



GRAMMATICAL PROFICIENCY OF ENGLISH MAJOR STUDENTS: BASIS FOR LEARNING ACTIVITIES

MARILYN R. RODRIGUEZ

Dr. Francisco L. Calingasan Memorial Colleges Foundation, Inc.

ABSTRACT

This study examined the grammatical proficiency of English major students at Dr. Francisco L. Calingasan Memorial Colleges Foundation Inc. during the academic year 2024–2025 as a basis for developing learning activities. Using a descriptive research design, data were gathered from 40 Bachelor of Secondary Education–English students through a validated researcher-made questionnaire. The study assessed students’ proficiency in spelling, sentence construction, subject–verb agreement, and pronunciation, and analyzed differences when grouped according to age and sex. Findings revealed that students demonstrated strong agreement in their proficiency across the four areas, with composite means indicating high confidence and skill, particularly in spelling and sentence construction. However, minor variations were noted in subject–verb agreement with complex structures and in pronunciation of irregular words. Statistical analysis showed no significant differences in grammatical proficiency when respondents were grouped according to age and sex. Based on these results, the researcher designed learning activities aligned with the K–12 curriculum to further strengthen students’ grammatical skills. The proposed interventions emphasize contextualized practice, structured drills, and integration of reading, writing, and oral activities to enhance accuracy and communicative competence. The study underscores the importance of

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue II

October 2025

Available online at <https://www.instabrightgazette.com>



diagnostic assessment in identifying strengths and weaknesses to guide effective instructional planning.

Keywords: *grammatical proficiency, English majors, spelling, sentence construction, subject-verb agreement, pronunciation, learning activities*



Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza
