

Developing Spontaneous Ideas while Learning the Rules of Grammar: Analyzing the Dos and DON'Ts in Ideas and Grammar Build-Up

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Abstract

Spontaneous idea generation and grammatical competence constitute complementary dimensions of effective language learning that collectively strengthen learners' communicative proficiency. This inquiry explored the strategies that facilitate the simultaneous development of spontaneous ideas and grammar learning while examining the challenges that hinder their integration. Employing an exploratory qualitative research design, semi-structured interviews were conducted with twenty purposively selected tertiary-level language learners, and the collected narratives were analyzed through Reflexive Thematic Analysis. The findings revealed that recognizing grammatical patterns, connecting grammar with personal experiences, collaborative learning, guided instructional support, and contextualized grammar practice enhanced learners' ability to generate ideas while maintaining grammatical accuracy. Conversely, excessive self-editing, cognitive overload, fear of grammatical errors, limited authentic language models, and inadequate explanatory feedback constrained meaningful language production. The findings further demonstrated that authentic communicative tasks, scaffolded instruction, and constructive feedback promoted the integration of creativity and grammatical competence. These findings extend sociocultural perspectives by emphasizing that grammar learning becomes more meaningful when embedded within authentic communication, collaborative interaction, and learner-centered pedagogical experiences, thereby supporting more coherent, confident, and purposeful language production.

Keywords : Spontaneous Idea Generation; Grammatical Competence; Language Learning; Sociocultural Theory; Communicative Language Teaching

INTRODUCTION

Language learning extends beyond the mastery of syntactic conventions and grammatical precision, encompassing the cultivation of communicative sophistication, critical reasoning, and the capacity to articulate ideas spontaneously within authentic linguistic contexts. Effective language users are expected to formulate meaningful thoughts while simultaneously adhering to grammatical conventions, a cognitive undertaking that demands the orchestration of higher-order thinking and linguistic proficiency. Despite increasing acknowledgment that creativity constitutes an indispensable dimension of successful language acquisition, instructional environments continue to privilege grammatical correctness over learners' capacity to construct original and spontaneous expressions (Tamam, 2023; Garil, 2024). This instructional imbalance has generated a persistent scholarly concern, as creativity and grammar have frequently been examined as independent constructs rather than interconnected dimensions of language development. Existing scholarship has extensively documented grammatical acquisition as well as creative writing; nevertheless, considerably fewer academic discussions have examined how learners cultivate spontaneous idea generation while concurrently strengthening grammatical competence during authentic language-learning experiences (Arshad & Chen, 2020). Contemporary linguistic discourse likewise emphasizes that communicative proficiency emerges when grammatical knowledge is embedded within meaningful interaction rather than isolated structural practice, indicating that learners refine both linguistic accuracy and conceptual expression through authentic language exposure (Chavez, 2022; Comerros et al., 2024). These perspectives collectively underscore the necessity of examining pedagogical environments

capable of fostering creative cognition alongside grammatical development rather than treating both constructs as separate educational priorities.

Grounded in Vygotsky's Sociocultural Theory in 1978 this inquiry conceptualizes language acquisition as a socially mediated phenomenon in which intellectual growth materializes through collaborative engagement, guided participation, and scaffolded interaction (Nhan, 2020; Divinagracia, 2024). Within this theoretical orientation, learners progressively internalize linguistic knowledge and cognitive processes as they participate in instructional experiences supported by teachers, peers, and meaningful communicative activities. Subsequent scholarly applications have similarly demonstrated that scaffolding substantially strengthens learners' capacity to formulate ideas while managing the grammatical demands inherent in language production (Carpio et al., 2024). Teacher modeling, strategic questioning, corrective feedback, and guided assistance reduce the cognitive burden associated with simultaneously organizing ideas and monitoring grammatical structures, thereby encouraging gradual linguistic advancement (Rashidova, 2025). Comparable educational discussions likewise indicate that parental guidance and sustained instructional assistance nurture learners' conceptual development and grammatical awareness through continuous mediation rather than independent memorization (Chavez et al., 2023). These theoretical and empirical perspectives collectively suggest that supportive learning environments cultivate both linguistic competence and creative thought, reinforcing the premise that meaningful interaction constitutes an essential foundation for language development.

Correspondingly, recent pedagogical scholarship advocates instructional approaches that integrate grammar within meaningful communicative experiences instead of presenting grammatical structures through decontextualized drills. Communicative Language Teaching and Task-Based Language Teaching encourage learners to negotiate meaning, narrate authentic experiences, and accomplish purposeful communicative tasks, enabling grammatical forms to emerge naturally alongside spontaneous idea generation (Teng et al., 2025). Complementing these perspectives, Strandberg (2025) characterizes grammar as a dynamic meaning-making resource rather than a collection of static linguistic prescriptions, whereas Doughty and Williams (1998) demonstrate that focus-on-form instruction enhances grammatical precision without interrupting learners' conceptual flow during communication. Similar pedagogical orientations have also proven effective among learners possessing diverse language preferences and instructional needs (Magno et al., 2024). Beyond classroom interaction, metacognitive practices including planning, self-monitoring, reflective evaluation, concept mapping, and reflective journaling have been recognized for strengthening learners' capacity to organize sophisticated ideas while making deliberate grammatical choices (Chavez et al., 2024). Technological environments further reinforce these instructional processes by providing immediate linguistic feedback through collaborative digital platforms, grammar-support applications, and artificial intelligence-assisted writing systems, allowing learners to devote greater cognitive attention to developing meaningful content while progressively refining grammatical accuracy. Collectively, these complementary instructional approaches illustrate that grammatical development and spontaneous idea generation become mutually reinforcing when embedded within communicative, scaffolded, reflective, and technologically supported learning experiences.

Despite the documented benefits of communicative and scaffolded instruction, the simultaneous management of idea generation and grammatical precision continue to present considerable cognitive demands for language learners. Cognitive Load Theory explains that the limited capacity of working memory constrains learners' ability to formulate ideas, organize discourse, and monitor grammatical structures. Comparable educational circumstances further demonstrate that restricted linguistic exposure and disruptive learning experiences adversely influence learners' capacity to process language efficiently and construct coherent written expressions (Garcia et al., 2025). These perspectives collectively illustrate that grammatical competence and spontaneous conceptualization are not isolated mental activities; instead, both compete for finite cognitive resources, rendering their simultaneous development particularly demanding without appropriate instructional support.

Equally significant are the instructional and affective conditions that discourage learners from expressing ideas freely while maintaining grammatical correctness. Conventional grammar-oriented instruction frequently emphasizes error avoidance and structural precision, often compelling learners to prioritize correctness over meaningful communication. Under these circumstances, apprehension regarding grammatical mistakes suppresses learners' willingness to articulate original thoughts, restricting linguistic experimentation and diminishing communicative confidence. Language anxiety and fear of negative evaluation likewise intensify self-monitoring behaviors, causing learners to devote disproportionate attention to grammatical form at the expense of idea development (Alamer & Almulhim, 2021). Similar communicative patterns have been identified in emotionally sensitive discourse contexts, where psychological tension influences language production and limits expressive fluency (Chavez et al., 2024). Beyond emotional influences, teacher-centered instruction, repetitive grammar drills, and insufficient exposure to authentic communicative situations further constrain learners' opportunities to integrate conceptual development with grammatical application. Evidence emphasizing meaningful English exposure likewise demonstrates that authentic interaction substantially strengthens learners' ability to transform grammatical knowledge into purposeful communication (Chavez, 2022; Chavez et al., 2023). These converging

perspectives indicate that instructional rigidity and affective constraints remain substantial impediments to the simultaneous cultivation of grammatical competence and spontaneous idea generation.

