

## Syntactic analysis of adverbial phrases in the academic writing of SHS students

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### **Abstract**

This study used a descriptive qualitative design to analyze adverbial phrases in the academic writing of Senior High School students from the STEM and HUMSS strands. It (1) described the syntactic structures and functions of adverbial phrases, (2) evaluated their deviations from English structure conventions, and (3) proposed Learning Activity Sheets. Data were gathered from forty (40) students during the academic year 2025-2026, using reflection papers as the main source of data. Results revealed that students primarily used simple, non-complex, and structurally basic adverbial forms, prepositional phrases, and single-word adverbs denoting time, location, and manner. While this made their writing clear, it didn't show much structural complexity or layering. Functionally, adverbials were mostly used to organize ideas chronologically, whereas causal and conditional forms emerged less often. The analysis also revealed variations in structure, position, and meaning, such as nonstandard forms, misplaced modifiers, or vague expressions, indicating that students are in a transitional phase of syntactic development. Based on the findings, the study proposes the development of Learning Activity Sheets (LAS) to enhance syntactic complexity, refine modifier placement, and strengthen academic register or tone in academic writing.

**Keywords:** academic writing, adverbial phrases, syntactic analysis, syntactic structure

## Syntactic analysis of adverbial phrases in the academic writing of SHS students

### 1. Introduction

Academic writing requires students to use grammatical structures effectively to communicate ideas clearly and coherently. In the wake of challenges highlighted by international literacy assessments (World Bank, 2023), developing advanced syntactic competency through the explicit mastery of adverbial constructions has become crucial for student academic success. Student academic language is structurally complex by design by connecting ideas, and shaping scholarly arguments (Halliday & Matthiessen, 2014; Hyland, 2019). Adverbial phrases are central to this discourse coherence, which Jitpraneechai (2019) defines as maintaining structural and logical fluidity in text. Theoretical support for this study draws from Celce-Murcia and Larsen-Freeman's (1999) grammar framework, which emphasizes that grammatical mastery requires a simultaneous understanding of form, meaning, and use. Meanwhile, Ionin and Montrul (2023) asserted that syntactic awareness is actively constructed through a learner's inter-clausal interactions, allowing accurate adverbial usage to express a learner's text maturity. In this context, the academic writing of Senior High School students in the Philippines offers a meaningful case. Learners encounter unique difficulties with sentence structure and textual flow, leading to uneven, repetitive, or incorrect syntax patterns (Cruz & Dizon, 2021; Aribatado & Jamora, 2023). These writing outputs serve as key baselines for developing targeted learning interventions.

***This study focused on three objectives:*** (1) Describe the syntactic structures, functions of adverbial phrases used in the academic writing of SHS students;(2) Evaluate the deviations of adverbial phrases from the conventions of English structure (3) Propose Learning Activity Sheets

### 2. Methods

This study employed descriptive qualitative design using corpus analysis to analyze the structures, functions and deviations of adverbial phrases in the academic writing of Senior High School students from the STEM and HUMSS strands. Reflection papers from forty (40) students across a public National High School in Sorsogon province-16 from STEM and 24 from HUMSS, during the academic year 2025-2026. Manual text analysis and Microsoft Excel were used systematically compile, organize and examine the corpus. Guided by the Functional Grammar Framework of Celce-Murcia and Larsen-Freeman (1999), this approach identified the specific syntactic structures and functions of adverbial phrases, and evaluate the common structural, positional and semantic deviations. The reflection papers were collected from the authentic academic outputs of the student participants. A total of 200 reflection papers (5 papers per student, within a word range of 250-300 words per paper) were analyzed. To ensure reliability, a researcher-made checklist was utilized as an inter-rater evaluation tool, where a language expert verified the identification and classification of the data to understand the syntactic patterns and development of syntactic and usage patterns.

### 3. Results and discussions

This section presents the results and discussions based on the corpus analysis of student reflection papers, focusing on the syntactic structures, functional roles and grammatical deviations of adverbial phrases.

