

ENGLISH LANGUAGE SELF-EFFICACY, GRAMMATICAL COMPETENCE, AND VOCABULARY KNOWLEDGE AMONG SENIOR HIGH SCHOOL STUDENTS: A CORRELATIONAL STUDY

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ABSTRACT

Article history:

Submission: 22 June 2025

Revised: 15 July 2025

Accepted: 7 Aug 2026

Publication: 7 Sept 2026

Keywords - self-efficacy, grammatical competence, vocabulary knowledge, English language learning, senior high school students, descriptive-correlational research

This study examined the interrelationship among self-efficacy, grammatical competence, and vocabulary knowledge in English language learning among senior high school students in the Buenavista Districts, Division of Bohol, Philippines. Specifically, it described students' levels of self-efficacy, grammatical competence, and vocabulary knowledge and explored the relationships among these variables and

selected demographic characteristics. A quantitative descriptive-correlational research design was employed involving 182 senior high school students selected through simple random sampling. Data were gathered using validated self-efficacy questionnaires and standardized assessments of grammatical competence and vocabulary knowledge. Descriptive statistics and Spearman's



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rank-order correlation were used to analyze the data. The findings indicated that respondents generally demonstrated a moderate level of English language self-efficacy. At the same time, grammatical competence was predominantly very low, and vocabulary knowledge was largely at the moderate level. No statistically significant relationships were found between self-efficacy and either grammatical competence or vocabulary knowledge. In contrast, grammatical competence exhibited a statistically significant moderate positive relationship with vocabulary knowledge. The findings suggest that learners' confidence in using English may not necessarily correspond with their demonstrated language proficiency, whereas grammar and vocabulary appear to develop in a complementary manner. The study highlights the importance of integrating motivational support with explicit and contextualized language instruction to strengthen English language learning among senior high school students.

INTRODUCTION

English language proficiency continues to be recognized as an important competency for academic success, lifelong learning, and participation in an increasingly interconnected global society. Among the various components of language proficiency, grammatical competence and vocabulary knowledge provide learners with the linguistic resources necessary to communicate ideas effectively, comprehend academic texts, and engage in meaningful discourse. These competencies are particularly important in senior high school, where learners are expected to demonstrate increasing independence in reading, writing, speaking, and critical thinking across content areas.

Recent developments in language education have likewise emphasized the role of affective factors in shaping language learning. Beyond cognitive ability alone, learners' beliefs about their own capabilities influence the effort they invest, the strategies they employ, and their persistence when encountering academic challenges. Self-efficacy, defined as individuals' beliefs in their capability to organize and execute actions necessary to accomplish specific tasks, has consistently been associated with motivation, self-regulated learning, and academic achievement (Bandura, 1997). In second language learning, students who demonstrate stronger self-efficacy tend to participate more actively in classroom interactions, employ a wider range of learning strategies, and exhibit greater resilience when faced with linguistic difficulties.

Grammatical competence remains one of the core dimensions of communicative competence. It enables learners to construct meaningful and structurally accurate sentences that facilitate effective communication across academic and social contexts. Although contemporary language instruction increasingly emphasizes communicative language use, grammatical knowledge continues to provide the structural foundation upon which communication is built. Similarly, vocabulary knowledge constitutes one of the strongest predictors of reading comprehension, writing quality, and overall language

proficiency. Learners with broader and deeper vocabularies are generally better equipped to interpret complex texts, express ideas precisely, and engage confidently in academic communication (Nation, 2022).

International studies continue to demonstrate that vocabulary development, grammatical competence, and learner motivation are mutually reinforcing. Vocabulary acquisition supports comprehension and language production, while grammatical competence enables learners to organize lexical knowledge into coherent communication. At the same time, students with stronger self-efficacy are often more willing to engage in language-learning activities that further strengthen both grammatical accuracy and vocabulary growth (Linnenbrink-Garcia et al., 2018).

Within the Philippine educational context, strengthening English language proficiency remains an important educational priority. Despite curriculum reforms and ongoing efforts to improve English instruction, national and international assessments indicate that many learners continue to face challenges in academic reading, writing, and language use. These challenges have become more evident following the educational disruptions of the COVID-19 pandemic, which highlighted the need for instructional approaches that address both the cognitive and motivational dimensions of learning.