Authentic communicative engagement has consequently emerged as an indispensable educational orientation for fostering both linguistic precision and creative expression. Writing and speaking activities that mirror genuine communicative demands encourage learners to construct meaningful ideas while selecting grammatical structures appropriate to real-world interaction (Mikael & Ilona 2026). Unlike artificial classroom exercises that frequently isolate grammar from communicative purpose, authentic discourse activates complementary cognitive and linguistic processes that facilitate deeper conceptual elaboration and more accurate language production. Recent scholarly discussions involving cultural communication, educational discourse, digital interaction, and language-use contexts similarly reinforce the educational value of meaningful communicative experiences in strengthening both expressive capability and grammatical awareness (Chavez et al., 2023; Chavez & Cuilan, 2024). Furthermore, collaborative writing environments, scaffolded story-development frameworks, and interactive instructional practices have demonstrated measurable improvements in grammatical accuracy, lexical sophistication, textual cohesion, creative thinking, and compositional originality (Zarei et al., 2024; Espartero et al., 2024; Tsai, 2024; Verdeflor, 2024). Nevertheless, empirical findings remain inconclusive, as creative fluency and originality do not consistently correspond with superior performance under conventional writing assessment criteria (Zhang & Guo, 2024; Calzada, 2024). These contrasting observations emphasize the necessity of obtaining a more comprehensive understanding of how learners reconcile spontaneous idea generation with grammatical competence throughout the language-learning process, thereby warranting further scholarly exploration.

Although the existing body of scholarship has substantially enriched the understanding of grammar instruction, communicative pedagogy, scaffolding, metacognitive regulation, technological assistance, and creative language production, several conceptual and empirical limitations remain insufficiently addressed. Much of the available literature has examined these constructs independently, concentrating either on grammatical proficiency or creative expression rather than elucidating how learners simultaneously negotiate both dimensions throughout authentic language-learning experiences (Garil et al., 2024). Likewise, previous academic discussions have predominantly emphasized instructional effectiveness or writing performance, offering comparatively limited attention to learners' lived experiences, cognitive strategies, and perceived difficulties encountered while integrating spontaneous idea generation with grammatical accuracy during actual communicative activities. Furthermore, the inconsistent conclusions presented in contemporary scholarship regarding creativity and writing achievement suggest that originality alone does not necessarily correspond with grammatical competence or conventional measures of writing quality (Zhang & Guo, 2024; Calzada, 2024). This fragmented scholarly landscape demonstrates the necessity of a more comprehensive qualitative exploration capable of revealing how language learners reconcile creativity with grammatical precision while navigating cognitive, instructional, and affective demands within authentic educational settings.

Responding to these scholarly deficiencies, the present inquiry adopts an exploratory qualitative orientation anchored in semi-structured interviews to obtain a nuanced understanding of learners' experiences, instructional preferences, adaptive strategies, and perceived obstacles associated with simultaneously generating spontaneous ideas and maintaining grammatical correctness. Through the interpretive lens of Vygotsky's Sociocultural Theory, the inquiry seeks to illuminate how scaffolded interaction, contextualized grammar instruction, authentic communicative engagement, reflective learning practices, and technology-supported environments facilitate the harmonious development of creative expression and grammatical competence (Garil et al., 2024; Chavez & Unga, 2024). Equally important, the inquiry endeavors to identify the cognitive overload, instructional rigidity, language anxiety, and limited communicative exposure that continue to impede learners' capacity to integrate conceptual richness with linguistic precision. Addressing these unresolved concerns, the inquiry aspires to contribute empirically grounded pedagogical insights that advance learner-centered language instruction and strengthen scholarly discourse concerning the simultaneous cultivation of spontaneous idea generation and grammatical competence within contemporary language education.

Methodology

Research Design

This inquiry adopted an exploratory qualitative research design to obtain an in-depth understanding of how language learners cultivate spontaneous idea generation while concurrently acquiring and applying grammatical knowledge. An exploratory qualitative orientation was considered appropriate because the interplay between creative cognition and grammatical competence encompasses intricate cognitive, linguistic, and pedagogical dimensions that remain insufficiently articulated within existing scholarly discourse. Rather than quantifying predetermined variables, this methodological approach facilitated a comprehensive exploration of participants' lived experiences, instructional encounters, adaptive strategies, and perceived constraints associated with balancing creative expression and grammatical precision. The design likewise enabled the emergence of context-

specific patterns and nuanced insights that contributed to a richer interpretation of learners' experiences in integrating idea development with grammar learning.

Population and Sampling

The target population comprised tertiary-level language students enrolled in English or grammar-focused courses. Participant selection was accomplished through purposive sampling, resulting in a total of twenty ($n = 20$) participants who satisfied the predetermined inclusion criteria. To qualify for participation, individuals were required to be currently enrolled in a language- or grammar-related course, possess prior experience completing academic tasks that simultaneously demanded idea development and grammatical application, and voluntarily express their willingness to participate in an individual interview. Purposive sampling was deemed appropriate because it ensured that all participants possessed firsthand experiences directly relevant to the phenomenon under examination. Consequently, the selected respondents were capable of providing rich, experience-based narratives that aligned closely with the objectives of the inquiry and facilitated a comprehensive understanding of the simultaneous development of spontaneous ideas and grammatical competence.

