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THE USE OF PLAYLIST-BASED INSTRUCTIONS IN TEACHING SUBJECT-VERB AGREEMENT AMONG GRADE 8 STUDENTS

Rebecca O. Albutra
Alma Emerita V. Dela Cruz

Graduate School, FEU Roosevelt, Cainta, Rizal, Philippines

Corresponding author's email: roalbutra@gmail.com

ABSTRACT

This study aimed to assess the effectiveness of Playlist-based Instruction in teaching subject-verb agreement (SVA) among Grade 8 students. The study's goals were to determine the mean pre-test and post-test scores in subject-verb agreement for Grade 8 students taught using the traditional method; to determine the mean pre-test and post-test scores for Grade 8 students taught using Playlist-based Instruction; to find out whether there was a significant difference in post-test scores between the control and experimental groups; and, finally, to determine students' perspectives on the use of Playlist-based Instruction in learning subject-verb agreement. The study used a quasi-experimental research design, conducted among 50 Grade 8 students. Data revealed that the use of Playlist-based Instruction in teaching subject-verb agreement produced a statistically significant difference between pre-test and post-test scores for the Grade 8 participants, demonstrating that Playlist-based Instruction had a substantial and meaningful impact on students' mastery of subject-verb agreement. Playlist offers multimodal learning to students, allowing them to learn a lesson through digital learning tools such as gamified quizzes, interactive lessons, and instructional videos, providing a personalised learning experience. The findings indicate that Playlist is easy to use and helps students identify their mistakes after taking a gamified quiz, allowing them to improve their scores when they answer another activity or quiz. Meanwhile, slightly lower but still positive results show that students agree they are learning at their own pace using the Playlist. Overall, Playlist-based Instruction is a technology-driven approach that benefits diverse learners.

Keywords: *Digital learning tools, Playlist, Playlist-based instruction, Multimodal learning, Personalized learning, gamified quizzes, grammar proficiency, intervention program*

INTRODUCTION

Good grammar is essential to speaking and writing well, particularly in a weighty context like academics or business. For eighth-grade students, learning grammatical structures such as subject-verb agreement is necessary because these basic conventions of language are applicable to both written and oral expression. Recent studies have shown that linguistic competence is strongly connected to academic

achievement in general and language ability in particular. For example, in the Philippines research emphasized how the skills in grammar directly affect the students' performance when it comes to academic writing since those with high level of proficiency on grammar are said to get high grades as well on various -fields (University of Cyberjaya, 2023). Similarly, a study in Uganda revealed grammatical mastery as a major determinant of the performance in English Language, with more effects on one's capability to read and write (ResearchGate, 2023). These results support the need for good grammar instruction at the junior high level, when student are beginning to understand language structures.

With a clear need for grammar instruction, however, rote learning and textbook activities have not succeeded in engaging students of today. Studies found that these traditional methods are not in line with the variety of learning styles of the students, particularly during this digital era where a more interactive and dynamic strategy is needed (Suryati & Azizah, 2022). Educators are looking to with technology-enhanced teaching approaches to address this. One such method is playlist-based learning, a pedagogical method that leverages the use of curated digital resources (e.g., instructional videos, quizzes and interactive exercises) to offer more personalized and engaging-earning experience. A strategy of playlist instruction offers students the potential to direct their own learning and feel vested in their work (Novak et. al. 2024). This strategy is particularly suitable for millennials, and Generation Z students who not only hear better when a lesson is interactive but also are comfortable using technology (Tucker, 2018). Using technology in language teaching has been proved to provide several advantages such as engaging learners more deeply into the content, motivating them better and supporting knowledge memorization. A meta-analysis on TELLs, using digital tools to support language learning and fostering the learner's control in their learning process shows that there is evidence supporting its effectiveness in developing language skills and the learners' motivation (Cahill-Poza & Chen, 2020). In addition, giving instructions based on playlist might have tendency to support the heterogeneous need of students by offering differentiated learning opportunities. With this approach, if you get to choose and interact with resources that fit best your learning style, it fosters more engagement in the process of learning which is paramount for correcting long-term mistakes like grammar such as subject-verb agreement.

As technology has shown to be potentially beneficial in grammar instruction, this study also pursues the question of how playlist-based Instructions will help the students acquire and learn subject-verb agreement for Grade 8 learners. It is hoped that participants and teacher educators can benefit from the new dimension as well as students' language learning through maximizing their input, interests in what they want to learn and more meaningful, effective learning practices of grammar with a focus on form by rearranging methodology compatible with their preferences for learning. Finally, this project will offer useful feedback on how technology-influenced pedagogical strategies can facilitate language learning in junior high school classrooms as well as how they can address the perennial issue of grammar teaching.

Research Questions

This study aims to assess the effectiveness of the Playlist-Based Instruction in Teaching Subject-Verb Agreement in developing the grammar proficiency of the Grade 8 students at FEU Roosevelt. It seeks to answer the following questions:

1. What are the test scores in the SVA test of the Grade 8 students taught using the traditional method?
    1.1 Pre-test
    1.2 Post-test
2. What are the test scores in the SVA test of the Grade 8 students taught using the Playlist-Based Instruction?
    2.1 Pre-test
    2.2 Post-test
3. Is there a significant difference in the post-test scores of the Grade 8 students in the SVA test between the controlled and experimental group?
4. What is the evaluation rating of the students in the use of the Playlist-Based Instruction in learning Subject-Verb Agreement?
5. What training program can be proposed based on the results of the study?

NULL HYPOTHESIS

There is no significant difference in the post-test scores in Subject–Verb Agreement between the Grade 8 students in the control group and those in the experimental group.

METHODOLOGY

This study adopts a quasi-experimental research design to examine the effectiveness of playlist-based instruction in teaching subject-verb agreement among Grade 8 students at FEU Roosevelt. The design involves administering a pre-test before the intervention and a post-test after it, enabling a comparison of student performance before and after the implementation of the instructional strategy. This approach allows the study to not only measure the impact of playlist-based instruction on students' grammar proficiency but also to explore their experiences, perceptions, and coping strategies within an authentic classroom setting.

The research employs a pretest-posttest approach that emphasizes objective measurement and statistical analysis. In the quantitative phase, by collecting and analyzing numerical data from pre- and post-tests, the study aims to provide empirical evidence on whether playlist-based instruction leads to significant improvements in students' use of subject-verb agreement. The method ensures that results are measurable and replicable, allowing for generalization within the research context. The instructional intervention focuses on playlist-based learning, which was delivered for four weeks. This approach allows students to navigate lessons at their own pace, revisit content, and engage with interactive grammar activities. Each playlist was tailored to target common errors in subject-verb agreement, fostering both independent and guided learning. Teachers have facilitated the process while

students move through their personalized learning paths, promoting autonomy and engagement.

FEU Roosevelt offers a diverse range of academic programs, including secondary education, which makes it particularly relevant for this study, as it focuses on Grade 8 students. The school's progressive approach to curriculum design and its emphasis on adopting contemporary educational practices align with the goals of this research. As the institution strives to enhance the learning experience for students, it provides a fitting context to explore the impact of alternative instructional strategies, such as playlist-based learning, on student outcomes. The students at FEU Roosevelt are exposed to various teaching methodologies, but there remains a need for more effective strategies in addressing common grammatical challenges, particularly in subject-verb agreement. Playlist-based instruction, with its emphasis on individualized learning and flexibility, fits seamlessly with the school's pedagogical approach. This makes FEU Roosevelt an ideal locale for investigating how this method can address specific grammar difficulties among Grade 8 students. Additionally, the school's diverse student body ensures that the findings can be applied across a range of learner profiles, further justifying its selection as the research site.

The minimum sample size is 50 students from two sections. These sections will be selected because they are handled by the researcher, allowing for extended observation and more effective monitoring during the pre-test, post-test, and the intervention period, using a complete sampling method. This complete sampling method ensures balanced representation of each student during the pre-test and post-test implementation of the playlist-based instruction intervention. In this study, complete sampling is utilized to select all members of the group who can provide rich, relevant, and insightful data. In particular, complete sampling is applied to two groups of Grade 8 students who have experienced both traditional grammar instruction and the playlist-based learning intervention.

In the first phase, a pre-test is administered, the lessons are delivered using the traditional method, and a post-test follows. In the second phase, another pre-test is conducted before implementing the playlist-based instruction, and a post-test is administered afterwards. To ensure fairness, the control and experimental groups are reversed in the second phase so that both groups receive the intervention at different points. This design allows for a clear comparison of student performance before and after each instructional method and supports a more objective evaluation of the strategy's effectiveness.

RESULTS

1.The test scores in the subject-verb agreement test of the Grade 8 students taught using the traditional method.

