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Article

Customized Short-Form Social Media Grammar Videos on Grammatical Competence of Grade 8 Learners

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Abstract: This study determined the effect of short-form social media grammar videos on the grammatical competence of Grade 8 learners at Southville 1 National High School during School Year 2025–2026. Anchored on the Comprehensible Input Hypothesis, Cognitive Load Theory, and Mastery Learning Theory, the study employed a quasi-experimental one-group pretest-posttest design. Thirty Grade 8 learners whose pretest scores were closest to the mean were purposively selected as respondents. A researcher-developed 30-item grammar test covering noun forms, subject-verb agreement, and word choice was used as the main instrument. Frequency, percentage, mean, Shapiro-Wilk test, and Wilcoxon Signed Rank Test were utilized in analyzing the data. Findings revealed that learners had generally fair pretest performance, particularly in noun forms and subject-verb agreement, while word choice was at an average level. After exposure to the short-form grammar videos, posttest results showed improvement in noun forms and subject-verb agreement, while word choice remained average. The test of significance further showed that there was a statistically significant difference between the pretest and posttest scores in noun forms and subject-verb agreement, leading to the rejection of the null hypothesis in these areas. However, no statistically significant difference was found in word choice. The study concluded that short-form social media grammar videos were effective in improving selected components of grammatical competence, particularly noun forms and subject-verb agreement, but were not sufficiently effective in significantly improving word choice.

Keywords: Short-form grammar videos, English grammar instruction, Grammatical competence, Grade 8 learners

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1. Introduction

English is a globally relevant language used for education, business, science and technology, diplomacy and international relations. The world uses English as a lingua franca, enabling people of various language backgrounds to share ideas and engage in opportunities across the globe [1]. In the Philippines, English has long been integrated into the education system and there has been a regular revision of policy and policy guidelines to raise the English skills and competency of Filipino learners. This was reiterated by President Marcos Jr. in his State of the Nation Address as he stressed the need to focus on education to enable Filipinos to be effective English communicators to stay internationally competitive. But second-language learning is a continuing process of understanding and training, especially in grammar, which is an essential element of communicative competence. Grammar helps the learner to organise words, phrases, and sentences, to communicate ideas accurately and clearly in speaking and writing [2]. Moreover, grammatical competence is essential in second-language communication as it

plays an important role in language production and correction, assisting learners with proper use of English, and comprehension of messages.

Despite the significance of English grammar, non-native speakers are still facing challenges as English rules and exceptions are complex and their exposure to using English in real-life situations is limited [3]. This is evident in the recent decline of the Philippines' English language proficiency in moving down to the 22nd rank among 111 countries in the English Proficiency Index [4]. Grammar has also been found to be a weak skill among students, employees and government employees, and research indicates that even Filipino ESL teachers struggle with basic grammar. Moreover, Filipino researchers have also identified that Filipino learners have difficulty understanding and mastering basic grammar concepts, as reflected in their writing samples and diagnostic test results, proposing that frequent assessment, innovative pedagogies and additional teaching resources can be used to enhance grammatical skills [5], [6], [7]. In this regard, the Department of Education, through the Matatag curriculum, aims to continue to innovate on literacy instruction to make learning more contextualised, accessible, and learner-centred [8]. Technology has emerged as an opportunity to create instructional materials and offer learners digital multimodal, interactive, and self-directed learning experiences [9]. But factors such as teachers' digital literacy and poor internet infrastructure require the development of feasible and practical digital technologies.

A potential intervention is the adoption of short-form grammar multimedia videos, which range from 15 to 180 seconds and are commonly published on TikTok, YouTube Shorts, Facebook and Instagram Reels. Short-form grammar videos break grammar lessons into engaging, visually attractive and digestible chunks that aid students when learning complex grammar structures [10]. Microlearning can aid in comprehension and retention, and multimodal presentation can facilitate learning. Additionally, research has found short grammar videos have positive effects on learner grammatical competence and might be used as complementary resources in English language learning and not a substitute for their traditional instruction [11], [12]. Drawing from these insights, this study explores the influence of tailored short-form social media videos on the learners' grammatical competence of Grade 8 students. In particular, it compares the performance of the learners with that before and after watching the videos to find out whether their grammatical competence improves. Moreover, the study seeks to suggest an effective teaching resource that educators can use for grammar education and curriculum development to integrate technology into the classroom.