Research Instrument

Data were elicited through a semi-structured interview guide meticulously developed in accordance with the objectives of the inquiry. The instrument was organized into two principal sections, each corresponding to one of the central research objectives. The first section explored instructional practices and learning strategies that facilitate the concurrent development of spontaneous idea generation and grammatical competence. Employing a semi-structured format enabled the researcher to maintain consistency across interviews while simultaneously encouraging participants to elaborate on their responses, thereby allowing the emergence of unanticipated perspectives and contextually grounded experiences. Table 1 presents the complete set of interview guide questions utilized throughout the inquiry.

Table 1. Interview guide questions.

Objectives	Interview questions
To identify the strategies that facilitate the build-up of spontaneous ideas alongside grammar learning.	What practices help you build up ideas while learning grammar? In what ways do supportive practices in grammar instruction contribute to How does the process of combining idea generation with grammar practice enhance your ability to communicate effectively?
To examine the challenges that limit the integration of ideas and grammar in the learning process.	What particular difficulties do you encounter when trying to generate ideas while focusing on grammar rules? How do barriers in grammar instruction affect the process of integrating your ideas with correct grammar use? What specific changes in grammar teaching would help improve the integration of ideas and grammar?

Data Gathering Procedure

Prior to data collection, formal approval to conduct the inquiry was obtained from the appropriate institutional authorities. Eligible participants were recruited through class announcements and academic communication platforms, with participation remaining entirely voluntary. Individual interviews were scheduled according to each participant's availability and were conducted either face-to-face or online, depending on their preferred mode of participation. Before each interview commenced, informed consent was secured after participants were briefed on the purpose, procedures, and ethical considerations of the inquiry. Each interview lasted approximately 20–30 minutes and, with participants' permission, was audio-recorded to ensure the accuracy and completeness of the collected narratives. Supplementary field notes were likewise documented to capture contextual observations that could support data interpretation. Upon completion of the interviews, all audio recordings were transcribed verbatim in preparation for analysis. Throughout the entire data collection process, ethical principles, including confidentiality, voluntary participation, anonymity, informed consent, and the participants' right to withdraw at any stage without penalty, were rigorously maintained.

Data Analysis

The collected data were analyzed using Reflexive Thematic Analysis following the analytical framework proposed by Braun and Clarke (2006). This method was selected because it facilitates the systematic examination of participants' experiences while accommodating the complexity and subjectivity inherent in qualitative data. The analysis began with repeated reading of the verbatim transcripts to achieve comprehensive familiarization

with the dataset. Meaningful excerpts were subsequently coded to identify recurring ideas, learning strategies, instructional experiences, and challenges associated with spontaneous idea generation and grammar learning. Related codes were then organized into preliminary themes, which underwent continuous refinement to ensure conceptual coherence, consistency, and alignment with the research objectives. The finalized themes were clearly defined and synthesized into the study's findings, supported by representative participant quotations. Adopting a reflexive analytical approach acknowledged the researcher's interpretative engagement throughout the analysis while maintaining methodological rigor, analytical transparency, and trustworthiness.

Results

Research Objectives 1. To identify the strategies that facilitate the build-up of spontaneous ideas alongside grammar learning.

Question No. 1. What practices help you build up ideas while learning grammar?

Identifying Grammar Patterns

Ten (10) respondents emphasized that recognizing recurring grammatical patterns across various contexts strengthened their ability to develop ideas while learning grammar. Rather than relying solely on memorization, participants gradually internalized grammatical structures by observing their consistent application in different forms of communication. This approach enabled them to construct sentences more confidently, transfer grammatical knowledge to unfamiliar situations, and organize their thoughts with greater flexibility. As grammatical patterns became increasingly familiar, participants perceived grammar as a practical framework that facilitated idea development instead of restricting creative expression.