Pre-test and Post-test Scores Under the Traditional Method

Table 1. ***Phase 1 Group A***

Test	Mean	SD	Minimum	Maximum
Pre-test	28.02	4.85	21	36
Post-test	31.19	8.42	13	40

Table 1 shows the descriptive statistics for the pre-test and post-test scores of students in Group A, who were taught using the traditional instructional method. The pre-test scores had a mean of 28.02 with a standard deviation of 4.85, ranging from 21 to 36. This indicates that students initially demonstrated low to average mastery of Subject Verb Agreement prior to the intervention.

After the instructional period, the post-test mean increased to 31.19 with a standard deviation of 8.42, ranging from 13 to 40. The noticeably higher variability in post-test scores suggests that students responded differently to the traditional approach, with some showing strong improvement and others showing minimal gains.

Table 2. ***Paired Samples t-Test for Traditional Method Pre-test and Post-test Scores***

Mean Difference	Test value	Effect size (Cohen's d)	P value	Interpretation
3.17	3.27	0.44	.002	Significant

Table 2 shows the results of the paired samples t-test conducted to determine whether the traditional instructional method produced a statistically significant difference in the pre-test and post-test scores of Group A students. The analysis revealed a mean difference of 3.17 points, with a t-value of 3.27, p = .002, indicating that the improvement from pre-test to post-test scores was statistically significant.

The effect size, measured using Cohen's d, was 0.44, which corresponds to a moderate effect. Cohen's d is important because it quantifies the practical effect of the observed difference. In this case, it shows that the traditional method produced a moderate, meaningful improvement in student performance and not just a statistically detectable change.

2. The test scores in the Subject Verb-Agreement test of the Grade 8 students taught using the Playlist-Based Instruction.

Pre-test and Post-test Scores under the Playlist-Based Instruction

Table 3. *Phase 1 Group B*

Test	Mean	SD	Minimum	Maximum
Pre-test	27.11	5.12	11	36
Post-test	33.13	5.27	20	40

Table 3 shows the descriptive statistics for the pre-test and post-test scores of students in Group B, who were exposed to the playlist-based instructional method. The pre-test scores had a mean of 27.11 with a standard deviation of 5.12, ranging from 11 to 36.

The post-test scores showed a mean of 33.13 with a standard deviation of 5.27, ranging from 20 to 40. The results indicate that students in the experimental group experienced a substantial improvement in post-test performance compared to their pre-test scores. There is an average increase of approximately 6.02 points. Compared to Group A (traditional method), the post-test improvement in Group B was larger and more consistent, as reflected by the relatively similar standard deviations between pre-test (5.12) and post-test (5.27), suggesting that most students benefited from the playlist-based instruction.

Table 4. ***Paired Samples t-Test for Traditional Method Pre-test and Post-test Scores***

Mean Difference	Test value	Effect size (Cohen's d)	P value	Interpretation
6.02	8.25	1.12	<.001	Significant

Table 4 shows the results of the paired samples t-test conducted to determine whether the playlist-based instructional method produced a statistically significant difference in the pre-test and post-test scores of Group B students. The analysis revealed a mean difference of 6.02 points, with a t-value of 8.25 and $p < .001$, indicating that the improvement from pre-test to post-test scores was statistically significant.

The effect size, measured using Cohen's d, was 1.12, which corresponds to a large effect. In this case, it demonstrates that playlist-based instruction had a substantial and meaningful impact on students' mastery of subject verb agreement.

Pre-test and Post-test Scores under Phase 2

Table 5. ***Phase 2 Group A (Playlist-Based Method)***

Test	Mean	SD	Minimum	Maximum
Pre-test	29.31	5.64	16	37
Post-test	35.12	6.08	13	40

Table 5 shows the descriptive statistics for Phase 2 Group A, which received the playlist-based instructional method after previously experiencing the traditional method in Phase 1. The results show an increase in performance from the pre-test mean of 29.31 (SD = 5.64) to the post-test mean of 35.12 (SD = 6.08). This improvement indicates that learners demonstrated higher achievement after the implementation of the playlist method. The minimum and maximum scores ranged from 16 to 37 in the pre-test and 13 to 40 in the post-test. This suggests a broad distribution of performance but with a clear upward shift following the intervention.

Table 6. ***Phase 2 Group B (Traditional Method)***

Test	Mean	SD	Minimum	Maximum
Pre-test	29.19	6.41	14	36
Post-test	32.21	5.92	18	40

Table 6 shows the descriptive statistics for the pre-test and post-test scores of students in Group B, who were exposed to the playlist-based instructional method. The pre-test scores had a mean of 27.11 with a standard deviation of 5.12, ranging from 11 to 36.

