

**Language acquisition device (LAD) awareness, first language interference,
and English grammar mastery of Grade 7 students**

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ABSTRACT

This survey correlational study aimed to determine the relationships among language acquisition device awareness, first language interference, and English grammar mastery of Grade 7 students. Specifically, it determined the levels of LAD awareness, first language interference, and English grammar mastery, as well as the significant relationships among these variables. The respondents consisted of 226 Grade 7 students were selected through stratified random sampling. Data were collected using three researcher-developed instruments: the Language Acquisition Device (LAD) Awareness Questionnaire, the First Language Interference Questionnaire, and the English Grammar Mastery Test. The data were analyzed using mean, standard deviation, and Pearson Product–Moment Correlation. The findings revealed that students demonstrated a high level of LAD awareness, first language interference, and English grammar mastery. Moreover, statistically significant relationships were also found among all variables. Consequently, the null hypothesis was rejected.

Keywords: Language Acquisition Device (LAD), first language interference, English grammar.

Date Submitted: April 27, 2026

Date Accepted: May 5, 2026

Date Published: May 12, 2026

INTRODUCTION

Language is a significant tool for learning, communication, and cultural expression. It makes it possible for people to express feelings, exchange ideas, and build social bonds. It is the main medium used in educational settings for the acquisition and demonstration of knowledge. English is regarded as a key teaching language and official language in the Philippines, most especially in secondary and higher education. For students to excel academically and communicate effectively in a variety of settings, they must be proficient in English, particularly in grammar.

Despite this significance, many Filipino students still have difficulty mastering English grammar. Subject verb agreement, proper usage of tenses, articles, prepositions, and sentence structure are common challenges. These enduring difficulties imply that grammar instruction is still a major issue in English language instruction. This issue is caused by several variables,

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DOI: <http://doi.org/10.69651/PIJHSS05021163>

Recommended citation:

Pelegres, M. J. (2026). Language acquisition device (LAD) awareness, first language interference, and English grammar mastery of Grade 7 students. *Pantao (International Journal of the Humanities and Social Sciences)* 5 (2), 4469-4481. <http://doi.org/10.69651/PIJHSS05021163>

such as the learner's first language influence, insufficient reinforcement of grammatical norms, and little exposure to real world English usage.

Noam Chomsky's (1965) idea of the Language Acquisition Device (LAD) is one theoretical construct that aids in explaining how language is learned. According to Chomsky, people have an innate biological process that allows them to spontaneously pick up language. Learners can internalize the grammatical rules of whatever language they are exposed to through their Language Acquisition Device (LAD). Learners can intentionally use this natural ability to examine and pick up new linguistic patterns, like those in English grammar, if they are aware of it. However, if learners are not sufficiently exposed to relevant language input or are not aware of how their natural linguistic mechanisms work, this potential might not be completely fulfilled.

First Language Interference, often known as mother tongue effect, is another significant element affecting learning English. Many students speak their native tongue—Filipino, Cebuano, Ilocano, or Hiligaynon at home and in casual situations in the linguistically varied nation like the Philippines. In terms of syntax, word order, and grammatical norms, these languages frequently diverge from English. As a result, when speaking or writing in English, pupils may unintentionally adopt the patterns and structures of their native tongue, which can result in grammatical mistakes. For instance, the structural variety between English and the regional languages frequently result in the removal of articles or improper verb combinations.

The transition from elementary to junior high school is a significant milestone in the linguistic development of seventh graders. To handle increasingly challenging academic assignments, students at this level are expected to improve their command of English grammar. Nonetheless, a lot of people still have grammatical errors, which could be explained by their dependence on their native tongue or ignorance of how language is acquired and processed.

This problem emphasizes the necessity to investigate how students' understanding of grammar is impacted by cognitive and linguistic characteristics, such as LAD awareness and first language interference.

Few studies have explicitly looked at the relationship between LAD awareness, first language interference, and English grammar mastery, even though several have evaluated English language competency and grammar challenges among Filipino students. Research that is now available frequently concentrates on teaching methods, error analysis, or attitudes toward English rather than the linguistic and cognitive processes that underlie grammar acquisition.

