

The impact of English enhancement class on grammatical awareness: A mixed-methods study of senior high school students

Martinez, Jonniefel M.

Baliuag University, Philippines (jonniefelmartinez@baliuagu.edu.ph)

Punzalan, Kristel Marie G.

Baliuag University, Philippines (kristelmariepunzalan@baliuagu.edu.ph)

Espinosa, Ken Paul M. ✉

Baliuag University, Philippines (kenpaulespinosa@baliuagu.edu.ph)

de Jesus, Ramadan DC.

Baliuag University, Philippines (ramadandejesus@baliuagu.edu.ph)



ISSN: 2243-7703
Online ISSN: 2243-7711

OPEN ACCESS

Received: 15 June 2026
Available Online: 27 July 2026

Revised: 25 July 2026
DOI: 10.5861/ijrse.2026.26275

Accepted: 26 July 2026

Abstract

Language is essential for effective communication, requiring mastery of grammatical rules to convey meaning accurately. However, many students still encounter challenges in learning these rules, which may affect their academic performance and communication skills. This study aimed to examine the impact of the English Enhancement Class on the grammatical awareness of senior high school students. Using a mixed-methods research method, the study involved 52 respondents purposively. A pretest was administered to assess senior high school students' prior grammatical knowledge and identify English language topics to be covered during a two-semester program implementation. Following the English intervention, a posttest was conducted to measure the level of grammatical awareness. An expert-validated survey questionnaire and open-ended interview questions were also utilized to validate the quantitative findings and examine the relationship between the senior high school students' perceptions of the English Enhancement Class and their grammatical awareness. The results revealed that senior high school students demonstrated a highly favorable level of grammatical awareness. While participants perceived the English Enhancement Class positively, no significant relationship was found between their perceptions and grammatical awareness. Despite the lack of statistically significant quantitative evidence, the qualitative findings indicated that the program positively enhanced senior high students' learning experiences, confidence, and understanding of English grammar. These findings provided a basis for targeted recommendations aimed at strengthening students' grammatical development, improving instructional practices, and continuously improving implementation of the English Enhancement Program.

Keywords: English enhancement class, English language, enhancement class, mixed-methods study, senior high school students

The impact of English enhancement class on grammatical awareness: A mixed-methods study of senior high school students

1. Introduction

Twenty-first-century learning extends beyond passive classroom participation, with students simply receiving information from the teachers. It is not limited to the delivery of the concepts and letting students memorize what was taught to them. Instead, global contemporary education emphasizes active engagement, meaningful learning experiences, and development of essential competencies. The vital role of teachers in twenty-first-century education is to facilitate a learning environment that enables students to acquire and apply skills grounded in creativity, collaboration, critical thinking, and, equally important, communication (Muthmainnah et al. 2026; Osiesi & Blignaut, 2025). These competencies equip learners to navigate complex challenges, engage effectively with others, and succeed in an increasingly dynamic and interconnected world (Herlinawati et al., 2025). The Philippine Basic Education Curriculum also reiterates that aside from information, media and technology skills, learning and innovation skills, and life and career skills, effective communication skills are regarded as one of the important skills a 21st-century learner should possess (Kilag et al., 2024). All of these equip learners to be ready to enter college, employment, and business (Mahmud & Wong, 2022). Language, particularly English, is an important facet of communication. In line with this, language has a set of grammatical patterns that help individuals convey meaning effectively in various contexts. Hence, grammar plays a vital role in language because it encompasses essential components of English that require mastery for effective communication (Rahmawati et al., 2025). Furthermore, English has since been established as the universal language, as it is widely used in different aspects of life. It builds linkages across the globe, making it easier for people to easily communicate, collaborate, and be connected, which, in turn, helps in the development of the nations (Hossain, 2024). Despite all this, the underdevelopment of English language learning is still present, posing significant problems for the learners (Salamatin et al., 2025; Vanguri et al., 2025).

At present, it has been observed that the communication skills, more particularly the grammatical awareness of students, are still in need of constant practice and improvement. Commonly, students still commit grammatical errors, whether in written or oral discourse (Taye & Mengesha, 2024). There are times when this is caused by low self-confidence and apprehension; at other times, students hesitate to communicate in English or even use the language due to fear and embarrassment once they make a mistake (Cabildo & Espinosa, 2020; Özdemir & Seçkin, 2021). These, in turn, could cause bigger problems if not alleviated. In a more connected and contemporary world, challenges in making language learning more relevant to language learners continue to persist. Zhang et al. (2021) emphasized that the scarcity of language activities that transcend vocabulary and structures posed problems to students in directing themselves to various realities around them. Language has gone beyond simply knowing structure or vocabulary. It has gone beyond the four corners of the classroom. Language supports students in their respective endeavors and helps them develop a more profound understanding of multicultural contexts. With this, strategies that could address these challenges should be defined.

The English instruction in the Philippine basic education system focuses on the facets in which language is used. In junior high school, the curriculum emphasizes grammar awareness as one of the key aspects of language learning. In senior high school, however, the focus shifts to applied, academic, and purposive communication. Thus, this framework underscores the assumption that junior high school students achieve grammatical awareness in junior high school. However, empirical observation and various assessments revealed that there are still gaps to be bridged, since many senior high school students have been found to be struggling grammatically (Cainoy et al., 2025; Manuel, 2022).

In the Philippines, the Department of Education (DepEd) launched its MATATAG: Bansang Makabata, Batang Makabansa agenda. This is an initiative of DepEd that seeks to bridge the gaps in the education system. Specifically,

it aims to make the curriculum responsive and relevant in order to hone students who are ready for the workplace. Additionally, this initiative is a step toward improvements in facilities and services, inclusivity in education, and support to teachers (Department of Education, 2023a). In line with this is the implementation of the National Learning Camp (NLC), which aims to complement learning efforts in the previous school year and provide a firmer basis for further gains in the upcoming school year. Furthermore, this project outlines three (3) camps that serve unique and different purposes: consolidation camp, enhancement camp, and intervention camp (Department of Education, 2023b). A consolidation camp is designed to provide students with the additional opportunities to practice of already known competencies, enabling them to understand the linkages between grade-level concepts and skills. On the other hand, an Enhancement Camp is for advanced learners, which aims to expand further their knowledge, skills, and comprehension. Additionally, learners are also able to have a development of depth, breadth, and complexity of their knowledge and understanding. Meanwhile, an Intervention Camp is intended for those students who are in dire need of a full grasp of foundational knowledge, specifically in math and English.