#### 3.1 Syntactic Structures of Adverbial Phrases

***Prepositional Phrases*** - The findings indicated that prepositional phrases (345 occurrences) were the primary type of adverbial construction utilized by students. Defined by limited syntactic embedding and low grammatical complexity, these forms allow learners to easily incorporate contextual details regarding time and location, as seen in: "During recitation in EAPP, I answered questions in English" and "In academic writing, a well-structured text

helps readers follow the argument.” In terms of form, they rely on simple preposition–noun phrase combinations; in terms of meaning, they function as experiential anchors; and in terms of use, they serve as contextual markers rather than tools for logical expansion. This pattern reflects a preference for syntactic accessibility and communicative clarity, showing that learners consistently prioritize ease of production over syntactic elaboration. This reveals a phase where students utilize adverbial phrases for contextual identification instead of for constructing layered arguments, showing a tactical dependence on basic grammatical tools to sustain fluency and lessen mental strain. Minor structural deviations also exist within these constructions. For instance, in “During recitation in EAPP...”, the absence of a fully specified noun phrase (e.g., “in the EAPP class”) reflects syntactic compression typical of developing writers. These deviations don't hinder meaning but suggest initial grammatical simplification while maintaining essential semantic content. This indicates that while foundational structures are consistent, formal academic expression is still lacking, aligning with Hyland’s (2019) view that novice writers present ideas in sequence, and Biber et al. (2016) who emphasize that early academic writers depend heavily on phrasal constructions before developing clause-level complexity (Ortega, 2018).

**Adverbial Clauses** - In contrast, adverbial clauses (179 occurrences) indicate emerging syntactic expansion, allowing learners to express conditional and logical relations, as seen in: “If a student does not know how to summarize, they may struggle to understand the main idea” and “We all know that when we have thesis statement, we’re about to have an outlining.” In terms of form, these require hierarchical clause embedding; in terms of meaning, they express reasoning and condition; and in terms of use, they indicate an evolving argumentative awareness. However, structural inconsistencies like missing articles and non-standard nominalizations (e.g., “a thesis statement,” “an outlining”) reflect partial control over academic grammar conventions. From a developmental perspective, this shows a transition from phrases to clause-based reasoning. Nevertheless, this shift is still inconsistent, as syntactic exploration has not yet achieved complete grammatical precision, which aligns with Biber and Gray (2018) regarding the gradual transition between phrasal and clausal complexity, and Larsen-Freeman (1999) regarding dynamic, non-linear grammatical development.

**Infinitival Phrases** - Infinitival phrases (30 occurrences) were among the least commonly used structures, suggesting minimal use of non-finite constructions. Their limited presence implies that students still favor clear, explicit sentence formations instead of brief, condensed academic expressions. This constraint signifies developmental placement rather than inadequacy; learners are continuing to solidify basic syntactic forms prior to moving on to more abstract and concise structures. This interpretation aligns with Staples et al. (2016) and Vyatkina (2020), who observe that non-finite constructions arise later due to cognitive and structural demands, corresponding with Halliday and Matthiessen’s (2014) view that grammatical intricacy evolves as students transition toward abstract academic language.

**Participial Phrases** - Participial phrases (17 occurrences) were the least used structure in the corpus. These constructions require high syntactic control and are typically associated with advanced academic writing due to their ability to condense information. The minimal use of participial phrases suggests that students are still more comfortable with explicit, fully developed sentence structures, reflecting a preference for clarity over compression. This shows that learners are in the early stages of improving syntactic sophistication, aligning with Staples et al. (2016) and Vyatkina (2020), who explain that compressed grammatical structures emerge later in academic writing development due to higher cognitive and structural demands.

In general, the structural organization reveals a distinct hierarchy: prepositional phrases dominate, adverbial clauses appear moderately, and non-finite structures stay minimal. This pattern suggests that learners are positioned within the early-to-developing phase of syntactic growth; communicative meaning is successfully conveyed, but there is still a lack of structural complexity regarding embedding and abstraction. From a pedagogical perspective, this suggests the need for instructional scaffolding that transitions learners from simple phrasal adverbials toward more elaborated clausal and non-finite constructions. Transformational activities that expand basic expressions into academic forms (e.g., “during class” or “during the collaborative academic activities conducted in class”) can facilitate syntactic growth and reinforce structural awareness. As Weigle (2002) emphasizes, grammar

development is most effective when embedded in meaningful writing tasks rather than isolated drills. In summary, the results show that students do not lack communication skills but rather are experiencing a normal advancement in their academic writing journey. Their writing demonstrates effective meaning-making, growing syntactic development, and a constrained yet evolving structural complexity across the dimensions of form, meaning, and usage.

