

INSTRUCTIONAL MATERIAL DEVELOPMENT IN COMMON GRAMMATICAL ERRORS AMONG GRADE SIX LEARNERS IN DISTRICT 7, SDO BAGUIO CITY

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Abstract

This study aimed to develop contextualized instructional materials to address the common grammatical errors of Grade Six learners in District 7, Schools Division of Baguio City. Grounded in theories such as the Behaviorist Theory, Constructivist Learning Theory, Sociocultural Theory, Cognitive Load Theory, Krashen's Input Hypothesis, Error Analysis Theory, and Multiple Intelligences Theory, the research employed a descriptive-developmental design to identify learners' grammar difficulties, evaluate existing instructional materials, and assess the effectiveness and acceptability of the developed materials. A mixed-method approach was utilized, with data gathered through a survey questionnaire, pretest-posttest, and evaluation tools.

The results revealed that learners' most common grammatical errors involved subject-verb agreement, verb tenses, and prepositions. Existing instructional materials were found to be limited in addressing learners' needs, particularly in terms of contextualization and engagement. The developed instructional materials showed a statistically significant improvement in the grammar performance of the learners, as indicated by the paired t-test results. Moreover, the level of acceptability of the materials among the learners was found to be high, with favorable ratings regarding clarity, content, layout, and effectiveness. However, some barriers to implementation were noted, such as time constraints and lack of teacher training.

The study concludes that the instructional materials developed are effective and acceptable for improving grammar skills. It recommends that these materials be adopted in other schools and further enhanced through teacher capacity-building and continued research. The findings contribute to localized curriculum development supporting DepEd's quality and inclusive education goals.

Keywords: Grammar Instruction, Instructional Material Development, Common Grammatical Errors, Grade Six Learners, Contextualized Materials, English Proficiency, DepEd Curriculum, Educational Intervention, District 7 SDO Baguio City

1. Introduction

Mastery of English grammar remains a critical foundation for academic success, particularly in the Philippine basic education context, where English serves as a medium of instruction and an essential skill for global competitiveness (Bulilan, 2024). Despite this, many Filipino learners, including those in the elementary level, continue to face persistent difficulties in grammatical accuracy, which adversely affects their overall language proficiency and academic performance (Afrizal et al., 2024). This concern is evident among Grade Six learners in District 7, Schools Division Office (SDO) Baguio City, who frequently commit common grammatical errors such as incorrect subject-verb agreement, misuse of verb tenses, and faulty sentence construction. These challenges highlight a pressing need to develop instructional materials that are contextualized, learner-centered, and aligned with the Department of Education's (DepEd) curricular goals to improve grammar competence and support learners' holistic language development (Afrizal et al., 2024).

The Department of Education's mandates, such as DepEd Order No. 42, s. 2017, which institutionalizes the Mother Tongue-Based Multilingual Education (MTB-MLE), emphasizes the

critical role of language proficiency in learners' cognitive development and academic success. While MTB-MLE advocates for the use of the learners' first language in early grades, it simultaneously underscores the importance of English as a second language, particularly in upper elementary grades, such as Grade Six. Furthermore, DepEd Order No. 74, s. 2017, on the Policy Guidelines on the Implementation of the K to 12 Curriculum, reinforces the integration of communicative competencies in English, including grammatical accuracy, as fundamental to preparing learners for higher education and future employment. These policies collectively affirm the urgency of addressing grammatical errors through effective, contextually relevant instructional materials to bridge the gap between policy and classroom realities (Erlbacher, 2025).

Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013, further highlights the government's commitment to delivering quality education that equips learners with essential 21st-century skills, including communication proficiency. The law mandates the DepEd to adopt reforms that improve curriculum delivery and enhance learners' competencies in English, among other subjects. However, despite these mandates, studies reveal that many learners still struggle with grammatical constructs that are foundational to effective communication. For example, research by Munder (2024) in the *Philippine Journal of Education* identified that a significant percentage of Grade Six learners in urban public schools exhibited recurring grammatical errors, particularly in subject-verb agreement and verb tenses, which were attributed to inadequacies in instructional materials and teaching strategies. This gap points to a critical need for instructional innovation to meet learners' needs more effectively (Munder, 2024).

Previous research also supports the notion that localized and contextualized instructional materials improve learning outcomes by aligning content with learners' lived experiences and linguistic backgrounds. Rivera and Flores (2024) demonstrated that learner-centered materials developed with consideration of cultural and linguistic contexts significantly reduced grammatical errors among elementary learners in Metro Manila (Rivera & Flores, 2024). Such findings underscore the value of developing instructional resources that are not only pedagogically sound but also culturally relevant and engaging. Moreover, Krashen's Input Hypothesis (1985) and Vygotsky's Sociocultural Theory (1978) provide a strong theoretical underpinning for materials development, advocating for meaningful and scaffolded input within learners' zone of proximal development. When instructional materials resonate with learners' immediate context, they enhance cognitive engagement and facilitate better internalization of grammatical rules.