The study draws support from three theories: Krashen's Comprehensible Input Hypothesis, Sweller's Cognitive Load Theory, and Bloom's Mastery Learning Theory. The Comprehensible Input Hypothesis suggests that language acquisition happens when one is exposed to understandable and meaningful input that is slightly more advanced than their current language level, or "i + 1", in a non-threatening environment. The short-form videos in this study offer comprehensible input by explaining copious grammar rules in simple terms, providing realistic examples, and offering bilingual support to enable learners to acquire and internalize the rules. The Cognitive Load Theory suggests we should create instructional resources that minimise extraneous cognitive load and focus attention on important elements. As such, the short-form videos are designed to manage one grammar lesson at a time using brief spoken word, visual representations, and context-specific examples to avoid overloading learners' working memory. At the same time, Mastery Learning Theory stresses the need to gain mastery of a concept before proceeding to more advanced concepts and justifies the corrective instruction and repeated instruction [13]. By repeated viewings and remediation, learners can learn the grammar lessons again to clarify doubts and build on the foundations. These theories support the development of tailored short-form, social media grammar videos as a remedial teaching tool to improve the grammatical competence of Grade 8 learners and to facilitate the development of communicative competence.

Social Media Grammar Videos and Grammatical Competence

The role of grammar is recognised as a crucial element of English language proficiency due to its rules that help in English language users' systematic organisation of

words and sentences and communicate meaning effectively. It does not just rely on a set of stringent rules but it relates language forms to meaning, so learners can speak and write correctly and clearly [14]. Grammatical competence is also one of the major components of communicative competence, together with sociolinguistic, discourse and strategic competence [15]. It involves learners' vocabulary, morphology, syntax, semantics, and phonology that are required to form accurate and meaningful utterances. Multiple researchers highlight that grammar is an essential part of language learning as it assists learners to put words in the right order, comprehend and convey messages, and express thoughts clearly and fluently [16], [17]. EFL learners can thus build their competence in English learning using grammar and improve communication abilities.

Studies also indicate that grammar competence is closely related to students' competence in other language skills, such as their writing ability and speaking ability. For example, research has revealed the high positive relationship between grammar proficiency and writing ability, which suggests students with good mastery in grammar are more effective in writing [18]. Likewise, grammar mastery also plays a vital role in developing students' speaking and writing competence in junior high students. Moreover, other studies also unveil that better grammar mastery helps students better with speaking and communicative performance [19], [20]. These studies conclude that grammar should not be studied as a stand-alone topic or simply a matter of rule memorisation. On the contrary, it is a practical and invaluable skill that helps learners to express ideas, structure thoughts, and convey meaning in their academic and social contexts.

Despite common difficulties that learners face with grammar, educators seek to innovate teaching and learning approaches by using technology tools in making engaging, adaptive and responsive grammar teaching and learning. Technology integrated computer programs, websites, multimedia resources, and mobile-assisted learning and teaching can provide instant feedback, support self-directed learning and enable students to review lessons at their own pace. These strategies align with 21st-century education goals and the Department of Education's ICT-enabled learning, which prioritises the development of digital literacy skills, critical thinking and communicative competence [21]. Research has demonstrated the effectiveness of using technology for grammar instruction in enhancing students' grammar achievement and student learning. For instance, the integration of mobile phones, smart boards, video clips, quizzes, and other digital platforms were effective in teaching grammar better than the use of textbooks [12]. Likewise, online game-based learning promoted EFL students' grammar comprehension and motivation by incorporating elements like challenges, leaderboards, points, and immediate feedback. Mobile Assisted Language Learning (MALL) using Duolingo also received positive feedback from students, who ranked high in terms of grammar knowledge, motivation and interest. In the Philippines, technology applications such as the LearnEnglish Grammar App and video-based eBooks have also proved valuable to improve students' grammar skills, although teacher scaffolding is still needed for more complicated grammar issues. But technology needs to be used with a purpose, as unstructured use of social media may result in informal language use and undermine grammatical accuracy.