### 3.2 *Syntactic Functions of Adverbial Phrases*

The findings indicated that adverbials time were the most frequently used functional category in the corpus. These were commonly used to sequence learning experiences and classroom-related activities. Adverbials of manner and cause/reason were also heavily evident in the students' explanations and reflections, allowing them to explain how tasks were achieved and justify their academic development. In contrast, adverbials expressing condition, place, and degree appeared less frequently in the corpus. From a functional perspective, this distribution highlights that students heavily prioritize establishing a chronological or situational backdrop for their experiences. The high frequency of temporal and manner adverbials suggests that developing writers find it more intuitive to report when and how academic tasks occurred before advancing to higher-order logical evaluations. Conversely, the lower numbers for conditional and degree functions indicate that complex rhetorical positioning—such as limiting claims or setting precise boundaries on arguments—remains a developing competence within student academic writing.

***Deviations in Adverbial Usage*** - The deviations indicated clear difficulties in sentence construction, modifier placement, and semantic clarity. Semantic and functional deviations emerged as the most frequent type, reflecting vague, redundant, or contextually inappropriate expressions that reduce the academic precision of the writing. Structural deviations involved clear inaccuracies in grammatical form, such as nonstandard orthography and mechanical slips within adverbial clauses. Positional deviations, while the least frequent, significantly affected overall sentence flow and syntactic alignment by separating modifiers from their proper clausal anchors. Overall, these findings demonstrate the specific areas where students experienced difficulty in using adverbial phrases accurately within formal written discourse. The identified patterns across these syntactic structures, functional roles, and grammatical deviations served as the direct empirical basis for the development of the instructional output of this study.

## 4. Learning Activity Sheets as Instructional Output

Based on the findings of the study, the researcher proposed learning activity sheets as the instructional output of the research. The materials were developed from the actual linguistic patterns found in the corpus of reflection papers from Senior High School students. The findings indicated that most of the students' sentences used simple adverbial structures (prepositional phrases and single-word adverbs), whereas more syntactically complex phrases (participial phrases, infinitival phrases and adverbial clauses) were less common; some of the more syntactically complex phrases were also linked to structural errors. In terms of function, the adverbials are mainly used to refer to the aspect of time, manner, cause, condition, place and degree, reflecting the learners' ability to add meaning and to structure ideas in the academic discourse. The corpus also showed that some irregularities in form, placement and appropriateness of the semantic occurred repeatedly, meaning that students still have some problem to keep their writing grammatically correct and in the formal academic style. After conducting the study, the Learning Activity Sheets were planned to foster the applied learning and language guidance in Senior High School English teaching in accordance with the study outcomes and the abilities needed in the Senior High School English teaching. Every activity sheet focuses on the construction of sentences, error correction, identification of phrases and contextualized writing assignments to enable students to employ adverbials more accurately and effectively. The study systematically analyzed authentic student write to uncover the strengths and weaknesses of the students in building and applying adverbial phrases.

The findings indicated that in general, students could express contextual meaning and sequence experiences

but many of them still used structurally simple patterns, and there was inconsistent control over syntactic complexity. The errors found in some of the excerpts were related to problems in modifier placement, lexical precision, and clause integration that impacted clarity, cohesion, and academic tone.

The Learning Activity Sheets were designed with the help of these regularities in language, which were used as empirical basis. The view of curricular design is that the grammar needs to be taught not only to detect errors but also to help students grasp the meaning of grammar in academic writing. In this perspective, Learning Activity Sheets were not just a remedial tool, but a developmental tool to enable the gradual progression from simple communicative writing to more syntactically complex academic writing. This output, therefore, converts corpus-based facts into contextualized classroom materials that directly meet real language needs as they are manifested in students' writing. The Learning Activity Sheets were based on the competencies of Senior High School English teaching, and were rationally designed to promote the characteristics of application, guidance, and contextualization in writing practice. The LAS were progressively structured to reflect the cognitive and linguistic development of learners as follows: LAS 1 Introduction to Adverbials in Academic Writing, LAS 2 Infinitival Phrases as Adverbial Structures, LAS 3 Participial Phrases as Adverbial Structures, LAS 4 Functional Roles of Adverbial Structures, LAS 5 Placement and Positioning of Adverbials in Sentences, LAS 6 Common Deviations in Adverbial Usage in Academic Writing, and LAS 7 Adverbial Refinement in Paragraph Writing.