While previous investigations have examined self-efficacy, grammar, or vocabulary independently, relatively fewer studies have explored the interrelationship among these three constructs within a single framework, particularly among senior high school learners in local Philippine contexts. Understanding how learners' confidence in their language abilities relates to their grammatical competence and vocabulary knowledge may provide useful insights for designing instructional interventions that support both language development and learner motivation.

The present study addresses this gap by examining the levels of self-efficacy, grammatical competence, and vocabulary knowledge among senior high school students in the Buenavista Districts of Bohol and determining the relationships among these variables. By integrating cognitive and affective dimensions of language learning, the study contributes context-specific evidence that may assist teachers, curriculum planners, and school leaders in strengthening English language instruction through evidence-informed pedagogical practices.

THEORETICAL BACKGROUND

The Social Cognitive Theory by Bandura, the Communicative Competence Theory by Canale and Swain, and the Lexical Quality Hypothesis form the basis of this work. All of these theoretical approaches explain how learners' views, language skills, and growing vocabulary all affect their overall English language ability.

Bandura's Social Cognitive Theory (1997) posits that learning occurs when personal factors, behavior, and external factors interact. Self-efficacy, or a person's confidence in their ability to complete certain tasks, is at the heart of the idea. Learners who believe in themselves more are usually more ready to take on tough tasks, more persistent, and more likely to use effective learning techniques even when things get hard. When learning English, self-efficacy affects how willing students are to speak with others, participate in class activities, and continue improving their language skills. Self-efficacy is not just a motivational factor; it also helps language learners stay focused and control their own learning habits, which is good for language development.

The study is also based on Canale and Swain's (1980) Communicative Competence Theory, which holds that using grammar correctly is an important part of communicating. Being grammatically competent means knowing about syntax, morphology, phonology, semantics, and sentence structure. This lets trainees make statements that are correct in terms of language. Even though communicative language training focuses on real-life interactions, knowing how to use grammar correctly is still necessary for good conversation. It is usually true that learners who are better at grammar can organize their thoughts more clearly and speak more clearly in both spoken and written English.

In addition to these ideas, there is the Lexical Quality Hypothesis (Perfetti & Stafura, 2014), which says that how well we understand language relies on how well our memories store words. Good vocabulary knowledge combines information about spelling, pronunciation, meaning, and grammar, which helps students quickly spot words and understand increasingly complex texts. So, vocabulary knowledge is more than just knowing what words mean; it also includes understanding how words relate to each other, how they are used in context, and the grammatical functions that make language easier to use.

Together, these ideas show that learning a language is affected by both mental and emotional processes. Self-efficacy motivates language learners to take an active role in their studies. Grammar skills provide the structure for conversation, and vocabulary knowledge provides the language tools needed for understanding and expression. In this way, progress in one area may help progress in others, showing how learning English is linked to everything else. We will use this unified theoretical framework to examine how self-efficacy, grammatical skills, and word information are related among senior high school students.

REVIEW OF RELATED LITERATURE

Self-Efficacy and English Language Learning. Self-efficacy has become one of the most influential psychological constructs in educational research because it shapes how learners perceive their capabilities, regulate their learning behaviors, and respond to academic challenges. According to Bandura (1997),

self-efficacy is how people feel about their ability to plan and carry out the steps needed to achieve their goals. When learning a second language, these ideas affect how willing students are to talk to others, how long they spend on language tasks, and how they use cognitive and metacognitive learning strategies. A new study shows that self-efficacy helps with both motivation to learn and the ability to control how much you learn. Learners who have stronger beliefs in their own efficacy tend to be more persistent, use more effective learning strategies, and bounce back from failures more quickly (Schunk & DiBenedetto, 2020). Self-efficacy does not work in isolation; it interacts with students' past experiences, teacher feedback, peer support, and the classroom atmosphere. This makes it a dynamic trait that can be improved by using the right teaching methods. Self-efficacy has been examined in English language education in terms of the four basic skills: reading, writing, speaking, and listening. Reading self-efficacy has been linked to more interest in reading tasks and better understanding. This is because readers who are confident in their reading skills are more likely to keep going with difficult books (Shehzad et al., 2021). Writing self-efficacy has also been linked to students' desire to improve their work and the quality of their writing (Bai & Wang, 2020). Students who feel confident in their speaking abilities are more likely to participate in class discussions and other oral communication activities.