Very short videos for grammar have become a popular technology-driven approach for grammar remediation because they are short, targeted, engaging, and easily accessible for a digital generation. They usually introduce grammar concepts using images, subtitles, animations, examples and narration to make learning more accessible and memorable. They merge visual, aural, and textual information, which aids in processing of the information and reduces cognitive load [22]. Studies suggest that microlearning videos play an effective role in enhancing eighth-grade students' grammar skills and motivation, particularly in comparison to textbook-based teaching and learning. Micro video clips similarly improve students' grammar skills as they offer context-rich audiovisual input that involves more interaction and understanding. Furthermore, research on the use of TikTok for grammar learning indicates that students appreciate short educational videos as fun, easy to follow, and motivating. These videos increase students' uptake and use of grammar in a stress-free learning environment, and build confidence in using the

grammatical rules to communicate in writing and speech [23]. In summary, the research indicates that short video clips can help supplement traditional grammar education by providing student-centred, fun and practical grammar learning opportunities.

In the Filipino context, it is still a goal to improve learners' grammatical competence as this contributes to improving their communicative competence, which is highlighted in the MATATAG Curriculum [21]. The curriculum acknowledges that grammar is part of learners' linguistic competence for using language rules such as phonology, morphology, syntax, semantics and vocabulary. Despite Filipino learners' proficiency with English from early on, research consistently finds grammar struggles among learners at various levels. Even Filipino online English teachers exhibited difficulties with certain grammar aspects, which could affect their level of employability in the competitive international English market. Among university students, typical grammar difficulties include word order, sentence structure, lexical redundancy and mechanics, which hinder higher-order writing skills [24], [25]. Learners at the senior high school level also continue to have problems with capitalization, lexical substitution, punctuation, subject-verb agreement, sentence structure, and grammatical accuracy, which could impact both academic and job performance, particularly for communication related industries like BPO. These results show that grammar problems are rampant among both the students and teachers who have been exposed to years of English language instruction.

At the secondary level, additional studies confirm Filipino students continue to commit errors with basic and important grammar concepts. Students in Grade 10 made errors in argumentative writing, particularly with additions, misformations, omissions, and word-order issues, which affect their effort to produce grammatically correct and coherent writing [26]. The students at the junior high school level also committed errors in subject-verb agreement rules despite their exposure to basic grammar from textbooks and mass media, and there is a need for additional teaching and learning resource [27]. When writing informatively, students frequently made mechanical, grammatical and stylistic errors, especially in spelling, word choice, pluralisation and prepositions, which impacted the quality and coherence of their essays [28]. Similar issues were found among grade 7 students, particularly in verb tenses and subject-verb agreement, and the errors were influenced by students' limited vocabulary, shallow knowledge of grammar rules, interference from their first language, and factors in their environment like distractions and lack of resources. These studies underscore the need for relevant, effective, and engaging grammar instruction. They also point to the relevance of the current study, which investigates the effect of personalised short-form social media grammar videos as intervention to improve the grammatical skills of Grade 8 learners.

Research Questions

The main goal of the study is to determine whether short-form grammar videos can serve as a remedial tool or an instructional intervention to improve learners' grammatical competence. By examining their performance before and after watching short grammar videos, the study aims to validate the approach's effects and provide insights that may help teachers integrate it into formal instruction. To achieve this goal, the study sought to answer the following questions:

What is the pretest score of the respondents in terms of:

a. Noun Forms
b. Subject Verb Agreement
c. Word Choice

What is the post test score of the respondents in terms of:

a. Noun Forms
b. Subject Verb Agreement
c. Word Choice

Is there significant difference between the Pre-test and Post-test scores of the respondents in terms of:

a. Noun Forms
b. Subject Verb Agreement
c. Word Choice

Based on the results of the study, integration of customized short-from grammar video is proposed.