The tasks in each Activity sheet are concerned with the construction of sentences, identification of phrases, error correction, rewriting activities and paragraph development activities which aim at reinforcing students' control of the adverbial structures and functions. Specifically, the materials focus on the identification of syntactic structures, the distinction of functional roles, the correction of deviations in form, placement and meaning, the construction of grammatically correct adverbials and the application of the appropriate adverbial expression in academic writing. The Learning Activity Sheets take the stance that pupils' difficulties with the use of adverbs do not necessarily signify pupils' deficiencies, but reflect the process of development in the learning of academic language. Simple structures dominate, suggesting that the learner's focus is on communicating meaning and building meaning, rather than on syntactic compression or stylistic refinement. The materials are therefore carefully crafted to connect the domains of functional writing and academic writing and to enhance students' awareness of form, meaning, and usage. Overall, The Syntactic Toolkit is not only an instructional product, but also a corpus-driven intervention in the sense of converting the empirical results into pedagogical materials. The Learning Activity Sheets are designed to strengthen grammatical knowledge, syntactic flexibility, fluency in sentences making and academic writing based on real students' data. In the end, the purpose of this material is to help Senior High School learners to be more accurate, confident, and competent in using adverbial phrases in academic discourse.

#### *4.1 Syntactic Structures and Development of Adverbial Phrase Usage*

The structural dominance of Prepositional Phrases (345 occurrences) paired with a high frequency of Time Adverbials (269 occurrences) demonstrates that Senior High School students primarily rely on chronological sequencing to organize their academic text. While learners successfully communicate their intended meanings, their over-reliance on these basic phrasal tools indicates a narrative-based approach to composition that favors ease of production over syntactic elaboration (Biber et al., 2016; Hyland, 2019). When students attempt advanced argumentative positioning through Adverbial Clauses (179 occurrences) and Causal Functions (93 occurrences), they experience structural and semantic deviations that reflect partial control over formal register. These deviations are not isolated grammatical failures but are systematic indicators of an emerging interlanguage system where communicative effectiveness temporarily outweighs linguistic precision (Gass & Selinker, 2020; Ortega, 2018). Consequently, pedagogical interventions like "The Syntactic Toolkit" must move away from isolated drills and instead utilize contextualized learning activity sheets based on Celce-Murcia and Larsen-Freeman's (1999) framework to progressively transition learners from simple communicative writing to complex, informationally dense academic discourse (Weigle, 2002).

#### 4.2 Syntactic Functions and Linguistic Roles of Adverbial Phrases

Time Adverbial phrases indicating time (269 occurrences) dominated the corpus, as seen in: “After learning about thesis statements, I was able to identify the main point...” (HUMSS04) and “During activities in our class, academic writing is very useful...” (STEM16). These prepositional structures prioritize chronological sequencing and contextual framing over abstract argumentation. This reveals that students operate within a narrative-based mode of writing, organizing text around lived classroom events (what happened) rather than abstract logical evaluation (why or how). This marks a transitional phase between experiential reporting and analytical communication, where time modifiers serve as a familiar scaffolding to maintain text coherence. This aligns with Schleppegrell (2020) and Biber et al. (2016), who observe that emergent academic writers depend on narrative-style temporal structures before cultivating complex informational organization, and Hinkel (2020), who notes that L2 writers rely on time markers due to their high communicative effectiveness.

Adverbials of manner (139 occurrences) were prominent in excerpts like “Through outlining, readers easily identify...” (STEM01) and “...by analyzing the text carefully...” (HUMSS17). These structures function to add procedural detail to student actions. From a form–meaning–use perspective, manner adverbials refine action descriptions but occasionally lack absolute grammatical precision. This indicates that while learners are developing a procedural academic vocabulary, their control over formal register remains inconsistent. These expressions currently function as supplementary clarifications rather than highly precise academic modifiers, supporting González-Lloret’s (2018) view that L2 learners apply manner expressions functionally before achieving discipline-specific accuracy through context-driven writing (Schmitt & Schmitt, 2020).