The post-test scores showed a mean of 33.13 with a standard deviation of 5.27, ranging from 20 to 40. The results indicate that students in the experimental group experienced a substantial improvement in post-test performance compared to their pre-test scores. There is an average increase of approximately 6.02 points. Compared to Group A (traditional method), the post-test improvement in Group B was larger and more consistent, as reflected by the relatively similar standard deviations between pre-test (5.12) and post-test (5.27), suggesting that most students benefited from the playlist-based instruction.

Table 6 shows the descriptive statistics for Phase 2 Group B, which received the traditional instructional method after previously experiencing the playlist-based instructional method in Phase 1. The pre-test scores had a mean of 29.19 (SD = 6.41),

while the post-test scores increased to a mean of 32.21 (SD = 5.92). The minimum and maximum scores ranged from 14 to 36 in the pre-test and 18 to 40 in the post-test. These results indicate that learners improved under the traditional method, although the mean gain (3.02) was smaller compared with Group A's improvement under the playlist-based instruction. This suggests that the playlist method continues to provide a stronger impact on student learning even after the reversal of instructional approaches.

Significant Difference in Post-test Scores

Table 7. *ANCOVA on Post-test Scores Adjusted for Pre-test Scores*

Tests of Between-Subjects Effects

Dependent Variable: Posttest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	390.149[a]	2	195.074	4.646	.012	.081
Intercept	1831.098	1	1831.098	43.611	.000	.293
Pretest	233.667	1	233.667	5.565	.020	.050
Group	249.949	1	249.949	5.953	.016	.054
Error	4408.592	105	41.987			
Total	113606.000	108				
Corrected Total	4798.741	107				

Table 8. *ANCOVA Summary*

	F	partial η²	P value	Interpretation
Pre-test vs Post-test	5.565	.050	.020	Significant
Traditional vs Playlist-Based	5.953	.054	.016	Significant

Table 7 shows the results of the Analysis of Covariance (ANCOVA) conducted to determine whether the playlist-based instructional intervention had a significant effect on the post-test scores of Grade 8 students, after controlling for their pretest

performance. ANCOVA was used to compare post-test scores between the control and experimental groups while statistically controlling for differences in pre-test scores. ANCOVA adjusts the post-test means for the students' initial scores, providing a more accurate assessment of the effect of the instructional intervention by including the pre-test as a covariate. This method is important because it accounts for baseline differences that could otherwise confound the results, ensuring that any observed differences in posttest performance are more likely attributable to the playlist-based instruction rather than the students' pre-existing knowledge.

Table 8 shows the summary of the ANCOVA, which revealed that pretest scores significantly predicted posttest performance, F= 5.565, p = .020, with a partial eta squared of .050. This indicates that students' initial knowledge of subject-verb agreement contributed moderately to their post-intervention performance, emphasizing the importance of controlling for baseline differences in the analysis.

The group variable, representing the type of instruction (control vs. experimental), was also statistically significant, F = 5.953, p = .016, with a partial eta squared of .054. This demonstrates that, even after adjusting for pretest scores, students in the experimental group who received playlist-based instruction performed significantly better than those in the control group. The effect size (partial η^2 = .054) suggests a moderate practical impact of the intervention on learning outcomes. This indicates that the experimental group achieved significantly higher adjusted posttest scores compared to the control group, suggesting the effectiveness of playlist-based instruction

The corrected model accounted for a total of 8.1% of the variance in posttest scores (R^2 = .081, Adjusted R^2 = .064), indicating that while pretest performance and instructional method explain a portion of the differences in posttest results, other factors may also contribute. The error term (MS = 41.987) reflects the remaining unexplained variance among students. Although the corrected model accounted for 8.1% of the variance in posttest scores, this is reasonable given the complexity of learning outcomes, which are influenced by numerous factors beyond pretest performance and instructional method. Importantly, the group effect was statistically significant and the effect size was moderate (partial η^2 = .054), indicating that the playlist-based instruction had a meaningful and practical impact on student performance despite the modest R^2.