2. Materials and Methods

Research Design

One of the key features of this research was the quasi-experimental pretest-posttest design of the present study to measure the impact of customized short-form social media videos on the learners' grammatical competence of Grade 8 students. This design involved the use of one group that was measured before and after the intervention - enabling a determination on whether the class made any progress [29]. This design was deemed feasible and suitable as it enabled the intervention to be delivered during preparation class sessions, without interfering with the usual classroom learning and without having to compare it with another group of students. While this design may not directly demonstrate causality, it remains a valid and popular approach to assess brief educational interventions in the classroom [30]. Also, the performance of a single group was sufficient in this study because short video lessons on grammar are readily available on social media, making it challenging to control exposure of a control group outside of the study. As a result, the design enabled the researcher to examine the learners' progress before and after undergoing the intervention to check if there are improvements in their grammatical knowledge.

Respondents of the Study

The participants of the study were 30 Grade 8 learners from the Schools Division of Cabuyao's Southville National High School for the School Year 2025-2026. They were taking English and were in a crucial period of acquiring the grammar skills for effective communication, particularly for writing various informational and expository pieces of writing required in the MATATAG English Curriculum. While grammar is not explicitly taught in the curriculum, it is still important for effective and accurate communication. This makes the research valuable, as past research has demonstrated Filipino learners continue to struggle with subject-verb agreement, forms for the nouns, word choice and other grammatical issues throughout their grade years [24]. These difficulties in grammar also seem to transcend language learners, as even Filipino English teachers have been found to have grammar competencies. For this reason, Southville National High School was a valuable context for the study, because enhancing the grammar skills of Grade 8 learners may help to fill these ongoing teaching gaps. Using short-form social media grammar video lessons was also deemed suitable because it taps into the media that is most relevant for the learners, and can be used to engage the learners with content that is easy to digest and current.

Sampling Design

In this study, the learners were purposefully sampled based on typical cases. This type of sampling includes a purposely choosing the learners who are typical or average members of a group of learners and excluding extreme cases that may influence or bias the study. To choose learners for the study, a one-time test was given to students in two sections of Southville 1 Integrated National High School (aged 12-13 years) in Grade 8 and the learners with average performance (whose scores were close to the average) were identified. Among these 30 learners were chosen for the study. The use of learners with average performance allowed the researcher to better assess the effect of the short-form grammar videos because learners who scored the highest may not show much improvement due to the "ceiling effect" and low performance could also be a factor of the analysis [31]. This approach to sampling design was beneficial for the intervention, as the researcher could monitor the students closely, administer the short-form grammar videos consistently and have a more accurate measurement of potential improvements in the students' grammatical competence.

Research Instrument

The researcher-designed, 30-item grammar test questionnaire measured the effectiveness of the short-form grammar videos by assessing the Grammatical Competence scores of the Grade 8 learners before and after exposure to the videos. The

test items covered three grammar topics: nouns, subject-verb agreement and word choice, and were constructively validated against the cognitive levels of the revised Bloom's Taxonomy. The researcher also developed a Table of Specifications, which helped guide the development of the test to ensure that the items were distributed across the chosen grammar topics and cognitive domains; were relevant to the study, teaching and assessment tasks; and were consistent with the instructional objectives and tasks.

Table 1. Evaluation & Scoring on the Level of Grammatical Competence Among Grade 8 Learners

Range of Scores	Scoring Range	Descriptor	Verbal Interpretation
9 to 10	4.50-5.00	Very High	The student has correctly answered almost or all the questions and demonstrated effective skill in responding to the task. Very high level of grammatical competence.
7 to 8	3.50-4.49	High	The student has correctly answered majority of the questions and demonstrated competent skill in responding to the task. High level of grammatical skills
5 to 6	2.50-3.49	Average	The student has correctly answered some of the questions and demonstrated adequate skill in responding to the task. Average level of grammatical skills
3 to 4	1.50-2.49	Fair	The student has correctly answered only few of the questions and demonstrated developing skill in responding to the task. Fair level of grammatical skills
0 to 2	1.00-1.49	Poor	The student has not correctly answered majority of the questions and showed little or no skill in responding to the task. Poor level of grammatical skills

