

## RESEARCH ARTICLE

# From classroom to work room: How grammar yields clarity of message and confidence in the professional world through simulated learning from academic halls

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## ABSTRACT

Despite the crucial role of grammar in professional communication, limited research has examined how simulated learning experiences in academic settings foster grammatical competence that translates into workplace clarity and confidence. This exploratory study addresses this gap by investigating how simulated classroom activities such as role-plays, presentations, and mock interviews help students apply grammar effectively to enhance message clarity and build communication confidence as they transition into the professional world. Using purposive sampling, the study engages 18 recent graduates currently employed in various industries. Data were collected through one-on-one interviews and analyzed using reflexive thematic analysis to capture in-depth perspectives on participants' classroom experiences and their relevance to professional communication. Preliminary expectations suggest that grammar-focused simulated learning strengthens students' ability to structure and articulate ideas clearly, while also boosting their self-assurance in professional settings. The findings aim to provide insights for educators seeking to align grammar instruction with real-world communication demands, ultimately bridging the gap between academic preparation and workplace readiness.

**Keywords:** Grammar; Classroom; Confidence; Professional

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## 1. Introduction

In today's increasingly globalized and digitally mediated professional environment, the ability to convey clear and confident messages has become more critical than ever. Remote collaboration, virtual meetings, multicultural teamwork, and rapid information exchange demand communication that is precise, efficient, and grammatically sound. Graduates now enter workplaces where misunderstandings caused by grammatical lapses can disrupt online coordination, weaken cross-cultural communication, and reduce professional credibility. Within this context, grammatical competence serves as a central foundation for clarity, professionalism, and confidence across both written and oral communication<sup>[1-4]</sup>.

Although simulations and grammar have each been widely studied, few investigations have examined their interaction specifically how grammar functions as an intervening skill within simulation-based pedagogy and how this connection influences real workplace communication. Existing research often focuses on general communication outcomes such as speaking fluency, confidence-building, or language anxiety reduction, while paying limited attention to grammar's unique contribution to message clarity and communicative confidence in professional<sup>[5-7]</sup>.

The originality of this study lies not in proposing a new theory but in combining four variables grammar competence, simulated learning, message clarity, and communication confidence and examining them through the lived experiences of recent graduates. Exploring these intersections qualitatively, this research offers an exploratory contribution that highlights how grammatical competence developed in simulations supports clarity and confidence during professional communication. This nuanced angle has been largely overlooked in previous work, which tends to isolate grammar from authentic communication tasks. Thus, the study provides a fresh, practice-oriented perspective that can guide educators in designing simulations that intentionally integrate grammar as a core component of workplace readiness.

This study specifically examines two core aspects of the grammar–communication relationship: (1) how simulated learning activities guide students in applying grammar to enhance message clarity, and (2) how grammatical competence developed through classroom instruction contributes to confidence in professional communication. These aspects align with key concepts in the literature, including grammar application, simulated learning, message clarity, and communicative confidence<sup>[3, 8]</sup>.

Using one-on-one interviews with 18 recent graduates now employed in various industries, the study adopts a reflexive thematic analysis to capture participants' detailed reflections on their academic simulations and their relevance to workplace communication. Prior research linking grammar proficiency with writing performance, speaking competence, and learning strategies<sup>[9-13]</sup> provides the theoretical grounding for this qualitative approach.

This study aims to deepen understanding of how grammar-centered simulated learning supports professional readiness. Its findings offer practical insights for educators, curriculum designers, and language trainers seeking to integrate grammar instruction more effectively into real-world communication tasks, positioning grammar not only as a technical requirement but as a key tool for professional empowerment and workplace confidence.

## 2. Literature review

*Grammar and Clarity in Professional Communication.* Grammar has long been regarded as a fundamental component of effective communication, particularly in professional contexts where clarity, precision, and formality are essential. According to Celce-Murcia and Larsen-Freeman<sup>[14]</sup>, grammatical competence allows individuals to structure messages in a coherent and intelligible manner, enhancing

understanding between sender and receiver. In the workplace, miscommunication due to grammatical errors can lead to confusion, decreased credibility, and even negative professional outcomes <sup>[15]</sup> Consequently, the ability to use grammar accurately becomes not merely an academic skill but a professional necessity. As learners transition from academic to professional environments, the grammatical skills honed in the classroom often serve as the foundation for constructing clear and persuasive messages in reports, emails, and oral presentations. Recent studies continue to highlight grammar's relevance in shaping communication competence among learners. For instance, Adalia et al. <sup>[16]</sup> discuss the role of grammar awareness in supporting students' communication and learning behaviors, offering insight into how grammatical competence interacts with broader academic performance. Although their work does not directly examine simulated learning, it reflects ongoing interest in understanding how grammar contributes to students' readiness for more advanced communication tasks. Likewise, Chavez et al. <sup>[17]</sup> report that participation in grammar-rich activities such as campus journalism can heighten learners' sensitivity to grammatical accuracy, which indirectly supports their clarity in formal writing. These contemporary findings help illustrate the continuing importance of grammar in academic settings, complementing the present study's focus on its application in professional communication.