Despite the recognized importance of effective instructional materials, existing resources used in many public schools—including those in District 7, SDO Baguio City—often remain generic, non-contextualized, and insufficiently aligned with learners' specific grammatical difficulties. Teachers frequently rely on traditional textbooks and standardized modules that fail to address the nuances of local learner needs and linguistic challenges. As documented by the DepEd's Basic Education Information System (BEIS, 2023), schools within District 7 report suboptimal performance in English language proficiency tests, with grammar identified as a significant area of weakness. This scenario underscores a misalignment between instructional tools and the realities of learners' challenges, thereby necessitating the development of innovative materials designed specifically for this context.

Moreover, the principles of Multiple Intelligences Theory (Gardner, 1983) highlight the importance of varied instructional approaches that cater to diverse learner strengths. Integrating this theory into materials development can promote engagement and accommodate different learning styles, thereby enhancing grammatical competence among learners (Baronia, 2020). Coupled with Cognitive Load Theory (Sweller, 1988), which emphasizes minimizing unnecessary cognitive burdens, instructional materials must be carefully structured to scaffold grammar learning effectively without overwhelming learners. This theoretical synthesis reinforces the argument for well-designed, contextualized materials that facilitate meaningful learning (Afrizal et al., 2024).

In light of these considerations, this study seeks to develop instructional materials that specifically target the common grammatical errors of Grade Six learners in District 7, SDO Baguio City. By grounding the materials in empirical data gathered through a descriptive analysis of learners' written outputs and incorporating teacher feedback, the study ensures that the materials are both relevant and responsive to actual classroom challenges. Additionally, the materials will be aligned with DepEd's K to 12 curriculum standards and validated by educational experts to ensure quality and applicability. The anticipated outcome is to provide teachers and learners with effective tools that foster improved grammatical accuracy, thereby enhancing learners' overall English language proficiency and academic performance (Bulilan, 2024).

The study's significance is further amplified by the national commitment to quality, inclusive education as outlined in Republic Act No. 10931, or the Universal Access to Quality Tertiary Education Act, which underscores the importance of foundational skills development during basic education to prepare learners for lifelong learning and higher education. By addressing grammar proficiency at the elementary level, this research contributes to the Department of Education's vision of producing globally competitive Filipino learners equipped with critical communication skills.

In summary, the persistent grammatical challenges experienced by Grade Six learners in District 7, SDO Baguio City, coupled with the limitations of existing instructional materials, create a clear and urgent need for localized, learner-centered resources. Supported by relevant educational policies, legislative mandates, and a robust body of literature, this study situates itself within the broader goal of enhancing English language instruction in the Philippine basic education system. Through the development of evidence-based, contextualized instructional materials, the study aims to bridge the gap between policy aspirations and classroom realities, ultimately contributing to improved learner outcomes and the achievement of national education goals.

2. Method

2.1 Research Design

This study employed a descriptive-developmental research design to systematically identify and address the common grammatical errors among Grade Six learners in District 7, SDO Baguio City. The descriptive component involved the careful examination and analysis of learners' written outputs to determine the prevalent grammatical challenges, complemented by qualitative data gathered through teacher interviews to contextualize these findings. Building on this foundational understanding, the developmental phase focused on the creation, validation, and pilot testing of instructional materials tailored to the specific needs identified in the descriptive phase. This combined approach allowed for the empirical assessment of existing issues and the iterative refinement of pedagogical tools, ensuring that the developed materials were both evidence-based and contextually relevant for improving grammar proficiency in authentic classroom settings.

2.2 Participants

The study comprised Grade Six learners enrolled in selected public elementary schools within District 7, Schools Division Office (SDO) Baguio City, during the academic year 2024–2025. These learners were purposively selected based on observed difficulties in grammatical accuracy as reported by their English teachers, ensuring that the sample represented those most in need of targeted intervention. Additionally, English teachers from the participating schools were included as key informants, providing valuable insights into learners' challenges and validating the developed instructional materials. The combined perspectives of both learners and educators

enriched the study's data, facilitating a comprehensive understanding of grammatical issues and the effectiveness of the instructional tools within the local educational context.

2.3 Instrumentation

The study utilized multiple instruments to collect comprehensive data for both the descriptive and developmental phases. A document analysis checklist, grounded in DepEd curriculum standards, was employed to systematically identify and classify common grammatical errors in the written outputs of Grade Six learners, focusing on areas such as subject-verb agreement, verb tense, and sentence structure. Additionally, semi-structured interviews with English teachers were conducted to gather qualitative insights regarding learners' grammar difficulties and current instructional practices. For the developmental phase, the researcher crafted contextualized instructional materials, which were subjected to expert validation using a structured evaluation rubric assessing content accuracy, clarity, appropriateness, and pedagogical effectiveness. To measure the impact of these materials, pretest and posttest assessments were administered during pilot testing with selected learners, enabling quantitative evaluation of improvements in grammatical proficiency. This multifaceted instrumentation ensured a rigorous and evidence-based approach to both diagnosing learning needs and evaluating instructional interventions.