"I build ideas better when I look for patterns instead of memorizing rules. When I study a new grammar point, I try to see how it shows up across different sentences like short ones, long ones, even ones from songs or conversations."

"Patterns also help me improvise. When I know how a certain type of sentence usually flows, for example, how conditionals set up a cause and effect I can easily create variations."

1.2 Relating Grammar to Personal Experiences

Five (5) respondents indicated that connecting grammatical concepts with their own experiences enhanced both idea generation and language production. Drawing upon familiar situations enabled them to formulate meaningful responses more efficiently while reducing the cognitive effort required to create examples from unfamiliar contexts. This personal connection promoted greater engagement during language learning and supported the construction of authentic, coherent, and contextually meaningful sentences.

"I think of how I would use the grammar to talk about my life—my day, my friends, something funny that happened."

"It's easier to build ideas because I'm not inventing random examples, instead I'm drawing from experiences I already understand."

1.3 Learning Through Classmates' Language Use

Five (5) respondents highlighted that observing their classmates' use of grammar broadened their understanding of how grammatical structures could be applied in diverse communicative situations. Exposure to different ways of expressing similar ideas encouraged participants to recognize alternative sentence constructions, refine their own language use, and explore more flexible forms of expression. Collaborative classroom interactions therefore created opportunities for shared learning, allowing participants to expand both their grammatical awareness and their capacity to generate varied and meaningful ideas.

"Talking with classmates helps a lot. When someone uses a grammar pattern in a creative or unexpected way, it gives me ideas I wouldn't have thought of on my own."

"I notice how small changes in word choice or sentence order can shift the meaning or tone. When I see a classmate try something different, it encourages me to try my own variations too."

2.1 Supportive Feedback Encourages Linguistic Exploration

Five (5) respondents emphasized that a supportive instructional environment encouraged them to explore more complex grammatical structures without fear of making mistakes. Constructive guidance allowed them to communicate their ideas more confidently while progressively strengthening their grammatical competence. Rather than discouraging participation, supportive feedback promoted continuous improvement by helping participants refine their language use through practice, reflection, and revision, thereby fostering both confidence and expressive ability.

"Supportive grammar instruction makes me feel safe to try out complex sentences. When the teacher explains grammar without making us feel wrong for experimenting, I'm more willing to express bigger ideas."

"It also helps that my teacher focuses more on what I'm trying to say instead of immediately pointing out what's wrong in the sentence."

2.2 Collaborative Grammar Learning Promotes Creativity

Five (5) respondents perceived collaborative grammar activities as valuable opportunities to exchange ideas and examine different ways of expressing similar meanings. Working with classmates exposed them to diverse sentence constructions and encouraged deeper reflection on grammatical choices within meaningful communication. Through collaborative interaction, participants became more analytical in evaluating language use while simultaneously expanding their creativity and flexibility in constructing grammatically appropriate expressions.

"For me, supportive grammar activities like group editing or shared sentence-building help me see how others express their ideas."

"I also notice that discussing grammar in a group makes me more aware of subtle differences, like word order, tone, or connectors, that can completely change meaning."

2.3 Guided Grammar Practice Builds Independence

Ten (10) respondents indicated that instructional support through models, guided examples, and optional practice activities enabled them to learn grammar at a pace that matched their individual learning needs. This gradual learning process strengthened their understanding of grammatical structures and facilitated the application of these patterns across different writing and communication tasks. Participants likewise recognized that continuous guided practice encouraged greater independence, allowing them to organize increasingly complex ideas while using grammar with greater confidence and accuracy.

"Supportive grammar instruction that includes models, guided examples, and optional practice lets me learn at my own pace."

"Optional practice allows me to revisit difficult concepts until I feel confident, without pressure. Because I can internalize patterns gradually, I start noticing opportunities to use them in essays, projects, or even casual writing."

Question No. 3. How does the process of combining idea generation with grammar practice enhance your ability to communicate effectively?

3.1 Grammar Refines Creative Expression

Ten (10) respondents explained that integrating idea generation with grammar practice enabled them to communicate their thoughts more effectively by transforming initial ideas into organized and coherent messages. Participants recognized that grammar provided the necessary linguistic structure to clarify meaning while preserving the originality of their ideas. This integration encouraged them to communicate with greater precision, allowing creative thinking and grammatical competence to develop simultaneously throughout the language production process.