Adverbials of cause/reason (93 occurrences) show emerging functional expansion toward analytical writing, as observed in “Outlining improved my performance because it helps me...” (STEM01). Formally, these are realized through causal subordinating conjunctions like *because*, signaling the introduction of logical reasoning. Functionally, these structures represent a transition from descriptive ordering to explanatory dialogue. However, their lower frequency compared to time markers indicates that causal reasoning remains less advanced than temporal narration. Causal constructions remain structurally basic and rarely elaborated, keeping student reasoning surface-level rather than deeply argumentative. This developmental pattern aligns with Ravid and Tolchinsky (2020), who note that written causal reasoning emerges gradually alongside cognitive maturation, and Hyland (2019), who notes that academic discourse development involves a progressive shift from reporting events to constructing reasoned explanations.

Adverbials of place (59 occurrences) served to situate actions within specific educational settings, as seen in “...found usually at the end of an introduction” (STEM03). Expressed through locative prepositional phrases, they act as spatial anchors to ground student experiences and enhance immediate comprehension. Functionally, they operate as contextual markers secondary to chronological progression. This pattern aligns with Halliday and Matthiessen (2014), who state that spatial markers in early academic writing provide experiential grounding rather than tools for abstraction, and Hinkel (2020), who notes that L2 writers rely on simple locative expressions due to their high communicative accessibility. Adverbials of condition (87 occurrences) and degree (38 occurrences) were the least frequent categories. Conditionals appeared in examples like “If a student does not know how to summarize, they may struggle...” (HUMSS05), showing early attempts at hypothetical reasoning. Degree modifiers, such as “mostly used in school” (STEM01), relied on limited lexical items and lacked varied evaluative precision.

The low frequency of these categories indicates a constrained development of evaluative and hypothetical language functions, both of which are essential for advanced academic argumentation. While students can express basic conditions, their skill in developing intricate hypothetical scenarios remains limited. This aligns with Tavakoli and Skehan (2019), who state that conditional complexity is highly sophisticated due to its heavy cognitive and syntactic demands, and Crossley (2020), who highlights that advanced academic writing requires nuanced evaluative and hedging strategies that are still being developed at the SHS level.

The functional distribution of adverbial phrases indicates a distinct developmental hierarchy: predominant use of temporal sequencing, budding causal reasoning, evolving manner description, and restricted conditional and evaluative roles. This trend indicates that learners are in a transitional stage from experiential to analytical writing, with their essays emphasizing personal classroom experiences instead of abstract argumentation. In terms of form, meaning, and use, students demonstrate steady functional control when organizing chronological events (form + meaning), but show limited capacity in transforming those meanings into abstract academic reasoning (use). Consequently, their writing achieves communicative effectiveness but reflects clear developmental constraints in overall discourse complexity.

#### *4.3 Patterns and Implications of Deviations in Adverbial Usage*

**Structural Deviations** - Structural deviations (41 occurrences) represent the most frequent non-standard adverbial usage. Students consistently prioritized communicative continuity over linguistic precision, resulting in clear meaning but grammatically unrefined academic structures. For example, “Everytime I’m writing a research...” shows incorrect word formation (“Everytime” instead of “Every time”) and non-standard noun treatment (“a research” instead of the uncountable “research”). Similarly, “until she/he finally understand it” contains a subject–verb agreement error. These patterns demonstrate that while developing writers can link complex ideas, maintaining grammatical consistency across longer sentences remains challenging. This reflects a dynamic, non-linear interlanguage system where syntactic precision matures through increased exposure to formal academic writing conventions (Larsen-Freeman, 1999; Lu, 2017; Ortega, 2018).

**Positional Deviations** - Positional deviations (31 occurrences) occurred in modifier placement, disrupting sentence clarity and formal academic flow. In “Unintentionally, my questions were answered by one of my subjects...”, the sentence-initial placement of the manner adverb creates an awkward rhetorical emphasis. In “...because of the EAPP subject which we are taking for the 2nd sem...”, the phrase interrupts the natural clausal progression of information. These instances reveal that students understand the functional purpose of adverbials but lack the precise control required for advanced text structuring. The sentences function well for basic communication but appear rhetorically disjointed. This patterns with findings by Biber et al. (2016), Hyland (2019), and Schleppegrell (2020), who note that novice academic writers frequently face operational friction when managing structural placement and formatting text flow across extended prose.