Furthermore, majority of relevant research has been carried out in metropolitan or private school environments, with fewer studies undertaken in public school contexts, where first language effect is frequently stronger and English exposure may be less constant.

These gaps emphasize the need for a study that looks at the combined effects of LAD awareness and first language interference on seventh grade students' grasp of English grammar in the Philippine setting.

Statement of the problem

This study aimed to determine the relationship among Language Acquisition Device (LAD) Awareness, First Language Interference, and English Grammar Mastery of Grade 7 Students of Capiz National High School for the academic year 2025-2026. Specifically, this study sought to answer the following:

1. What is the level of language acquisition device (lad) awareness of grade 7 students?
2. What is the level of first language interference of grade 7 students?
3. What is the level of English grammar mastery of grade 7 students?

4. Is there a significant relationship among language acquisition device (lad) awareness, first language interference and English grammar mastery of grade 7 students?

METHODOLOGY

This study employed a quantitative correlational research design to examine the relationship among Language Acquisition Device (LAD) Awareness, First Language Interference, and English Grammar Mastery among Grade 7 students of Capiz National High School for the School Year 2025–2026. A correlational design was deemed appropriate because the study sought to determine whether significant relationships exist among the three variables without manipulating or controlling the learning environment. As noted by Creswell (2018), correlational research determines the degree to which variations in one variable correspond with variations in another, making it suitable for investigations involving cognitive or linguistic constructs. In this study, LAD Awareness and First Language Interference served as the independent variables, while English Grammar Mastery was treated as the dependent variable. The study specifically sought to determine the learners' levels of LAD Awareness, English Grammar Mastery, and First Language Interference, as well as the correlations among these variables. The conclusions drawn from this study are anticipated to enhance grammar instruction in junior high school English classrooms and offer empirical support for the development of instructional strategies that take learners' intrinsic linguistic capacities and first language influence into account.

The study was conducted at Capiz National High School during the School Year 2025–2026. The respondents consisted of 226 Grade 7 regular class students, who were selected on the grounds that they represent learners transitioning from elementary to junior high school and are at a crucial stage in developing foundational English grammar skills. The population size of Grade 7 students was obtained from the Grade 7 chairperson, and the Taro Yamane formula with a 95% confidence level and a 5% margin of error was applied to compute the appropriate sample size. The total population of Grade 7 students at Capiz National High School for the School Year 2025–2026 was 519, distributed across fourteen sections. Following the computation of the sample size, stratified random sampling was employed based on the students' sections to ensure proportional representation and minimize sampling bias. The fourteen sections and their corresponding populations and sample sizes were as follows: Altair had a population of 41 and a sample of 18; Antares had a population of 43 and a sample of 19; Columba had a population of 40 and a sample of 17; Comet had a population of 35 and a sample of 15; Deneb had a population of 35 and a sample of 15; Earth had a population of 39 and a sample of 17; Jupiter had a population of 36 and a sample of 16; Luna had a population of 40 and a sample of 17; Mars had a population of 33 and a sample of 14; Mercury had a population of 31 and a sample of 13; Mira had a population of 38 and a sample of 17; Neptune had a population of 37 and a sample of 16; Orion had a population of 34 and a sample of 15; and Phoebe had a population of 37 and a sample of 16, yielding a total sample of 226 from the total population of 519. Only students who submitted signed parental consent and student assent forms were included as respondents, in compliance with the Data Privacy Act of 2012.

All quantitative data were collected using a researcher-made questionnaire composed of four parts. Part I was the Personal Data Sheet, which gathered information on the participant's age, sex, and primary spoken languages. Part II was the Language Acquisition Device (LAD) Awareness Questionnaire. Part III was the First Language Interference Questionnaire. Part IV was the English Grammar Mastery Test. All instruments were

developed based on relevant literature, aligned with the study's variables, and validated by the research panel.