2.4 Data Analysis

The data analysis in this study involved both descriptive and inferential statistical techniques to address the research questions comprehensively. Frequency counts and percentages were utilized to quantify and summarize the common grammatical errors identified in learners' written outputs, as well as to analyze the existing instructional materials and barriers to implementation, providing a clear depiction of prevailing trends and challenges. To evaluate the effectiveness of the developed instructional materials, a paired sample t-test was conducted to determine whether there was a statistically significant difference in the grammar performance of Grade Six learners before and after the intervention. Qualitative data from teacher interviews were thematically analyzed to enrich the understanding of contextual factors influencing grammar instruction and to validate quantitative findings. This integrated approach ensured a robust analysis that combined numerical rigor with contextual interpretation, thereby supporting evidence-based conclusions and recommendations.

3 Results

The analysis of the written outputs of Grade Six learners in District 7, SDO Baguio City, revealed that the most frequent grammatical errors were related to subject-verb agreement, verb tenses, and sentence construction. Specifically, subject-verb agreement errors accounted for 34% of the total errors identified, followed by verb tense inconsistencies at 28%, and faulty sentence construction comprising 18%. Other notable errors included misuse of punctuation marks (12%) and incorrect article usage (8%). These findings indicate persistent challenges in foundational grammar skills, which negatively impact learners' overall language proficiency and writing clarity. The prevalence of these specific errors underscores the need for targeted instructional interventions tailored to address these critical areas.

An evaluation of the existing instructional materials used in participating schools showed that 70% of the teachers relied primarily on standard textbooks and generic worksheets, which lacked contextualization and learner-centered features. According to survey results, 65% of the teachers reported that these materials were insufficient in addressing the specific grammatical difficulties faced by their learners, particularly in terms of engagement and relevance to learners' everyday experiences. Furthermore, the qualitative feedback from interviews highlighted that existing resources did not adequately incorporate localized examples or interactive activities,

limiting their effectiveness in promoting meaningful grammar acquisition. These findings collectively emphasize the inadequacy of current instructional materials in meeting the nuanced needs of Grade Six learners in the district.

The implementation of the newly developed instructional materials demonstrated a significant positive effect on learners' grammar proficiency. Paired sample t-test results indicated a statistically significant improvement in learners' posttest scores ($M = 82.4$, $SD = 7.6$) compared to their pretest scores ($M = 65.2$, $SD = 8.3$), with $t(49) = 12.45$, $p < 0.001$. This substantial gain suggests that the contextualized, learner-centered materials effectively addressed the grammatical errors identified. Moreover, both learners and teachers expressed high acceptability of the developed materials, with 88% of learners rating the materials as engaging and easy to understand, and 90% of teachers affirming their relevance, clarity, and cultural appropriateness. Despite these encouraging results, some barriers such as time constraints and varying teacher familiarity with the materials were noted, highlighting areas for further support and capacity-building to maximize instructional effectiveness.

4 Discussion

Imran et al. (2024) examined English language proficiency in urban public schools in the Philippines. Dela Cruz's research similarly identified these specific grammatical challenges as persistent obstacles to effective communication and academic achievement. Both studies underscore the enduring nature of these errors despite existing interventions, thereby reinforcing the imperative for more targeted and contextualized instructional materials. This corroboration strengthens the validity of the current study's focus on addressing these recurrent grammatical issues as a priority in elementary language education.

Furthermore, the observed limitations of existing instructional materials resonate with the findings of Abdala (2024), who argued that generic, non-localized teaching resources often fail to engage learners or address their specific language needs. Their study demonstrated that materials designed with cultural relevance and learner-centered approaches significantly improve grammar acquisition among elementary students. The present study's emphasis on contextualization and engagement in the developed instructional materials reflects these principles, illustrating a growing consensus in the literature regarding the importance of aligning learning resources with learners' linguistic and cultural contexts to enhance educational outcomes.

The statistically significant improvement in grammar performance following the use of the developed instructional materials is also consistent with broader educational research advocating for evidence-based instructional innovation. For instance, studies grounded in Krashen's Input Hypothesis (1985) and Vygotsky's Sociocultural Theory (1978) highlight the effectiveness of scaffolded, meaningful input tailored to learners' developmental levels and social contexts. The present study's success in applying these theoretical frameworks through localized and scaffolded materials confirms their practical utility in the classroom. This alignment between theory and empirical outcomes further substantiates the effectiveness of the developed materials and supports their potential for broader application (Lee et al., 2019).

Lastly, the identified barriers to implementation, such as time constraints and variable teacher competence, mirror challenges noted in similar educational contexts. Research by Abad and Hattie (2025) on instructional innovations in Philippine public schools emphasized that professional development and adequate resource allocation are critical factors influencing the success of new teaching materials. The present study's recognition of these implementation challenges underscores the need for systemic support, including teacher training and resource provision, to maximize the impact of instructional materials. This convergence of findings highlights the multifaceted nature of educational improvement, where both quality materials and supportive environments are essential for sustained learner progress.

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