Table 9. *Adjusted Mean Post-test Scores*

Estimates

Dependent Variable: Posttest

Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
1	30.174[a]	.895	28.399	31.949
2	33.308[a]	.895	31.533	35.083

Table 10. ***Adjusted Mean Score Summary***

Traditional	Playlist Based	Mean Difference
30.174	33.308	3.134

Table 9 presents the estimated marginal means of the posttest scores for both the control and experimental groups after adjusting for pretest performance. These adjusted means reflect the students' post-intervention scores while statistically controlling for baseline differences. This provides a clearer measure of the effect of the instructional intervention.

The results show that the experimental group, which received playlist-based instruction, had an adjusted posttest mean of 33.31, whereas the control group had an adjusted mean of 30.17. This is shown in Table 8. After accounting for pre-test performance, students exposed to playlist-based instruction scored approximately 3.13 points higher than those taught using the conventional method. The standard errors for both groups were equal (.895), and the 95% confidence intervals did not overlap completely, reinforcing the presence of a significant difference between groups.

3. Significant difference in the post-test scores of the Grade 8 students in SVA test between the controlled and experimental group.

Table 11. *Significant Difference of the Two Groups in Mean Scores*

Pairwise Comparisons

Dependent Variable: Posttest

(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.[b]	95% Confidence Interval for Difference[b]	
					Lower Bound	Upper Bound
1	2	-3.134*	1.284	.016	-5.681	-.587
2	1	3.134*	1.284	.016	.587	5.681

Table 12. ***Mean Score Significance Summary***

Method		Mean Difference	P value	Interpretation
Traditional vs Playlist Based		-3.134	.016	Significant
Playlist-Based vs Traditional		3.134	.016	Significant

Table 11 shows the pairwise comparisons of the adjusted post-test means between the control and experimental groups. These comparisons examine whether the difference in post-test scores, after controlling for pre-test performance, is statistically significant.

The Table 12 summary indicates that the experimental group scored significantly higher than the control group, with a mean difference of 3.134 points, standard error = 1.284, and p = .016. The 95% confidence interval for the difference ranges from –5.681 to –0.587, confirming that the difference is statistically meaningful and not due to chance. The negative sign indicates that the control group had lower scores compared to the experimental group, while the reciprocal comparison shows the experimental group outperformed the control by the same amount. This confirms that the playlist-based instructional method produced a measurable and statistically significant improvement.

Significant Difference between Phase 1 and 2

Table 13. *Comparison of Learning Gains across Phase 1 and 2*

Group	Phase	Pre-test Mean	Post-test Mean	Gain(Post-Pre)	P value	Interpretation
A (Traditional)	1	28.02	31.19	3.17	-	-
B (Playlist)	1	27.11	33.13	6.02	-	-
A (Playlist)	2	29.31	35.12	5.81	<0.001	Significant
B (Traditional)	2	29.19	32.21	3.02	<0.001	Significant

Table 13 shows that the playlist-based instructional method consistently produced larger learning gains than the traditional instructional method, regardless of the phase or sequence of implementation. In Phase 1, the playlist group (Group B) showed a substantial mean gain of 6.02 points, which is almost double the mean gain of the traditional group (Group A) which was 3.17 points. In Phase 2, when Group A

received the playlist-based intervention, it again exhibited strong learning gains of 5.81 points, whereas the group returning to traditional instruction (Group B) achieved a comparatively smaller gain of 3.02 points.

A Repeated Measures ANOVA confirmed that the type of instruction had a statistically significant effect on learning gains across both phases ($p < .001$). This indicates that the observed advantage is method-specific and does not depend on the initial group assignment or the order of instruction. The results highlight the robustness of the playlist-based approach, demonstrating that its impact on student learning is persistent and replicable across different groups and instructional sequences. The findings suggest that the playlist-based instructional method provides stronger and more consistent learning outcomes than traditional teaching, even within a reversal (crossover) design that controls for potential order and exposure effects. These results highlight the effectiveness of playlist-based instruction in enhancing students' mastery of subject–verb agreement and support its continued application in classroom settings to improve learning outcomes.

This finding relates to the Journal written by Gonzales in 2014. According to Gonzales (2014), this model provided students with the opportunity to engage in independent learning at their own pace while still maintaining access to teacher support. The ability for students to navigate through a series of activities ranging from video lessons and grammar drills to peer checks and online quizzes made the approach particularly well-suited for the complexities of grammar acquisition, especially for challenging topic like subject-verb agreement. Additionally, to its flexible structure, playlist-based instruction has been shown to be effective when it integrates varied instructional media. Tucker (2018) pointed out that the most successful playlists incorporate diverse learning tools, such as screencasts, video tutorials, and interactive assessments.

