

Grammatical Competence and Teaching Internship Readiness of Pre-Service Teachers

Maria Renita Fabic¹, Ara Kayzee P. Magsino¹, Melchor J. Piol¹, Shane M. Morillo¹, Jamaica Maribeth L. Canosa¹, Harren James S. Bautista¹, Lovelita D. De Ramos¹, Lyra Crizelle M. Hernandez¹
¹Lemery Colleges, Inc. Brgy. Bagong Sikat, Lemery, Batangas 4209, Philippines

Publication history: Received: April 15, 2026; Revised: June 6, 2026; Accepted: June 10, 2026

Email of Corresponding Author: harrenjames_bautista@yahoo.com

Abstract

This study determined the grammatical competence and teaching internship readiness of pre-service teachers at Lemery Colleges, Inc. Specifically, it assessed grammatical competence in terms of subject-verb agreement, pronoun-antecedent agreement, and parts of speech, and evaluated teaching internship readiness in planning and preparation, classroom environment, professionalism, and instruction and assessment strategies. Anchored on the premise that grammatical competence and teaching internship readiness are interrelated components of effective teacher preparation, the study employed a descriptive quantitative research design. A researcher-made questionnaire, validated by experts and tested for reliability using Cronbach's Alpha, was administered to 115 pre-service teachers selected through purposive sampling. Data were analyzed using weighted mean, Pearson's r correlation, and Cronbach's Alpha through SPSS software. The findings revealed that the respondents were Highly Competent in all areas of grammatical competence, particularly in subject-verb agreement, pronoun-antecedent agreement, and parts of speech. Likewise, they were assessed as Fully Ready in all dimensions of teaching internship readiness, including planning and preparation, classroom environment, professionalism, and instruction and assessment strategies. Furthermore, significant positive relationships were found between grammatical competence and teaching internship readiness across all domains, indicating that higher grammatical competence is associated with greater preparedness for teaching practice. Based on the findings, an intervention program in the form of a website entitled Pre-Service Pro: Grammar and Internship Prep was proposed to further enhance the grammatical competence and internship readiness of pre-service teachers. The study supports Sustainable Development Goal (SDG) 4: Quality Education by promoting the development of competent and well-prepared future educators. It contributes to educational and technological sustainability through the enhancement of teacher preparation and the utilization of digital learning resources to support professional development and instructional readiness.

Keywords: Classroom Environment, Grammatical Competence, Instruction and Assessment Strategies, Parts of Speech, Planning and Preparation, Pre-Service Teachers, Professionalism, Pronoun-Antecedent Agreement, Subject-Verb Agreement, Teaching Internship Readiness

1. Introduction

Teacher preparation requires the development of both linguistic competence and pedagogical readiness to ensure effective teaching and learning. Grammatical competence enables pre-service teachers to communicate ideas accurately and effectively, while teaching internship readiness reflects their preparedness to apply pedagogical knowledge in authentic classroom settings. Effective communication skills are essential for classroom instruction because they facilitate the clear delivery of content, learner engagement, and meaningful classroom interaction (Cai et al., 2022; Ariff et al., 2017). As future educators transition from theoretical learning to practical teaching experiences, the integration of language proficiency and instructional competence becomes essential for professional growth and effective classroom practice. Consequently, teacher education institutions are tasked with strengthening both the linguistic and pedagogical capacities of aspiring teachers.

1.1 Grammatical Competence and Teaching Internship Readiness of Pre-Service Teachers

Grammatical competence and teaching internship readiness are fundamental components of teacher preparation. Effective communication skills allow pre-service teachers to explain concepts clearly, engage learners meaningfully, and foster productive classroom interactions. At the same time, internship readiness equips future teachers with the confidence and skills necessary to implement instructional strategies, manage classrooms, and facilitate learning in real-world educational settings (Ramirez, 2020; Zhang et al., 2023). Despite extensive preparation and training, variations in grammatical competence and internship readiness remain evident among pre-service teachers. While some demonstrate confidence and competence in classroom instruction, others encounter difficulties in applying grammatical rules and translating theoretical

knowledge into effective teaching practice (Cai et al., 2022). These concerns highlight the need to examine the relationship between grammatical competence and teaching internship readiness among pre-service teachers.