**Semantic/Functional Deviations** - Semantic or functional deviations (47 occurrences) involved phrases that successfully conveyed meaning but lacked lexical precision and formality. Excerpts like “A clear thesis statement help me to keep on track on where my essay is going” and “sometimes it gives me headache” rely on vague, colloquial language rather than a detached academic register. This trend marks a transitional phase from informal everyday language to formal academic register. Learners understand their core concepts but lack the specific vocabulary to articulate them precisely, causing them to rely on familiar, highly accessible phrases. This baseline aligns with Nation (2019) and Coxhead (2019), who state that academic register and lexical depth dictate overall writing proficiency, a skill that develops incrementally through targeted, repeated engagement with formal texts (Hyland, 2019). The identified deviations are not isolated grammatical errors but systematic indicators of a developing academic writing framework. While students successfully convey meaning in their reflections, their control over grammatical consistency, discourse organization, and vocabulary precision is still evolving. Learners are presently positioned in an intermediate stage between functional communication and formal academic writing. While they convey messages efficiently, their style remains quite casual and occasionally lacks cohesion. This progressive development of syntax and cohesion is characteristic of normal interlanguage growth rather than communication failure (Crossley & McNamara, 2017; Gass & Selinker, 2020).

In summary, the corpus highlights those learners are actively balancing meaning production with grammatical control. While their adverbial functions successfully structure thoughts, targeted instructional scaffolding is needed to refine sentence construction, modifier placement, and academic vocabulary to strengthen their overall academic writing performance.

#### 4.4 S.T.A. R: Syntactic Toolkit for Adverbial Refinement

Based on the results of the study, the researcher proposed Learning Activity Sheets (LAS), collectively referred to as the S.T.A.R (Syntactic Toolkit for Adverbial Refinement), intended to support the grammatical competence and academic writing performance of Senior High School students, particularly in the use of adverbial phrases. The development of these materials was directly anchored on the findings of the three research objectives, specifically: (1) Describe the syntactic structures and functions of adverbial phrases used in the academic writing of SHS students; (2) Evaluate the deviations of adverbial phrases from the conventions of English structure; and (3) Propose Learning Activity Sheets (LAS).

The results indicated that the students used simple forms of adverbial phrases like prepositional phrases, single-word adverbs, and less frequently complex forms like participial phrases, infinitival phrases, and adverbial clauses, and sometimes with structural inaccuracies. The fact that adverbials were used primarily to indicate time, place, manner, cause, condition and degree, suggests that the learners could give contextual meaning and organize experiential information in their writing. The corpus, however, also showed that there were some common deviations of form, position and context, and that the students still find it a challenge to be grammatically correct and formally in command of academic discourse. The findings about the linguistic patterns led to the development of seven (7) Learning Activity Sheets (LAS) as the study's instructional output (see Appendix A).

LAS 1 introduces adverbials as structural modifiers through examples derived from a corpus of Senior High School writing, distinguishing it from conventional worksheets that consider adverbials as independent grammar elements. In contrast to existing materials that depend on isolated sentence exercises, this activity highlights authentic prepositional phrases taken from the corpus, assisting students in recognizing adverbials as practical tools for contextualizing academic concepts in actual writing tasks. This activity corresponds with MELC EN11/12EAPP-Ia-1 and EN11/12EAPP-Ia-2, focusing functional grammar and communicative competence through context-based language learning.

LAS 2 focuses infinitival phrases as adverbial forms, which are frequently used in traditional grammar teaching that limits infinitive to basic sentence roles. In contrast to conventional worksheets that depend on separate drills, this activity utilizes corpus-derived examples to demonstrate how infinitival phrases convey purpose, reason and condition in authentic academic writing. By engaging in sentence- combining, revision, and transformation tasks, students are trained to change extended clauses into brief and logically coherent academic phrases. This activity corresponds with MELC EN11/12EAPP-Ia-1 and EN11/12EAPP-Ia-2, enhancing learners' grammatical precision, syntactic awareness and academic writing skills through contextualized language use.