As part of its commitment to being an educational leader and to provide quality education, a higher education institution in Bulacan, Philippines, continuously offers programs that address the needs of its learners in order to prepare them for the demands of the workforce in the future. One such initiative is the English Enhancement Class provided to the senior high school students at the university. Aligned to the university's objectives and the NLC camps, this institution offers an English Enhancement Class to the Grade 12 Humanities and Social Sciences (HUMSS) and General Academic Strand (GAS) students as part of their Culminating Activity to compensate for the immersion activities.

In preparation for the course implementation of the program, a pretest was administered to help inform and shape the upcoming lessons. Afterwards, lesson plans were designed. Over a period of 16 weeks, students were taught grammar lessons covering context clues, pronouns, pronoun-antecedent agreement, subject-verb agreement, tenses of the verb, adjectives, and prepositions. Throughout the program, students attended classes twice a week, with each meeting consisting of one hour and twenty minutes of instruction time. This study aimed to examine the impact of the English Enhancement Class as a form of motivation on the grammatical awareness of senior high school students. More importantly, this study sought to determine whether the English Enhancement Class improves the grammatical awareness of the senior high students. The findings of the study served as a basis for targeted recommendations designed to support students' grammatical development, instructional enhancement, and the continuous improvement of the English Enhancement Program.

Theoretical Framework – The study was grounded on the ARCS model by John M. Keller (1984), which served as its theoretical framework. Keller postulated this model out of the desire to have new tools for examining the factors that affect learning motivation as well as approaches to resolving concerns related to motivation in instruction. The objective of the ARCS model is to improve the motivational nature of instructional content and the entire process of learning. Keller created this model since previous motivational theories had not provided enough information on how the process of instruction can be used to influence students' motivation to learn.

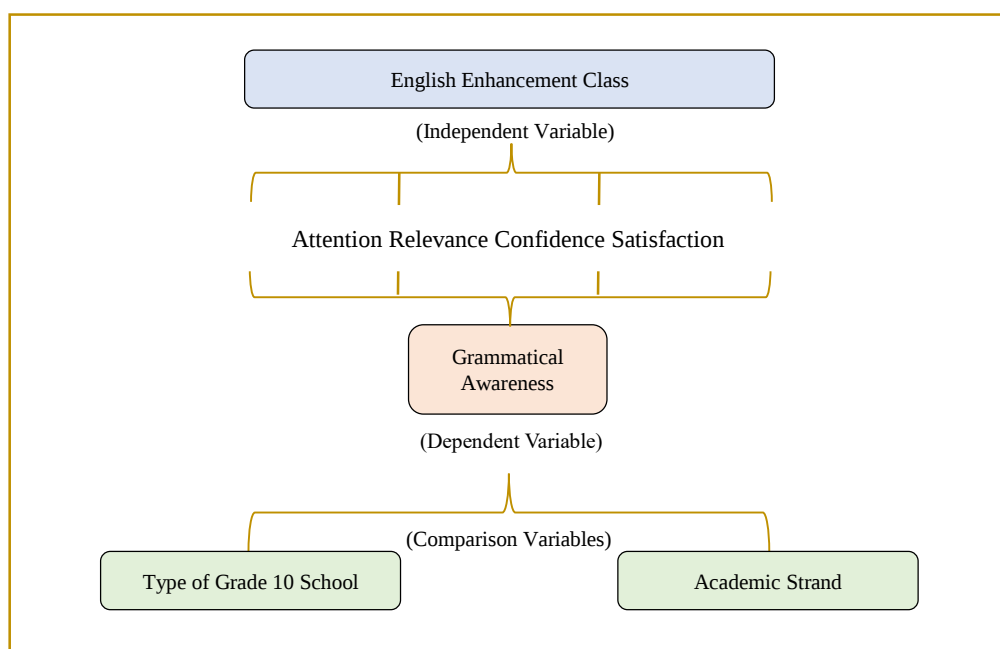
This model consists of four essential components that should be established and sustained during teaching and learning process: attention, relevance, confidence, and satisfaction. Attention pertains to capturing and maintaining students' attention during the learning process since attention is viewed as the necessary condition for learning. The aspect of relevance centers on making students realize the significance and worth of the things they learn through connections with their needs and experiences. On the other hand, confidence involves students' self-assurance of their abilities and skills and how important effort and good teaching strategies are for success. Lastly, the element of satisfaction pertains to students' happiness after accomplishing what they intended. This is something that can be achieved through proper balance between intrinsic and extrinsic motivation.

Figure 1 below shows the conceptual diagram of the study, which illustrates the relationship between the English Enhancement Class as a form of motivation and the grammatical awareness of senior high school students. In the study, the English Enhancement Class was considered the independent variable and was measured based on

motivational factors that consisted of attention, relevance, confidence, and satisfaction grounded in Keller's ARCS model. These components are the intended impact of the program on the students' learning process. Based on this framework, having a positive impact from the English Enhancement Class motivates students to learn and be engaged, thereby contributing to the development of their grammatical awareness.

The dependent variable used in this study centered on the grammatical awareness of senior high school students based on their pretest and posttest scores. In addition, the framework included the type of school and academic strand attended by the students, as these were the factors that were used in grouping the participants regarding their grammatical awareness before and after undergoing the English Enhancement Class as a form of motivation. In particular, the framework took into account the level of impact of the English Enhancement Class as far as its ability to draw attention, increase relevance, build confidence, and ensure satisfaction. Moreover, the differences in grammatical awareness based on type of school and strand and relationship between the impact of the English Enhancement Class and the post-test scores were determined as direction to provide a clearer visual and logical basis for examining how the English Enhancement Class impacted the grammatical awareness among senior high school students.

