Language Exposure and Linguistic Knowledge: Implications to the Grade 7 Learners' Expository Writing Skills

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Abstract

Aim: This study aimed to examine the relationship between language exposure, linguistic knowledge, and expository writing skills among Grade 7 students in public schools in the Municipality of Talakag in the Province of Bukidnon, during school year 2024-2025.

Methodology: This study utilized a descriptive correlational research design with 233 students selected through stratified random sampling. The research assessed students' language exposure (audiovisual and interactive), linguistic knowledge (grammar, vocabulary, mechanics, and organization), and expository writing skills (clarity, organization, vocabulary, coherence, and content). Data were collected through a validated Language Exposure Questionnaire, Linguistic Knowledge Assessment, and Expository Writing Task with standardized rubrics.

Results: Results showed that students demonstrate high levels of language exposure, particularly in audiovisual contexts, while possessing average competence in organization. Their expository writing skills were generally average across all components, with content and clarity scoring slightly higher than organization and coherence. The results revealed that both language exposure and linguistic knowledge significantly influenced expository writing skills, with linguistic knowledge being the strongest predictor.

Conclusion: These findings suggest that while exposure to English through various media contributes to writing development, explicit instruction in linguistic structure remains essential. English teachers are strongly encouraged to integrate trending and engaging audiovisual materials into their instructional practices to enhance student engagement, comprehension, and development of writing skills.

Keywords: *language exposure, linguistic knowledge, expository writing skills, Grade 7 learners, audiovisual, interactive*

INTRODUCTION

Language exposure and linguistic knowledge are fundamental to developing writing skills. Learners acquire necessary language abilities through classroom instruction, audiovisual materials, and interactive technology platforms (Jahrani & Listia, 2023; Miralpeix et al., 2023). This eposure helps students internalize grammar, vocabulary, and conventions essential for effective written communication. Structured classroom environments combined with authentic language experiences through various media allow learners to develop comprehensive language skills that support their writing development.

In secondary education, English serves as the medium of instruction across most subjects, emphasizing the importance of adequate language exposure to enhance linguistic knowledge and writing performance (Taye & Mengesha, 2024). Despite this extensive exposure, Grade 7 junior high school students commonly struggle with writing challenges including vague sentences with grammatical errors, poor organization resulting in disjointed paragraphs, weak vocabulary, and excessive word repetition (Amalia, 2025). These issues persist despite writing drills and practices employed by teachers.

Research reveals that students continue to struggle with expository writing in terms of organization, content development, clarity, vocabulary (Rachma, 2022), and coherence (Amayreh & Abdullah, 2022). Studies have found that students in Metro Manila were weak in perceiving text patterns and analyzing coherence (Urbano et al., 2021),

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while seventh-grade students elsewhere demonstrated difficulties with expository writing (Siregar & Junaidi, 2022). However, there remains a noticeable gap in literature regarding how language exposure and linguistic knowledge specifically influence Grade 7 students' expository writing performance.

This research aligns with the United Nations Sustainable Development Goal 4 (SDG 4), which aims to ensure inclusive and equitable quality education for all. By investigating factors influencing students' writing performance, the study can provide insights for enhancing education quality and ensuring all learners have access to necessary language exposure and linguistic knowledge. Through examining classroom language practices, reading habits, and contact with varied linguistic environments, this research sought to establish how these factors shape student writing skills, potentially contributing to more effective, student-centered writing instruction that acknowledges learners' input and objectives (Graham et al., 2019).

Theoretical and Conceptual Framework

This study posits that language exposure plays a vital role in developing students' linguistic knowledge and expository writing skills, supported by three fundamental theories. Krashen's (1985) Input Hypothesis emphasizes that learners acquire language most effectively when exposed to input slightly beyond their current competence level, known as "i+1," and highlights the importance of a low-anxiety learning environment. Vygotsky's (1978) Sociocultural Theory stresses the role of social interaction and cultural context in language learning, suggesting that students' writing skills can be enhanced through collaborative learning experiences and scaffolded instruction . Swain's (1985) Output Hypothesis argues that language production pushes learners to process language more deeply and notice gaps in their linguistic knowledge, emphasizing the importance of collaborative dialogue where learners solve linguistic problems together.