The Language Acquisition Device (LAD) Awareness Questionnaire in Part II was a researcher-made instrument composed of 30 items designed to assess the students' understanding of innate grammar-learning capacities, rule-recognition skills, and perceptions of how they naturally acquire English structures. Responses were scored on a five-point scale in which a score of 5 corresponded to Strongly Agree, 4 to Agree, 3 to Neutral, 2 to Disagree, and 1 to Strongly Disagree. The mean scores were interpreted using the following scale: a mean range of 4.21 to 5.00 was described as Very High; 3.41 to 4.20 as High; 2.61 to 3.40 as Moderate; 1.81 to 2.60 as Low; and 1.00 to 1.80 as Very Low. The total score ranges from 30 to 150, with higher scores indicating greater metalinguistic and LAD-related awareness.

The First Language Interference Questionnaire in Part III was likewise a researcher-made instrument composed of 30 items assessing the extent to which students' native language influences their English grammar, pronunciation, vocabulary, sentence structure, tense usage, and writing patterns. Responses were scored on a five-point scale in which a score of 5 corresponded to Always, 4 to Often, 3 to Sometimes, 2 to Rarely, and 1 to Never. The mean scores were interpreted using the following scale: a mean range of 4.21 to 5.00 was described as Very High; 3.41 to 4.20 as High; 2.61 to 3.40 as Moderate; 1.81 to 2.60 as Low; and 1.00 to 1.80 as Very Low. The possible scores range from 30 to 150, with higher scores indicating stronger mother tongue influence on English performance.

The English Grammar Mastery Test in Part IV was a researcher-made instrument aligned with the Department of Education's Most Essential Learning Competencies (MELCs) for Grade 7 English, assessing the students' ability to correctly apply essential English grammar rules such as subject-verb agreement, tenses, modifiers, pronouns, sentence formation, prepositions, and conjunctions. The construction of the 25 multiple-choice items was guided by grammar frameworks discussed by Azar and Hagen (2016). The scores were interpreted using the following scale: a score range of 17 to 20 was described as Very High; 13 to 16 as High; 9 to 12 as Moderate; 5 to 8 as Low; and 0 to 4 as Very Low. The scores range from 0 to 25, with higher scores indicating stronger grammar mastery.

All instruments underwent content validation by the research panel, and their comments and recommendations were incorporated into the final revision. A pilot test was subsequently conducted with 30 Grade 7 students from President Manuel A. Roxas Memorial Integrated School-South. The reliability of the LAD Awareness Questionnaire and the First Language Interference Questionnaire was determined using Cronbach's Alpha, with an acceptable coefficient set at 0.80 and above. The English Grammar Mastery Test underwent item analysis to ensure that each test item met acceptable difficulty and discrimination indices.

Following instrument development, expert validation, and pilot testing, the researcher secured the necessary permissions by submitting formal letters to the Schools Division Superintendent of Capiz, the school head of Capiz National High School, the Grade 7 chairperson, and the advisers of the Grade 7 classes. Prior to data collection, informed consent forms were distributed to students and parents, outlining the purpose, procedures, risks, and voluntary nature of the study. Only students with signed parental consent and personal assent forms were allowed to participate. The researcher personally distributed the consent and questionnaire forms to the Grade 7 program chairperson upon approval from the division superintendent and school principal, and these were subsequently distributed by the class advisers during their first period. Clear instructions were provided to respondents to ensure accurate and complete responses. After data collection, all completed instruments were numbered, encoded, and stored securely in compliance with the Data Privacy Act of 2012, and no identifying information was included in the data processing stage. All data were tabulated

in Microsoft Excel and subsequently analyzed using the Statistical Package for the Social Sciences (SPSS).

The following statistical tools were employed in the analysis of data. The mean was used to determine the levels of Language Acquisition Device (LAD) Awareness, First Language Interference, and English Grammar Mastery among Grade 7 students at Capiz National High School. The standard deviation was used to measure the dispersion of scores and to indicate whether the responses of the Grade 7 students were homogeneous or heterogeneous. The Pearson r , set at a .05 alpha level, was used to determine the relationships among Language Acquisition Device (LAD) Awareness, First Language Interference, and English Grammar Mastery of the Grade 7 students.