Figure 1
The Conceptual Diagram of the Study



Research Questions - This study aimed to examine the impact of the English Enhancement Class as a form of motivation on the grammatical awareness among targeted senior high school students at Baliuag University, Baliuag City, Philippines.

Specifically, it sought to answer the following questions:

- How may the impact of the English Enhancement Class as a form of motivation on the grammatical awareness of senior high school students be described in terms of the following: attention; relevance; confidence; and satisfaction?
- Is there a significant difference between the pretest and posttest results of students who attended Grade 10 in public schools and those who attended Grade 10 in private schools?
- Is there a significant difference between the pretest and posttest results of students in the Humanities and Social Sciences (HUMSS) strand and the General Academic Strand (GAS)?

- Is there a significant relationship between the impact of the English Enhancement Class and grammatical awareness (posttest results) of the senior high school students?

Significance of the Study – The study is significant to various stakeholders as they would benefit from examining the impact of the English Enhancement Class on the senior high school students' grammatical awareness. The results may improve students' grammatical skills and recognize the values of the school enhancement program in developing their language competencies in English. Moreover, curriculum developers could use the findings to develop and explore more creative approaches and strategies for instruction, especially in a more contemporary world. In addition, school administrators may employ the results of the study to provide teachers with training and academic support that can help them in their practice. Similarly, teachers may use the findings as a point of reference in determining students' competencies and skills, as well as the discrepancies that they need to pay attention to, enabling them to draw out effective ways and be adaptive to the modern needs of the students. Finally, future researchers may use the findings as a guide in mapping out their research and draw inspiration to examine other facets of the variables used.

2. Methods

Research Design – This study used mixed-methods for building links between the impact of the English Enhancement Class and the grammatical awareness of senior high school students. In this research, the quantitative aspect was utilized to measure the attitudes of learners toward pop culture being used in instruction. The qualitative aspect was used to gather more in-depth and comprehensive data about how the senior high school students felt about English Enhancement Classes that were employed toward grammatical awareness. This research also used the quasi-experimental method since the study used a pretest-posttest design to determine whether changes existed after the implementation of English Enhancement Classes in teaching grammar.

Participants and Sampling Procedure – This study involved all students from both the Humanities and Social Sciences (HUMSS) strand and the General Academic Strand (GAS) of the Senior High School Department of Baliuag University, Baliuag City, Philippines. This study initially utilized a purposive sampling technique since the targeted participants were the Grade 12 GAS and HUMSS. A total of fifty-two (52) participants from both strands voluntarily participated in the study.

Instrument of the Study – To measure the attitude of senior high school students toward the English Enhancement Class, the researchers used an expert-validated survey questionnaire based on the Instructional Material Motivations Scale (IMMS) by Keller (2010), grounded on motivational design for learning and performance. The quantitative part of the survey questionnaire consisted of 29 items divided for each component of the ARCS model. In addition, the qualitative part of the tool consisted of open-ended questions to gather senior high school students' perceptions and insights about their confidence, interest, difficulties, relevance, satisfaction, and overall learning experiences in the English Enhancement Class.

Data Gathering Procedure – The researchers asked permission from the principal of the senior high school, through a permission letter presented, to conduct a pretest to measure the grammatical awareness of the Grade 12 GAS and HUMSS students who took the English enhancement course during the second semester. Conducting the pretest helped the researchers determine the topics that were extensively discussed. The pretest was given for one and a half hours. An 80-item pretest was conducted through the university's learning management system. The researchers, together with some of the English teachers, constructed the test items. In reference to the study of Gildore et al. (2023), the test items were formulated and determined. In the study, the common errors of the students were revealed. The following are the grammar topics included in the pretest: noun, pronouns, pronoun-antecedent agreement, subject-verb agreement, verbs, tenses of the verb, articles, adjective, adverb, preposition, and conjunction. After the pretest was conducted, the researchers created lesson plans and instructional material. These lesson plans covered the whole second semester of the school year. After the two (2) quarters that the researchers taught grammar, the teacher-researchers created an 80-item posttest that covered the lessons taught during the

semester. This posttest was first validated by the principal of senior high school and two English teachers whom the researcher sent letters to. After the validation, it was posted on the learning management system, which the senior high school students answered for two (2) hours. Aside from the pretest and posttest, the researchers also handed out a letter to the office in order to seek permission to have the senior high school students answer the Instructional Material Motivation Scale (IMMS). Since this research study employed mixed methods, the data for the qualitative part was also obtained through a written questionnaire that followed the Instructional Materials Motivation Survey. In answering the IMMS and the open-ended questions survey, the students were made aware of the purpose of the study and were requested to provide their consent to participate. While there was a written consent letter above the questionnaire, the researchers reiterated to the participants that they may opt to evade answering the questionnaire, should they wish not to participate. Participants were explicitly assured that their responses would remain confidential and would only be used solely for the purpose of the study. This process took thirty minutes each session, since the HUMSS and GAS students took the survey on separate days.

Statistical Treatment and Data Analysis – The following statistical tools were used to analyze and interpret the gathered data: The motivation, the pretest, and the posttest results were measured through descriptive analysis. The significant difference of the pretest and posttest results for those who attended Grade 10 in public and private schools and the significant difference of the pretest and posttest of HUMSS and GAS students were measured through the use of an independent samples *t*-test. To identify whether the English Enhancement Class and the grammatical awareness of students' posttest results have a significant relationship, the researchers used the Pearson *r* moment correlation. The qualitative aspect was used to further the ideas shown on the Instructional Materials Motivation Survey. After reading the responses of the students, the responses were segregated based on the similarities of their responses, which were then connected to the quantitative results gathered.

3. Results and Discussion

This section shows the statistical data and results of the difference and relationship between the English Enhancement Class and students' grammatical awareness. This also shows the qualitative information gathered from the students' responses to the short-response written interview in the questionnaire that are supplemental to the statistical data gathered.