Objectives

The primary objective of this research was to determine the relationship of language exposure and linguistics knowledge towards the expository writing skills of Grade 7 students of the public schools in the Municipality of Talakag in the Province of Bukidnon, school year 2024-2025.

To give direction and clarity to the purpose of this study, this study aimed to answer the following questions:

1. What is the extent of Grade 7 learners' language exposure considering:
   1.1. audiovisual; and
   1.2. interactive?
2. What is the linguistic knowledge level of the Grade 7 learners in terms of:
   2.1. grammar;
   2.2. vocabulary;
   2.3. mechanics; and
   2.4. organization?
3. What is the level of Grade 7 learners expository writing skills in terms of:
   3.1. clarity;
   3.2. organization;
   3.3. vocabulary;
   3.4. coherence; and
   3.5. content?
4. Do the Grade 7 learners' extent of language exposure and their linguistic knowledge significantly associated their expository writing skills?

Hypothesis

Problems 1, 2, and 3 were Hypothesis free. For Problem number 4, the null hypotheses read as follow:

H_{01}: The Grade 7 learners' extent of language exposure is not significantly associated with their expository writing skills.

$H_{02:}$ The Grade 7 learners' linguistic knowledge is not significantly associated with their expository writing skills.

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Review of Related Literature and Studies

Expository writing is considered the most challenging aspect of effective communication in English (Wolf et al., 2021). A needs analysis by Zakaria and Sulaiman (2024) revealed that learners struggle with maintaining flow and coherence, displaying inadequate vocabulary and grammar proficiency, while teachers face difficulties aligning writing topics with students' interests. Expository writing skills are essential for academic success (Gautam, 2019), and various teaching strategies have been evaluated to enhance these skills, including Numbered Head Together (NHT) focused on critical thinking (Etik et al., 2021), discovery learning models (Ratmiati & Cahyani, 2020), and Student Team Achievement (STA) with flipped learning (Hanieh et al., 2023). Despite these interventions, Hasan (2023) notes that teaching writing remains challenging due to deficiencies in teacher support systems and students' lack of writing habits, while Olagbaju (2021) emphasizes the importance of considering learner-related variables like prior knowledge.

Clarity and organization are crucial components of effective expository writing (Dizon & Sanchez, 2020; Muńoz & Sanchez, 2023). Recent studies emphasize that clear writing contributes to improved reader understanding (Mar et al., 2021; Hall-Mills & Marante, 2020), with thesis statements helping writers and readers follow patterns (Gusewelle, 2024). Research by Jagaiah et al. (2020) reveals that higher-grade students produced more syntactically complex sentences, though the association between syntactic complexity and writing quality remains inconclusive. Regarding organization, Sari (2021) found that students achieved the structural elements of expository writing, including introduction, body, and conclusion, while employing various paragraph types such as descriptive compositions and cause-effect essays. Pitukwong and Saraiwang (2024) identified challenges in idea generation and paragraphing, with improvements attributed to digital application feedback, while Kamaruddin and Kaur (2024) emphasized metadiscourse as a mechanism for entry-level writers to orient language and propositional messages with readers.

Vocabulary and coherence significantly impact expository writing quality. Rizaldi et al. (2023) found that students struggle with generating ideas, vocabulary, and grammatical elements while writing in English. Word selection greatly affects reader interpretation through clarity, interest, and retention (Pickren et al., 2021), with specific vocabulary increasing reader understanding by helping them grasp complicated ideas more easily. Emotional weight and specificity of word choices shape reader perception and engagement (Tarchi et al., 2021), while appropriate vocabulary for the audience determines whether the message will be effectively communicated (Glatch, 2022). Coherence ensures smooth logical flow from one idea to the next, with Saddler and Graham (2020) discussing the importance of teaching students to use transitional words and phrases. Chang et al. (2019) identified coherence as a key factor in determining readability and effectiveness of expository essays, while Sonia et al. (2022) found that essays with higher coherence levels received higher quality scores. Content development is also critical, with Rachma (2022) finding that 47% of students have average to good proficiency in content writing, though many fail to successfully develop their ideas throughout their writing.

