grammatical structures but less consistent in editing and advanced writing tasks. The findings suggest that teachers observe stronger learner performance in functional grammar than in evaluative grammar skills. The high ratings for article usage and syntax support Hyland's (2022) view that grammatical accuracy contributes to clarity in writing. Similarly, the findings on sentence structure align with Myhill and Jones' (2015) argument that grammar becomes meaningful when learners effectively manipulate structures to express ideas clearly. The lower ratings in punctuation and peer error detection support Weigle's (2013) discussion that weaknesses in conventions affect writing quality and Roehr-Brackin's (2018) explanation that evaluative grammar skills require developed metalinguistic awareness. The findings also reinforce Hyland's (2022) position that academic writing demands sustained grammatical control and continuous practice.

3.2 Degree of Seriousness of Difficulties Encountered in English Grammar

The findings showed that the grammatical difficulties encountered by Grade 12 learners were generally Moderately Serious. Learners identified maintaining consistency of tense and number throughout a paragraph, applying grammar knowledge during spontaneous speaking, and identifying sentence structure errors as the most serious difficulties. In contrast, using articles correctly, recognizing punctuation and capitalization errors, and understanding verb tenses were perceived as less serious concerns. These findings indicate that learners struggle more with sustained and spontaneous application of grammar than with isolated grammatical rules. The findings demonstrate that learners experience greater difficulty when grammar use requires continuous monitoring and real-time application. The difficulty in maintaining tense and number consistency supports Weigle's (2013) assertion that paragraph-level coherence depends on sustained grammatical control. Likewise, the challenge in spontaneous grammar use aligns with Ellis (2006), who explains that declarative grammatical knowledge requires repeated practice before becoming proceduralized and automatic. The difficulty in identifying sentence structure errors also supports Roehr-Brackin's (2018) view that metalinguistic analysis involves reflective cognitive processing. Conversely, the lower seriousness of article usage difficulties corresponds with the earlier findings showing high awareness in this area, while the lower concern regarding punctuation supports Weigle's (2013) explanation that mechanics are easier to correct through explicit feedback.

3.3 Effectiveness of Strategies Used in Teaching English Grammar

3.3.1 Learners' Perception of Teaching Strategies

Learners generally perceived the strategies used by teachers in teaching English grammar as Effective. The most effective strategies included assessing grammar understanding through quizzes and written tasks, providing clear explanations with relevant examples, and using technology or online resources to reinforce grammar lessons. Lower-rated strategies included evaluating teaching effectiveness, collaboration among teachers, and planning grammar lessons according to learners' needs and proficiency levels. These findings indicate that learners value direct instruction, assessment, and technology-supported learning. The findings suggest that learners benefit most from structured instruction and opportunities for guided practice. The high effectiveness ratings for quizzes and written tasks support Weigle's (2013) argument that formative assessment helps learners identify grammatical gaps and improve accuracy through practice and feedback. The findings on clear explanations and examples align with Ellis (2016) and Hinkel (2020), who emphasized the importance of explicit instruction and modeling in grammar learning. Likewise, the positive perception of technology integration supports Meletiadou's (2022) view that blended learning environments enhance grammar acquisition through interactive reinforcement and immediate feedback. The lower ratings for reflective and collaborative instructional practices suggest that learners may not directly recognize these behind-the-scenes pedagogical processes.

3.3.2 Teachers' Perception of Teaching Strategies

Teachers also rated their grammar teaching strategies as Effective. The highest-rated strategies were assessing students through quizzes and written tasks and providing clear explanations with relevant examples. Teachers also highly rated the use of technology and integration of grammar instruction with reading and writing activities. Lower ratings were given to collaborative planning and evaluating the effectiveness of teaching strategies based on student performance. The findings indicate that teachers value explicit instruction, assessment, and guided practice as central approaches in grammar teaching. The results support Ellis (2016) and Hinkel (2020), who emphasized that grammar learning becomes more effective through clear instruction and performance-based assessment. The effectiveness of technology integration aligns with Meletiadou (2022) and Galanza (2023), who highlighted the role of digital tools in increasing learner engagement and reinforcing grammar acquisition. Meanwhile, the lower ratings for collaboration and strategy evaluation support De Leon and Agustin's (2020) observation that workload and organizational demands limit teachers' ability to sustain reflective and collaborative instructional practices. The findings also support Myhill, Jones, and Watson's (2018) argument that grammar instruction becomes more meaningful when aligned with learners' writing needs.

3.4 Level of Writing Proficiency of Grade 12 Learners

3.4.1 Learners' Perception of Writing Proficiency

Learners generally rated their writing proficiency as Good. The highest-rated indicators were accurate use of punctuation and capitalization and proper citation of sources. Moderate ratings were observed in organizing ideas logically and revising written work, while the lowest rating was given to writing introductions, bodies, and conclusions that are well connected. Lower ratings were also observed in consistent application of grammar and sentence structure, paragraphing, and transitions. These findings suggest that learners are more confident in mechanical and formal writing conventions than in discourse-level organization and cohesion. The findings indicate uneven development across writing components. The stronger ratings in punctuation and citation practices support Weigle's (2013) explanation that mechanical aspects of writing are often explicitly taught and easier to control. The findings also support the Department of Education's (2016) emphasis on academic integrity and formal writing conventions. However, the lower ratings in macro-structural organization align with Dayag's (2018) observation that Filipino learners often struggle with extended composition despite acceptable sentence-level performance. The difficulty in maintaining grammatical consistency supports Bitchener's (2008) assertion that writing proficiency depends on procedural application of grammar rather than declarative knowledge alone. Likewise, the challenges in paragraphing and transitions reflect the findings of Lazo (2023) and Santos (2020) regarding difficulties in maintaining paragraph unity and coherence among senior high school learners.