On the other hand, students who feel confident in their listening abilities are more likely to feel comfortable understanding spoken language in real-life situations. These results show that self-efficacy is a state that enables language learning. Even though confidence does not guarantee language skills, it may motivate language learners to engage in more regular, useful language experiences that help them continue learning.

Grammatical Competence in Second Language Learning. Grammatical competence remains one of the central components of communicative competence despite increasing emphasis on communicative language teaching. Canale and Swain (1980) conceptualized grammatical competence as learners' knowledge of vocabulary, syntax, morphology, phonology, and sentence formation that enables them to produce grammatically acceptable utterances.

In recent years, researchers have moved away from seeing grammar as just memorizing rules and toward seeing it as contextualized, interactive teaching. Van Rijt and Copen (2021) said that teaching language is more effective when it is used in real conversations rather than as separate tasks. Similarly, Myklebust and Bjerke (2023) showed that teenage learners' grammatical skills have a big impact on the quality, consistency, and general cohesion of their writing.

Also, research shows that knowing how to use grammar correctly helps students understand what they read by enabling them to interpret complex sentence patterns. Students who know more about grammar are usually better at figuring out what something means, finding syntactic connections,

and writing answers that make sense. As a result, teaching grammar remains an important part of learning a second language, even as the way we teach changes.

Vocabulary Knowledge as a Foundation of Language Proficiency.

Because words are what we use to communicate, vocabulary is one of the best ways to tell how well someone speaks another language. Nation (2022) said that learning new words involves more than just knowing their meanings. It also means learning how to say them, how grammar works, how they fit together, and how to use them in different situations. So, both vocabulary depth and vocabulary range are important for understanding and using language well. The Lexical Quality Hypothesis also posits that good lexical representations help the brain process language more quickly by integrating knowledge of spelling, pronunciation, meaning, and syntax in long-term memory (Perfetti & Stafura, 2014). Word-rich learners are usually better able to understand academic books, clearly express their ideas, and figure out unfamiliar words from their own experience.

Meta-analytic data further support explicit vocabulary teaching. Wright and Cervetti (2023) concluded that structured vocabulary instruction makes a real difference in how well students learn new words and understand what they read across a variety of school settings. These results show how important it is to keep learning new words throughout high school.

Interrelationship among Self-Efficacy, Grammar, and Vocabulary.

More and more, people think of learning a language as a combination of mental and emotional processes. Learners' drive and perseverance are affected by their sense of self-efficacy. On the other hand, knowing basic grammar and vocabulary is essential for communicating effectively. Even though these ideas are different, they may help each other when learning a language. Studies have shown that students' confidence increases when they use methods for learning the language, expand their vocabulary, and participate actively in class (Schunk & DiBenedetto, 2020). However, there is evidence that self-efficacy does not always align with objective language ability. This is because confidence can grow without actually being good at the language. So, examining these connections in specific educational settings remains necessary to grasp how cognitive and emotional factors affect second-language learning fully.

REVIEW OF RELATED STUDIES

International studies consistently show that students' sense of self-efficacy increases their interest in learning and improves their academic success. Macáková and Wood (2020) discovered that self-efficacy mediated the link between university students' motivation and academic success. This suggests that learners' views affect how well they can turn their drive into academic success. Bai and Wang (2020) also found that English-language trainees with higher levels of self-efficacy were better

at self-regulating their learning and performing well in the language. Studies that focus on grammatical skills also show that clear grammar teaching has good effects on education. According to Van Rijt and Coppen (2021), contextualized grammar instruction was more effective than standard rule-based instruction in improving students' grammatical awareness and communication skills. Myklebust and Bjerke (2023) showed that students' language skills could predict the quality of their writing with high accuracy. Studies on grammar repeatedly show that having a large vocabulary is a good sign of how well someone speaks a language. Students who have more detailed word pictures process language faster, which helps them understand what they read and use language well, say Perfetti and Stafura (2014). Wright and Cervetti (2023) also found that teaching language clearly helped students across several school settings.