Linguistic knowledge is a process where people comprehend language and understand how it works (Manning, 2022), with significant implications for language teaching (Cai, 2024). Mootoosamy and Aryadoust (2024) argue that conceptual understandings from linguistics should be used in designing teaching strategies to promote learners' communicative ability, while Temesgen and Hailu (2022) emphasize that teachers should have sound linguistic understanding to transmit grammar appropriately and create contexts for language acquisition. Flores and Rosa (2022) suggest that linguistics knowledge enables consideration of specific teaching practices learned intuitively rather than through direct instruction. Research has investigated linguistic knowledge components including grammar, vocabulary, mechanics, and organization in relation to writing skills (Palanisamy & Aziz, 2021).

Language exposure plays a crucial role in language acquisition and development. Salamah and Sulhan (2023) found that learners with more exposure to English through various media demonstrated higher vocabulary knowledge, while Ateek (2021) revealed that extensive reading led to significant improvements in reading fluency and vocabulary. Language exposure through immersive programs (Zhu et al., 2019), authentic materials (Sukmawan et al., 2021), social media (Lee & Lee, 2021), and digital platforms significantly influences language proficiency. Audiovisual materials enhance various aspects of language acquisition, with Qazi and Khan (2023) finding that learners who watched subtitled videos demonstrated better listening comprehension and vocabulary retention, while Ridha et al. (2022) revealed that animated videos increased motivation and vocabulary acquisition. Video blogs (Lopez et al., 2021), TED Talks (Aini et al., 2023), YouTube videos (Salamah & Sulhan, 2023), and English movies (Wardhany, 2022) have all been shown to enhance various language skills, including speaking fluency, vocabulary knowledge, cultural awareness, and listening comprehension. This comprehensive literature review strongly supports this study's investigation into the relationship between language exposure, linguistic knowledge, and expository

writing skills, providing a solid theoretical and empirical foundation for examining how these variables influence Grade 7 students' writing performance in Talakag Municipality.

METHODS

Research Design
This study employed a descriptive correlational research design to examine the relationship between language exposure, linguistic knowledge, and expository writing skills among Grade 7 learners.

Population and Sampling
The participants of this study were Grade 7 students enrolled in the public schools in one of the districts of Talakag Municipality, Bukidnon, for the school year 2024-2025. To ensure a representative sample, the study employed stratified random sampling, considering the different sections of Grade 7 as strata. Using Taro Yamane formula with a 5% margin of error, the appropriate sample size of 233 was calculated from the total Grade 7 population of 561 students.

Instrument
To assess the extent of Grade 7 learners' language exposure, a Language Exposure Questionnaire (LEQ) was developed by the researchers (Baker & Wright, 2021; Perez & Rodgers 2019). For measuring linguistic knowledge, a Linguistic Knowledge Assessment (LKA) was utilized (Chang et al., 2019; Lamsirirak, 2021; Shinta, 2021; Vermeiren et al., 2022). To evaluate expository writing skills, students completed an Expository Writing Task that assessed using a standardized rubric (Department of Education, 2024) with modification. The rubric undergo validation by language education experts and was pilot-tested to ensure reliability before its actual implementation.

Data Collection
The data gathering proceed in three phases: The 30-item survey administered in one visit, with 50 to 60 minutes allocated for its completion to allow for careful answers. In another visit, the 100-question multiple-choice assessment were given with a time limit of 45 to 100 minutes, allowing sufficient time for thoughtful deliberation of each question. The expository essay task that necessitates greater mental energy was taken within 60 to 90 minutes on another one visit. The rest of the two hours per visit was allocated for instructions and short breaks in between, recommended to keep students focused. All data collection sessions were supervised by the researcher and a school representative to ensure proper administration and address any concerns that may arise.

Treatment of Data
For Problems 1, 2, and 3, the researchers used descriptive statistics. For Problem 4, which examines whether language exposure and linguistic knowledge significantly associated expository writing skills, test of Relationship (Spearman's rho) was employed.

Ethical Considerations
The researchers employed the principles of the Belmont Report (respect for persons, beneficence, and justice), informed consent was obtained from parents/guardians, and assent was secured from the student participants (National Commission, 1979). Upon receiving ethics approval, the researchers secured formal permission from the Schools Division Superintendent and the School Principals through a written request. After the approval was granted, an orientation session conducted separately for students and parents to explain the research purpose, procedures, potential risks and benefits, and their rights as participants.