1.2 Related Literature on Grammatical Competence and Teaching Internship Readiness

Existing discussions on teacher preparation emphasize the interconnected nature of language proficiency and teaching effectiveness. Grammatical competence serves as a foundation for clear communication, while internship readiness reflects the ability to translate theoretical knowledge into classroom practice. Together, these competencies contribute to the development of effective educators capable of delivering quality instruction and fostering meaningful learning experiences. Language proficiency supports teachers in presenting lessons accurately and professionally, whereas preparedness in planning, classroom management, instruction, and assessment enhances their effectiveness in diverse teaching environments (Ramirez, 2020; Gerges, 2022). Moreover, studies have shown that teacher professionalism, classroom management, and instructional competence are strengthened through internship experiences and continuous professional development (Ariff et al., 2017; Cai et al., 2022). The integration of these competencies is therefore essential in ensuring successful teaching performance and professional growth among pre-service teachers.

1.3 Context of Pre-Service Teacher Preparation at Lemery Colleges, Inc.

Within teacher education programs, institutions are expected to develop graduates who possess both strong communication skills and practical teaching competencies. Research has emphasized that effective teacher preparation programs contribute significantly to instructional quality and student learning outcomes (Zhang et al., 2023). In the context of Lemery Colleges, Inc., assessing grammatical competence and teaching internship readiness provides valuable information regarding the strengths and areas for improvement of pre-service teachers.

1.4 Conceptual Basis of Grammatical Competence and Teaching Internship Readiness

The present study is anchored on the premise that grammatical competence and teaching internship readiness are interrelated components of effective teacher preparation. Language proficiency influences the ability of pre-service teachers to communicate instructional content effectively, while internship readiness reflects their capacity to perform teaching responsibilities successfully. Examining the relationship between these variables provides a basis for understanding whether language competence contributes to preparedness for professional teaching practice.

1.5 Research Gap and Rationale for Assessing Grammatical Competence and Teaching Internship Readiness

Although teacher education programs provide training in both language and pedagogical skills, disparities in grammatical competence and internship readiness continue to exist among pre-service teachers. Previous studies have examined teaching preparedness, professional identity, and internship experiences (Ramirez, 2020; Cai et al., 2022), while others have focused on instructional planning and classroom management (Gerges, 2022; Zhang et al., 2023). However, limited studies have specifically investigated the relationship between grammatical competence and teaching internship readiness among pre-service teachers, thereby necessitating further investigation.

1.6 Alignment of Grammatical Competence and Teaching Internship Readiness with Relevant Sustainable Development Goals (SDGs)

This study aligns with SDG 4 – Quality Education, as it focuses on improving teacher preparation through the enhancement of grammatical competence and teaching internship readiness. Strengthening the knowledge, skills, and professional preparedness of future educators contributes to the delivery of quality instruction and improved educational outcomes. The proposed intervention further supports educational development by providing learning resources and training tools that can enhance the competencies of pre-service teachers before entering professional practice.

1.7 Importance of the Study to Educational, Technological, and Socio-Economic Sustainability

The study contributes primarily to educational sustainability by supporting the continuous improvement of teacher education programs and promoting the development of competent future educators. By identifying strengths and weaknesses in grammatical competence and internship readiness, educational institutions can refine training approaches and strengthen teacher preparation systems. The proposed website also contributes to technological and innovation sustainability by utilizing digital resources to support grammar enhancement, lesson preparation, instructional development, and professional readiness. Through accessible learning activities and teaching tools, the intervention may help pre-service teachers improve their competencies and confidence, ultimately contributing to the sustainability of quality education and effective teacher development.

2. Material and methods

2.1 Research Design

The study utilized a descriptive quantitative research design to determine the grammatical competence and teaching internship readiness of pre-service teachers. This design was appropriate because it focused on describing existing

conditions, assessing the current status of the respondents, and examining the relationship between the variables without manipulating any conditions. The quantitative approach enabled the collection of measurable data and objective statistical analysis.

2.2 Locale of the Study

The study was conducted at Lemery Colleges, Inc., specifically within the College of Teacher Education. The institution served as the setting for assessing the grammatical competence and teaching internship readiness of pre-service teachers.

2.3 Respondents of the Study

The respondents consisted of 115 pre-service teachers enrolled in the College of Teacher Education. They came from various academic programs, including Bachelor of Elementary Education, Bachelor of Physical Education, Bachelor of Technology and Livelihood Education, and Bachelor of Secondary Education major in English, Mathematics, and Social Studies.

2.4 Sample and Sampling Procedure

Purposive sampling was employed in selecting the respondents. Since the study aimed to obtain comprehensive information from the entire target population, all eligible pre-service teachers were included as participants.