3.1 The Impact of the English Enhancement Class as a Form of Motivation on Student Grammatical Awareness

Table 1

The Impact of the English Enhancement Class as a Form of Motivation on Student Grammatical Awareness

Indicators	Standard Deviation	Mean	Interpretation
Attention	0.41	3.26	Very High
Relevance	0.39	3.32	Very High
Confidence	0.34	2.90	High
Satisfaction	0.42	3.38	Very High
Overall	0.33	3.22	High

Note. Legend: 3.26-4.00 (Very High); 2.51-3.25 (High); 1.76-2.50 (Low); 1.00-1.75 (Very Low)

Table 1 presents the mean and standard deviation of the perceived impact of the English Enhancement Class on the grammatical awareness of HUMSS and GAS students, particularly on attention, relevance, confidence, and satisfaction.

The results indicated that the level of impact of the English Enhancement Class on the attention of HUMSS and GAS students was found to be very high, indicating that instructional materials and learning experiences effectively capture and maintained their interest in learning grammar. From the qualitative responses gathered from the questionnaire, when asked, "Were the materials and references used effective in keeping your interest?," students responded that the materials used helped them to keep and sustain their interest and attention in learning the lessons. Some students from HUMSS responded that through the materials used in keeping their interests, they were able to learn the lessons. The study of Keller et al. (2020) supported the present study's findings, which found that it is integral to inject triggers, attention grabbers, or anticipation hooks in the lessons. These are supplemental

to increasing arousal and piquing students' attention to the lesson.

Moreover, the findings further revealed that the level of impact of the English Enhancement Class based on its relevance to HUMSS and GAS students was found to be very highly relevant in learning grammar, underscoring the practical value of the lessons and material supporting their academic and personal development. Based on the answers of the students to the question, "How did the lessons and materials become relevant to you as a student and as a future professional?," most of the participants' responses revolved around the idea that the lessons and materials helped them build confidence and improve their communication skills. In some responses, the participants found the lessons and materials relevant because the lessons were connected and integrated in real life, which they thought could help them in their tasks. In addition, other respondents found the materials and lessons relevant for these helped them to absorb the lessons better. More importantly, these aided them in further understanding the concepts more efficiently. To support these ideas and data, a study by Zhang et al. (2025) highlighted the idea that students' interest in media makes students learn the English language unconsciously because of the adjustments they have to make in order to keep up with the trends. Thinking that their interest is relevant to their life, hence, that brings them to the idea that the language used in media is significant for their interest. The study of Al-Raggad (2025) also supported the responses from the respondents, which indicated that the students are able to establish connections, acquire deeper understanding, and foster critical thinking skills when teachers are able to utilize a multitude of resources that are already accessible to the students. Moreover, this aids students in exploring the things and situations they experience and the things they learn in the classroom.

In addition, the findings demonstrated that the level of impact of the English Enhancement Class on the confidence of HUMSS and GAS students was found to be high, reflecting its effectiveness in strengthening their grammatical awareness and encouraging more confidence in using English in various contexts. Based on the responses gathered from the participants, all of them answered "Yes" when asked if the lessons made them feel confident. Most of the responses revolved around the idea that the lessons made them feel confident in using the language in everyday life situations. Others have found the lessons to be a means for them to be more improved individuals and have found that the lessons enhanced their knowledge about grammar. From another perspective, the lessons made the students more confident because they significantly aided them to remember the things they have forgotten or often neglected.

Others highlighted a response that set it apart from the common responses of the students, stating that it made her feel less scared to commit grammar mistakes. A study by Salih and Omar (2024) found that use of materials that are related to the students' everyday lives, such as television and social media, served as a great avenue in exploring a myriad of cultures and languages. Additionally, the utilization of technology that is relevant to the modern educational context improved the students' confidence in the use of the English language (Ningsih & Espinosa, 2026). Furthermore, Jabagat and Alcantara (2024) highlighted that the use of media in teaching English also influenced the students' overall personality as it impacted students' efforts to establish a positive impression.

Similarly, the results showed that the impact of the English Enhancement Class induced a very high level of satisfaction among HUMSS and GAS students, indicating that learning experiences provided meaningful and fulfilling opportunities for grammatical awareness. Based on the answers gathered from the respondents, they found the lessons highly satisfying. Responses showed that the students felt the satisfaction when they were able to learn the lesson and obtained good grades from the activities that were given to them. Some respondents underscored that they felt satisfaction for learning the lessons when they could use them in everyday situations. Furthermore, other responses also showed that the participants felt a sense of pride knowing that they learned the lessons and fully understood them. Another highlighted factor was the idea that the students felt satisfaction when they went through the lessons.

As a result, it reinforced the initiative to know more about the topics and lessons discussed. The findings were supported by the study by Gül and Ayık (2025), which underscored the positive impacts of students' participation in enrichment treatment. The study revealed that students viewed schools positively in terms of the multitude of

learning opportunities offered (Cruz et al., 2025; Pengson & Espinosa, 2026). Consistently, Štremfel et al. (2024) emphasized that students viewed schools as a place that provided them with opportunities and catered to their needs that they may otherwise never experience or get. More than that, teachers were seen as prolific participants, for they established rapport and engaged themselves in shared planning.

Overall, the results revealed that the students were generally motivated, indicating that the program effectively fostered positive attitudes toward learning and engagement with the English language. The study by Peng (2021) supported the overall findings of the impact of English Enhancement Class on improving the overall motivation among senior high school students. The study examined the implications of the ARCS model in motivating English as a Second Language (ESL) learners. Language listening was found to have a significant influence on learners' abilities. More importantly, it was also found that motivation is one of the key players that impacts English teaching. Theoretical implications also suggested that learners were able to improve and arouse learning when their interest is piqued, their confidence is built up, and they feel satisfied and accomplished, both intrinsically and extrinsically. The ARCS model is found to reinforce the success of learners in sustaining the learners' motivation and, at the same time, the teachers' success in English teaching.

3.2 Themes Emerging from Students' Qualitative Responses on the English Enhancement Class

Table 2

Thematic Findings from Students' Qualitative Responses on the English Enhancement Class

ARCS Dimension	Emerging Theme	Key Student Experiences
Attention	Engaging Learning Materials Sustain Students' Attention	Materials captured interest, maintained attention, and supported understanding.
Relevance	Real-Life Relevance Enhances learning and Academic Preparedness	Lessons were useful in everyday life, communication, and future careers.
Confidence	Improved Grammar Knowledge Builds Confidence in Using English	Students became more confident and less afraid of making grammar mistakes.
Satisfaction	Learning Achievement Generates Satisfaction and Pride	Understanding lessons, good grades, and practical application produced satisfaction.
Overall	Positive Learning Experiences Foster Sustained Motivation	Attention, relevance, confidence, and satisfaction collectively encouraged satisfaction.

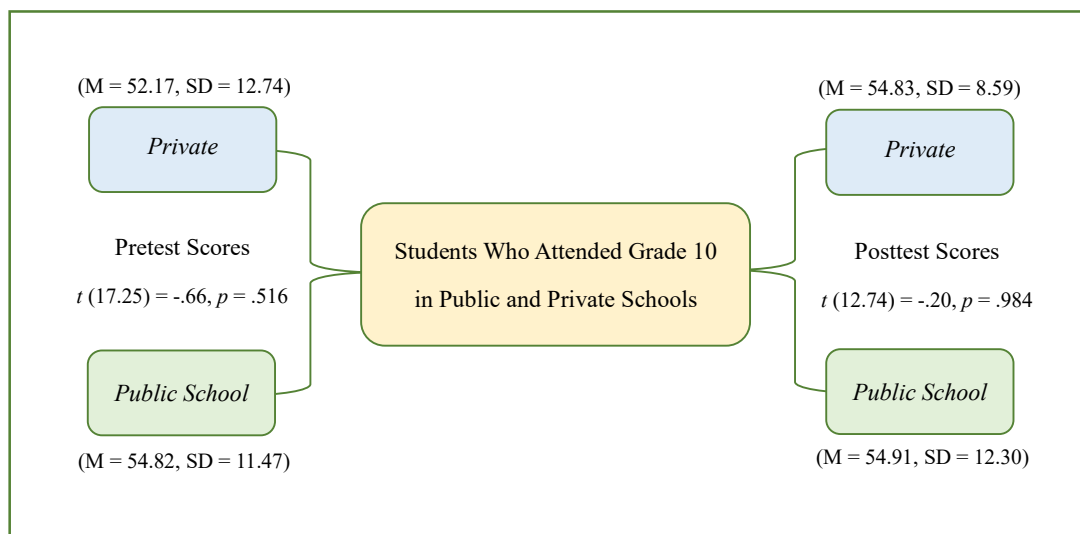
Table 2 presents the thematic findings from students' qualitative responses on the English enhancement class. It was evident that the English Enhancement Class provided a positive learning experience through the following four interrelated learner requirements: attention, relevance, confidence, and satisfaction. The learners were attentive as the teaching materials attracted them, gained value for the teachings as they were associated with practical life experiences; gained confidence through enhanced understanding of grammar; and felt satisfied as they comprehended the lessons and performed well in them. Consequently, the findings obtained from the qualitative research strengthened the ARCS Model of Motivation because it was proved that the effectiveness of the English Enhancement Class did not solely depend on enhancing the students' grammatical knowledge but also motivated the students through engagement and practical language application.

3.3 Comparison of Pretest and Posttest Results of Students Who Attended Grade 10 in Private and Public Schools

Figure 2 presents the independent samples *t*-test that was conducted to compare the pretest and posttest results of the respondents who attended Grade 10 in public and private schools. Results indicated on the pretest showed that there was no significant difference in the scores for private Grade 10 school attendees and public Grade 10 school attendees. It indicated that the type of school they attended in Grade 10 did not significantly influence their scores. Furthermore, the comparison of posttest results revealed that there was no significant difference in the scores between respondents who attended Grade 10 in private schools and those who attended public schools. It was indicated that the type of school they attended in Grade 10 did not significantly influence their grammatical awareness and scores.

Figure 2

Comparison of Pretest and Posttest Scores of Students Who Attended Grade 10 in Private and Public Schools



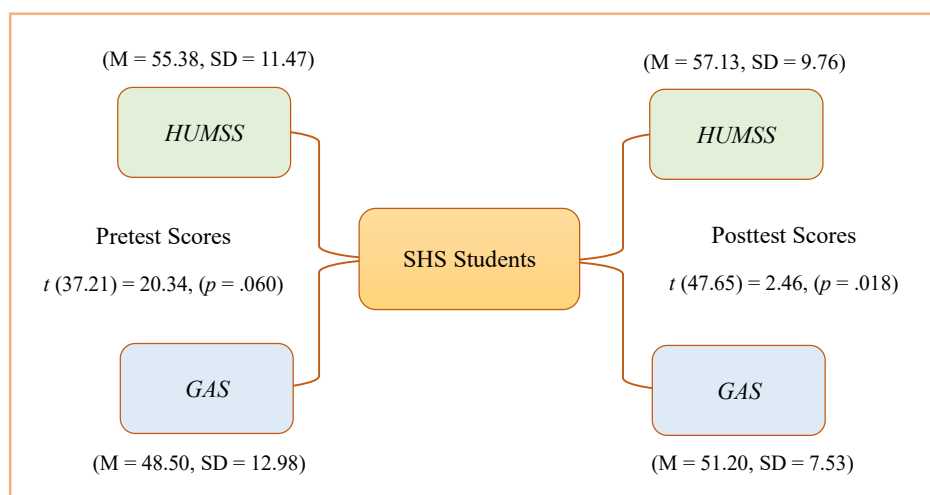
Note. The p -value is significant below alpha .05.

