

Validation and Evaluation of an Instructional Material for Teaching English Grammar

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ABSTRACT

This study aimed to validate and evaluate an instructional material for teaching grammar, focusing on content validity, student performance, and suggested improvements. Using a mixed-methods design, the study involved fourth-year English majors and master teachers at Batangas State University–ARASOF Nasugbu Campus. Data were collected through validated surveys and analyzed with weighted means, rankings, and t-tests. The instructional content showed moderate validity (mean = 3.08), with logical structure rated highest (mean = 3.67). However, visual appeal, activity relevance, and opportunities for critical thinking needed improvement. Most respondents demonstrated greater knowledge of grammar on the post-test. Suggestions included enhancing clarity, engagement, and alignment with learning objectives. The material had a positive influence but needs more development to better motivate learners and address diverse needs.

Findings showed the instructional material had moderate content validity (mean = 3.08), with logical structure rated highest (mean = 3.67). Visual appeal, activity relevance, and critical-thinking opportunities scored lower (means = [insert means]), indicating areas for improvement. Post-test scores showed measurable grammar improvement. Respondents specifically recommended clearer instructions, more engaging activities, and stronger alignment with objectives.

Keywords: validation, evaluation, teaching grammar, instructional material, content validity

INTRODUCTION

Despite being essential to successful self-expression, grammar is frequently undervalued in language communication. The structural basis of language is grammar, which controls how phrases, clauses, and sentences are put together. According to David Crystal, cited by Nadaraja (2023), having a firm grasp of grammar improves our capacity to express ideas, feelings, and thoughts intelligibly. Messages that lack proper grammar can be misunderstood, undermining trustworthiness and communication. Thus, becoming proficient in grammar is crucial for professional and convincing communication.

Grammar instruction is an important but occasionally neglected component of language learning. Although teaching grammar is essential to promoting meaningful communication, many students see it as a boring collection of rules. According to Hammond (2023), conceptual grammar instruction makes learning interesting and relevant while helping students understand how to use it practically in everyday situations. Using effective teaching resources can greatly improve students' comprehension and use of grammar, even if teaching grammar is a continuous process that requires extensive knowledge and effort.

Textbooks, presentations, and other resources are examples of instructional materials, which are essential for promoting learning. According to Remilliard and Heck (2014), these resources support instructional activities. For language instruction to be effective, instructional materials must be carefully chosen and developed. Almunawaroh and Steklács (2024) emphasize that, to achieve effective teaching outcomes, teachers need to select and adapt these resources. The creation, assessment, and deployment of efficient instructional materials are the main goals of material development, which includes both theoretical concepts and real-world applications.

Additionally, well-designed teaching resources can support different learning styles, improve student engagement, and clarify difficult grammar ideas. Duman (2018) asserts that carefully selecting teaching materials enhances students' overall learning experience and inspires them. Teachers can measure comprehension with effective tools that enable logical progression through grammar issues, using engaging exercises and clear examples. These materials can help students perform better and retain grammar information over time when they align with learning objectives.

Nonetheless, there are difficulties in assessing and validating the teaching resources utilized to teach grammar. Significant gaps have recently been identified, especially regarding the efficacy of currently available materials. There is a need for more relevant and supplemental materials adapted to learners' cultural and linguistic backgrounds, as many of the resources available today fall short of improving students' grammatical competence. Since students frequently struggle without direct instructor support, the COVID-19 pandemic's transition to modular and online learning has further highlighted flaws in grammar instruction.

Integrating technology into grammar instruction also needs focus. Popular online tools like grammar checkers may not improve student skills without strong teaching support. Many materials also lack good assessments, so better tools are needed to measure performance and provide feedback, especially in self-directed learning.

Teacher skills, limited materials, and funding shortages also hinder grammar teaching. Many teachers and students must buy their own resources as official support lags. Lack of institutional support slows the validation and customization of resources, vital for effective grammar instruction.

In conclusion, although instructional materials have the potential to enhance grammar instruction, significant obstacles remain, including resource availability, teacher preparation, and budgetary constraints. Giving teachers the resources, they need to deliver high-quality grammar education requires strategic interventions, including professional development workshops, additional funding, and enhanced institutional support. Teachers can better engage students and help them grasp grammatical concepts by increasing students' access to well-designed resources, thereby enhancing the overall learning process. By critically evaluating the resources and approaches currently in use, this study contributes to the ongoing conversation about effective grammar instruction practices and offers educators insights.

Objectives

This study aimed to validate and evaluate an existing instructional material used in teaching grammar. Specifically, it intended to answer the following key questions:

1. To determine the extent of content validity of the instructional material based on expert evaluation.
2. To assess the pre-service teachers' learning achievement in grammar after exposure to the instructional material.
3. To examine whether there is a significant difference in the pre-service teachers' grammar achievement before and after using the instructional material.
4. To gather suggestions from respondents for the improvement of the instructional material.
5. To develop the final form of the instructional material based on data gathered from validation, assessment results, and respondent feedback.

MATERIALS AND METHODS

Research Environment

The study was conducted at Batangas State University – The National Engineering University, ARASOF Nasugbu Campus, a reputable institution offering quality teacher education programs. This campus was chosen

for its accessible location and for its population of pre-service teachers enrolled in the Bachelor of Secondary Education major in English, who served as key respondents. The university provided a suitable academic environment for the research, with supportive faculty and facilities that enabled the systematic administration of tests, questionnaires, and interviews. Master teachers affiliated with the institution also participated, offering expert insights into the instructional material. The setting ensured that data collection was conducted in a relevant and organized manner.

Respondents of the Study

The respondents were 34 pre-service teachers in the Bachelor of Secondary Education, major in English, at Batangas State University–ARASOF Nasugbu Campus. They represented the target group for the instructional materials. As future teachers, they offer insights and achievements that are crucial for evaluating the material's effectiveness in real classrooms. Their engagement with the content provided valuable data on usability, clarity, and impact on grammar learning.

Moreover, the pre-service teachers were selected due to their academic background and prior exposure to the grammar instructional material. They had already completed the course EED 213 – Teaching and Assessment of Grammar, which used the materials under study. This prior experience makes them more knowledgeable and better able to provide informed feedback on the material's strengths and weaknesses. Their learning achievement before and after using the materials is critical data that helps assess how well the materials support grammar instruction and contribute to their competence as future teachers.

In addition to the pre-service teachers, the study also involved master teachers from the college department, selected for their extensive experience in teaching English and involvement in curriculum development. These educators possess the expertise needed to assess the content validity, pedagogical soundness, and overall instructional quality of the materials. Their role is crucial because they bring an expert perspective that complements the practical feedback from pre-service teachers. They evaluate whether the materials meet academic standards and align with the intended learning outcomes.

The combined input of both groups—the pre-service teachers as the primary users and learners, and the master teachers as expert validators—ensures a comprehensive evaluation of the instructional materials. This dual perspective allows the study to balance practical classroom usability with academic rigor. Furthermore, the master teachers provided constructive suggestions for refining the materials, which is essential for developing resources that are both effective and pedagogically sound. Together, these respondents contribute significantly to validating the instructional materials and guiding future curriculum enhancements in English grammar education.

Data Gathering Instrument

The study used adapted questionnaires, pre- and post-tests, and written interviews to collect data. Master teachers completed a survey measuring the content validity of the instructional material on a five-point Likert scale, while pre- and post-tests assessed pre-service teachers' grammar learning achievement after using the material. Written interviews with master teachers gathered suggestions for improving the module. These instruments were designed based on the study's objectives to effectively address the research problems and followed a systematic process leading to statistical analysis.

The researchers developed the questionnaire based on the study's problem statement and objectives, supported by relevant literature, to ensure all necessary questions were included. The questionnaire focused on assessing the extent of content validity of the instructional material, with responses measured on a five-point scale ranging from Very Great Extent to Very Little Extent. It was adapted and modified from a previous study by Herjas, Liguera, and Plaza to better fit the current research objectives. After adaptation, the questionnaire was reviewed by the adviser and then underwent a formal validation process before being finalized.