2.5 Research Instrument

The study utilized a researcher-made questionnaire designed to address the objectives and variables of the research. The instrument consisted of two parts. The first assessed grammatical competence in terms of subject-verb agreement, pronoun-antecedent agreement, and parts of speech. The second measured teaching internship readiness in terms of planning and preparation, classroom environment, professionalism, and instruction and assessment techniques. The questionnaire was developed through a review of relevant literature and was validated by the research adviser and expert validators. Reliability testing was conducted using Cronbach's Alpha to ensure the consistency of the instrument.

2.6 Data Gathering Procedure

Prior to data collection, permission was secured from the authorities of Lemery Colleges, Inc., and informed consent was obtained from the respondents. The questionnaires were personally distributed through printed survey forms. The participants were informed about the purpose of the study and provided with instructions to ensure accurate and reliable responses. After completion, the questionnaires were collected, organized, and prepared for data analysis and interpretation.

2.7 Data Analysis Techniques

The collected data were analyzed using SPSS software. Weighted mean was used to determine the level of grammatical competence and teaching internship readiness based on the responses to the Likert-scale questionnaire. Pearson's r correlation was employed to determine the significant relationship between grammatical competence and teaching internship readiness. Cronbach's Alpha was also used to assess the reliability and internal consistency of the research instrument.

2.8 Ethical Considerations

Ethical standards were observed throughout the study to ensure the validity and integrity of the research process. Participation was voluntary, and informed consent was obtained from all respondents before data collection. Respondents were assured that their responses would remain confidential and would be used solely for academic purposes. No personal information was included in the questionnaire, and all collected data were handled professionally and securely throughout the conduct of the study.

3. Results and Discussion

3.1 Grammatical Competence of Pre-Service Teachers

3.1.1 Subject-Verb Agreement

The pre-service teachers demonstrated a high level of grammatical competence in subject-verb agreement, obtaining a composite mean of 3.60, interpreted as Highly Competent. They performed best in identifying subjects and verbs in sentences, followed by applying subject-verb agreement in inverted structures and compound subjects. Lower scores were observed in identifying and correcting subject-verb agreement errors, matching singular and plural subjects with appropriate verbs, and applying agreement rules involving indefinite pronouns, although these areas still fell within the Highly Competent category. These findings indicate that the respondents possess a strong understanding of fundamental grammatical structures and can effectively apply subject-verb agreement rules in various sentence forms. However, difficulties in correcting errors and handling more complex grammatical situations suggest the need for continued

contextualized and student-centered grammar instruction to further strengthen grammatical competence and teaching preparedness.

3.1.2 Pronoun-Antecedent Agreement

The respondents obtained a composite mean of 3.54, indicating a Highly Competent level of performance in pronoun-antecedent agreement. They scored highest in ensuring pronoun agreement despite intervening phrases and in applying singular and plural pronouns correctly to their antecedents. Lower scores were recorded in matching pronouns with indefinite pronouns and using pronoun-antecedent agreement with collective nouns, both of which were rated Competent. The results suggest that pre-service teachers possess strong foundational knowledge of pronoun-antecedent agreement and can generally use pronouns accurately in written communication. However, more complex and context-dependent grammatical structures, particularly collective and indefinite pronouns, remain challenging and may require targeted instructional support to ensure consistency in longer and more sophisticated texts.

3.1.3 Parts of Speech

The respondents achieved a composite mean of 3.55, interpreted as Highly Competent. The highest ratings were obtained in analyzing adjectives, applying different types of nouns, and understanding the contribution of parts of speech to sentence meaning and structure. Strong performance was also observed in the use of conjunctions, verbs, and pronouns. The lowest score was recorded in identifying and using interjections, which was interpreted as Competent. These findings indicate that the respondents have a strong grasp of fundamental grammatical elements commonly used in communication and instruction. While proficiency in nouns, adjectives, conjunctions, and sentence construction was evident, further development is needed in less frequently emphasized grammatical components such as interjections, adverbs, and prepositions.

3.2 Teaching Internship Readiness of Pre-Service Teachers

3.2.1 Planning and Preparation

The respondents were found to be Fully Ready in terms of planning and preparation, obtaining a composite mean of 3.70. They demonstrated the highest readiness in creating lesson plans with clear and measurable learning outcomes, developing responsive lesson plans for diverse learning styles, and integrating technology into instructional planning. Lower scores, though still interpreted as Fully Ready, were observed in anticipating classroom challenges, planning attainable learning objectives, and selecting engaging instructional materials. The findings suggest that the respondents possess strong planning skills and understand the importance of effective lesson preparation in promoting student learning. The results further highlight the significance of lesson planning, instructional flexibility, technology integration, and the selection of appropriate learning materials, consistent with the views of Ramirez (2020), Gerges (2022), and Zhang et al. (2023).