These results were contrasting to the studies by Bernal et al. (2020) and Kumar and Choudhury (2021), both of which found that those who attend private schools are better performers than those who attended public schools. Tarkhnishvili et al. (2022), on the other hand, believed that both types of school have their own sets of advantages and disadvantages. Nonetheless, there are certain factors that affect why the groups have different levels of performance. Furthermore, the study by Phuong et al. (2019) underscored that there are three (3) groups of factors that affect English proficiency among learners. In their study, aside from teacher-related factors and context-related factors, student-related factors were also emphasized. This includes learning autonomy, student motivation, attitudes of students, and the learning strategies they use.

3.4 The Comparison of Pretest and Posttest Results of HUMSS and GAS Students

Figure 3

Comparison of Pretest and Posttest Scores of GAS and HUMSS Students



Note. The p -value is significant below alpha .05.

Figure 3 presents the independent samples t-test of the comparison between the pretest and posttest results of the HUMSS and GAS students. The results indicated in the pretest, even though HUMSS students scored better than the GAS students, the gap was not big enough to indicate a significant difference in the scores between

HUMSS and GAS students. On the other hand, a significant difference in the scores for HUMSS and GAS was found to be evident. HUMSS students scored better than the GAS students. This finding was further supplemented by Salvador et al. (2023), indicating that HUMSS students were more knowledgeable in grammar and mechanics than the students from other SHS programs.

3.5 *The Relationship Between the Impact of English Enhancement Class on the Grammatical Awareness of Senior High Students*

Table 3

The Relationship Between the Impact of English Enhancement Class on the Grammatical Awareness of Senior High Students

Indicator	<i>r</i>	<i>p</i>	N
English Enhancement Class	.11	.450	52

Table 3 presents the Pearson product-moment correlation coefficient to assess the relationship between the impact of English Enhancement Class on the grammatical awareness of senior high students. It was found that there was no significant relationship between the two variables. Although various literatures have established the positive effects of enhancement programs, others also have enumerated results in which challenges emerged, that hampered the full success of these programs. The study of Saminathan et al. (2020) enumerated some challenges that teachers' encountered along the way. One of the enumerated challenges was the lack of instructional time. This holds true as time is an essential factor for the success of the program. Lessons are targeted to be finished within a certain time frame and students, by then, must have acquired the needed competencies they need. If time constraints happen, this could lead to the lack of competencies needed. The participation of other stakeholders could be a potential reason for this. Teachers and school administrators may be exhausting efforts, but other stakeholders may not. Murshidi et al. (2023) mentioned that some member of the community did not have involvement in the implementation of the program, which becomes a challenge in the full success of the program, as support is needed. Despite all these, promise and potential can still be seen with the implementation of enhancement programs. Evident from the study of Yolak et al. (2019), participants were found to socialize more, making time for friends, family, and leisure. Added to that, parent participants were able to see such programs as a key for their children to communicate comfortably in social environments. Other than the mentioned above was the study of Ardenlid et al. (2025), indicating that teachers were found to have positive perceptions toward enrichment clusters for they were able to know their students beyond the classroom. Furthermore, teachers were appreciative of the strengthened relationship between them and the students. Additionally, positive responses were also received from the parents. These views contribute to the idea that enrichment cluster programs are experiences deemed valuable.

4. **Conclusions**

Based on the findings of the study, the following conclusions were drawn:

The senior high school students were found to have a positive perception toward English Enhancement Classes as a form of motivation. In line with the ARCS model, three (3) out of the four motivational components (attention, relevance, and satisfaction) were rated at a very high level. In addition, the type of school attended in Grade 10 did not significantly influence students' grammatical awareness, as no significant difference was found in either the pretest or posttest scores between those who attended Grade 10 in private and public schools. Also, the HUMSS and GAS pretest results showed that there was no significant difference in senior high school students' grammatical awareness. However, the posttest results showed a significant difference between the scores of the HUMSS and GAS students. Consequently, it can be concluded that the students' strand influences their grammatical awareness.

Through the analysis of the data gathered, the findings revealed that the English Enhancement Classes did not have a significant relationship with the grammatical awareness of the HUMSS and GAS students. Still, despite the absence of statistically significant quantitative results, responses from the qualitative data indicated that senior

high students were greatly impacted by the English Enhancement Classes. The participants reported that the lessons helped strengthen their grammatical awareness by enhancing their understanding and application of English grammar. Thus, the study concluded that the program's impact may be better reflected in students' perceptions of their learning experiences rather than through measured statistical outcomes.

Within the parameters of this study, educational implications are underscored. First, grammar instruction should remain a continuing concern in senior high school because students still benefit from structured language intervention despite prior exposure in junior high school. Additionally, the findings also suggested that many students may further benefit from these grammar intervention programs when contextualization is intensified. Tasks related to authentic communication and practical language applications may strengthen students' understanding of grammatical concepts. Moreover, instructional materials that will support these authentic grammar tasks are also imperative in making students' experience more meaningful and relevant.

Recommendations - Based on the findings of the study, the following recommendations are suggested for future endeavors:

Given that grammatical awareness is part of the curriculum guides provided by DepEd while also taking into consideration the perceptions of the senior high school students presented in this study, curriculum developers can map out competencies and content standards that continuously target language learning. Since the findings have also proven that there is a significant difference in grammatical awareness between strands, the curriculum providers can also personalize curriculum contents that cater to the strands' program descriptions.

School administrators can provide training sessions that can aid teachers in becoming more adept in the trends and programs that emerge regarding language learning. As senior high school students perceive the English enhancement class as a valuable academic experience, teachers are in need of constant training and access to other sources that would be beneficial to their instruction. Since this is a unique offering only in the university, other schools can be inspired to implement their own version of enhancement programs. This study can be a point of reference as to how this can be done.