After creating the questionnaire, the researchers validated it by sending copies to selected validators for review. Once validated, the questionnaire was printed and prepared for distribution. The survey began only after

receiving approval from professors and monitoring advisers. The questionnaires were then distributed to the target respondents at Batangas State University – ARASOF Nasugbu Campus. Prior to data collection, the researchers secured permission from the three master teachers, who also participated in written interviews to provide suggestions for improving the instructional material. For the pre-service teachers' grammar learning assessment, approval was obtained from their academic adviser. The pre-test was conducted with the adviser's supervision, followed by a short instructional session led by the researchers, and then the post-test. The entire process was carefully supervised to ensure systematic and orderly administration of the assessments.

The two scoring guides were used in the present study, as shown below.

Table 1. Scale for Content Validity of Instructional Material for Teaching Grammar

Scale	Value Range	Verbal Interpretation
5	4.20 – 5.00	Very Great Extent
4	3.40 – 4.19	Great Extent
3	2.60 – 3.39	Moderate Extent
2	1.80 – 2.59	Less Extent
1	1.00 – 1.79	Very Less Extent

Table 2. Scoring Scale for Pre-service Teachers' learning Achievement in Grammar

Score	Level	Verbal Interpretation
26-30	Very Knowledgeable	Need Enrichment
21-25	Moderately Knowledgeable	Need Enrichment
16-20	Slightly Knowledgeable	Need Remediation
11-15	Least Knowledgeable	Need Remediation
0-10	Not Knowledgeable	Need Remediation

Data Gathering Procedure

The initiation of the data-gathering process was marked by the formal submission of a letter of approval to the Dean of the College of Teacher Education. This process was crucial in obtaining institutional consent for the research initiative. Using purposive sampling, participants were selected as key informants for the data-gathering procedure.

After the letter was approved, the researchers distributed the questionnaire and conducted written interviews with the respondents.

The gathered data will be consolidated by the researchers and incorporated into the analysis. Finally, the researchers will tally the results to answer the study's questions. In accordance with all ethical considerations, all collected data and information will be treated with the utmost confidentiality.

Statistical Treatment

The researchers collected, analyzed, and compiled the data using several statistical methods. Frequency and percentage were used to describe how often certain scores occurred and their proportions, helping to illustrate the pre-service teachers' achievement in grammar learning after using the instructional material. Weighted mean and rank were used to validate respondents' scores, assess questionnaire responses across the five-point scale, and rank the factors affecting the content validity of the instructional material. Finally, a t-test was employed to identify significant differences between pre- and post-test scores of pre-service teachers, assessing the effectiveness of the instructional materials in improving grammar learning.

RESULT AND DISCUSSION

The extent of content validity of instructional material.

Table 3. The extent of content validity of instructional material.

Statement	Weighed Mean	Interpretation	Rank
1. The material's content provides a clear and comprehensive understanding of key grammar concepts.	3.33	Moderate Extent	5
2. The material uses appropriate language and avoids terminologies students might find hard to understand.	3.00	Moderate Extent	12.5
3. The material's content provides sufficient opportunities for critical thinking and analysis.	2.67	Moderate Extent	18.5
4. The scope and depth of topics included in the material appropriately meet the student's grammar needs.	3.33	Moderate Extent	5
5. The material's content is well-organized and allows students to navigate it easily.	3.00	Moderate Extent	12.5
6. The material's content meets current literary trends and provides engagement to students.	3.33	Moderate Extent	5
7. The overall design is visually appealing, allowing student engagement.	2.67	Moderate Extent	18.5
8. The content organization is logical and easy to follow.	3.67	Great Extent	1
9. Visual aids (images, illustrations, diagrams, etc.) enhance students' understanding.	2.67	Moderate Extent	18.5
10. The material is well-formatted, allowing for unity and congruency in its layout.	3.00	Moderate Extent	12.5
11. High standards of quality in factual content and presentation is met in the overall layout of the material.	3.00	Moderate Extent	12.5
12. The material's format and appearance suit its intended use.	3.33	Moderate Extent	5
13. The text, captions, labels, pictures, diagrams, etc., that aid the material are attractive, clear, and error-free.	3.33	Moderate Extent	5
14. The activities are engaging and relevant to the learning objectives.	2.67	Moderate Extent	18.5
15. The activities included in the material provide sufficient opportunities for active learning and participation.	3.00	Moderate Extent	12.5
16. The assessment activities used in the material are varied.	3.33	Moderate Extent	5
17. A clear explanation is provided for every activity, which helps students understand it easily.	3.33	Moderate Extent	5
18. The activities in the material cater students' diverse learning styles and needs.	3.00	Moderate Extent	12.5
19. Assessments and activities found within the material attract students' attention, allowing for increased understanding.	3.00	Moderate Extent	12.5
20. Assessment allows students to apply their understanding of the lessons in the material.	3.00	Moderate Extent	12.5
Composite Mean	3.08	Moderate Extent	—