RESULTS AND DISCUSSION

Chapter 4 presents the results of this quantitative correlational study conducted among Grade 7 students at Capiz National High School for the academic year 2025–2026. Data were gathered using three research instruments, namely the Language Acquisition Device (LAD) Awareness Questionnaire, the First Language Interference Questionnaire, and the English Grammar Mastery Test, supplemented by a personal data sheet to obtain the respondents' profile. The descriptive data were analyzed using means and standard deviations, while the inferential data were analyzed using Pearson r to determine the relationships among the three variables. The discussion that follows is grounded in the data gathered from the respondents and is interpreted in direct relation to the objectives of the study. The chapter is organized into two parts: Part One addresses the descriptive data analysis, and Part Two addresses the inferential data analysis.

Level of Language Acquisition Device Awareness of Grade 7 Students

The mean score of Language Acquisition Device (LAD) Awareness among Grade 7 students was 4.03, with a standard deviation of 0.48, interpreted as "High" based on the scale where a range of 3.41 to 4.20 corresponds to this description. This indicates that the Grade 7 students demonstrated a high level of awareness of their natural ability to acquire language. The high level implies that learners are not merely passive recipients of language input but are actively engaged in processing and interpreting linguistic forms, which supports their ability to acquire and use the language effectively. This is reflected in their responses to the LAD Awareness Questionnaire, particularly in items that measure their ability to analyze sentence structures, identify grammatical functions, compare language patterns, and monitor their own language use. The high mean score implies that they frequently exhibit these behaviors, which are essential indicators of their innate grammar-learning capacity. The relatively low standard deviation of 0.48 further indicates consistency in responses, suggesting that most students share a similarly high level of awareness.

Several factors may explain this high level of LAD awareness. First, students' exposure to formal English instruction likely enhanced their ability to analyze grammatical structures and language patterns. Second, their cognitive developmental stage as early adolescents enables them to engage in higher-order thinking skills such as analysis, comparison, and reflection, which are essential in developing metalinguistic awareness. Third, being part of a multilingual environment may have strengthened their sensitivity to language differences and similarities, allowing them to better recognize how language operates. Additionally, the use of

structured learning activities, such as sentence analysis and grammar exercises, may have contributed to their ability to consciously reflect on language use.

These findings are grounded in the theoretical framework of Noam Chomsky, whose nativist theory posits that individuals are biologically equipped with an innate capacity to acquire language. While the LAD itself is not directly measurable, this capacity is reflected in learners' metalinguistic awareness, that is, their ability to consciously think about and analyze language. This is supported by Rod Ellis (2015), who explains that second language acquisition is influenced by cognitive mechanisms that enable learners to internalize linguistic structures through exposure and interaction. Furthermore, the findings are consistent with the work of Karen Roehr-Brackin (2018), who emphasized that metalinguistic awareness represents learners' explicit knowledge of language and their ability to verbalize grammatical rules. Similarly, studies by Lightbown and Spada (2020) highlight that learners with greater awareness of language forms are better able to notice patterns and internalize grammatical rules. Empirically, Almarshedi (2022) found that metalinguistic awareness enhances learners' ability to monitor and improve their language performance, while Al-Ahdal and Almarshedi (2022) indicate that learners with higher awareness demonstrate better grammatical accuracy and academic performance. In the Philippine context, Fernandez-Dalona (2019) reported that Filipino multilingual learners develop early metalinguistic awareness due to exposure to multiple languages, suggesting that Grade 7 students possess sufficient cognitive maturity and linguistic experience to engage in metalinguistic reflection. Overall, the findings affirm that LAD awareness, as reflected through metalinguistic awareness, is well-developed among Grade 7 students, indicating that learners have a strong cognitive foundation for language acquisition and supporting their ability to understand and apply grammatical structures. However, as language learning is a continuous process, this awareness must be further developed and translated into consistent language use through sustained practice and meaningful engagement.

Level of First Language Interference of Grade 7 Students

The mean score of First Language Interference among Grade 7 students was 3.97, with a standard deviation of 0.54, interpreted as "High" based on the scale where a range of 3.41 to 4.20 corresponds to this description. This result shows that Grade 7 students experienced a high level of interference from their first language when using English, reflecting the strong influence of their linguistic background on their second language performance. This is evident in their responses to the First Language Interference Questionnaire, particularly in items related to sentence structure, grammar usage, pronunciation, vocabulary choice, and writing patterns. The high mean score suggests that students often apply patterns from their first language, such as direct translation, native word order, and familiar grammatical structures, when forming English sentences. These tendencies highlight how deeply rooted the first language is in shaping their language processing.

Several factors may explain this high level of first language interference. First, students are more exposed to their native language, which is Hiligaynon, in daily communication, making it their primary reference system for thinking and expressing ideas. Second, structural differences between their first language and English, particularly in areas such as word order, verb tense, and grammatical markers, lead learners to unconsciously apply familiar patterns when using English. Third, limited exposure to authentic English usage may reinforce reliance on the first language when students encounter unfamiliar structures. Additionally, students may also use their first language as a cognitive support system, especially when their proficiency in English is still developing, allowing them to make sense of new linguistic input.

These findings support the claim of Ellis (1997) that first language interference occurs when learners transfer linguistic features from their native language to a second language, which may either facilitate or hinder learning. Similarly, Jarvis and Pavlenko (2008) explain that cross-linguistic influence is a natural cognitive process in which learners draw from their existing linguistic knowledge during language production. Furthermore, Cook (2016) emphasizes that the first language plays an active and functional role in second language acquisition, serving as a resource rather than merely a source of errors. In the Philippine context, the findings are consistent with the study of Cordero (2016), which reported that Filipino learners frequently transfer syntactic structures from their first language, resulting in errors in subject-verb agreement and sentence construction. Overall, the findings confirm that first language interference is a natural and significant component of second language learning. While it may lead to inaccuracies, it also supports learners in processing and understanding new language structures. Therefore, instruction should focus on helping learners become aware of these influences and guiding them in using their first language as a resource while minimizing its negative effects.

Level of English Grammar Mastery of Grade 7 Students

The mean score in the English Grammar Mastery Test among Grade 7 students was 14.94, with a standard deviation of 4.32, interpreted as "High" based on the scale where a range of 13 to 16 corresponds to this description. This signifies that Grade 7 students have developed a high level of mastery of English grammar, demonstrating the ability to correctly apply grammatical rules in many instances. The results of the grammar test showed that they are generally capable of recognizing and applying grammar rules across essential areas such as subject-verb agreement, verb tenses, sentence formation, and other core components of English grammar. However, the relatively high standard deviation of 4.32 indicates variability in students' performance, suggesting that while many have achieved high proficiency, some learners may still experience difficulties due to differences in exposure, learning strategies, and the influence of their first language. This variation in scores also suggests inconsistencies in their ability to apply grammatical rules accurately across different contexts.

Several factors may explain this high level of grammar mastery. First, students are exposed to systematic and structured grammar instruction aligned with the curriculum, which provides them with clear rules and guided practice. Second, they have likely developed metalinguistic awareness, enabling them to analyze and reflect on language patterns, which supports their understanding of grammar. Third, continuous practice and exposure to English through reading, writing, and classroom activities may have strengthened their ability to apply grammatical rules. Additionally, the developmental stage of Grade 7 learners allows them to engage in higher-order thinking processes such as analysis and evaluation, which further enhances their grammar learning.

The results support the claim of Ellis (2015) that grammar acquisition is a gradual process influenced by input, practice, and feedback, indicating that learners develop proficiency over time through both explicit instruction and meaningful exposure. Similarly, Lightbown and Spada (2020) emphasize that grammar learning is more effective when presented in meaningful contexts, which may explain the students' ability to apply grammatical rules in the test. Furthermore, the findings align with Sacal and Potane (2023), who identified grammar mastery as a strong predictor of language proficiency, highlighting its role in communication. On the other hand, the present findings appear to contrast with earlier studies such as those of Quijano (2019) and Sioco (2018), which reported low to average grammar

mastery among junior high school learners. The higher level observed in this study may suggest improvements in instructional practices, increased exposure to English, or better alignment with curriculum standards. At the same time, the observed variability supports the findings of Pascual (2021), who noted that learners continue to experience difficulties in specific grammatical areas, indicating that mastery is not uniform across all students. Overall, the findings affirm that English grammar mastery among Grade 7 students is well-developed but still evolving. While students demonstrate strong competence, grammar learning remains a continuous and developmental process that requires sustained instruction, practice, and feedback to achieve full mastery.

Relationship Among LAD Awareness, First Language Interference, and English Grammar Mastery of Grade 7 Students

The inferential analysis using Pearson r revealed that all computed p -values were less than 0.05, indicating that the relationships among Language Acquisition Device (LAD) Awareness, First Language Interference, and English Grammar Mastery are statistically significant, leading to the rejection of all null hypotheses. The relationship between LAD Awareness and First Language Interference obtained an r -value of 0.529 with a p -value of 0.000, indicating a moderate positive and statistically significant relationship at the 5% alpha level. This means that as students' LAD awareness increases, their level of first language interference also tends to increase. The result suggests that learners who are more aware of language structures are also more conscious of how their first language influences their use of English. This significant relationship implies that learners actively use both their cognitive awareness and their first language in the process of acquiring English. Students with higher metalinguistic awareness are more likely to notice similarities and differences between languages, which may lead to increased recognition and even use of first language patterns. Factors such as multilingual exposure, cognitive development, and classroom instruction contribute to this interaction. Rather than eliminating first language influence, learners may use it as a reference system, which explains why higher awareness is associated with higher interference. These findings support Chomsky's stance that learners possess an innate capacity to process and acquire language, enabling them to recognize and internalize linguistic structures, and are further reinforced by Ellis (2015), who emphasizes the role of cognitive mechanisms and meaningful input in language acquisition. Moreover, Odlin (1989) explains that learners naturally draw from their first language when acquiring a second language, resulting in cross-linguistic influence. Putriani (2021) found that learners frequently exhibit grammatical errors due to first language transfer, while Cabaruan and Cue (2019) reported that first language influence remains evident in learners' language use, though varying in degree. These findings collectively affirm that learners' cognitive awareness and prior linguistic knowledge interact in the process of language acquisition. Therefore, the null hypothesis is rejected, confirming a statistically significant relationship between LAD awareness and first language interference.

The relationship between LAD Awareness and English Grammar Mastery obtained an r -value of 0.384 with a p -value of 0.000, indicating a low to moderate positive and statistically significant relationship at the 5% alpha level. This means that as students' LAD awareness increases, their grammar mastery also tends to improve, suggesting that learners who are more aware of language structures are better able to understand and apply grammatical rules. This significant relationship implies that metalinguistic awareness plays an important role in grammar learning. Learners who can analyze language structures are more capable of identifying correct forms and applying rules accurately. However, the moderate strength of the

relationship indicates that grammar mastery is influenced not only by awareness but also by other factors such as teaching strategies, practice, exposure, and motivation. This shows that while awareness supports learning, it must be complemented by meaningful use and reinforcement. These findings are consistent with Ellis (2015), who emphasizes that grammar acquisition develops through both cognitive awareness and exposure, and with Lightbown and Spada (2020), who highlight that learners benefit from understanding language forms in meaningful contexts. These theoretical perspectives support the idea that awareness contributes to grammar development. Therefore, the null hypothesis is rejected, confirming a statistically significant relationship between LAD awareness and English grammar mastery.