(Modified from Albarico (2021), Interpretation of the rating scale score)

Learners' scores were translated into five different performance levels: Very High (scores of 9-10), High (scores of 7-8), Average (scores of 5-6), Fair (scores of 3-4), and Poor (scores of 0-2), as depicted in Table 1. The rating scale (adapted from Albarico, 2021) in Table 1 offered a systematic and meaningful description of learners' grammar competence based on the results of the test. It also enabled the test results to be both quantified and interpreted meaningfully by clearly indicating how well the learners performed and their level of grammar skills. The questionnaire was validated by some experienced junior high school English teachers to check for its validity, relevance, and ease of understanding, in line with the argument that expert validators with relevant teaching and assessment experience help ensure that test items reflect the desired construct and yield valid results. The validators are English language teachers and school administrators who have experience in teaching English, ensuring the quality of learning resources and in

managing education, whose knowledge and expertise confirmed that the questionnaire is clear, relevant and represents the targeted grammar skills.

Data Gathering Procedure

The research adopted a well-planned and ethical data collection process to assess the grammar scores of Grade 8 students before and after the intervention. Once the research instruments were validated and permission was granted by the school administration, the researcher sought the assistance of the English Department to schedule the remediation lessons without interfering with lessons. After that, consent forms were provided to the learners for parents' or guardians' signature, and only those who have signed consent were involved in implementing the intervention. The process was divided into three phases: pre-implementation, implementation and post-implementation. In the pre-implementation stage, two Grade 8 classes were given a pre-test to establish the learners' current levels of grammatical abilities in subject-verb agreement, word choice, and forming plural nouns. These were marked and the results were entered into a Microsoft Excel sheet to identify the 30 learners who qualified for the procedure. During the implementation phase, these learners were taught through mini grammar instructional videos on the topic areas of noun forms, subject-verb agreement, and word choice based on a short-remediation class in two 10-to-15-minute sessions. And lastly, in the post-implementation phase, the same 30 students were given a post-test to determine learners' grammar scores after the intervention. The post-test results were then checked and entered into Microsoft Excel by the researcher, and were statistically analyzed to see the difference between the pre-test and post-test results and if there was improvement in the learners' grammatical competency.

Statistical Treatment of Data

This study applied the appropriate statistical methods to present and interpret the data collected from the respondents. To illustrate the distribution of the respondents and to organize the categorical data, frequency and percentage distribution were first used. The Shapiro-Wilk test of normality was used, which was appropriate for the current study, to check if the data were normally distributed. With a p-value of 0.00, this data set was not normally distributed; hence a nonparametric test was conducted to further analyse the finding. In particular, the Wilcoxon Signed Rank Test was used to compare the paired scores (before and after intervention) obtained by the same group of Grade 8 learners. This test was suitable because it is used to test paired or related samples based on the rankings of the differences between the two sets of observations. Moreover, the Z-test statistic of the Wilcoxon Signed Rank Test was used to test for the significance of the difference between the pre-test and the post-test scores. The Z value was interpreted from the p-value at 0.05 level of significance, where a p-value less than 0.05 was interpreted as significant and used to reject the null hypothesis.

3. Result and Discussion

Table 2. Frequency and Percentage Distribution on Grammatical Competences of Grade 8 Learners Pre-Test Scores.

Pretest	Range of Scores	Frequency	Percent	Mean	Description	Verbal Interpretation
Noun Forms	9 to 10	0	0%	1.56	Fair	The student has correctly answered only few of the questions and demonstrated developing skill in responding to the task. Fair level of grammatical competence
	7 to 8	0	0%			
	5 to 6	6	20%			
	3 to 4	12	40%			
	0 to 2	12	40%			