"When I focus on generating ideas first, I feel freer to express myself because my mind isn't blocked by worrying about mistakes or whether a sentence is perfect."

"Grammar acts like a toolkit that organizes my ideas, helping me decide where to use commas, how to connect clauses, or which tense best conveys my meaning."

3.2 Grammar Strengthens Message Clarity

Five (5) respondents perceived that combining idea generation with grammar enabled them to present their thoughts in a more organized, understandable, and purposeful manner. They viewed grammar as a mechanism that enhanced the clarity of their intended message while preserving the substance of their ideas. As participants became more proficient in integrating both aspects, they also developed greater confidence in expressing themselves accurately, resulting in communication that was clearer, more coherent, and more meaningful.

"Grammar by itself can feel rigid and boring, like I'm just memorizing rules without a real purpose."

"This combination also boosts my confidence. I make fewer mistakes, not because I'm perfect, but because the grammar I practiced is now connected to something meaningful I want to express."

3.3 Integrating Grammar Reveals Language Patterns

Five (5) respondents indicated that applying grammar while developing ideas increased their awareness of recurring linguistic patterns that support effective communication. Through continuous practice, they became more attentive to how grammatical structures influence meaning, organization, and the logical progression of ideas. This growing awareness enabled participants to use grammar more intentionally, allowing them to communicate complex thoughts with greater coherence, accuracy, and communicative effectiveness.

"Combining ideas with grammar makes me notice patterns I wouldn't normally see if I studied them separately."

"This process helps me understand grammar not as a list of rules, but as a system that supports meaning."

Research Objectives 2. To examine the factors that motivate Gen Zs' active participation in SDG-related activities.

Question No. 1. What particular difficulties do you encounter when trying to generate ideas while focusing on grammar rules?

1.1 Excessive Sentence Self-Editing

Ten (10) respondents indicated that excessive attention to grammatical correctness disrupted their ability to develop and sustain ideas during writing. Rather than allowing their thoughts to progress naturally, participants became preoccupied with revising individual sentences before completing their initial drafts. This tendency interrupted the creative process, reduced writing fluency, and prevented ideas from developing fully. The findings suggest that prioritizing grammatical perfection during the early stages of writing may constrain idea generation by shifting learners' attention from content development to continuous self-correction.

"When I'm too focused on grammar, my brain freezes. I keep deleting sentences because they don't sound right."

"It feels like I'm trying to produce a final draft on the first try, so I can't allow myself to make mistakes even though mistakes are supposed to be part of brainstorming."

1.2 Sentence Structure Interrupts Ideas

Five (5) respondents reported that concentrating on sentence structure frequently interrupted their train of thought, making it difficult to sustain or expand their original ideas. As their attention shifted toward grammatical accuracy, the momentum of idea development gradually diminished, causing initially promising thoughts to become incomplete or less detailed. This finding illustrates how simultaneous monitoring of grammar and content can interfere with the continuity of learners' thinking during the writing process.

"I think of something interesting, but when I start worrying about sentence structure, I forget the original idea."

"Sometimes the idea is still there, but it becomes blurry or less exciting because I'm too distracted by the rules."

1.3 Fear Restricts Idea Expression

Five (5) respondents revealed that concerns about negative evaluation influenced them to limit their language use and avoid expressing more complex ideas. To minimize the possibility of grammatical errors, participants deliberately selected simpler vocabulary and sentence structures, even when these did not fully represent their intended message. Such self-restriction reduced opportunities for meaningful expression and reflected how fear of judgment can discourage learners from communicating their ideas confidently.

"I don't want my classmates or teacher to think my English/Filipino is bad, so I filter my ideas. I avoid writing sentences I'm not confident in."

"It feels like I'm being judged not on my thinking, but on my grammar skills. Because of that, I end up holding back and writing less."

Question No. 2. How do barriers in grammar instruction affect the process of integrating your ideas with correct grammar use?

2.1 Fear of Grammatical Errors

Five (5) respondents indicated that fear of committing grammatical mistakes discouraged them from expressing their ideas freely during writing tasks. Concern over producing incorrect sentences caused participants to hesitate before writing, interrupting the natural progression of their thoughts and reducing their willingness to communicate more elaborate ideas. This apprehension shifted their attention toward avoiding errors rather than developing meaningful content, thereby limiting both fluency and idea integration.