Furthermore, teachers should not only diagnose the prior knowledge of the students, but it is also important to determine the interests of the senior high school students. As the numerical data and the interview responses showed how English Enhancement Classes helped them positively, it is therefore recommended. This will help teachers to not only determine the areas to be enriched, but this could also determine the materials and the references that will help them achieve an optimum level of learning. Teachers must also always be on the lookout for what is new. Through that, they can sketch their lesson plans that are comprehensive and, at the same time, fun. Enrichment programs must not be taken as an added burden but as an opportunity to help senior high school students further themselves. Moreover, senior high school students should engage and maximize the capacities of enhancement programs, particularly in English. Despite the results showing that they are "highly satisfactory" in level, there are still gaps that they have to fill, so taking the opportunity to involve themselves in language enhancement programs is recommended.

Future researchers can explore other realms of language as their point of study, as this study only focused on the grammatical awareness of students. Researchers can explore the potential of English Enhancement Classes in literature or academic writing. Aside from that, researchers can also examine the impact of the English Enhancement Class on other strands since this only focused on HUMSS and GAS students.

5. References

- Al-Raggad, A. M. (2025). The effectiveness of active learning strategies in developing critical thinking skills among students: A case study of the elementary stage. *Studies in Systems, Decision and Control*, 743–756. https://doi.org/10.1007/978-3-031-89771-9_53
- Ardenlid, F., Lundqvist, J., & Sund, L. (2025). A scoping review and thematic analysis of differentiated

- instruction practices: How teachers foster inclusive classrooms for all students, including gifted students. *International Journal of Educational Research Open*, 8, 100439. <https://doi.org/10.1016/j.ijedro.2025.100439>
- Bernal Jr., H. L., Gumaru, R. C., & Oleo, S. T. (2020). The difference in academic performance of private and public elementary school graduates. *Randwick International of Education and Linguistics Science Journal*, 1(3), 253–260. <https://doi.org/10.47175/rielsj.v1i3.135>
- Cabildo, Q. D., & Espinosa, K. P. M. (2020). Institutional climate and learners' behavior towards a child-friendly school. *Luz y Saber*, 14(1), 1-1. <https://ejournals.ph/article.php?id=17154>
- Cainoy, I. M. M., Lopres, J. R., Moreno, C. C. G., Placencia Jr., M. C., & Cabanas, E. (2026). Investigating the challenges faced by the learners of the English as a second language: Mixed-method design. *International Journal of English Literature and Social Sciences*, 11(1). <https://dx.doi.org/10.22161/ijels.111.31>
- Cruz, A. C. U., Salamatin, A. M. M., & Espinosa, K. P. M. (2025). Factors influencing school preference: Mapping the student market. *International Journal of Multidisciplinary: Applied Business and Education Research*, 6(12), 6079-6097. <https://doi.org/10.11594/ijmaber.06.12.18>
- Department of Education. (2023a, January 30). *MATATAG: DepEd's new agenda to resolve basic education woes*. Philippines Department of Education. <https://www.deped.gov.ph/2023/01/30/matatag-deped-new-agenda-to-resolve-basic-education-woes/>
- Department of Education. (2023b, July 7). *Policy guidelines on the implementation of the national learning camp* (DepEd Order No. 014, s. 2023). Republic of the Philippines Department of Education.
- Gildore, P. J., Uka, A. H., & Yting, J. (2023). Error analysis of academic essays of senior high school students. *Journal Corner of Education, Linguistics, and Literature*, 3(2), 141–156. <https://doi.org/10.54012/jcell.v3i2.224>
- Gül, M. D., & Ayık, Z. (2025). Impacts of enrichment programs on cognitive and affective skills of gifted students: A meta-analysis. *PloS One*, 20(10), e0333714. <https://doi.org/10.1371/journal.pone.0333714>
- Herlinawati, H., Marwa, M., Ismail, N., Junaidi, Liza, L. O., & Situmorang, D. D. B. (2024). The integration of 21st century skills in the curriculum of education. *Heliyon*, 10(15), e35148. <https://doi.org/10.1016/j.heliyon.2024.e35148>
- Hossain, K. I. (2024). Reviewing the role of culture in English language learning: Challenges and opportunities for educators. *Social Sciences & Humanities Open*, 9(100781), 100781. <https://doi.org/10.1016/j.ssaho.2023.100781>
- Jabagat, P., & Alcantara, E. (2024). Moderating effect of social media exposure and school type on the relationship between instructional competence and English proficiency. *Journal of Interdisciplinary Perspectives*, 2(7), 626–636. <https://doi.org/10.69569/jip.2024.0189>
- Keller, A. S., Davidesco, I., & Tanner, K. D. (2020). Attention matters: How orchestrating attention may relate to classroom learning. *CBE Life Sciences Education*, 19(3), fe5. <https://doi.org/10.1187/cbe.20-05-0106>
- Keller, J. M. (1987). Development and use of the ARCS model of instructional design. *Journal of Instructional Development*, 10, 2-10. <http://dx.doi.org/10.1007/BF02905780>
- Keller, J. M. (2010). Tools to support motivational design. In J. M. Keller, *Motivational design for learning and performance: The ARCS model approach* (pp. 267-295). Springer. http://dx.doi.org/10.1007/978-1-4419-1250-3_11
- Kilag, O. K., Galve, G., Uy, F., & Sasan, J. M. (2024). The new MATATAG curriculum in the lens of the 21st-century 7Cs. *International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (IMJRIS)*, 1(5), 418–424. <https://doi.org/10.5281/zenodo.11392301>
- Kumar, D., & Choudhury, P. K. (2021). Do private schools really produce more learning than public schools in India? Accounting for student's school absenteeism and the time spent on homework. *International Journal of Educational Development*, 83, 102395. <https://doi.org/10.1016/j.ijedudev.2021.102395>
- Mahmud, M. M., & Wong, S. F. (2022). Stakeholder's perspectives of the twenty-first century skills. *Frontiers in Education*, 7, 931488. <https://doi.org/10.3389/educ.2022.931488>
- Manuel, J. B. (2022). English language proficiency of senior high school students. *Multidisciplinary Journal for*