The relationship between First Language Interference and English Grammar Mastery obtained an r -value of 0.216 with a p -value of 0.001, indicating a low but statistically significant relationship at the 5% alpha level. This means that first language interference has a measurable, though weaker, influence on students' grammar mastery. The positive direction of the relationship suggests that as first language influence increases, it also affects learners' grammar performance. This finding implies that first language interference plays a role in shaping learners' grammatical development, although its effect is not as strong as cognitive awareness. Learners may rely on their first language to understand and construct meaning, which can both support and hinder their grammar accuracy. Factors such as structural differences between languages, frequency of first language use, and limited exposure to English contribute to this relationship. The low correlation suggests that while first language interference is present, it is only one of several factors influencing grammar mastery. Ellis (1997) and Odlin (1989) explain that first language transfer is a natural process in second language acquisition that influences learners' grammatical development. More recent studies further affirm this relationship. Putriani (2021) documented frequent grammatical errors among learners due to first language transfer, particularly in verb usage and sentence construction, highlighting how native language patterns influence second language performance. Similarly, Cabaruan and Cue (2019) found that while first language influence is evident, its effect on grammar mastery varies in strength, suggesting that it does not consistently determine learners' level of proficiency. Furthermore, Sacal and Potane (2023) emphasized that grammar mastery is shaped by multiple factors beyond language transfer, including instruction and communicative practice. These findings collectively affirm that while first language interference contributes to grammar learning, it does not solely determine learners' level of mastery. Therefore, the null hypothesis is rejected, indicating a statistically significant relationship between first language interference and English grammar mastery.

Taken together, the results of this study reveal a coherent and theoretically grounded picture of the language learning dynamics among Grade 7 students at Capiz National High School. The descriptive findings established that students possess high levels of LAD awareness ($M = 4.03$, $SD = 0.48$), high levels of first language interference ($M = 3.97$, $SD = 0.54$), and high levels of English grammar mastery ($M = 14.94$, $SD = 4.32$), all interpreted within their respective scales. The inferential findings demonstrated statistically significant positive relationships among all three variables, with LAD Awareness and First Language Interference yielding the strongest association ($r = 0.529$, $p = 0.000$), followed by LAD Awareness and English Grammar Mastery ($r = 0.384$, $p = 0.000$), and First Language Interference and English Grammar Mastery yielding the lowest but still significant correlation ($r = 0.216$, $p = 0.001$), all significant at the 5% alpha level. These results collectively affirm that English grammar mastery is influenced by the combined interaction of learners' cognitive awareness and their linguistic background. Effective language instruction should therefore not only enhance learners' understanding of grammatical structures but also provide opportunities

for meaningful practice and application, while guiding learners in recognizing and managing the influence of their first language to minimize errors and improve accuracy. By addressing both cognitive and linguistic factors, learners can gradually develop higher levels of grammatical competence and achieve more effective communication in English. The findings presented in this chapter provide the empirical basis for the conclusions, recommendations, and implications discussed in the subsequent chapter of this study.

CONCLUSION

This study examined the relationship among Language Acquisition Device (LAD) awareness, first language interference, and English grammar mastery among Grade 7 students of Capiz National High School for the school year 2025-2026. Guided by four research questions, the study sought to determine the level of LAD awareness, the level of first language interference, and the level of English grammar mastery among the respondents, as well as to establish whether significant relationships exist among these three variables. A quantitative correlational research design was employed, and data were gathered through three instruments: the LAD Awareness Questionnaire, the First Language Interference Questionnaire, and the English Grammar Mastery Test. Respondents were selected through stratified random sampling, and all data were analyzed using mean, standard deviation, and Pearson Product-Moment Correlation via the Statistical Package for Social Sciences (SPSS). The findings revealed that Grade 7 students exhibited a high level of LAD awareness, a high level of first language interference, and a high level of English grammar mastery. Furthermore, significant relationships were found among all three variables.

The high level of LAD awareness observed among Grade 7 students indicates that learners possess a well-developed capacity to analyze and understand language structures, signifying that they are cognitively prepared to engage in higher-level language tasks such as rule formation, error detection, and grammatical analysis. This level of awareness suggests that instruction may move beyond basic rule presentation toward more advanced, learner-centered approaches that emphasize guided discovery and reflective learning. Strengthening metalinguistic awareness is further indicated as a means of enhancing students' ability to internalize and apply grammatical knowledge effectively. To this end, students may be encouraged to actively engage in tasks that require them to explain grammatical rules, justify their answers, and reflect on how language operates in different contexts. English teachers may implement metalinguistic reflection routines in daily instruction and incorporate guided discovery activities such as sentence analysis, error identification, and rule formulation tasks. School administrators may support professional development initiatives that equip teachers with strategies for implementing metalinguistic and learner-centered approaches, particularly those emphasizing guided discovery and reflection. Curriculum makers may design instructional materials that promote higher-order thinking skills by including activities requiring analysis, explanation, and reflection on grammatical structures. Parents may reinforce awareness beyond the classroom by encouraging reading habits and engaging learners in simple discussions about language use. Future researchers may explore the extent to which guided discovery and reflective strategies enhance the transfer of language awareness into actual grammatical performance.