The result indicates that the instructional content has moderate content validity with a composite mean of 3.08. This indicates that, while the material is generally consistent with anticipated grammar-teaching standards, there is room for improvement. The best-rated item, "The content organization is logical and easy to follow," received a mean rating of 3.67, indicating that respondents found the material well organized and easy to follow. This aligns with the findings of Rohimajaya et al. (2021), whose work highlighted the value of clear, comprehensible instructional design in enhancing the efficacy and relevance of materials for learners. Several items received an average rating of 3.33, which can be interpreted as to some extent or to a moderate extent. Some of the items

include being clear in explaining grammar concepts, being relevant to contemporary trends, being appropriate for classroom design use, and being clear in instructions. These findings show that the material sufficiently covers must-have grammar content and presents it in understandable language. This is consistent with Anzures (2022), whose findings reported that student-friendly instructional materials with good designs assisted students in comprehending and adopting instructional content.

On the other hand, the lowest-rated ones, averaging 2.67, indicated poor performance in critical thinking, visual appeal, use of visual aids, and application relevance. These findings affirm the need for more meaningful student engagement and for making the content visually engaging. This is corroborated by Alzahrani (2024), who found that some approaches may not significantly influence grammar learning strategies and called for more research on effective teaching methods. Overall, the material is a fairly credible source for grammar instruction. It is readable and well-organized, but could be enhanced with interactivity, graphical presentation, and critical-thinking-based activities. As supported by Sarabi & Ututalum (2024), connecting teaching materials to targeted language goals and solutions to targeted strategies can improve their value in building languages. Additional revisions should target improving the areas mentioned to optimize student engagement and learning.

The pre-service teachers' learning achievement in grammar upon exposure to the instructional material.

Table 4. Pre-service teachers' learning achievement in grammar upon exposure to instructional material.

Score	Frequency	Level	Percentage
18	2	Slightly Knowledgeable	5.9
19	1	Slightly Knowledgeable	2.9
20	3	Slightly Knowledgeable	8.8
21	11	Moderately Knowledgeable	32.4
22.	7	Moderately Knowledgeable	20.6
23	4	Moderately Knowledgeable	11.8
24	1	Moderately Knowledgeable	2.9
26	5	Very Knowledgeable	14.7
Total	34	—	100.0

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On the other hand, the lowest-rated ones, averaging 2.67, indicated poor performance in critical thinking, visual appeal, use of visual aids, and application relevance. These findings affirm the need for greater student engagement, greater meaning, and more visually engaging content. This is corroborated by Alzahrani (2024), who found that some approaches may not significantly influence grammar-learning strategies and called for further research into effective teaching methods. Overall, the material is a fairly credible source for grammar instruction. It is readable and well-organized, but could be enhanced through interactivity, graphical presentation, and critical-thinking activities. As supported by Sarabi & Ututalum (2024), aligning teaching materials with targeted language goals and solutions to targeted strategies can enhance their value in language learning. Additional revisions should target improving the areas mentioned to optimize student engagement and learning.

Test of Significant difference of the pre-service teachers' learning achievement before and after using the instructional material.

Table 5. Significant difference of the pre-service teachers' learning achievement before and after using the instructional material.