Similar information is coming from new probes in the Philippines. Researchers Torres and Alieto (2019) found that Filipino high school seniors who were more motivated to learn English also had higher levels of self-efficacy. Reyes and Cruz (2024) also found differences between how well students thought they spoke English and how well they actually spoke it. This suggests that students' confidence may not always align with their actual ability. In other Philippine studies, grammatical skills and language development have been examined separately. Dela Cruz et al. (2023) found that senior high school students were still having trouble with correct grammar even after changes were made to the curriculum. Santos et al. (2022) stated that English language skills in Philippine schools still need improvement.

Even though these studies have helped us learn much more about how people learn English, there are still important gaps in our knowledge. First, few studies have examined self-efficacy, grammar skills, and vocabulary comprehension simultaneously using the same analytical approach. Second, most of the existing literature focuses on college students or learners outside the Philippines. There is not much information about high school seniors in Philippine schools. Third, most earlier studies have focused on either the cognitive or the emotional aspects of language learning, rather than on how they relate to each other. It might help us understand English language learning better if we fill in these gaps. This could lead to the creation of teaching methods that boost students' confidence and language skills.

METHODOLOGY

Design. This study employed a **quantitative research approach** using a **descriptive-correlational design** to examine the interrelationships among self-efficacy, grammatical competence, and vocabulary knowledge in English language learning among senior high school students. The descriptive component was used to determine learners' levels of self-efficacy, grammatical competence, and vocabulary knowledge. In contrast, the correlational

component examined the relationships among these variables and their associations with selected demographic characteristics. Since the study sought to investigate naturally occurring relationships without manipulating the variables, the descriptive-correlational design was considered appropriate.

Research Setting and Participants. Between the 2024 and 2025 school years, the study was conducted in three public senior high schools in the Buenavista District, Division of Bohol, Philippines. 333 students in grades 11 and 12 who were in the Academic and Technical-Vocational-Livelihood (TVL) tracks were the target group. Slovin's formula was used to determine a sample size of 182 students with a 95% confidence level and a 5% margin of error. Simple random sampling was used to select the participants, so every eligible student had an equal chance of taking part. To keep the data collection process consistent, students who had moved from another school, were absent during data collection, did not have parental permission, or had serious learning disabilities were excluded.

Research Instruments. Data were collected using standardized and adapted instruments that measured four domains of English language self-efficacy, grammatical competence, and vocabulary knowledge. Self-efficacy was assessed through four separate questionnaires measuring **reading, writing, speaking, and listening** self-efficacy. These instruments were adapted from established scales developed by Kosar et al. (2022), White (2022), Zhang et al. (2020), and Smith et al. (2011). Responses were measured using a modified four-point Likert scale, with higher scores indicating greater perceived capability to perform English-language tasks.

Grammatical competence was measured using a **40-item multiple-choice diagnostic test** adapted from **Oxford Practice Grammar: Intermediate Diagnostic Test** (Eastwood, 2019). Vocabulary knowledge was likewise assessed using a **40-item multiple-choice test** adapted from the **Vocabulary Levels Test** developed by Laufer and Nation. Both assessments evaluated learners' functional knowledge of grammar and vocabulary appropriate for senior high school students.

Before the major study, the tools underwent expert validation and were pilot-tested with senior high school students from a nearby school outside the study area. Using Cronbach's alpha to assess reliability showed that all instruments had good internal consistency, with coefficients above the suggested threshold of .70. This indicates they are sufficiently reliable for the study.

Data Collection Procedures. Following approval from the University of Bohol Research Ethics Committee and the Schools Division Office of Bohol, permission was obtained from district supervisors and school administrators prior to data collection. Parents or guardians provided informed consent,

while participating students gave their assent before completing the survey instruments.

The researcher distributed the surveys in person during regular class time, just like a normal test. The participants first filled out the self-efficacy surveys. Then they took the tests on their grammar and vocabulary. Before they were coded and statistically analyzed, completed surveys were checked to ensure they were complete. The participants' names were kept confidential throughout the study, and all information was used only for research purposes.