RESULTS and DISCUSSION

This section provides of the Grade 7 learners extent of language exposure, level of linguistic knowledge, level of Expository writing skills, and the result of Test of Relationship (Spearman's Rho) between the variables.

The Extent of Grade 7 Learners' Language Exposure Considering Audiovisual and Interactive Exposure
Table 1 presents the summary table of Grade 7 learners' extent of exposure to English. The overall mean score is 3.71 with a standard deviation of 0.71, indicating that the participants generally have a *high* level of

exposure to English. This shows that Grade 7 learners have significant engagement with English through both audiovisual and interactive means. Torio and Cabrillas-Torio (2020) noted that Filipino students maintain substantial English language exposure through various channels, including extensive use of smartphones and digital media.

Table 1. Summary Table of Grade 7 Learners' Extent of Exposure

Exposure	Mean	Interpretation	SD
Audiovisual	4.00	High	0.63
Interactive	3.69	High	0.72
Overall	**3.71**	**High**	**0.71**

Looking at specific types of exposure, audiovisual exposure scored higher (M=4.0, SD=0.63) compared to interactive exposure (M=3.69, SD=0.72), although both fall within the *high* range. This difference reveals that while students regularly engage with both forms of English exposure, they have more frequent encounters with audio-visual English content than with interactive English use. Barrot et al. (2021) documented similar patterns, noting that consumption of English content typically exceeds production among Filipino learners.

The higher standard deviation for interactive exposure (0.72) compare to audiovisual exposure (0.63) indicates greater variation in students' interactive English experiences. Abulencia (2022) determined that interactive English engagement among Filipino students varies more widely due to factors such as social confidence, availability of opportunities, and interpersonal dynamics. These findings imply that teachers should consider balancing receptive and productive language skills in their instruction. Padillo and De Leon (2022) suggest that while students demonstrate high overall exposure to English, slightly lower interactive exposure indicates areas for development.

The Linguistic Knowledge Level of the Grade 7 Learners in Terms of Grammar, Vocabulary, Mechanics and, Organization

Table 2 illustrates the summary of Grade 7 learners' linguistic knowledge across different areas. The overall mean score is 12.76 with a standard deviation of 6.75, indicating that participants generally have *Average* level of linguistic knowledge. However, there are notable differences across the four components.

Table 2. Summary Table of Grade 7 Learners' Linguistic Knowledge

Linguistic Knowledge	Mean	Interpretation	SD
Mechanics	13.92	Average	5.17
Grammar	13.42	Average	4.38
Vocabulary	11.38	Average	3.43
Organization	9.88	Fair	7.77
Overall	**12.76**	**Average**	**6.75**

Grammar (M=13.42, SD=4.38), vocabulary (M=11.38, SD=3.43), and mechanics (M=13.92, SD=5.17) all fall within the *Average* range. This shows that Grade 7 learners have adequate mastery of English grammar rules, vocabulary knowledge, and mechanics of writing. Reyes and Dizon (2022) found similar patterns among Filipino ESL learners, noting that grammar and mechanics are often prioritized in traditional classroom settings in the Philippines.

In contrast, organization (M=9.88, SD=7.77) falls in the *Fair* range, indicating greater difficulty in organizing ideas. According to Mendoza and Castillo (2021), this trend is common in Philippine classrooms where instruction tends to favor grammar drills over structured paragraph development and essay coherence. The standard deviation for organization (7.77) is the highest among all components, indicating a wide variability in students' organizational skills. Santos and Cruz (2020) observed similar disparities, linking them to differences in learners' prior writing instruction and exposure to structured academic writing.

While students perform adequately in grammar, vocabulary, and mechanics, the data points to a clear need for strengthened instruction in organization. The Department of Education (2022) also emphasized balanced instruction across all linguistic domains, with specific attention to writing organization through guided activities and scaffolded writing models. These findings emphasize the importance of a more balanced approach to English

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language instruction—one that gives equal focus to all components of linguistic knowledge, especially writing organization, which is the most challenging area for Grade 7 learners in this study.