3.4.2 Teachers' Perception of Learners' Writing Proficiency

Teachers generally rated learners' writing proficiency as Very Good. The highest-rated indicators were writing well-connected introductions, bodies, and conclusions and properly citing sources. High ratings were also observed in formal academic writing conventions and revision practices. However, using varied sentence structures received the lowest rating, while grammar consistency and clarity were rated comparatively lower than organizational aspects. The findings suggest that teachers perceive learners as capable of meeting academic writing standards, particularly in organization and formal conventions. The results support Weigle (2013) and Hyland (2022), who identified macro-organization and citation accuracy as essential indicators of writing proficiency. The positive ratings for revision practices also align with De Leon and Agustin's (2020) discussion on the value of drafting cycles and feedback in improving writing quality. However, the lower ratings in sentence variety and grammatical consistency support Hyland's (2022) explanation that rhetorical maturity requires syntactic sophistication and stylistic flexibility. The findings also correspond with Santos (2020) and Galanza (2023), who reported that learners often struggle to maintain consistent grammatical accuracy across extended compositions.

3.5 Summary of Major Findings

The findings revealed that both learners and teachers generally perceived grammatical awareness and instructional strategies positively. The effectiveness of grammar teaching strategies received the highest ratings from both groups, while grammatical awareness was also consistently rated high. However, writing proficiency received comparatively lower ratings, indicating that grammar awareness does not automatically translate into writing performance. Learners also reported moderately serious grammatical difficulties, particularly in applying grammar consistently and spontaneously. The findings reinforce the multidimensional nature of writing proficiency. The positive ratings for instructional strategies support Hinkel's (2020) argument that structured instruction, guided practice, and formative assessment enhance grammar learning. The high grammatical awareness ratings also support Celce-Murcia's (2019) view that explicit grammar instruction strengthens structural understanding. However, the persistence of writing difficulties aligns with Ellis (2016), who distinguished between grammatical knowledge and procedural control. The moderate writing proficiency ratings further support Hyland (2022) and Weigle (2013), who emphasized that writing development requires sustained practice in organization, cohesion, and grammatical accuracy.

3.6 Relationship Between Grammatical Awareness and Writing Proficiency

The findings revealed a statistically significant relationship between the level of awareness in English grammar and the writing proficiency of Grade 12 learners. The computed p-values were lower than the 0.05 level of significance, leading to the rejection of the null hypothesis. The results indicate that learners with higher grammatical awareness tend to demonstrate better writing proficiency. The findings confirm that grammatical awareness contributes substantially to writing competence. The results support Hyland's (2022) assertion that grammatical competence underpins clarity, coherence, and syntactic accuracy in academic writing. Likewise, Weigle (2013) emphasized that writing proficiency is closely connected to control over grammatical structures and conventions. The findings also support Skill Acquisition Theory, which explains that learners gradually transform declarative grammatical knowledge into proceduralized language use through repeated practice and meaningful application (Ellis, 2016). However, the results also indicate that writing proficiency remains multidimensional and is influenced by additional factors such as organization, vocabulary, coherence, and revision practices. Overall, the findings highlight the importance of sustained and explicit grammar instruction integrated with writing activities to strengthen learners' writing proficiency.

4. Conclusion and Recommendations

The study established that Grade 12 learners generally possess a high level of grammatical awareness, particularly in sentence construction, article usage, and the proper use of conjunctions and prepositions. However, learners still experience moderately serious difficulties in maintaining tense consistency, applying grammar spontaneously, and identifying sentence structure errors, which affect their writing performance. The instructional strategies employed by teachers were perceived as effective, especially those involving assessment, clear explanations, and technology integration. Despite these strengths, the learners' writing proficiency remained at a moderate level, particularly in macro-structural coherence and sustained grammatical accuracy. Furthermore, the findings confirmed a significant positive relationship between grammatical awareness and writing proficiency, indicating that stronger grammatical awareness contributes to better writing performance.

The proposed classroom-embedded intervention strategies should be implemented to strengthen the integration of grammar instruction and writing development among Grade 12 learners. English teachers should focus on improving learners' tense consistency, sentence structure accuracy, and macro-level organization through grammar-in-context activities, guided revision, and peer editing tasks. Teachers are also encouraged to employ systematic evaluation mechanisms to continuously refine grammar instruction. In addition, school administrators should support professional development programs related to grammar pedagogy and writing instruction, while future researchers may conduct similar studies in other educational settings to validate and expand the findings of the present study.

The study was limited to Grade 12 learners and English teachers in selected private schools in Agoo, La Union during the School Year 2025–2026. The findings were based primarily on responses gathered through validated questionnaires using a descriptive-correlational research design. The study focused only on grammatical awareness, grammatical difficulties, instructional strategies, and writing proficiency, as well as the relationship between grammatical awareness and writing proficiency. Since the respondents were limited to a specific locale and population, the findings may not be fully generalizable to other educational contexts or learner groups.

Compliance with ethical standards

The author declares no conflict of interest. This study received no external funding and was conducted among Grade 12 learners and English teachers in selected private schools in Agoo, La Union, through the use of non-invasive survey questionnaires. Participation in the study was voluntary, and informed consent was obtained from all respondents prior to

data collection. The author ensured that all information gathered remained confidential and that no personally identifiable information of the participants was disclosed in any part of the study.

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