Statistical Analysis. Data were analyzed using descriptive and inferential statistics. Frequencies, percentages, means, and standard deviations summarized participants' demographic characteristics and levels of self-efficacy, grammatical competence, and vocabulary knowledge.

The relationships between students' demographic profiles and the three language variables were examined using the Chi-square test and Spearman's rank-order correlation, depending on the variables' level of measurement. Relationships among self-efficacy, grammatical competence, and vocabulary knowledge were likewise analyzed using Spearman's rho. Differences in the three variables across sex, age, and academic track were examined using the Independent Samples t-test and the Mann-Whitney U test, following tests of normality. Statistical significance was established at $\alpha = .05$, and effect sizes were reported to facilitate interpretation of the practical significance of statistically significant findings.

Ethical Considerations. The study adhered to the ethical guidelines already in place for educational research. The University of Bohol Research Ethics Committee approved the study before any data were collected. Institutional permission was also obtained from the Department of Education and the participating schools. Respondents knew what the study was about, how it would work, what benefits might come from it, and that they could quit at any time without any consequences.

Instead of giving out names, identification codes were used to keep things private and anonymous. Electronic data were stored in password-protected files accessible only to the researcher, and paper surveys were kept in a safe place. All the information was kept confidential and used only for research, as required by the Philippine Data Privacy Act of 2012 (Republic Act No. 10173) and ethical standards for studies involving people.

RESULTS AND DISCUSSION

Table 1. Reading Proficiency Before and After the Catch-Up Fridays Intervention Level of Self-Efficacy among Senior High School Students. Table 1 presents respondents' self-efficacy across the four English-language macro skills. The respondents demonstrated an overall moderate level of

self-efficacy in English language learning ($M = 2.91$). Reading recorded the highest mean ($M = 3.05$), followed by writing ($M = 2.92$) and listening ($M = 2.91$), whereas speaking obtained the lowest mean ($M = 2.73$). Although all four language domains fell within the same descriptive category, the relatively lower confidence in speaking suggests that oral communication remains one of the more challenging aspects of English language learning for many students.

Table 1. *Level of Self-Efficacy among Senior High School Students ($n = 182$)*

Domain	Mean	Interpretation
Reading Skills	3.05	Moderate
Writing Skills	2.92	Moderate
Speaking Skills	2.73	Moderate
Listening Skills	2.91	Moderate
Overall	2.91	Moderate

Scale: 3.25–4.00 = Very High; 2.50–3.24 = Moderate; 1.75–2.49 = Low; 1.00–1.74 = Very Low.

These findings indicate that the respondents generally perceived themselves as capable of performing English language tasks, although their confidence may fluctuate when confronted with unfamiliar or cognitively demanding situations. Bandura’s Social Cognitive Theory posits that learners’ views of their own abilities influence their motivation to initiate, sustain, and control learning behaviors (Bandura, 1997). This trend fits with this theory. Self-efficacy does not indicate how well a person speaks a language; it indicates how they believe they can speak that language. This can change as a result of good learning experiences, helpful comments, and a friendly classroom setting.

The comparatively stronger confidence in reading may be associated with greater exposure to written academic materials during classroom instruction. In comparison, the relatively lower confidence in speaking may reflect fewer opportunities for authentic oral interaction. Similar observations have been reported by Bai and Wang (2020), who found that English language learners generally demonstrated stronger confidence in receptive language skills than in productive language tasks, particularly oral communication. These findings highlight the value of creating communicative learning environments that encourage students to actively participate in meaningful speaking activities while further strengthening their confidence across all language domains.

Grammatical Competence of the Respondents. Table 2 summarizes the respondents’ grammatical competence. The distribution indicates that respondents’ grammatical competence was generally limited. Nearly two-thirds (64.8%) demonstrated **very low grammatical competence**, while only one respondent (0.5%) attained the high competence category. Approximately one-fourth of the participants (23.6%) exhibited low competence, whereas only 10.9% achieved a moderate level.