*Simulated Learning as a Bridge Between Classroom and Workplace.* Simulated learning activities, such as role-plays, mock interviews, and structured presentations, have gained prominence as effective pedagogical strategies for bridging the gap between academic instruction and real-world application. Kolb's <sup>[18]</sup> experiential learning theory posits that students learn best through doing engaging in practical tasks that mirror authentic experiences. In language education, simulations provide a platform for students to apply grammar in contextually rich scenarios, which not only deepen understanding but also reveal gaps in usage and comprehension. These activities allow for immediate feedback and self-reflection, enabling learners to internalize grammatical forms and apply them more fluidly. Olshtain and Celce-Murcia <sup>[19]</sup> highlight how students exposed to simulated professional tasks demonstrate improved message organization, grammatical accuracy, and discourse cohesion skills essential for effective communication in the workplace. The importance of context-based grammar learning is reinforced by Chavez et al. <sup>[20]</sup>, who found that parental and academic support strategies were pivotal in sustaining learners' motivation and enabling language transfer from school to life scenarios.

*The Role of Grammar in Building Communication Confidence.* Beyond technical competence, grammar plays a critical role in shaping a speaker or writer's confidence. Communicative confidence is often undermined by fear of making mistakes, especially in high-stakes environments such as job interviews or client meetings. Classroom instruction that presents grammar as a tool for clear expression, rather than as a rigid set of rules, helps alleviate communication anxiety <sup>[21]</sup>. Research shows that students who achieve a high level of grammatical competence are more likely to perceive themselves as capable communicators, which enhances their willingness to engage in both formal and informal professional discourse <sup>[22]</sup>. Moreover, simulated classroom tasks serve as low-risk environments where learners can rehearse and refine communication strategies, contributing to a sense of preparedness and self-assurance when they encounter similar situations in the real world. This connection between grammar competence and self-efficacy was also highlighted in Chavez et al. <sup>[6]</sup>, whose findings supported the idea that participation in grammar-rich tasks like campus journalism enhances both clarity and confidence. The study by Murro et al. <sup>[23]</sup> further noted that learners supported in modular instruction environments, even by parents with low educational attainment, often developed better confidence through structured grammatical feedback. Similarly, Chavez <sup>[24]</sup> observed how bilingual families practicing real-life use of English contributed positively to their children's confidence

and grammar usage, supporting the idea that exposure and application strengthen both linguistic accuracy and communicative confidence.

*Transitioning from Academic Grammar Instruction to Workplace Application.* The transition from classroom to workplace represents a shift not only in context but also in communicative demands. While academic grammar instruction often emphasizes correctness, workplace communication requires grammar that supports clarity, tone, and efficiency. Students must learn to adapt their grammatical knowledge to different genres, audiences, and communicative purposes <sup>[25]</sup> Simulated learning tasks embedded in academic instruction support this transition by mimicking workplace scenarios and expectations. This pedagogical approach fosters the development of functional grammar that is sensitive to context and communicative intent rather than grammar focused solely on form <sup>[26]</sup>. As a result, students are better equipped to use grammar not just correctly, but effectively, enhancing both message clarity and communication confidence in professional settings. The findings of Chavez et al. <sup>[27]</sup> their study underscores that the structure and framing of language can either reinforce or challenge stereotypes, demonstrating the critical role of linguistic awareness in producing messages that are ethical, coherent, and socially responsible in digital and professional communication spaces. Meanwhile, Chavez et al. <sup>[28]</sup> explored ethical dilemmas in AI use within academic settings, indirectly suggesting how evolving contexts challenge students to apply grammar across digital and professional modalities. Finally, the discourse study by Chavez and Prado <sup>[29]</sup> showed how learners' understanding of grammar intersects with broader communicative norms such as tolerance, bias, and clarity in socially charged environments, demonstrating the importance of contextual grammar application in increasingly complex communication landscapes.

### **3. Methodology**

#### **3.1. Research design**

This study employed a qualitative exploratory research design to investigate how simulated learning activities contribute to the development of grammatical competence and its application in professional communication. This approach allowed for an in-depth exploration of participants' experiences as they transitioned from academic simulations to workplace communication, making it suitable for examining message clarity and communicative confidence shaped by grammar instruction. A qualitative phenomenological design was employed to capture the lived experiences of recent graduates regarding the influence of grammar-oriented academic simulations on their workplace communication practices. This design supports the study's organizational flow by connecting participants' narratives to the emerging thematic structures, enabling the manuscript to present the data in a coherent, research-question-aligned manner.

#### **3.2. Population and sampling**

Purposive sampling was used to identify participants who had substantial exposure to simulated learning activities such as mock interviews, role-plays, and class presentations during their academic programs. A total of 18 recent graduates participated in the study. While participants originally were described only as graduates from "various academic programs," this was an intentional ethical decision to avoid deductive disclosure. Because several academic programs within the sample had only one or two representatives, reporting specific programs could risk revealing individual identities. To maintain confidentiality, participants were instead categorized broadly into fields such as education-related programs, health sciences, business disciplines, information technology, and technical professions. This approach upheld ethical research standards while still offering appropriate demographic context.

### 3.3. Instrument

Data were collected using a semi-structured interview guide aligned with the study's objectives. The interview questions elicited experiences regarding simulated learning, grammar application, message clarity, and communicative confidence. The instrument was reviewed by experts in applied linguistics and education to ensure content validity and clarity. Sample questions address experiences with classroom simulations, organization of messages, and the impact of grammar on confidence in speaking and writing. The instrument was reviewed and validated by experts in applied linguistics and education to ensure its relevance and clarity. Table 1 presents the list of guide questions used by this research study.

**Table 1.** Interview guide questions.

Objectives	Interview questions
To explore how simulated learning activities in academic setting help students apply grammar in ways that enhance clarity of message in professional context.	<ol style="list-style-type: none"> <li>1. Can you share an experience in class where simulated activities (e.g., role-plays, presentations, mock interviews) helped you use grammar more effectively in communication?</li> <li>2. How do these academic simulations influence the way you organize and clarify your messages in professional-like situations?</li> <li>3. What challenges do you face in applying grammar during simulated learning activities, and how do you address them to ensure clarity?</li> </ol>
To examine how the development of grammatical competence through classroom instruction builds students' confidence in communicating within the professional world	<ol style="list-style-type: none"> <li>1. In what ways has improving your grammar in class affected your confidence in speaking or writing for professional purposes?</li> <li>2. Can you describe a moment when your grammatical competence gave you more confidence during a professional-like activity (e.g., presentation, report writing, interview simulation)?</li> <li>3. How do you think grammar mastery will influence your future confidence in real workplace communication?</li> </ol>

### 3.4. Data gathering procedure

The primary method of data collection is semi-structured one-on-one interviews, allowing participants to reflect in-depth on their academic learning experiences and professional communication practices. Interviews are guided by a set of open-ended questions aligned with the study's objectives and are structured to promote candid and comprehensive responses. Interviews were conducted either face-to-face or online depending on participant availability. Each session lasted approximately 20–35 minutes and was audio-recorded with informed consent. Participants were encouraged to describe concrete examples of how simulations affected their grammar use and communication in professional settings. All recordings were transcribed verbatim.

### 3.5. Data analysis

The transcribed interviews are analyzed using reflexive thematic analysis, following the approach proposed by Braun and Clarke <sup>[30]</sup>. This method offers flexibility in identifying, analyzing, and interpreting patterns or themes within qualitative data. The analysis begins with familiarization, where transcripts are read multiple times to gain a deep understanding of the content. This is followed by initial coding, where significant phrases and patterns related to the study's objectives are highlighted. Next, themes are generated by clustering related codes, which are then reviewed for consistency and relevance across the dataset. Once refined, themes are defined and named to reflect the core ideas emerging from the data. Finally, the findings are synthesized and interpreted in relation to the research questions. Throughout the process, themes are

examined in the context of classroom instruction, grammar mastery, message clarity, and communicative confidence in professional settings.

## 4. Results

**Research Objectives 1.** To explore how simulated learning activities in academic settings help students apply grammar in ways that enhance clarity of message in professional contexts

**Question No. 1.** Can you share an experience in class where simulated activities (e.g., role-plays, presentations, mock interviews) helped you use grammar more effectively in communication?