"I often have ideas I want to write, but I hesitate because I worry my sentences will be wrong. Grammar rules feel like walls that block my thoughts, and I overthink every word before I even start writing."

"Even when I know what I want to say, the pressure to follow rules perfectly interrupts the natural flow of my thoughts, and my ideas never make it onto the page."

2.2 Limited Authentic Grammar Examples

Five (5) respondents emphasized that the absence of practical and authentic grammar examples made it difficult to apply grammatical concepts in their own writing. Although they understood grammatical principles theoretically, they experienced uncertainty when transferring these rules into meaningful communication. As a result, participants became reluctant to construct more sophisticated sentences, which restricted the depth and originality of their written expression.

"I understand grammar rules in theory, but it's hard to apply them when I don't see them in real examples."

"Sometimes I wish I could see more examples of how grammar can be used creatively, so I could experiment and express my ideas without fear of making mistakes"

2.3 Constructive Feedback Strengthens Learning

Ten (10) respondents highlighted that insufficient explanatory feedback limited their ability to improve grammatical accuracy without compromising their intended message. Participants emphasized that identifying errors alone was inadequate unless accompanied by guidance explaining how revisions could preserve meaning while improving sentence construction. They believed that balanced feedback would encourage continuous learning, strengthen confidence, and support the integration of grammatical competence with effective idea development.

"When no one explains why a sentence is wrong, I don't really know how to fix it without losing my original idea."

"I wish feedback would balance correction with explanation, showing how grammar can improve clarity without taking away my voice."

Question No. 3. What specific changes in grammar teaching would help improve the integration of ideas and grammar?

3.1 Meaningful Contexts Enhance Grammar Learning

Five (5) respondents emphasized that grammar instruction became more effective when integrated with meaningful and personally relevant topics. Connecting grammatical concepts to authentic experiences encouraged participants to develop ideas more naturally while applying grammatical structures within purposeful communication. This contextualized approach increased engagement, strengthened conceptual understanding, and enabled learners to perceive grammar as a practical resource for expressing meaningful ideas rather than as an isolated collection of language rules.

"I learn grammar better when it's connected to real topics, like writing about my day, my hobbies, or social issues."

"When grammar is tied to meaningful writing, it becomes a tool for expressing myself rather than a set of rigid rules."

3.2 Flexible Grammar Applications Encourage Expression

Five (5) respondents indicated that presenting multiple grammatically correct ways of expressing the same idea increased their confidence and willingness to communicate. Exposure to varied sentence constructions demonstrated that effective communication could be achieved through different linguistic choices, allowing participants to adapt their language according to context and purpose. This instructional approach reduced anxiety associated with finding a single "correct" answer while encouraging greater creativity and flexibility in written expression.

"I want grammar activities that show there's more than one way to say something correctly. Seeing alternatives lets me express my ideas without freezing, because I don't feel trapped by a single right sentence."

"When I see multiple correct options like expressing the same idea in simple, compound, or complex sentences, or using formal versus casual phrasing I gain confidence to try my own ways of saying things."

3.3 Authentic Tasks Promote Grammar Integration

Ten (10) respondents expressed that creative and meaningful learning activities provided more effective opportunities to integrate grammatical knowledge with idea development than isolated grammar exercises. Authentic writing tasks enabled participants to apply grammatical structures within realistic communicative situations while maintaining focus on the substance of their ideas. They believed that repeated exposure to contextualized language use strengthened grammatical understanding, improved written communication, and facilitated the transfer of learned skills to various academic and everyday writing contexts.

"We often feel more engaged when grammar is embedded in creative, meaningful tasks rather than isolated drills."

"Writing dialogues or mini-essays allows us to practice punctuation, sentence variety, and linking words while staying focused on our ideas."