	Variable	Mean	p-Value	Decision	Interpretatio
Learning Achievement	Pre-Test	13.79	0.000000	Reject the null	There is a significant difference
	Post-Test	21.94			

This indicates a significant difference between the respondents' pre- and post-test scores in grammar competence, with a p-value < 0.05 . The result indicates that the null hypothesis should be rejected, confirming that the instructional material had a positive effect on students' grammar learning. The noticeable improvement in post-test scores suggests that exposure to the material helped enhance students' understanding and application of grammar concepts. These findings highlight the instructional module's effectiveness as a valuable tool for teaching grammar. The observed enrichment in student performance reinforces the material's potential to support grammar instruction in a more structured and comprehensible way. This outcome aligns with Lopez et al. (2019), who emphasized the importance of aligning instructional materials with effective teaching practices. Their study also acknowledged that while grammar is essential, it remains a complex and sometimes inconsistently taught subject. Therefore, well-developed materials can help deliver grammar lessons more effectively.

Suggestions of the three respondents for the improvement of the instructional material.

The three respondents gave positive feedback centered on enhancing the clarity, interest, and effectiveness of the learning materials. Their recommendations centered on the need for content that is objective-driven, includes a mix of varied and engaging activities, and communicates information succinctly.

Respondent 1 emphasized the need to use more interactive and meaningful activities to facilitate improved understanding, in line with Martin (2021), who found that active learning enhances engagement and retention.

Respondent 2 emphasized targeting the module to specific goals and employing differentiated activities to cater to various learners. They also suggested thorough explanations of intricate elements such as grammar, a suggestion supported by Tas and Minaz (2024), who found that instruction tailored to specific students enhances academic performance.

Respondent 3 also recommended including comprehension questions between lessons and clear, relevant imagery to enhance the content. These are supported by Malacapay (2019), who highlighted the benefits of images in enhancing comprehension, particularly for visual learners. Overall, the feedback shows the significance of interactive, engaging, and visually rich content in enhancing students' learning outcomes.

The final form of the instructional material.

The final form of the instructional material was modified following a thorough analysis of the respondents' suggestions and feedback. Based on their inputs, several revisions were made to improve content clarity, engagement, and instructional flow. Key modifications included adding more visual aids, simplifying language to improve comprehension, and incorporating interactive activities to enhance learner participation.

The final version was organized into four lessons, each containing clearly defined learning objectives, warm-up activities, discussions of concepts and topics, and various assessment tools. Respondents also suggested incorporating relevant examples, which were integrated into the content to improve relatability and understanding. The instructional material was finalized as a comprehensive, learner-centered resource that addresses the specific needs and preferences identified during the data gathering process.

CONCLUSION

1. The findings indicate that the teaching material has moderate content validity and is, hence, a quite useful teaching device for instructing grammar. Its strength lies in clear structure and delivery, which support

comprehension. Further, it lacks strong visual interaction, cognitive engagement, and interactivity, thereby limiting its use across different learners. Although it creates a useful platform, there are still aspects that need enhancement to make it more effective for learning.

2. The study demonstrates that the instructional material significantly improved students' grammatical competence, as evidenced by post-test scores, with the majority of students showing noticeable improvement. This shows the material's effectiveness in improving grammar and overall language skills. Nevertheless, the research also shows that there is still room for improvement in student performance.
3. The study shows that the instructional material is effective in enhancing students' grammar competence, as evidenced by the significant differences between their pre and post-test scores and the rejection of the null hypothesis. This highlights the value of using well-designed learning modules in grammar instruction.
4. The feedback and suggestions indicate a compelling need for more student-centered and inclusive materials that foster active learning, address diverse learner needs, and enhance students' overall comprehension of grammar.
5. The instructional material was improved based on feedback, making it clearer, more engaging, and well-organized through visual aids, simpler **language, and interactive activities**.

RECOMMENDATIONS

The following suggestions are based on the results and conclusion of the study.

1. The developed instructional material may be used by English teachers, as this study found that the output improved students' grammar competence.
2. The study indicated that, before being fully utilized, the learning module should undergo further development to improve respondents' grammar competence, based on the results and suggestions.
3. The material can be used to identify additional methods to enhance students' grammar skills and knowledge beyond what conventional materials provide, thereby making this study a resource for future researchers.

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