4. The evaluation rating of the students in the use of the Playlist-Based Instruction in learning Subject-Verb Agreement.

Students' Evaluation Rating

Table 14. *Evaluation Rating of Playlist Based Instruction Regarding Subject Verb Agreement*

Statement	Mean	SD	Interpretation
The playlist-based instruction helped me understand subject-verb agreement better.	2.73	1.008	Agree (A)
I found the playlist lessons easy to follow and navigate.	2.84	0.918	Agree (A)
I was able to learn at my own pace using the playlist format.	2.71	0.975	Agree (A)

The use of videos and activities in the playlist made learning more interesting.	2.71	0.975	Agree (A)
Playlist-based instruction helped me remember the rules of subject-verb agreement.	2.72	0.936	Agree (A)
I feel more confident in applying subject-verb agreement after using the playlists.	2.8	0.848	Agree (A)
The playlist method made me more engaged compared to traditional teaching.	2.73	0.989	Agree (A)
The instructions in the playlists were clear and easy to understand.	2.74	1.008	Agree (A)
Using playlists helped me identify my mistakes better than other methods.	2.82	0.925	Agree (A)
I would recommend playlist-based instruction to classmates for learning grammar topics.	2.82	1.02	Agree (A)
Overall Mean	2.768	0.955	Agree (A)

Legend: 1.00 to 1.74 – Strongly Disagree (SDA); 1.75 to 2.49 – Disagree (DA); 2.50 to 3.24 – Agree (A); and 3.25 to 4.00 – Strongly Agree (SA)

Table 14 shows the evaluation ratings of students regarding the playlist-based instruction in learning subject verb agreement. The table shows the mean scores, standard deviations, and overall interpretation for ten statements that assess different aspects of the instructional method, including clarity, engagement, self-paced learning, and effectiveness in improving understanding.

The results indicate that students agreed with all statements, with mean scores ranging from 2.71 to 2.84 and an overall mean of 2.768 (SD = 0.955). This suggests a generally positive perception of the playlist-based instructional approach. The highest rated aspects were students' ease in following the playlist lessons (M = 2.84) and their ability to identify mistakes more effectively using the playlists (M = 2.82). Meanwhile, slightly lower but still positive ratings were given to understanding subject verb agreement better (M = 2.73) and learning at their own pace (M = 2.71), indicating that students found the playlists effective but also saw room for continued improvement in engagement and personalized learning.

5. Proposed Program based on the results of the study

In response to Research Question 5, which sought to determine an appropriate training program based on the results of the study, the findings point to a clear direction for enhancing classroom practice. Grounded in the demonstrated effectiveness of playlist-based instruction and multimodal learning tools in teaching subject-verb agreement among Grade 8 students, the following proposed program is designed to translate these results into a structured professional development initiative for teachers.

A six-week professional development program titled "Playlist-Based Instruction Mastery" can be proposed to equip Grade 8 English teachers with the skills to implement playlist-based instruction for subject-verb agreement using multimodal educational technology tools. This blended program may include weekly online sessions and asynchronous tasks where teachers are first introduced to playlist design principles, multimodal learning theory, and research evidence on the effectiveness of gamified quizzes, video tutorials, and interactive lessons for improving grammar learning. They then engage in hands-on workshops to create their own short video tutorials on subject-verb agreement, design gamified quizzes with immediate feedback, and build interactive lessons such as drag-and-drop and branching activities to help students apply grammar rules. In the latter weeks, teachers develop full playlists for subject-verb agreement, pilot them in class, collect and analyze learner performance data, and refine their materials based on student outcomes. Through this process, teachers strengthen their capacity to design data-informed, engaging, and differentiated grammar instruction, and the same playlist-based, multimodal framework can be adapted for other language topics (e.g., tenses, vocabulary) and even for different subject areas such as Math, Science, or Social Studies by reorganizing content into sequenced, interactive, and technology-supported learning experiences.

Participants gain proficiency in multimodal playlist design, leading to improved student engagement and grammar mastery, as evidenced by similar edtech training gains. Pre/post assessments track skill growth, with follow-up coaching for sustained implementation. This program extends beyond subject-verb agreement to other grammar topics and subjects like math or science, adapting playlists for vocabulary, equations, or historical timelines across Grade 8 curricula.

Program Structure

Delivered in a blended format with weekly two-hour online synchronous sessions and asynchronous playlist modules, the program follows a phased approach inspired by successful teacher training models.