### 1.1 Role-Playing Heightened Awareness of Specific Grammar Structures

Ten (10) respondents expressed that in their teaching practicum class, they did role-plays where they acted as teachers explaining lessons to students. They realized they had to use correct grammar so their explanations would be clear and professional. The practice made them more conscious about verb tenses and sentence structure, which they now carry into their classroom instructions. Additionally, they mentioned that in practice teaching, they often did lesson demonstrations in front of their classmates acting as students. They noticed how important it was to maintain correct grammar, since any mistake could be picked up by the learners. The repeated simulations built their confidence, and now they're more fluent and careful when they teach in their real classroom.

" In our teaching practice class, we did role-plays where we acted as teachers explaining lessons to students. I realized I had to use correct grammar so my explanations would be clear and professional."

" In practice teaching, we often did lesson demonstrations in front of classmates acting as students. I noticed how important it was to maintain correct grammar, since any mistake could be picked up by the learners."

### 1.2 Mock interviews as Component of Professional Identity

Ten (10) respondents shared that mock interviews were the most helpful for them. During practice, their professor pointed out how small grammar errors could change how confident they sounded. Correcting those mistakes during simulations gave them the confidence to speak more fluently in the actual job interview, which they believe helped them get hired. Additionally, they mentioned that in their mock job interviews, they learned how much grammar influences first impressions. At first, they were nervous and often mixed up tenses, but the feedback from the activity helped them refine their responses. Today, in real interviews and client meetings, they consciously apply what they practiced, and it helps them sound more credible and confident.

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" In our mock job interviews, I learned how much grammar influences first impressions. At first, I was nervous and often mixed up tenses, but the feedback from the activity helped me refine my responses."

### 1.3 Group presentations

Five (5) respondents expressed that in group presentations, they were asked to explain technical processes as if they were reporting to clients. The activity pushed them to organize their ideas in grammatically correct sentences. At first, they were too casual, but through practice, they learned to shift to a

more formal tone while avoiding errors. Additionally, they shared that group presentations helped them shift from casual speaking to a more polished, professional tone. Their professor pointed out that grammar slips could make a presentation sound less convincing, and that lesson stuck with them. Now in client pitches, they consciously monitor their grammar to keep their message persuasive and credible.

" In group presentations, we were asked to explain technical processes as if we were reporting to clients. The activity pushed me to organize my ideas in grammatically correct sentences."

" Group presentations helped me shift from casual speaking to a more polished, professional tone. Our professor pointed out that grammar slips could make a presentation sound less convincing, and that lesson stuck with me."

**Question No. 2.** How do these academic simulations influence the way you organize and clarify your messages in professional-like situations?

### *2.1 Organize Message delivery*

Ten (10) respondents expressed that during school, they had simulations where they had to present their design proposals under time pressure. That trained them to be concise and structured. These experiences taught them to focus on the most critical points clearly stating the problem, supporting it with data, and offering practical solutions. Additionally, they mentioned that they realized early on that organizing ideas this way keeps people engaged and helps them understand their message faster. Those practice sessions also pushed them to think about who they were talking to, whether classmates or mock panels, and adjust their message to fit the audience. Now in the workplace, they find themselves using the same habits in meetings and reports, and it feels natural.

" During school, we had simulations where we had to present our design proposals under time pressure. That trained me to be concise and structured."

" We realized early on that organizing ideas this way keeps people engaged and helps them understand our message faster."

### *2.2 Clear communication*

Ten (10) respondents expressed that classroom simulations where they role-played parent–teacher meetings were incredibly valuable. It taught them to stay calm, diplomatic, and clear, even when faced with difficult situations. They learned to listen first, use encouraging and solution-focused language, and highlight both progress and areas for growth so parents feel supported rather than blamed. Additionally, they mentioned that these simulations reminded them that tone, body language, and clarity matter just as much as the message itself. Now, in real conferences, they apply the same habits preparing their points carefully, speaking with compassion, and creating a collaborative atmosphere that helps parents feel empowered to support their children.

" Classroom simulations where we role-played parent–teacher meetings were incredibly valuable. They taught us to stay calm, diplomatic, and clear, even when faced with difficult situations."

" These simulations reminded us that tone, body language, and clarity matter just as much as the message itself."