Subject–Verb Agreement	9 to 10 7 to 8 5 to 6 3 to 4 0 to 2	0 0 9 20 1	0% 0% 30% 67% 3%	1.92	Fair	The student has correctly answered only few of the questions and demonstrated developing skill in responding to the task. Fair level of grammatical competence
Word Choice	9 to 10 7 to 8 5 to 6 3 to 4 0 to 2	0 0 19 11 0	0% 0% 63% 37% 0%	2.57	Average	The student has correctly answered some of the questions and demonstrated adequate skill in responding to the task. Average level of grammatical competence
Total		**30**	**100%**	**2.02**	**Fair**	**The student has correctly answered only few of the questions and demonstrated developing skill in responding to the task. Fair level of grammatical competence**

Legend: 1:00 to 1.49 Poor; 1.50 to 2.49 Fair; 2.50 to 3.49 Average; 3.50 to 4.49 High; and 4.50 to 5.00 Very High

The pre-test findings revealed that the Grade 8 students, in general, had a fair to developing level of understanding of grammar in terms of noun forms, subject-verb agreement, and word choice. In the area of noun forms, the learners performed mostly in the lower levels, which position them in a fair category, and suggests poor understanding of basic grammatical structures. This aligns with other research that indicates learners' struggles in sentence composition, grammar, and language skills [24], [25]. This finding was also aligned with subject–verb agreement, where learners scored at the lower ranges, displaying problems in using grammar appropriately. This finding is consistent with literature indicating that despite being introduced to this concept in elementary school, junior high school learners continue to have difficulties in subject-verb agreement, and that subject-verb agreement is among the most common grammar difficulties in students' writing [27]. Of the three areas tested, results in word choice were relatively better - many learners attained proficiency at the average level, but it still showed intermediate competence, which is consistent with other research showing that errors in word choice continue to impact meaning clarity in students' writing (Bernardo Esperanza et al., 2024). The learners' overall mean score of 71.93 was judged as fair, which meant they were not yet competent in mastering basic grammatical structures. This confirms previous studies which report that Filipino learners across various levels struggle with grammar areas like sentence structure, subject-verb agreement, and word choice, both in speaking and

writing. These findings also confirm that inadequate knowledge of grammar can lead to difficulty in conveying ideas and reflections accurately, and can benefit from an instructional intervention to boost their grammar skills [32].

Table 3. The level of Grammatical Competences among Grade 8 Learners was described in terms of post-test

Post-test	Range of Scores	Frequency	Percent	Mean	Description	Verbal Interpretation
Noun Forms	9 to 10	0	0%	2.55	Average	The student has correctly answered some of the questions and demonstrated adequate skill in responding to the task. Average level of grammatical competence
	7 to 8	4	13%			
	5 to 6	18	60%			
	3 to 4	7	23%			
	0 to 2	1	3%			
Subject–Verb Agreement	9 to 10	0	0%	2.65	Average	The student has correctly answered some of the questions and demonstrated adequate skill in responding to the task. Average level of grammatical competence
	7 to 8	2	7%			
	5 to 6	22	73%			
	3 to 4	6	20%			
	0 to 2	0	0%			
Word Choice	9 to 10	0	0%	2.68	Average	The student has correctly answered some of the questions and demonstrated adequate skill in responding to the task. Average level of grammatical competence
	7 to 8	6	20%			
	5 to 6	17	57%			
	3 to 4	6	20%			
	0 to 2	1	3%			
Total		**30**	**100%**	**2.63**	**Average**	The student has correctly answered some of the questions and demonstrated adequate skill in responding to the task. Average level of grammatical competence

Legend: 1:00 to 1.49 Poor; 1.50 to 2.49 Fair; 2.50 to 3.49 Average; 3.50 to 4.49 High; and 4.50 to 5.00 Very High

The learners' successes in the post-tests demonstrated an improvement in the Grade 8 learners' grammatical performance following their engagement in the instructional intervention with their performances in noun forms, subject-verb agreement and word choice. In terms of noun forms, most of the learners achieved middle scores, which reflected an average interpretation and assumed that they can better understand how to use nouns than their pre-test scores. This finding confirms that microlearning and short videos increase learners' understanding of grammar by breaking down complex grammar rules into short and digestible lessons. The learners also improved their understanding of subject-verb agreement, with many moving to the average range, suggesting better understanding and usage of grammar rules. This supports the idea that incorporating

technology in teaching grammar can help through interactive tasks, feedback and increased motivation [12]. Word choice was the highest among the three grammar areas, implying learners improved their ability to choose words within the context. This is in line with the studies that showed micro-video instruction offers engaging and contextual input that enhances learners' understanding. The learners' total mean post-test result was concluded as average with an improvement shown. This finding indicates that the short-form grammar videos improved the learners' comprehension and use of these rules, mirroring other studies that suggest multimedia and digital learning approaches can improve their comprehension of grammar through increased motivation, engagement and meaningful learning [32].