The Level of Grade 7 Learners' Expository Writing Skills in Terms of Clarity, Organization, Vocabulary, Coherence, and Content

Table 3 presents the summary of Grade 7 learners' expository writing skills across different areas. The overall mean score is 2.76 with a standard deviation of 0.49, indicating that participants generally have *Average* level of expository writing skills. The data show acceptable proficiency across all five components measured.

Table 3. Summary Table of Grade 7 Learners' Expository Writing Skills

Skills	Mean	Interpretation	SD
Content	2.85	Average	0.53
Clarity	2.79	Average	0.56
Vocabulary	2.74	Average	0.50
Organization	2.69	Average	0.46
Coherence	2.67	Average	0.41
Overall	**2.76**	**Average**	**0.49**

Content has the highest mean score (*M* 2.85, *SD*=0.53), followed by clarity (*M* 2.79, *SD*=0.56), vocabulary (*M* 2.74, *SD*=0.50), organization (*M* 2.69, *SD*=0.46), and coherence (*M* 2.67, *SD*=0.41). This pattern implies that Grade 7 learners are relatively stronger in developing relevant content and expressing ideas clearly, while they face more challenges with organizing ideas and maintaining coherence. Lorenzo and Bautista (2022) reported similar findings among Filipino ESL learners, observing that content scores were consistently higher than structural elements like organization and coherence.

The standard deviations reveal interesting insights about student performance. Clarity has the highest variation (*SD*=0.56), while coherence has the lowest (*SD*=0.41). According to Villanueva and Reyes (2023), this pattern is consistent with findings in Philippine classrooms, where coherence receives more uniform instruction through standard linking phrases, whereas clarity depends more on individual expression and sentence structure.

These findings indicate that Grade 7 learners have developed foundational expository writing skills in all areas, though there remains room for improvement. De Vera and Cruz (2023) explained that many Filipino students receive broad writing instruction but may lack targeted support to reach higher proficiency in specific writing domains.

Although the overall performance is *Average* (*M* = 2.76), the moderate scores across components suggest the need for more focused writing development. Garcia and Santos (2022) emphasized that without specialized interventions, students often plateau at basic proficiency. Prior data also indicated very few learners reaching *Good* or *Outstanding* levels.

A more integrated and balanced approach to teaching expository writing is recommended. Tan et al. (2023) found that a curriculum combining content development with structured organizational frameworks improved student writing in multiple areas. Additionally, Dela Cruz (2021) demonstrated that the use of model essays, graphic organizers, and revision checklists enhanced writing performance across all five measured components.

The Test of Relationship (Spearman's Rho) between the Grade 7 Learners' Language Exposure and their Expository Writing Skills

Table 4 presents the results of the Spearman's rho test of correlation between Grade 7 learners' extent of language exposure—categorized as *audio-visual, interactive*, and *overall*—and components of their expository writing skills: clarity, organization, vocabulary, coherence, content, and overall writing performance. The analysis reveals several statistically *significant* but *weak* positive correlations, providing evidence that language exposure contributes to writing skills development, albeit modestly. The presence of significant correlations between language exposure and multiple components of expository writing provides sufficient evidence to reject the null hypothesis.

Among the writing components*, clarity, organization, coherence*, and *content* show consistent *weak* but *significant* correlations with all forms of language exposure. For example, overall language exposure correlates with clarity at $r = .223$ ($p = .001$), and with coherence at $r = .256$ ($p = .000$), which is the strongest association found in the table. These results indicate that students who are more frequently exposed to language—particularly in

interactive and multimedia contexts—tend to write more clearly, logically, and cohesively. This aligns with findings from Chang and Lee (2019), who emphasized that consistent interaction with structured input enhances learners' grasp of discourse features such as clarity and coherence, which are critical in expository writing.

Conversely, *vocabulary* yielded *non-significant* correlations with all exposure types: *audio-visual* (r = .042, p = .524), *interactive* (r = .099, p = .133), and *overall exposure* (r = .095, p = .148). These values indicate no meaningful association between general language exposure and learners' vocabulary use in expository writing. This may be due to the fact that vocabulary acquisition—especially academic vocabulary—requires deliberate and repeated exposure in reading-rich environments, combined with active usage and explicit instruction. As Teng (2025) assert, general exposure alone is insufficient for the deep processing and retention of lexical items needed for effective written communication.