- Education, Social and Technological Sciences*, 9(1), 71-86. <https://doi.org/10.4995/muse.2022.16638>
- Murshidi, G. A., Daoud, S., Derei, R. A., Alhamidi, H., Jabir, W., & Sayed, N. (2023). Parental involvement in English as foreign language learners' education: Challenges and solutions in a post-pandemic era. *International Journal of Educational Research Open*, 5, 100297. <https://doi.org/10.1016/j.ijedro.2023.100297>
- Muthmainnah, M., Cardoso, L., Al Matari, A. S., Espinosa, K. P. M., Misdi, M., & Al Yakin, A. (2026). Computational storytelling robot for creative thinking in EFL writing: A human-robot creative interaction (HRCI) approach. *Lecture Notes in Networks and Systems*, 39–55. https://doi.org/10.1007/978-3-032-15806-2_4
- Ningsih, I. R., & Espinosa, K. P. M. (2026). Supporting spoken interaction in academic settings: Students' use of real-time AI transcription in EFL classrooms. *MATCHA: Journal of Modern Approaches to Communication, Humanities, and Academia*, 2(1), 22–41. <https://doi.org/10.70152/matcha.v2i1.331>
- Osiesi, M. P., & Blignaut, S. (2025). Impact of the teacher education curriculum on the development of 21st-Century skills: Pre-service teachers' perceptions. *Social Sciences & Humanities Open*, 11, 101317. <https://doi.org/10.1016/j.ssaho.2025.101317>
- Özdemir, O., & Seçkin, H. (2025). Exploring foreign language anxiety in higher education: Multifaceted insights into causes, impacts, and coping strategies. *Social Sciences & Humanities Open*, 11, 101364. <https://doi.org/10.1016/j.ssaho.2025.101364>
- Peng, C. (2021). The academic motivation and engagement of students in English as a foreign language classes: does teacher praise matter?. *Frontiers in Psychology*, 12, 778174. <https://doi.org/10.3389/fpsyg.2021.778174>
- Pengson, M. A. M., & Espinosa, K. P. M. (2026). Transitioning to high school: A phenomenological study of graduates' adjustments, needs, and personal growth. *International Journal of Research Studies in Education*, 15(4), 89-102. <https://doi.org/10.5861/ijrse.2026.26039>
- Phuong, H. Y., Vo, P. Q., & Tran, M. H. (2019). A review of factors influencing learners' gain of English proficiency. *CTU Journal of Innovation and Sustainable Development*, 11(1), 49-59. <https://doi.org/10.22144/ctu.jen.2019.007>
- Rahmawati, E., Herlina, H., & Lustyantje, N. (2025). Unleashing English-speaking proficiency: The role of academic environment, technology, and linguistic adaptability evidence from Indonesia. *Social Sciences & Humanities Open*, 12, 101821. <https://doi.org/10.1016/j.ssaho.2025.101821>
- Salamatin, A. M. M., Angeles, N. A. B., Roces, E. D. C., Domingo, J. A. M., Abraham, A. B., Espinosa, K. P. M., & Victa, M. M. (2025). College readiness among students in a higher education institution in Baliwag City, Bulacan. *International Journal of Research Studies in Education*, 14(14), 27-37. <https://doi.org/10.5861/ijrse.2025.25222>
- Salih, A. A., & Omar, L. I. (2024). Enhancing EFL learners' engagement in situational language skills through clustered digital materials. *Frontiers in Education*, 9, 1439104. <https://doi.org/10.3389/feduc.2024.1439104>
- Salvador, R., Lobaton, V. & Oliveres, S. (2023). Communicative competence of senior high school students: Basis for remedial program in English. *Psychology and Education: A Multidisciplinary Journal*, 6(8), 746-750. <https://10.5281/zenodo.7503939>
- Saminathan, C., Lim, P., Yin, Mustafa, Z., & Abdullah, A. (2020). Teachers' challenges in implementing the highly immersive programme (HIP) in the classrooms. *Journal : Language Education and Acquisition Research Network Journal*, 13(2). <https://files.eric.ed.gov/fulltext/EJ1258805.pdf>
- Štremfel, U., Šterman Ivančič, K., & Peras, I. (2024). Addressing the sense of school belonging among all students? A systematic literature review. *European Journal of Investigation in Health, Psychology and Education*, 14(11), 2901–2917. <https://doi.org/10.3390/ejihpe14110190>
- Tarkhnishvili, A., Tarkhnishvili, L., & Strielkowski, W. (2022). Factors influencing the choice of private or public schools: Evidence from Georgia. *Frontiers in Education*, 7, 910593. <https://doi.org/10.3389/feduc.2022.910593>
- Taye, T., & Mengesha, M. (2024). Identifying and analyzing common English writing challenges among regular

- undergraduate students. *Heliyon*, 10(17), e36876. <https://doi.org/10.1016/j.heliyon.2024.e3687>
- Vanguri, R., Murathoti, R. N. B., Farooq, M. A. A., & Kumari, R. (2025). Exploring reading difficulties, interest, and support systems in English text among government secondary school students. *Social Sciences & Humanities Open*, 12, 101910. <https://doi.org/10.1016/j.ssaho.2025.101910>
- Yolak, B. B., Kiziltepe, Z., & Seggie, F. N. (2019). The contribution of remedial courses on the academic and social lives of secondary school students. *Journal of Education*, 199(1), 24–34. <https://doi.org/10.1177/0022057419836434>
- Zhang, R., Zou, D., Cheng, G., Xie, H., Wang, F. L., & Au, O. T. S. (2021). Target languages, types of activities, engagement, and effectiveness of extramural language learning. *PloS One*, 16(6), e0253431. <https://doi.org/10.1371/journal.pone.0253431>
- Zhang, Y., Wu, Y., Chen, Y., & Zhang, H. (2025). The impact of English usage on social media on college students' interpersonal communication intentions: A dual mediating model of language confidence and English cultural identity. *Frontiers in Psychology*, 16, 1692474. <https://doi.org/10.3389/fpsyg.2025.1692474>