

Effectiveness of Explicit Grammar Instruction on the Accuracy of Written Output among ESL Learners

Annie C. Sta. Ana ¹

1 – Dr. Carlos S. Lanting College
annicalvelo27@gmail.com

Publication Date: May 6, 2026

DOI: [10.5281/zenodo.20053982](https://doi.org/10.5281/zenodo.20053982)

Abstract

This study examined the impact of direct and structured grammar instruction on the writing accuracy of Grade 9 ESL learners. Many students continue to struggle with producing grammatically correct sentences, which often impacts the clarity of their written work. To address this concern, a quasi-experimental pretest-posttest design was used involving 33 learners who participated in a four-week grammar-focused intervention.

Findings revealed a clear improvement in students' performance after the intervention. The mean score increased from 17.18 to 20.10, and statistical testing confirmed that the difference was significant ($p < 0.05$). These results suggest that when grammar rules are clearly explained and practiced, students become more conscious of their errors and more capable of correcting them.

Overall, the study highlights the value of explicit grammar instruction as a practical approach in improving writing accuracy among ESL learners.

Keywords: *explicit grammar instruction, ESL learners, writing accuracy, Grade 9 students, quasi-experimental design, grammar intervention, written output, Philippines, structured grammar lessons, form-focused instruction*



I. INTRODUCTION

English plays a central role in education in the Philippines, serving both as a subject and as a medium of instruction. Despite this, many students still struggle with grammar when writing. These difficulties can affect how clearly ideas are expressed and understood.

One possible reason for this challenge is the way grammar is taught. In some classrooms, grammar is only discussed when errors appear, rather than being taught in a structured way. Explicit grammar instruction, which involves directly teaching rules and providing guided practice, offers an alternative approach.

This study aims to determine whether such an approach can significantly improve students' writing accuracy. It also seeks to contribute practical insights for teachers who wish to strengthen their learners' writing skills.

II. MATERIALS and METHODS

A quasi-experimental research design was used in this study. The participants were 33 Grade 9 ESL learners from a public school. A writing task served as the main instrument, assessed using a rubric focused on grammatical accuracy.

The procedure involved three stages: pretest, intervention, and posttest. During the intervention phase, students received structured lessons on grammar rules, followed by guided exercises. Data were analyzed using mean scores, standard deviation, and a paired-sample t-test.

III. RESULTS and DISCUSSION

Results

The results showed that students performed better after the intervention. The pretest mean score of 17.18 increased to 20.10 in the posttest. Statistical analysis confirmed that this improvement was significant, indicating that the change was not due to chance. These findings demonstrate that explicit grammar instruction had a positive effect on students' writing accuracy.

Discussion

The improvement in scores suggests that students benefit from clear explanations and repeated practice of grammar rules. When learners understand how language structures work, they are more likely to apply them correctly in writing.

This supports previous research indicating that explicit instruction can strengthen grammatical awareness. However, it is also important to combine this approach with meaningful writing activities to maintain balance in language learning.



IV. CONCLUSION

The study concludes that explicit grammar instruction can effectively improve the writing accuracy of ESL learners. Teachers are encouraged to integrate structured grammar lessons into their instruction while also allowing students to practice and apply what they have learned.

Future studies may consider longer interventions or different teaching strategies to further enhance writing development.

**REFERENCES**

- Barrot, J. S. (2023). Effects of timing of explicit instruction on ESL writing accuracy.
- Bitchener, J., Young, S., & Cameron, D. (2005). The effect of different types of corrective feedback on ESL student writing.
- Ellis, R., & Sheen, Y. (2006). Reexamining the role of recasts in second language acquisition.
- Li, S., & Vuono, A. (2019). Twenty years of research on corrective feedback.
- Saville-Troike, M. (2006). Introducing second language acquisition.
- Spada, N. (1997). Form-focused instruction and second language acquisition.
- Taylor, B. (2023). A critical review of explicit instruction in language learning.