Table 4. Result in the test of significant difference between the Pre-test and Post-test scores of the Respondents

Pre Test vs Post Test	Pre Test Mean	Post Test Mean	Z-value	P-value	Interpretation	Decision
Noun Forms	1.56	2.55	4.11	0.000*	With Significant Difference	Reject Ho
Subject–Verb Agreement	1.92	2.65	3.75	0.000*	With Significant Difference	Reject Ho
Word Choice	2.57	2.68	0.92	0.371	Without Significant Difference	Accept Ho
Total Scores	2.02	2.63	4.52	0.000*	With Significant Difference	Reject Ho

Decision rule: If p val < α, Reject Ho; and If p val > α, Accept Ho

The significant difference test indicated improvement in the learners' grammar comprehension after the intervention, especially in rule-based aspects of grammar. The Shapiro-Wilk test revealed skewed data; hence, the Wilcoxon Signed-Rank Test for Paired Samples was applied to check the difference between the pre-test and the post-test scores. The findings report a significant difference in the noun forms, suggesting the intervention improved the learners' skills. This is in line with previous claims that weaknesses in fundamental grammar skills can be remedied with suitable pedagogic strategies and support [24], [25]. We also found a significant difference for subject-verb agreement, indicating the learners' ability to apply the grammar more precisely. This observation reinforces previous suggestions that while subject-verb agreement is a common challenge for learners, instruction can enhance their skills [27]. But there was no difference in word choice despite an increase in the mean score. This implies that more time, deeper processing, and contextual information might be needed to see improvement in skills related to vocabulary, which is in line with the idea that word choice skills are more challenging and less responsive to instruction than rule-based knowledge [28]. Overall, there was a significant change in total scores between the pre-test and post-test, suggesting that the intervention facilitated the learners' general improvement in grammar. This finding is consistent with research highlighting the importance of systematic and technology-enhanced teaching, contributing to improved comprehension, interest and grammar scores [12]. Thus, the results imply that although short-form grammar videos may be effective to support rule-based grammar learning, vocabulary-oriented knowledge might need more sustained contextual approaches.

GrammarByte: Customized Short-Form Grammar Videos into Grade 8 Lessons

The results of this study point to a need for a grammar intervention that can address directly the challenges faced by the Grade 8 English learners in the use of noun forms, subject-verb agreement and word choice. While learners were able to make good progress in noun forms and subject-verb agreement, the small gain in word choice demonstrates that classroom teaching may not be sufficient to tackle persistent grammar problems. To

this end, this study proposes the use of GrammarByte: Customized Short-Form Grammar Videos in Grade 8 English instruction as a potential and technology-based intervention. This intervention is designed to be short and integrated into lessons to enable teachers to review grammar concepts while minimising the time taken from the lesson or appearing too disruptive to the learning process. Using this method, grammar remediation is more focused, systematic and needs-driven.

The intervention is backed up by three key theories. First, the Comprehensible Input Hypothesis suggests that if we provide learners with comprehensible input - or information they understand - they are more likely to acquire language. In the current study, the tailor-made short-form videos of grammar instruction go through the explanations, illustrating it with examples, to makes the grammar easier to comprehend. Second, Cognitive Load Theory explains learning is more effective when the materials presented are brief, well-organised and avoid cognitive overload. This makes the lesson easier for the learner to process and memorise because the videos target one difficulty at a time. Third, Mastery Learning Theory underlines the need to offer learners sufficient time, appropriate instruction and practice opportunities until they achieve mastery [13]. The micro-videos extend this principle by enabling learners to go back and learn grammar rules in the areas where they have errors, such as basic grammar.