Table 4. Result of the test of Relationship (Spearman's rho) between the Participants' Language Exposure and their Expository Writing Skills

		LANGUAGE EXPOSURE		
		Audio visual Exposure	Interactive Exposure	Overall Language Exposure
Clarity	Correlation Coefficient	.184**	.183**	.223**
	Sig. (2-tailed)	.005	.005	.001
Organization	Correlation Coefficient	.189**	.171**	.211**
	Sig. (2-tailed)	.004	.009	.001
Vocabulary	Correlation Coefficient	.042	.099	.095
	Sig. (2-tailed)	.524	.133	.148
Coherence	Correlation Coefficient	.232**	.204**	.256**
	Sig. (2-tailed)	.000	.002	.000
Content	Correlation Coefficient	.175**	.170**	.208**
	Sig. (2-tailed)	.007	.009	.001
Overall Expository Writing Skills	Correlation Coefficient	.122	.146*	.167*
	Sig. (2-tailed)	.064	.026	.011

With respect to *overall expository writing performance*, only *interactive exposure* (r = .146, p = .026) and *overall exposure* (r = .167, p = .011) yielded statistically *significant* correlations, both of which are *weak*. *Audio-visual exposure* showed no significant relationship (r = .122, p = .064). These findings indicate that although language exposure has a statistically significant yet weak association with writing performance, it may not be the primary contributing factor. Writing is a multifaceted skill shaped by various elements such as instructional quality, access to feedback, learner motivation, and overall language proficiency. According to Piamsai (2020), exposure may be reinforced by scaffolding and structured writing activities to lead to measurable improvement in writing outcomes.

In summary, the table supports the rejection of the null hypothesis, as language exposure—particularly *interactive* and *overall*—shows *significant* relationships with most components of expository writing. However, the *weak strength* of these correlations and the *non-significance* in vocabulary suggest that exposure alone is not sufficient to develop all aspects of writing proficiency. A balanced instructional approach is needed—one that combines exposure to authentic language input with targeted grammar and vocabulary instruction (Abenojar, et al., 2025; Pangilinan, 2025; Sanchez & Sarmiento, 2020; Sanchez, et al., 2023; Sanchez, et al., 2022). As Linh Hoang (2024) emphasize, language exposure must be paired with purposeful writing tasks and feedback mechanisms to maximize its impact on students' written performance.

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The Test of Relationship (Spearman's Rho) between the Grade 7 Learners' Linguistic Knowledge and their Expository Writing Skills

Table 5 presents the Spearman's rho correlation results between the learners' linguistic knowledge—measured through grammar, vocabulary, mechanics, and organization—and their expository writing performance. Based on the results, the null hypothesis is rejected, as several components of linguistic knowledge show statistically *significant* and *moderate to strong* correlations with multiple aspects of expository writing. This indicates that learners with stronger linguistic knowledge tend to produce better-organized, clearer, and more coherent written outputs.

Among the subcomponents, *organization* shows the strongest relationship with overall expository writing skills (r = .635, p = .000), as to specific skill with content (r = .652), clarity (r = .627), coherence (r = .542), and vocabulary (r = .527)—all statistically *significant* and within the *moderate to strong* range. These findings suggest that learners who can logically arrange ideas, maintain structural coherence, and present well-sequenced thoughts perform better in expository writing. This supports the view of Astiantih and Akfan (2023), who emphasized that the ability to organize language effectively is foundational in academic writing, especially when conveying complex ideas across multiple paragraphs.

The component of *mechanics* also demonstrates statistically *significant moderate* correlations with clarity (r = .209, p = .001), coherence (r = .348, p = .000), content (r = .273, p = .000), and overall writing skills (r = .239, p = .000). These results highlight the important role of surface-level writing features—such as punctuation, spelling, and capitalization—in shaping overall writing quality. Troia et al. (2020) noted that mechanical accuracy not only improves readability but also positively affects the evaluator's perception of coherence and fluency in student writing.