The high level of first language interference exhibited by the students indicates that they continue to rely on their native linguistic system when processing and producing English. Rather than treating this as a deficit to be eliminated, instruction should aim to manage and guide it through contrastive analysis and awareness-based strategies. Educators may strategically address first language influence through contrastive analysis, translanguaging

practices, and context-sensitive communication to promote more accurate language use. Students may be encouraged to consciously examine the differences between their first language and English, particularly in terms of grammar, sentence structure, and word usage. English teachers may employ contrastive analysis and reflective comparison activities, where students analyze parallel sentences from both languages, identify structural differences, and reflect on how these differences affect meaning, as well as incorporate error analysis tasks that allow students to identify and correct errors influenced by their first language. School administrators may provide support for instructional programs that recognize multilingual contexts and promote strategies addressing cross-linguistic influence. Curriculum makers may integrate lessons that explicitly highlight common areas of first language interference and provide structured opportunities for learners to practice correct forms. Parents may assist by encouraging the use of English in simple, everyday communication at home while maintaining a supportive environment that allows learners to practice without fear of making mistakes. Future researchers may investigate specific linguistic areas where first language interference is most prominent and develop targeted interventions to address these challenges.

The high level of English grammar mastery among the Grade 7 students signifies that they have developed a strong foundation in grammatical knowledge and are capable of applying rules in structured contexts. Nevertheless, this finding also indicates that mastery is still evolving, as learners may experience inconsistencies in more complex or spontaneous language use. Consequently, instruction may focus on reinforcing accuracy through meaningful application, communicative practice, and continuous feedback, enabling learners to transfer grammatical knowledge to real-life communication through authentic tasks. Students may be encouraged to participate in activities that require the practical use of grammar, such as writing compositions, engaging in discussions, and presenting ideas in English. English teachers may provide contextualized and communicative activities including guided writing tasks, role-playing, and collaborative learning activities accompanied by timely and constructive feedback. School administrators may support enrichment programs such as writing workshops, speaking engagements, and English language clubs to reinforce grammatical competence. Curriculum makers may ensure that learning competencies progress from basic to complex structures while maintaining a focus on real-life language use. Parents may contribute by encouraging exposure to English through reading materials, media, and conversations. Future researchers may examine how grammar mastery develops into broader communicative competence across different learning contexts.

The significant relationships found among LAD awareness, first language interference, and English grammar mastery underscore the interconnected nature of cognitive, linguistic, and performance variables in language learning. This finding suggests that improving learners' metalinguistic awareness and effectively managing first language influence can positively contribute to grammar development, reinforcing the idea that grammar mastery cannot be developed in isolation but must be supported through the interaction of multiple components of language learning. Instructional approaches may therefore adopt an integrated perspective that simultaneously addresses cognitive, linguistic, and contextual factors, leading to a more balanced and sustained language development. Students may be guided to become more reflective language users by considering how their awareness and first language influence their English performance. English teachers may design lessons that integrate guided discovery, reflective analysis, and contrastive activities, enabling students to simultaneously develop awareness, manage first language influence, and apply grammatical knowledge. School administrators may promote comprehensive language programs that support both cognitive and linguistic aspects of learning through continuous teacher training and resource provision.

Curriculum makers may develop curricula that balance the development of metalinguistic awareness, grammatical competence, and sensitivity to cross-linguistic differences. Parents may support holistic language development by fostering an environment that encourages consistent practice and positive attitudes toward learning English. Future researchers may explore integrated instructional models that address cognitive awareness and linguistic influence simultaneously to improve language learning outcomes.

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