3.2.2 Classroom Environment

The respondents achieved a composite mean of 3.70, indicating that they were Fully Ready to establish and manage a positive classroom environment. The highest ratings were obtained in building strong faculty-student and student-student relationships, identifying classroom settings that enhance learning, and managing student engagement. Lower ratings were observed in utilizing varied seating arrangements, applying classroom management techniques, and creating organized learning environments. These findings emphasize the respondents' readiness to foster supportive and engaging classroom climates. The results affirm the importance of positive relationships, effective classroom organization, and stimulating learning environments in promoting student engagement, motivation, and literacy development, as supported by Closs et al. (2022); Rance et al. (2023); Mah et al. (2023); and Cooper & Fry (2020).

3.2.3 Professionalism

The respondents demonstrated a high level of professionalism, with a composite mean of 3.71, interpreted as Fully Ready. They rated highest in pursuing continuous learning and professional development, recognizing the importance of professional competencies, and embodying professionalism in their decisions and actions. Lower ratings were noted in maintaining commitment to professional development and cultivating deeper professional identity and attitudes, although these areas remained within the Fully Ready category. The findings indicate that pre-service teachers value lifelong learning, ethical conduct, and professional growth. Nevertheless, greater emphasis on commitment, identity formation, and sustained professional development may further strengthen their preparedness for the teaching profession. These findings are consistent with the works of Ariff et al. (2017) and Cai et al. (2022), which emphasized the role of continuous learning, reflection, mentoring, and professional development in enhancing teacher professionalism.

3.2.4 Instruction and Assessment Strategies

The respondents were also assessed as Fully Ready in instruction and assessment strategies, with a composite mean of 3.66. The highest scores were observed in using real-time data from digital assessment tools and modifying instructional methods to address student needs. Lower scores were recorded in integrating assessment literacy into instructional planning and connecting instructional strategies with effective assessment practices. These results demonstrate the respondents'

readiness to utilize digital technologies, apply flexible instructional approaches, and engage in reflective teaching practices. However, continued support is necessary to strengthen their ability to integrate assessment effectively into instruction and develop coherent learning experiences. These findings align with the studies of Jenkins (2018), and Mo et al. (2024).

3.3 Relationship Between Grammatical Competence and Teaching Internship Readiness

3.3.1 Subject-Verb Agreement and Teaching Internship Readiness

The findings revealed significant positive relationships between grammatical competence in subject-verb agreement and all dimensions of teaching internship readiness. Moderate positive relationships were found with planning and preparation ($r = .443$) and instruction and assessment strategies ($r = .480$), while strong positive relationships were observed with classroom environment ($r = .515$) and professionalism ($r = .582$). All p-values were less than .05, leading to the rejection of the null hypothesis. These results indicate that stronger competence in subject-verb agreement is associated with higher levels of readiness for teaching internships. In particular, grammatical competence appears closely linked to professionalism, suggesting that effective language use contributes to credibility, confidence, and professional conduct in educational settings.

3.3.2 Pronoun-Antecedent Agreement and Teaching Internship Readiness

The results showed significant strong positive relationships between pronoun-antecedent agreement and all dimensions of teaching internship readiness. The correlation coefficients were .513 for planning and preparation, .553 for classroom environment, .527 for professionalism, and .525 for instruction and assessment strategies. All relationships were statistically significant, with p-values below .001. These findings suggest that proficiency in pronoun-antecedent agreement contributes to effective communication, classroom interaction, lesson preparation, professionalism, and assessment practices. The strongest relationship with classroom environment highlights the role of grammatical accuracy in fostering clear communication and positive interactions within learning environments.

3.3.3 Parts of Speech and Teaching Internship Readiness

The findings revealed significant strong positive relationships between competence in parts of speech and all dimensions of teaching internship readiness. The strongest correlation was observed with planning and preparation ($r = .633$), followed by classroom environment ($r = .620$), instruction and assessment strategies ($r = .584$), and professionalism ($r = .571$). All p-values were statistically significant. These results indicate that a strong understanding of parts of speech is closely associated with greater readiness for teaching internships. Competence in grammar supports lesson planning, classroom communication, instructional delivery, assessment practices, and professional behavior, highlighting the importance of language proficiency in preparing future teachers for successful teaching practice.