Table 5. Result of the test of Relationship (Spearman's rho) between the Participants' Linguistic Knowledge and their Expository Writing Skills

WRITING SKILLS	Measures	LINGUSTIC KNOWLEDGE				
		Grammar	Vocabulary	Mechanics	Organization	Overall Linguistic Knowledge
Clarity	Correlation Coefficient	.007	.023	.209**	.627**	.519**
	Sig. (2-tailed)	.918	.730	.001	.000	.000
Organization	Correlation Coefficient	.014	.006	.300**	.554**	.494**
	Sig. (2-tailed)	.833	.924	.000	.000	.000
Vocabulary	Correlation Coefficient	.051	-.049	.218**	.527**	.433**
	Sig. (2-tailed)	.441	.457	.001	.000	.000
Coherence	Correlation Coefficient	.016	.025	.348**	.542**	.517**
	Sig. (2-tailed)	.814	.704	.000	.000	.000
Content	Correlation Coefficient	-.028	.060	.273**	.652**	.531**
	Sig. (2-tailed)	.673	.363	.000	.000	.000
Expository Writing Skills	Correlation Coefficient	-.007	.002	.239**	.635**	.494**
	Sig. (2-tailed)	.915	.978	.000	.000	.000

In contrast, both *grammar* and *vocabulary* show *no significant* relationships with any of the writing components. For instance, grammar correlates with overall writing at r = −.007 (p = .915), and vocabulary at r =

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.002 (p = .978), both statistically *non-significant*. These findings may reflect the limited application of isolated grammar and vocabulary knowledge in extended writing tasks. As Shen et al. (2025) suggest, grammar and vocabulary must be taught in meaningful, communicative contexts to be internalized and effectively used in writing. Without such integration, students may struggle to transfer decontextualized language knowledge into their written compositions.

Overall, the consistent *significant* relationships between *organization*, *mechanics*, and the various components of expository writing affirm that linguistic knowledge plays a meaningful role in writing development. The rejection of the null hypothesis indicates that as students' ability to structure language improves—especially in organizing thoughts and applying writing conventions—so does their ability to produce quality expository texts. These findings underscore the importance of embedding structured writing tasks, feedback on organization, and focused instruction on writing mechanics in the curriculum to strengthen learners' overall writing performance.

Conclusions

The findings reveal a critical gap between exposure to language and actual writing proficiency. While Grade 7 students possess high levels of English exposure through various media, passive consumption of content contributes only to basic vocabulary and grammar acquisition but fails to develop the comprehensive writing skills needed for academic success. Structured instruction remains essential in transforming casual language encounters into meaningful writing competence.

The marked difference between students' abilities in basic language mechanics and higher-order organizational skills points to an imbalance in current teaching practices. Educational interventions need to move beyond grammar and spelling drills toward more robust instruction in paragraph structuring and logical organization of ideas. This adjustment in focus will enable students to transform their foundational knowledge into coherent expository writing.

For schools in rural areas like Talakag, balanced language programs that combine authentic exposure with direct instruction in writing structures offer the most promising path forward. Teachers can effectively utilize familiar English media to demonstrate organizational patterns in contexts that resonate with students' existing experiences.

Curriculum development in the Philippine context needs to create materials that build upon students' informal language experiences while introducing clear frameworks for structuring academic writing. This approach bridges the gap between casual language consumption and formal writing requirements.

The established relationship between language exposure, linguistic knowledge, and writing skills demonstrates the need for comprehensive assessment systems. Evaluations that consider students' varying access to English resources will lead to more effective interventions and ultimately improve expository writing outcomes across diverse learning environments.

Recommendations

Based to the findings, various stakeholders should take specific steps to enhance students' expository writing skills. English Teachers should strengthen the integration of popular audio-visual materials like songs, cartoons, social media content into writing instruction to use student's high exposure to these media while teaching organizational patterns and coherence strategies. School Administrators should intensify professional development programs focus on teaching writing organization and coherence strategies to address the weakness in these areas among both students and maybe teachers.

Curriculum Developers should design a more balance language learning materials that connect informal language exposure (media, entertainment) with formal academic writing requirements through scaffold activities and clear organizational frameworks. Future Researchers should investigate other factors that may influence expository writing skills beyond language exposure and linguistic knowledge and conduct intervention studies testing the effectiveness of various instructional approaches aim at improving organizational skills in writing among Filipino ESL learners.
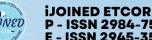
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