### 2.3 Critical information

Five (5) respondents mentioned that in simulation activities where they had to pitch system upgrades under strict time limits taught them to focus only on the most critical information and communicate it clearly. Those experiences trained them to remove unnecessary jargon, present issues in a structured way, and explain technical solutions in language that anyone could understand. Now that they are working, they naturally use the same approach when reporting incidents, proposing upgrades, or presenting process improvements. Additionally, they mentioned that in school, they had simulations where they had to justify infrastructure upgrades in just a few minutes. That experience taught them to prioritize clarity and relevance. Now that they're in the workforce, they're grateful for those experiences because they prepared them to present system changes, report incidents, and propose improvements with confidence. It saves time, avoids confusion, and helps their teams and managers make faster, smarter decisions.

"Simulation activities where we had to pitch system upgrades under strict time limits taught us to focus only on the most critical information and communicate it clearly."

"In school, we had simulations where we had to justify infrastructure upgrades in just a few minutes. That experience taught me to prioritize clarity and relevance."

**Question No. 3.** What challenges do you face in applying grammar during simulated learning activities, and how do you address them to ensure clarity?

#### 3.1 Overthinking

Ten (10) respondents expressed that their biggest challenge was overthinking grammar while speaking during simulations. They got stuck mid-sentence because they were scared of making mistakes. To fix this, they practiced speaking naturally first, then reviewed their grammar after. It built their confidence, and now in client meetings, they focus on clarity and flow, not perfection. Additionally, they mentioned that they used to pause too often during simulations because they were mentally checking every sentence for grammar errors. This made them sound unsure. They trained themselves to finish their thought first, then reflect on how they could improve next time. Today, whether in client meetings, job orientations, customer calls, or business pitches, they focus on expressing ideas clearly and naturally, using grammar as a guide rather than a barrier.

" My biggest challenge was overthinking grammar while speaking during simulations. I'd get stuck mid-sentence because I was scared of making mistakes."

" I used to pause too often during simulations because I was mentally checking every sentence for grammar errors. This made me sound unsure. I trained myself to finish my thought first, then reflect on how I could improve next time."

#### 3.2 Shifting from casual conversation to formal grammar

Ten (10) respondents expressed that in role-play activities, they found it hard to use formal grammar because they were used to casual conversation. Their sentences sounded too informal for a professional setting. They started practicing with sample scripts and recording themselves, which helped them balance natural speech with proper grammar. It's very useful now when they talk to parents and colleagues. Additionally, they mentioned that they struggled with using the right level of formality during role-plays. Their tone was too casual for professional settings. They practiced with mock presentations and asked for peer feedback, which helped them adopt more professional phrasing. Now, their reports and presentations sound polished without being too stiff.



" In role-play activities, I found it hard to use formal grammar because I was used to casual conversation. My sentences sounded too informal for a professional setting."

"I struggled with using the right level of formality during role-plays. My tone was too casual for professional settings. "

### *3.3 Reporting patient scenarios*

Five (5) respondents expressed that during simulations, they had to report patient scenarios, and they struggled with medical terminology, proper sentence structure, and even keeping their reports organized and concise. They found themselves mixing up tenses or sounding too casual, which made their reports less clear. They overcame this by practicing with peers and asking mentors to check their reports. Additionally, they mentioned that they often mixed up verb tenses when reporting cases, which made their updates sound confusing. They started practicing by writing case notes daily and reading them aloud. Over time, they became more confident in presenting reports during clinical duties.

"During simulations, we had to report patient scenarios, and I struggled with medical terms and correct sentence structure."

" I often mixed up verb tenses when reporting cases, which made my updates sound confusing. I started practicing by writing case notes daily and reading them aloud. "

**Research Objectives 2.** To examine how the development of grammatical competence through classroom instruction builds students' confidence in communicating within the professional world.

**Question No. 1.** In what ways has improving your grammar in class affected your confidence in speaking or writing for professional purposes?

#### *Concise communication*

Ten (10) respondents expressed that learning to refine their grammar in school made them much more confident when writing emails and proposals because they no longer worry about sounding unprofessional. It also taught them to organize their thoughts better, making their communication clearer and more concise. As a result, they save time, write with ease, and feel calmer when sending messages to colleagues or clients. Additionally, they mentioned that improving grammar taught them to organize their thoughts better. They can write shorter, clearer proposals without overexplaining. People appreciate when they get straight to the point. Over time, this skill helped them stand out at work, with managers praising their clear reports and polished writing, which further boosted their confidence in professional settings.

" Learning to refine my grammar in school made me much more confident when writing emails and proposals because I no longer worry about sounding unprofessional."

"Improving grammar taught me to organize my thoughts better. I can write shorter, clearer proposals without overexplaining. People appreciate when I get straight to the point."