Discussion

The findings demonstrate that the development of spontaneous ideas alongside grammar learning is facilitated through learners' recognition of grammatical patterns, meaningful connections to personal experiences, collaborative interaction with peers, and scaffolded instructional practices. These strategies collectively indicate that grammar acquisition becomes more effective when learners engage with language as a communicative

resource rather than as an isolated collection of prescriptive rules. Such findings directly address the first research objective by revealing that spontaneous idea generation and grammatical competence evolve through contextualized and socially mediated learning experiences. This interpretation strongly aligns with Vygotsky's Sociocultural Theory, which emphasizes that higher-order cognitive development emerges through interaction, guidance, and collaborative participation. Wu et al. (2025), who argued that scaffolded learning environments promote deeper linguistic development by enabling learners to internalize grammatical knowledge while simultaneously strengthening conceptual thinking. Similarly, the participants' reliance on guided practice, supportive feedback, and peer interaction reinforces Sana et al. (2025), who emphasized that instructional support gradually reduces learners' cognitive demands, thereby allowing grammatical competence and creative language production to develop concurrently.

Furthermore, the results reveal that combining idea generation with grammar practice substantially enhances communicative effectiveness by refining creative expression, improving message clarity, and increasing learners' awareness of recurring linguistic patterns. Rather than restricting creativity, grammar functioned as an organizational mechanism that enabled participants to communicate ideas with greater coherence, precision, and communicative purpose. These findings support the proposition advanced by Niculescu et al. (2025) that grammar should be understood as a dynamic meaning-making system instead of a static body of linguistic prescriptions. Likewise, the findings are consistent with Jednaszewski (2025), whose communicative and focus-on-form approaches demonstrate that grammatical accuracy develops more naturally when integrated into meaningful communication. The participants' experiences further suggest that spontaneous thinking and grammatical competence are mutually reinforcing processes, thereby extending previous pedagogical perspectives by illustrating that effective language learning emerges through the continuous integration of conceptual development and linguistic accuracy rather than through their separate instructions.

Conversely, the findings addressing the second research objective indicate that excessive self-editing, preoccupation with sentence structure, fear of grammatical errors, insufficient authentic language models, and limited explanatory feedback significantly constrain learners' capacity to integrate ideas with grammatical correctness. These challenges illustrate the cognitive and affective complexities associated with simultaneous idea generation and grammatical monitoring. Cognitive Load Theory (Sweller, 1988), learners experience increased mental demands when conceptual planning, lexical selection, syntactic monitoring, and self-correction occur concurrently, thereby interrupting the natural progression of idea development. Suggesting that language anxiety diverts learners' attention toward error avoidance rather than meaningful communication. Consequently, the findings imply that instructional environments emphasizing grammatical perfection may unintentionally suppress learners' willingness to experiment linguistically and communicate original ideas.

The participants further emphasized that grammar learning becomes substantially more meaningful when instruction is contextualized through authentic communicative tasks, flexible language applications, and constructive explanatory feedback. These preferences indicate that learners benefit from pedagogical environments where grammar is embedded within purposeful communication rather than isolated mechanical exercises. Authentic communicative experiences strengthen both grammatical competence and expressive capability by allowing learners to apply linguistic knowledge. Likewise, the findings correspond with Roy (2026), who collectively recognized that creativity and grammar should be cultivated simultaneously through learner-centered instructional approaches that encourage experimentation, reflection, and meaningful language use. Beyond confirming previous scholarship, the present findings suggest a pedagogical refinement in which grammar instruction should prioritize adaptive scaffolding, contextualized communication, and reflective practice to establish a reciprocal relationship between grammatical development and spontaneous idea generation. This integrated perspective extends existing theoretical understandings by proposing that grammatical competence is not merely a prerequisite for effective communication but rather an outcome that continuously evolves through authentic communicative engagement, collaborative learning, and sustained opportunities for creative linguistic expression.

Conclusion

Meaningful communication and contextualized grammar instruction are fundamental to the simultaneous development of spontaneous idea generation and grammatical competence. The findings revealed that recognizing grammar patterns, authentic experiences, collaborative learning, and scaffolded support strengthened learners' ability to express ideas accurately, whereas excessive self-editing, fear of grammatical errors, cognitive overload, and limited authentic practice constrained language production. These findings address the identified research gap by demonstrating that creativity and grammar develop as interconnected processes rather than separate language skills. Therefore, grammar instruction should prioritize authentic communication, guided learning, and constructive feedback to promote both linguistic accuracy and meaningful idea development, thereby strengthening communicative competence in contemporary language education...

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