- Week 1: Foundations – Introduce playlist design principles, multimodal learning theory, and research evidence on edtech efficacy for grammar topics like subject-verb agreement.
- Week 2-3: Tool Mastery – Hands-on workshops on creating video tutorials (e.g., using Canva or Loom), gamified quizzes (e.g., Kahoot, Quizizz), and interactive lessons (e.g., Genially or Nearpod).
- Week 4: Playlist Development – Teachers build and peer-review personalized playlists sequencing tools for subject-verb agreement, emphasizing differentiation for diverse learners.
- Week 5: Implementation Practice – Simulated classroom sessions with video-recorded micro-teaching, followed by feedback using reciprocal observation techniques.
- Week 6: Evaluation and Scaling – Analyze student data from pilot lessons, refine playlists, and plan integration into full curricula.

Week	Time	Activity	Person Involved
Week 1: Foundations	8:00–8:30 AM	Registration and Icebreaker	Training Coordinator, Teachers
	8:30–10:00 AM	Introduce playlist design principles and multimodal learning	Facilitator, Researcher
	10:00–10:15 AM	Break	All Participants
	10:15–11:30 AM	Review research evidence on edtech for grammar (e.g., subject-verb agreement)	Researcher, Master Teacher
	11:30–12:00 NN	Q&A and Reflection Journaling	Teachers, Facilitator
Week 2-3: Tool Mastery	8:00–9:30 AM	Hands-on: Create video tutorials (Canva/Loom)	ICT Coordinator, Teachers
	9:30–9:45 AM	Break	All Participants
	9:45–11:00 AM	Workshop: Gamified quizzes (Kahoot/Wayground)	Facilitator, Teachers
	11:00–12:00 NN	Practice: Interactive lessons (Nearpod)	Teachers, Tech Support
Week 4: Playlist Development	8:00–9:00 AM	Guide to sequencing tools for subject-verb agreement	Facilitator, ICT Coordinator
	9:00–11:00 AM	Build personalized playlists with differentiation focus	Teachers (individual/group)
	11:00–12:00 NN	Peer-review and feedback sessions	Teachers, Master Teacher
Week 5: Implementation Practice	8:00–10:00 AM	Simulated micro-teaching with video recording	Teachers, Facilitator
	10:00–10:15 AM	Break	All Participants
	10:15–12:00 NN	Reciprocal observation and feedback debrief	Teachers, Peers
Week 6: Evaluation and Scaling	8:00–9:30 AM	Analyze pilot lesson student data	Researcher, Teachers
	9:30–9:45 AM	Break	All Participants
	9:45–11:00 AM	Refine playlists and plan curriculum integration	Teachers, Department Heads
	11:00–12:00 NN	Program evaluation, certificates, and closing	Training Coordinator, All

DISCUSSION

The primary objective of this research is to assess the effectiveness of Playlist-Based Instruction in teaching subject-verb agreement to address the grammatical errors of Grade 8 students at FEU Roosevelt.

1. The test scores in Subject-Verb Agreement of the Grade 8 students taught using the Traditional method indicate that students initially demonstrated low to average mastery of Subject-Verb Agreement before the intervention. To address the research question, the average of the pre-test and post-test scores was computed. After the instructional period, there were higher post-test scores, which suggest that students responded differently to the traditional approach, with some showing strong improvement and others showing minimal

gains. The traditional method produced a moderate, meaningful improvement in student performance.

2. The test scores in Subject-Verb Agreement of the Grade 8 students taught using the Playlist-Based Instruction indicate that the students in the experimental group experienced a substantial improvement in post-test performance compared to their pre-test scores. Compared to Group A, which taught the traditional method, the post-test improvement in Group B was larger and more consistent, with an average increase of 6.02 points, suggesting that most students benefited from the playlist-based instruction.
3. The playlist-based instruction produced a statistically significant difference in the pre-test and post-test scores. The analysis revealed a mean difference of 6.02 points, with a t-value of 8.25 points and $p < .001$, indicating that the improvement from pre-test and post-test was statistically significant. The effect size was measured using Cohen's d, which demonstrated that playlist-based instruction had a substantial and meaningful impact on students' mastery of subject-verb agreement.
4. The students' evaluation of the use of Playlist-Based Instruction in learning Subject-Verb Agreement used a Likert scale. The results indicate that students agree with all statements, suggesting a generally positive perception of the playlist-based instructional approach. The highest rated aspects were students' ease in following the playlist lessons and their ability to identify mistakes more effectively using the playlist. Meanwhile, slightly lower but still positive ratings were given to understanding subject-verb agreement better and learning at their own pace, indicating that the students found the playlist effective but also saw room for continued improvement in engagement and personalized learning.
5. A detailed program was proposed based on the results of the study. Grounded in the demonstrated effectiveness of playlist-based instruction and multimodal learning tools in teaching subject-verb agreement among Grade 8 students, the following proposed program is designed to translate these results into a structured professional development initiative for teachers to enhance their skills in using EdTech tools in curating an effective Playlist.