### *1.2 Supports career growth*

Five (5) respondents expressed that improving their grammar helped them become a better role model for their students. They can explain lessons clearly and write professional reports without stress. Strong grammar skills make their lesson plans, research papers, and applications for training programs look polished,

which has opened doors for more opportunities. It also makes them feel more credible as an educator. Additionally, they mentioned that clear grammar also helps them avoid misunderstandings, which makes their lessons flow more smoothly and strengthens their connection with students. On top of that, having polished lesson plans and professional-looking documents has supported their career growth by opening opportunities for training programs and recognition in their field.

"Improving my grammar helped me become a better role model for my students. I can explain lessons clearly and write professional reports without stress."

" Clear grammar also helps me avoid misunderstandings, which makes my lessons flow more smoothly and strengthens my connection with students. "

### *1.3 Teamwork*

Ten (10) respondents expressed that at first, they thought grammar was just for English class, but improving it helped them explain technical problems clearly to non-technical teammates. They can now translate complex ideas into plain language, which helps management make faster decisions and builds trust in their work. Additionally, they mentioned that clear grammar lets them write updates and documentation that their teammates can easily follow. This reduces errors and keeps projects moving smoothly. This boost in credibility gave them the confidence to speak up more in meetings and share their ideas, even in front of senior staff. It also makes them feel more professional when communicating with clients, since they know their summaries are clear and easy to follow.

" At first, I thought grammar was just for English class, but improving it helped me explain technical problems clearly to non-technical teammates."

"Clear grammar lets me write updates and documentation that my teammates can easily follow. This reduces errors and keeps projects moving smoothly."

**Question No. 2.** Can you describe a moment when your grammatical competence gave you more confidence during a professional-like activity (e.g., presentation, report writing, interview simulation)?

### *2.1 Confident Explanation of Thesis*

Ten (10) respondents expressed that during their first job interview, they had to explain their final-year project in detail. Because they had practiced writing clear and grammatically correct project documentation in school, they were able to explain it confidently and professionally. Their interviewer even commented on how clear their explanation was. Additionally, they mentioned that they also noticed that they weren't second-guessing their words or stopping to rephrase mid-sentence. It felt good to focus on their ideas rather than worrying if they sounded awkward. They think it even helped them get the job because they came across as organized and detail-oriented.

" During my first job interview, I had to explain my final-year project in detail. Because I had practiced writing clear and grammatically correct project documentation in school, I was able to explain it confidently and professionally. "

"I also noticed that I wasn't second-guessing my words or stopping to rephrase mid-sentence. It felt good to focus on my ideas rather than worrying if I sounded awkward."

### *2.2 Expressing opinions*

Five (5) respondents expressed that in their first company meeting, they had to explain a design flaw they noticed. Because they had practiced writing technical reports with proper grammar in college, they

could express the problem clearly and professionally. It helped their team trust their observation and act on it quickly. Additionally, they mentioned that they also felt more confident suggesting solutions, knowing they could explain them in a way that wouldn't confuse anyone. After that meeting, their manager started asking for their input more often. In client and sprint reviews, using clear, structured language kept discussions productive and showed that they were reliable contributors, even as new hires.

" In my first company meeting, I had to explain a design flaw I noticed. Because I had practiced writing technical reports with proper grammar in college, I could express the problem clearly and professionally.."

" I also felt more confident suggesting solutions, knowing I could explain them in a way that wouldn't confuse anyone. After that meeting, my manager started asking for my input more often."

### *2.3 Presentation for Research*

Ten (10) respondents expressed that when they had to present their action research findings to the school head, they relied on their training in formal grammar. They knew their sentences were well-structured, so they focused on their message instead of worrying about mistakes. It made them look prepared and credible. Additionally, they mentioned that they had to defend a paper in front of a panel. Grammar practice made their slides and explanations flow smoothly, so they didn't stumble even when they asked tough questions. They also felt more relaxed answering follow-up questions because they were confident that they could explain their data clearly. After the presentation, the school head commended them for being concise and professional.

" When I had to present my action research findings to the school head, I relied on my training in formal grammar. I knew my sentences were well-structured, so I focused on my message instead of worrying about mistakes."

"I had to defend a paper in front of a panel. Grammar practice made my slides and explanations flow smoothly, so I didn't stumble even when they asked tough questions."

**Question No. 3.** How do you think grammar mastery will influence your future confidence in real workplace communication?