The intervention also aligns with research on technology-based grammar instruction that demonstrates technology tools are more likely to be effective when they are strategically and deliberately used in classroom instruction, rather than simply exposure to online content. Through interactive features and feedback, particularly for word choice, the intervention can guide learners to detect errors, resolve misconceptions and enhance their grammar in practice. Such an approach is important as word choice exhibited marginal improvement in this study, and can benefit from more meaningful context, exposure and practice. Ultimately, GrammarByte provides a feasible way of improving learners' grammar. It enables teachers to target students' needs by tailoring videos, providing targeted support, and ultimately to provide usable resources in the form of short-form grammar videos, which can be re-used by future learners to improve their grammar use and communication skills in English.

4. Conclusion

The pre-test findings reveal that the learners in Grade 8 showed a moderate level of grammatical competence in the areas of Noun Forms, Subject–Verb Agreement and Word Choice. The indicators with the lowest average scores were Noun Forms and Subject–Verb Agreement and Word Choice slightly better but still on a growing knowledge level.

Results from the post-test show that the learners' grammatical competence improved following the teaching intervention. The results are now within average, and the learners show an improved understanding and use of grammar structures.

The significance test shows a significant difference in the pre-test and post-test between Noun Forms and Subject-verb Agreement but non-significant difference in Word Choice. This suggests that the intervention was successful in improving some of the grammatical skills but requires further support in vocabulary-related skills through the inclusion of video-focused features like short tasks for practice and instant feedback in the customized short-form grammar videos for more reinforcement of learners' knowledge and comprehension.

With these results, the study concludes that the incorporation of the customized short-form grammar videos to normal classroom teaching is an effective and feasible strategy to enhance the learners' grammar competence, especially in remedying the problems related to the areas of Noun Forms and Subject-verb Agreement while offering support to the Word Choice.

Recommendation

The study's recommendations were based on the importance of the study and the finding of this study.

It's recommended that grade 8 learners use short form grammar videos as an additional resource to improve their grammar skills, especially in the area of noun forms

and subject-verb agreement that showed great improvement in this study. However, word choice did not show a statistically significant improvement and therefore learners should be involved in other language activities such as vocabulary games, sentence construction and writing exercises to improve on this aspect. Through targeted and consistent use of short grammar videos, learners may develop their grammar to better communicate effectively in reading, writing and speaking English.

English language teachers should use short grammar videos as a remedial and supplementary teaching strategy, as was effective for certain areas of grammar, such as noun forms and subject-verb agreement. They can also design videos to address grammar concepts that are most relevant to their students' learning needs. For concepts like word choice that did not demonstrate an improvement in learners' grammatical knowledge, teachers may consider complementing the videos with interactive features such as feedback that enable learners to practise their knowledge by responding to sample sentences to improve their comprehension, retention and use of grammar concepts.

School administrators are encouraged to promote the use of short-form grammar videos and other digital teaching resources in English language teaching, especially in remedial interventions to help bridge learners' poor grammar skills. They may provide teachers with digital resources, training, and assistance to ensure the successful delivery of such interventions in the students' native school. They may also use the insights of the study in designing school-based interventions and in providing resources to support the development of clients' grammar competence and better academic performance in English.

The researcher is urged to continue creating and designing new digital teaching materials to enhance learners' grammar skills. This study may improve future teaching practice, especially in implementing more focused strategies for the development of the learners' grammar skills in areas that require more focus, such as word choice. The researcher should also draw lessons from the findings of the study for reflective practice and for better strategies considering the new preferences for digital learning.

Future researchers may use the findings in this study as a basis for a deeper investigation into the use of short-form video instruction of English grammar with different grammar topics as well as other learners for further validation of the findings of this study. Future studies may also explore other factors such as student motivation, engagement, memory and writing in relation to micro learning videos. Finally, future research may consider extending the duration of concentration on word choice, using a larger sample, or using both traditional and online teaching approaches to see if they may yield larger gains in word choice.

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