Conclusions

The following conclusions were drawn after assessing the effectiveness of the Playlist-Based Instruction in teaching Subject-Verb Agreement to address the grammatical errors of Grade 8 students at FEU Roosevelt.

1. The analysis of the test scores of the Grade 8 students taught using the traditional method reveals that it produced a moderate, meaningful improvement in students' performance.
2. This study provides evidence indicating that the performance of the Grade 8 students in the subject-verb agreement test when taught using the playlist-based instruction has a larger post-test improvement and is more consistent, indicating a significant impact on the students' performance.
3. There is a significant difference in the post-test scores of the Grade 8 students in the Subject-verb agreement test between the controlled and experimental groups. The analysis revealed that improvement of pre-test and post-test scores was statistically significant when the playlist was used, indicating that Playlist-based instruction is effective in teaching Subject-verb agreement.

4. Students agree to all statements in the survey, suggesting a generally positive perception of the use of Playlist-based instruction. Students find it easier to follow the playlist lessons, which allows them to identify mistakes more effectively.
5. A detailed program was carefully crafted to address the identified needs and to enhance instructional practices. The proposed program serves as a strategic response to the challenges revealed in the results, ensuring that the recommended interventions are practical, systematic, and aligned with the learning objectives.

Recommendations

Based on existing knowledge, the result of this research contributes to the growing evidence of digital-based instructional strategies, such as Playlist-Based Instruction, can enhance student learning outcomes. Based on the results of the research study, the researcher has developed the following recommendations:

1. Conduct regular diagnostic assessments and targeted remediation sessions to continuously monitor learners' SVA skills and address persistent errors.
2. Integrate Playlist-Based Instruction across other grammar lessons and encourage teachers to design digital and multimodal materials that support varied learning styles.
3. Provide teachers with ongoing professional development, training workshops, and resource sharing to further strengthen their competence in implementing playlist-based approaches.
4. Enhance classroom resources and ensure stable access to digital tools—such as speakers, tablets, or projectors—to sustain students' motivation and participation.
5. Implement the proposed program on a pilot basis, evaluate its effectiveness regularly, and refine its components based on feedback from teachers, learners, and administrators.
6. Strengthen collaboration among English teachers by establishing learning action cells (LACs) focused on developing and sharing playlist-based instructional materials, ensuring consistency and quality of S-V-A instruction across grade levels.
7. Incorporate continuous monitoring and evaluation of students' progress through formative assessments, allowing teachers to adjust playlists, activities, and teaching strategies based on learners' evolving needs.
8. Encourage administrative support by allocating time, resources, and technical assistance for teachers implementing playlist-based instruction, ensuring the sustainability and long-term effectiveness of the program.

Compliance with Ethical Standards

This study strictly adhered to the provisions of Republic Act No. 10173, otherwise known as the Data Privacy Act of 2012, which ensures the protection, confidentiality, and secure handling of all personal information collected from research participants. Personal information provided by participants was securely handled to protect their confidentiality and ensure compliance with ethical research standards. Participants provided informed consent before data collection, and confidentiality was ensured by anonymizing all responses. Additionally, all participants had the right to withdraw

from the study at any stage without consequences. All collected data are used exclusively for academic purposes and they are securely stored to prevent unauthorized access. In addition, the research was guided by DepEd Order No. 31, s. 2021 (Child Protection Policy) to ensure that all activities related to the study promoted learner safety, protected the dignity of students, and avoided any form of harm, intimidation, or undue pressure. Moreover, the study was consistent with DepEd Order No. 012, s. 2020 (Policy Guidelines on the Implementation of Learning Delivery Modalities for Formal Education), which states the necessity of adapting educational practices to varied learning contexts and needs. Finally, the study followed ethical guidelines set by the American Psychological Association (APA, 2020) and other relevant research ethics bodies to uphold the integrity of the research process. An ethical clearance was obtained from the FEU Roosevelt Institutional Research Ethics Board.

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