### *3.1 Good grammar makes it stand out.*

Ten (10) respondents expressed that when they started working, they had to write reports and send updates to managers. Knowing proper grammar makes them confident that their emails are professional and clear. They don't worry about sounding sloppy, so they can focus on sharing insights that matter. Additionally, they mentioned that clear grammar helped their reports get understood quickly, saving time for their team and showing respect for their workload. It also made them stand out because their polished writing made them look reliable, even as a new employee.

" When I started working, I had to write reports and send updates to managers. Knowing proper grammar makes me confident that my emails are professional and clear."

"Clear grammar helped my reports get understood quickly, saving time for my team and showing respect for their workload."

### *3.2 Trust*

Ten (10) respondents shared that in patient documentation, correct grammar is critical. They feel more confident because they know their notes won't be misinterpreted by doctors or other nurses. It prevents errors and keeps communication professional. Doctors and senior nurses rely on their documentation. When they see clear, professional notes, they trust their judgment and decisions more. Additionally, they mentioned that proper grammar also protects them legally by providing a reliable record of care, and they make shift handovers smooth since the next nurse can easily understand the full picture. Overall, using correct grammar reflects professionalism and strengthens their confidence in contributing to quality patient care.

" In patient documentation, correct grammar is critical. I feel more confident because I know my notes won't be misinterpreted by doctors or other nurses."

" Proper grammar also protects me legally by providing a reliable record of care, and they make shift handovers smooth since the next nurse can easily understand the full picture."

### *3.3 Professional image*

Five (5) respondents mentioned that grammar mastery helps them write lesson plans, assessment rubrics, and research reports without hesitation. They feel credible in meetings with school heads because they know their communication is formal and polished. Colleagues and administrators see them as competent and detail-oriented because their communication is consistently formal and accurate. Additionally, they shared that they also notice that they collaborate better with co-teachers since their ideas are easy to follow. During training or conferences, they feel more confident sharing their work because they're not worried about grammar mistakes. They can focus on connecting with their audience. Most importantly, they've seen their students pick up on this and start taking their own writing more seriously, which makes them proud as a teacher.

"Grammar mastery helps me write lesson plans, assessment rubrics, and research reports without hesitation. I feel credible in meetings with school heads because I know my communication is formal and polished."

" I also notice that I collaborate better with co-teachers since my ideas are easy to follow. During training or conferences, I feel more confident sharing my work because I'm not worried about grammar mistakes—I can focus on connecting with my audience."

## **5. Discussion**

The findings of this study demonstrate that grammar-centered simulated learning activities meaningfully support graduates' transition from academic communication tasks to workplace interaction. Participants consistently described simulations such as mock interviews, structured presentations, and role-plays as environments that facilitated the practical application of grammatical knowledge in pressured yet supportive contexts. These experiences appear to align with the broader view that learning situated in realistic scenarios promotes the transfer of academic competencies to professional settings. Across interviews, participants emphasized that simulations sharpened their grammatical decision-making, enabling them to adjust linguistic choices to meet the expectations of formal communication in the workplace.

A notable insight emerging from the participants' accounts is that grammar competence contributed not only to linguistic accuracy but also to professional clarity. Respondents described how the habit of

monitoring verb tenses, cohesive devices, and level of formality during simulations later influenced how they prepared workplace messages, whether through emails, reports, or oral briefings. This observation supports previous claims that grammatical proficiency underpins message coherence and prevents miscommunication in high-stakes contexts as supported by Solid et al. <sup>[31]</sup>. In this study, participants identified grammar as a foundation for organizing information logically, producing concise explanations, and communicating in ways that minimized ambiguity. These patterns indicate that grammar functions as a cognitive anchor enabling graduates to communicate strategically rather than mechanically <sup>[32]</sup>.

Another salient finding concerns the relationship between grammatical competence and communicative confidence. Participants noted that repeated exposure to structured simulations reduced their anxiety and improved their ability to deliver messages with assurance, especially during interviews, workplace presentations, and team discussions. This aligns with research suggesting that opportunities for rehearsed communication enhance perceived self-efficacy and competence <sup>[33]</sup>. Repeatedly practicing language choices under evaluative conditions, learners appear to internalize a sense of preparedness that positively influences their professional demeanor. The qualitative accounts in this study indicate that confidence was not derived from grammar alone but from the interplay between linguistic mastery, familiarity with communicative tasks, and feedback received during simulations <sup>[34]</sup>.