Table 2. *Distribution of Respondents According to Grammatical Competence (n = 182)*

Competence Level	n	%
High	1	0.5
Moderate	20	10.9
Low	43	23.6
Very Low	118	64.8

These findings suggest that many learners continue to struggle to apply grammatical structures accurately in English despite years of formal language instruction. Since grammar provides the structural foundation for both written and spoken communication, limited grammatical competence may constrain learners' ability to express ideas clearly, interpret complex texts, and produce coherent written discourse.

Modern ideas stress that grammar is an important part of communication, not just a set of separate rules for language. The results are in line with these ideas. Canale and Swain (1980) said that knowing how to use grammar correctly helps students write words that are appropriate for language use and makes conversation easier. More recently, Myklebust and Bjerke (2024) found that students' grammatical skills have a big impact on the clarity and quality of their writing. Van Rijt and Coppen (2021) said that teaching grammar in the context of real-life communication is more effective at helping students learn a language than just memorizing rules.

Based on these results, it seems that teaching grammar might work better if it included more real-life examples, opportunities to use the language in practical ways, and ongoing direct feedback that lets students apply what they have learned in real-life conversations.

Vocabulary Knowledge of the Respondents. Table 3 presents the respondents' vocabulary knowledge. The respondents demonstrated varying levels of vocabulary knowledge. More than one-third (36.8%) achieved a **moderate level of vocabulary proficiency**, while 29.7% demonstrated high proficiency, and only 4.4% attained the very high level. Conversely, approximately 3 out of 10 learners (29.1%) remained in the very low proficiency category.

Table 3. *Distribution of Respondents According to Vocabulary Knowledge (n = 182)*

Proficiency Level	n	%
Very High	8	4.4
High	54	29.7
Moderate	67	36.8
Very Low	53	29.1

These data show that while many students have a large enough vocabulary to communicate effectively in the classroom, a significant portion may still lack sufficient vocabulary to understand more difficult academic texts fully and to express their thoughts clearly. Knowing words is not enough; you also need to know their meanings, how to use them in different situations, how to put words together, and how grammar works. All of these things help you communicate and understand what you read (Nation, 2022).

They support the Lexical Quality Hypothesis, which holds that brains that store more information about words can process language more quickly and understand what they read better (Perfetti & Stafura, 2014). Wright and Cervetti (2023), who conducted a meta-analysis, reached the same conclusion: structured language instruction helps kids learn to read better and pick up new words.

Putting together the results on grammatical skills and vocabulary shows that senior high school students may learn English more effectively if they continue to focus on language-rich lessons, contextualized vocabulary development, and useful language use. Additionally, improving these basic language skills might give students greater confidence to take on more difficult communication tasks, thereby increasing the average levels of self-efficacy observed in this study.

Correlation among Self-Efficacy, Grammatical Competence, and Vocabulary Knowledge.To determine whether self-efficacy was associated with students’ grammatical competence and vocabulary knowledge, and whether grammatical competence was related to vocabulary knowledge, Spearman’s rank-order correlation was employed. The results are presented in Table 4.

Table 4. *Correlation among Self-Efficacy, Grammatical Competence, and Vocabulary Knowledge (N = 182)*

Variables	Spearman's ρ	p	Interpretation
Self-Efficacy and Grammatical Competence	.034	.651	Negligible, not significant
Self-Efficacy and Vocabulary Knowledge	-.044	.551	Negligible, not significant
Grammatical Competence and Vocabulary Knowledge	.592**	< .001	Moderate positive, significant

Note. Spearman’s rank-order correlation was used because the variables did not satisfy the assumptions of parametric correlation. Correlation is significant at the .01 level (two-tailed).

The findings indicate that self-efficacy was not significantly associated with either grammatical competence ($\rho = .034$, $p = .651$) or vocabulary knowledge ($\rho = -.044$, $p = .551$). The correlation coefficients were negligible, suggesting that learners’ confidence in performing English-language tasks did

not necessarily correspond to their demonstrated grammatical competence or vocabulary knowledge.