LAS 3 enhances learner's comprehension and knowledge of participial phrases as complex adverbial forms that deepen sentence meaning and improve syntactic complexity. In contrast to traditional grammar exercises that avoid non-finite constructions due to their complexity, this LAS integrates corpus-based findings indicated minimal student use of participial forms in academic texts. Students engage in tasks that involve classifying, identifying, correcting and constructing sentences with present and past participial phrases functioning as adverbials of cause, condition and manner. The activity promotes sentence condensation, coherence in academic discourse. This task corresponds with MELC EN11/12EAPP-Ia-1 and EN11/12EAPP-Ia-2, highlighting the appropriate application of language conventions and production of well-written texts.

LAS 4 highlights the functional-semantic roles of adverbials, especially those indicating time, place, manner, cause, condition and degree, advancing conventional taxonomy-based tasks that simply involve labeling. By using authentic corpus-based contexts, this task allows students to examine how adverbials affect meaning connections, coherence and logical flow in academic writing. By engaging in contextual analysis and sentence- construction tasks, students enhance their skill in choosing adverbials appropriate for particular communicative goals. This activity corresponds with MELC EN11/12EAPP-Ia-1 and EN11/12EAPP-Ia-2, especially in improving learners' discourse abilities, contextual language application, and academic writing skills.

LAS 5 focuses on positional deviations found in the student corpus, especially deviations or mistakes related to initial, medial and final placement of adverbials in sentences. In contrast to conventional grammar worksheets that concentrate only in determining correct responses. This activity emphasizes syntactic restructuring and stylistic refinement to show how the positioning of adverbs affects academic tone, clarity, coherence, and emphasis. Learners revise awkward constructions, generate appropriate academic sentences for the context. This activity corresponds with MELC EN11/12EAPP-Ia-1 and EN11/12EAPP-Ia-2, especially in improving students' skills to use grammatical rules effectively and efficiently in academic writing.

LAS 6 is a deviation analysis and correction task based on a corpus that uses authentic learner outputs rather than the artificially created grammar drills usually present in conventional worksheets. It highlights the structural, grammatical, positional, and semantic deviations found in the research, such as incorrect forms, misplaced adverbials, informal phrases, and agreement mistakes. By engaging in guided editing and revision tasks, students enhance their knowledge and comprehension of standard academic conventions and improve their skills in creating grammatically correct academic sentences. This activity corresponds with MELC EN11/12EAPP-Ia-1 and EN11/12EAPP-Ia-2, as it encourages grammatical precision, editing skills, and language refinement in academic writing.

LAS 7 acts as the culminating integration task of the S.T.A.R. toolkit, requiring students to unify all previously acquired adverbial structures in comprehensive academic paragraph composition. In contrast to traditional grammar worksheets that separate grammar practice from writing, this LAS incorporates prepositional, infinitival, participial, clause-based, and single-word adverbials into authentic academic writing tasks. Learners utilize appropriate forms, functional roles, strategic positioning, and revision methods to create coherent, cohesive, and stylistically polished academic paragraphs. This activity closely corresponds with MELC EN11/12EAPP-Ia-1 along with Supporting MELC EN11/12EAPP-Ia-2, as it showcases students' capability to use accurate language forms and characteristics in creating refined academic writings via performance-based writing activities.

The LAS generally apply corpus-based results to specific teaching plans and resources. The materials provide a responsive intervention as the results demonstrate that they are helping to develop competence but continue to experience problems with syntactic expansion, structural control and academic register. Their goal is to enhance their grammatical proficiency, coherence of sentences and academic writing ability. Finally, the LAS offer a systematic approach of introducing adverbials first and then developing those skills in academic writing, thereby helping them to feel more confident, controlled, and competent in using adverbial phrases.

## 5. Conclusions

This paper identifies that Senior High School students primarily rely on structurally simplified, non-expanded prepositional phrases and single-word adverbs to denote contexts for time, place, and manner, but struggle with syntactic variety, functional diversity, and clarity in meaning. And learners faced multi-dimensional challenges in structural, positional, and semantic deviations including nonstandard structures, misplaced modifiers, and vague meanings across their academic essays. Based on the findings, it is recommended that English teachers and curriculum planners should consider integrating functional grammar and diverse sentence structures into writing instruction to enhance academic discourse and expand students' skills from basic prepositional phrases to complex participial, infinitival, and clausal adverbials. Classroom instruction should incorporate activities explicitly teaching the correct placement of modifiers, causal and conditional forms, and deviation analysis with guided revision tasks.

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