4. Conclusion & Recommendations

The study concluded that the pre-service teachers demonstrated a high level of grammatical competence in subject-verb agreement, pronoun-antecedent agreement, and parts of speech. They were also found to be fully ready for teaching internships in terms of planning and preparation, classroom environment, professionalism, and instruction and assessment strategies. Furthermore, a significant positive relationship existed between grammatical competence and teaching internship readiness, indicating that stronger grammatical competence is associated with greater preparedness for teaching practice. Based on these findings, the proposed intervention, Pre-Service Pro: Grammar and Internship Prep, was developed to further enhance the grammatical competence and internship readiness of pre-service teachers.

Educational institutions and teacher education programs may consider implementing the proposed interactive website intervention to strengthen the grammatical competence and teaching internship readiness of pre-service teachers. The website, which includes grammar-related quizzes and reflective journal activities, may support both academic and professional development. Future studies may also utilize the intervention among other groups of pre-service teachers and explore its application in other areas of teacher education, including the development of teaching strategies.

The study focused solely on the grammatical competence of pre-service teachers in terms of subject-verb agreement, pronoun-antecedent agreement, and parts of speech, as well as their teaching internship readiness in the areas of planning and preparation, classroom environment, professionalism, and instruction and assessment strategies. The proposed intervention was designed specifically for the respondents of the study; therefore, its applicability and effectiveness among other populations and other aspects of teacher education remain to be further explored through future research.

Compliance with ethical standards

The authors adhered to ethical standards throughout the conduct of the study to ensure the integrity and credibility of the research process. Participation was voluntary, and informed consent was obtained from all respondents prior to data collection. The confidentiality of the information provided by the participants was maintained, and all data were collected, handled, and used solely for academic purposes. The authors ensured that the study was conducted with professionalism and respect for the rights and privacy of the respondents.

REFERENCES

- Ariff, N., Mansor, M., & Yusof, H. (2017). Preparing pre-service teacher in professionalism practice. *International Journal of Academic Research in Business and Social Sciences*, 7(2), 749-756. <http://dx.doi.org/10.6007/IJARBS/v7-i2/2683>
- Cai, Z., Tian, S., & Zhu, J. (2022). Preservice teachers' teaching internship affects professional identity: Self-efficacy and learning engagement as mediators. *Original Research*. <https://doi.org/10.3389/fpsyg.2022.1070763>
- Closs, L., Imms, W., & Mahat, M. (2022). Learning environments' influence on students' learning experience in an Australian Faculty of Business and Economics. *National Library of Medicine*. <https://doi.org/10.1007/s10984-021-09361-2>
- Cooper, L., & Fry, K. F. (2020). The relationship between classroom environment and student course attrition and perceptions of engagement. *Journal of Learning Spaces*. <https://files.eric.ed.gov/fulltext/EJ1273638.pdf>
- Gerges, S. (2022). Lesson preparation and planning. *Applied Linguistics, Russia*. https://www.researchgate.net/publication/360688235_Lesson_Preparation_and_Planning/link/628545731b778707fe8ec332/download
- Jenkins, D. M. (2018). Comparing instructional and assessment strategy use in graduate and undergraduate-level leadership studies: A global study. *Journal of Leadership Education*. <https://doi.org/10.12806/V17/I1/R2>
- Mah, A., Pashootan, T., & Rusticus, S. A. (2023). What are the key elements of a positive learning environment? Perspectives from students and faculty. *National Library of Medicine*. <https://doi.org/10.1007/s10984-022-09410-4>
- Mo, L., Mustakim, S. S. B., Yuan, M., & Zou, Y. (2024). Enhancing teaching and learning through assessment strategies: A practical guide. *International Journal of Academic Research in Business and Social Sciences*. <https://doi.org/10.6007/IJARBS/v14-i7/21928>
- Ramirez, I. A. L. (2020). Teaching preparedness of pre-service teachers: Perception to practice. *International Journal of Studies in Education and Science*. <https://www.researchgate.net/publication/351061795>
- Rance, G., Dowell, R. C., & Tomlin, D. (2023). The effect of classroom environment on literacy development. *NPJ Science of Learning*, 8(9). <https://doi.org/10.1038/s41539-023-00157-Z>
- Zhang, L., Carter, R. A., Bloom, L., Kennett, D. W., Hoekstra, N. J., Goldman, S. R., & Rujimora, J. (2023). Are pre-service educators prepared to implement personalized learning? An alignment analysis of educator preparation standards. *Journal of Teacher Education*, 75(2), 219–235. <https://doi.org/10.1177/00224871231201367>