This finding may suggest that students' perceived capability and their actual language performance represent related but distinct dimensions of language learning. According to Bandura's Social Cognitive Theory, self-efficacy primarily influences learners' motivation, persistence, and willingness to engage in learning activities rather than directly determining their cognitive achievement (Bandura, 1997). Consequently, learners may express confidence in using English while still experiencing limitations in their grammatical knowledge or vocabulary development. Similarly, Schunk and DiBenedetto (2020) noted that self-efficacy facilitates academic engagement and self-regulation; however, improvements in achievement generally depend on sustained learning experiences, instructional quality, and opportunities for deliberate practice. These findings also align with Bai and Wang (2020), who reported that although self-efficacy contributes positively to self-regulated language learning, its relationship with objective language performance may vary depending on contextual and instructional factors.

In contrast, grammatical competence demonstrated a statistically significant moderate positive relationship with vocabulary knowledge ($\rho = .592, p < .001$). This finding suggests that learners with stronger grammatical competence also tend to possess broader vocabulary knowledge. Although the present study does not imply causation, the moderate correlation suggests that these two linguistic competencies may develop concurrently as learners gain greater exposure to English-language instruction.

The observed relationship is consistent with contemporary perspectives on language acquisition, which emphasize the interconnected nature of linguistic knowledge. Canale and Swain's (1980) Communicative Competence Theory recognizes grammatical competence as a core component of effective language use, while the Lexical Quality Hypothesis proposes that vocabulary knowledge is strengthened when lexical representations become integrated with grammatical and semantic information (Perfetti & Stafura, 2014). Likewise, Nation (2022) argued that vocabulary learning extends beyond knowing individual word meanings to understanding their grammatical functions and contextual usage. Consequently, instruction that integrates grammar and vocabulary within authentic communicative contexts may provide learners with richer opportunities to develop both competencies simultaneously.

Overall, the findings suggest that while learners' self-efficacy may encourage engagement in English language learning, grammatical competence and vocabulary knowledge appear to be more closely related to one another than to learners' perceived confidence. These results highlight the importance of balancing motivational support with systematic language instruction that strengthens learners' linguistic foundations.

CONCLUSION

The findings indicate that the respondents generally perceived themselves as moderately confident in performing English language tasks, particularly in reading, writing, listening, and speaking. Despite this level of confidence, many learners demonstrated limited grammatical competence, while their vocabulary knowledge was generally moderate. These results suggest that learners' perceptions of their language abilities may not always correspond with their demonstrated linguistic competence.

The correlation study also showed no statistically significant links between self-efficacy and either language or grammar skills. Self-efficacy remains a strong motivator that can encourage language learners to take actions that support their learning. However, the results show that confidence alone may not be enough to explain differences in grammar and vocabulary performance. On the other hand, the moderately positive link found between grammatical competence and vocabulary understanding indicates that these two language skills work hand in hand. It means that they might grow at the same time by being exposed to language in a relevant way and being taught.

Overall, the study contributes to the growing body of research on learning English by showing that the cognitive and emotional aspects of language learning may operate in different ways. The results of this study may help teachers and program planners develop ways to teach English that improve students' proficiency and build their confidence in using it.

RECOMMENDATIONS

After reviewing the findings, some suggestions are kindly offered. English teachers might consider giving students more communicative, contextualized learning opportunities that incorporate teaching grammar and vocabulary through real-life reading, writing, speaking, and listening tasks. These methods might give language learners useful opportunities to improve their skills while still having fun. Schools may also continue creating safe, supportive classrooms so that students feel comfortable participating in English activities. Teachers may be better able to meet the diverse needs of their students if they receive professional development programs focused on evidence-based language education, differentiated teaching techniques, and formative assessment. Instead of treating vocabulary building and grammar instruction as separate learning goals, curriculum designers and school managers might want to strengthen programs that support ongoing vocabulary growth and contextualized grammar instruction across grade levels. Additional activities that promote extensive reading and the use of language in useful ways may also help language learners improve their general language skills. Researchers in the future should look into other factors that might affect English language

skills, such as how people learn, language anxiety, reading habits, how people connect in the classroom, motivation, and how teachers teach. Longitudinal and mixed-methods studies that draw on a wider range of educational settings may also help us better understand how language learners' confidence and language skills change over time.

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