Moreover, the study highlights the significant role of feedback both peer and instructor in shaping learners' awareness of grammatical accuracy and message clarity. Participants explained that targeted feedback helped them identify persistent weaknesses, refine structural choices, and adopt more professional language registers. Such feedback cycles reinforce the principles of experiential learning, where reflection and correction serve as mechanisms for skill consolidation. Importantly, feedback allowed learners to recognize grammar as a transferable competence rather than a purely academic requirement <sup>[35-36]</sup>.

However, while simulated activities were described as meaningful, participants also noted that the quality and depth of simulations varied across their academic programs. Some respondents experienced highly structured, discipline-specific tasks, whereas others engaged in more generalized activities. This variability suggests that the impact of simulated learning may depend on the degree of alignment between simulation design and the communication demands of specific professional fields. Prior studies similarly assert that communication practices are discipline-dependent, requiring educators to tailor simulations to the linguistic and practical expectations of particular industries <sup>[37]</sup>. This nuance underscores the need for program-level curricular alignment to maximize the benefits of simulation-based instruction.

The findings reinforce the view that grammar-integrated simulations provide a valuable pedagogical strategy for developing workplace-ready communicators. The experiences shared by the participants suggest that these simulations cultivate not only accuracy but also intentionality, clarity, and confidence in communication. Positioning grammar as a tool for professional meaning-making rather than as an isolated technical skill, simulated learning activities appear to support a more holistic form of communicative competence.

## **6. Conclusion**

This study explored how grammar-oriented simulated learning activities influence the clarity and confidence of graduates as they transition into professional communication contexts. The findings suggest that simulations such as mock interviews, role-plays, and structured presentations provided spaces where learners could apply grammatical knowledge in controlled yet authentic scenarios. These experiences supported the development of message clarity and helped participants practice shifting from informal to

professional registers. While the results indicate that grammar application within simulations contributed to students' confidence in writing, workplace interactions, and formal communication tasks, these conclusions should be interpreted in relation to the study's qualitative and exploratory nature. The depth and variation of participants' experiences highlight promising patterns, but further research with broader samples and complementary methods is necessary to strengthen generalizability. The study underscores the potential of grammar-integrated simulations as purposeful learning interventions that connect academic instruction with workplace communication demands. Offering structured opportunities to practice grammatical decision-making in realistic contexts, simulated activities may serve as valuable supports for developing both clarity of expression and communicative self-assurance among future professionals.

## **7. Limitations**

Although this study provides meaningful insights into how simulated learning strengthens graduates' grammatical competence and professional communication, several limitations must be acknowledged. First, the study involved a relatively small sample of 18 participants, which limits the breadth of perspectives and reduces the generalizability of the findings across broader academic and professional populations. The participants also came from a limited geographic region, meaning their communication practices may reflect institutional norms, cultural tendencies, or workplace expectations distinct from those in other areas. Another limitation lies in the reliance on retrospective self-reported accounts; participants described experiences based on memory, which may be influenced by recall bias, selective emphasis, or personal interpretation of events. Additionally, no direct classroom observation or simulation assessment was conducted, making it impossible to verify how participants actually performed during the activities they described. Some participants were also employed in fields with unique communication demands such as healthcare, education, and technical services which may create field-specific challenges in applying grammar that were not fully explored in this study. Finally, ethical considerations required preserving participant anonymity by limiting detailed demographic descriptions, which, although necessary for confidentiality, restricted deeper analysis of program-specific grammatical expectations.

## **8. Future research**

Future studies should consider expanding the sample size to include graduates from multiple regions, institutions, and specialized programs to enhance demographic diversity and support broader comparison. Longitudinal research could also be conducted, following students from their academic years into their early career stages to examine how grammar mastery evolves and how simulated learning influences communication competence over time. Employing mixed-method approaches including classroom observations, video-recorded simulations, performance rubrics, and pre-/post-tests would provide more objective evidence of participants' grammatical application and message clarity. Future researchers may also compare the effectiveness of different types of simulations (e.g., mock interviews vs. role-plays vs. technical presentations) to identify which activities most strongly improve workplace-ready communication skills. Additionally, industry-specific investigations could explore how grammar is used differently in professions such as healthcare documentation, technical reporting, customer relations, and academic instruction. It may also be beneficial to examine how digital simulations, AI-assisted feedback tools, and virtual role-playing platforms can enhance grammar learning in a rapidly evolving technological landscape. Overall, further research can deepen understanding of how academic simulations can be designed and integrated more effectively to align with the real-world grammatical and communicative demands of modern workplaces.

## Conflict of interest

The authors declare no conflict of interest

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