



## Article

# Lingua-Legends Approach: A Quote-Based English Grammar Instruction

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### Abstract

*Deeper linguistic comprehension and student engagement can be achieved by rethinking grammar instruction using relevant quotations. Standard grammar training often falls short because it places too much emphasis on memorization and repetitious exercises with little practical application. Since these conventional methods do not help students use the language, there is a growing movement toward more creative ways, like digital game-based learning. By utilizing students' preexisting interests, such as their favorite games and cultural backgrounds, these modern approaches make studying feel more natural and engaging, which ultimately aids in their language acquisition. This study evaluated the "Lingua-Legends Approach," a novel instructional method using dialogue from Mobile Legends: Bang Bang (MLBB) and quotes from Philippine national heroes to teach English grammar. Utilizing a quasi-experimental design among Grade 12 students, the research compared this approach against traditional instruction. Results indicated that although both groups started at similar proficiency levels, the Lingua-Legends group achieved a significantly higher post-test mean score than the control group. Although the gain scores were higher for the experimental group, the difference was not statistically significant, and the effect size was small. The study concludes that this approach is a viable alternative that enhances final proficiency by leveraging student interests.*

**Keywords:** Grammar Proficiency, Lingua-Legend Approach, Mobile Legends, Quote-based English Grammar Instruction, Traditional Method

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## **Introduction**

Grammar training needs to move beyond rules to meaningful discourse in a time when language acquisition demands relevance and participation. In English grammar instruction, bridging the gap between linguistic precision and learner engagement continues to be a major difficulty.

Miscommunication frequently arises from linguistic barriers, including grammatical errors, inappropriate word choices, and inadequate sentence structures, which can obscure intended meaning and diminish credibility (Srouf & Naser, 2022). Effective communication is hampered by the fact that English language learners frequently struggle with verb tenses, articles, prepositions, and word order. Recent research demonstrates that digital games can facilitate language learning by enhancing vocabulary retention and increasing student engagement. For instance, *Mobile Legends: Bang Bang* (MLBB) has been shown to promote vocabulary development and communicative competence within game-based learning environments (Yudanto, 2025; Sinaga et al., 2025).

## **Research Gap**

While existing research underscores the effectiveness of games in vocabulary instruction, it is important to note that limited attention has been given to the use of authentic game texts for grammar instruction. To address this gap, the present study introduces an innovative intervention called the *lingua-legend* approach. This approach combines quotations from MLBB heroes with statements from Philippine historical figures and uses these as instructional materials in grammar lessons. By having students analyze, compare, and practice grammar using these authentic and culturally relevant texts, the intervention aims to provide engaging and meaningful grammar learning experiences. This method is guided by Krashen's Input Hypothesis and constructivist principles, supporting grammar development through exposure to real-world language in contexts that resonate with students' interests and cultural backgrounds.

Students at Pinaripad National High School were shown to have difficulty with deep comprehension and grammatical retention, which influences their overall learning. This challenge is further compounded by the fact that traditional grammar instruction often fails to engage learners or address their contextual needs, leading to persistent gaps in grammatical competence. Research examining the efficacy of quote-based grammar training in improving English grammar learning among Grade 12 students is obviously needed considering these problems. By focusing on meaningful and culturally relevant materials, such as hero quotations and historical statements, this intervention may foster deeper engagement and facilitate more effective grammar acquisition. Such study, in turn, can offer important insights into the possible advantages of this strategy in enhancing language learning results, assisting students from a variety of backgrounds in their academic endeavors, and guiding the creation of future curricula in comparable educational environments.

Therefore, the purpose of this study was to fill in the knowledge gap about the efficacy of the *lingua-legend* approach as a quote-based English grammar instruction method for improving grammatical knowledge among Pinaripad National School students in Grade 12.

## **Objectives of the Study**

To improve grammar competency, this study intends to create and evaluate a grammar teaching strategy that combines grammatically rich quotes from Philippine national heroes with real language content from *Mobile Legends: Bang Bang* hero dialogues. It specifically seeks to ascertain the sex and age profile of the respondents, ascertain the pretest and posttest mean percentage score of the *lingua-legends* group and the traditional group in terms of English grammar, ascertain whether the mean gain scores of the two experimental groups in English grammar differ significantly, and assess

the effect size of the Lingua-Legend Approach in improving grammatical knowledge in comparison to traditional methods.

### Methodology

The efficacy of the lingua-legends approach as a quote-based English grammar teaching method was assessed in this study using a quasi-experimental design.

### Research Instrument

Test materials for homogeneity were obtained from SDO Isabela. Following this exam, both groups took a pre-test to determine their baseline knowledge. Seven English language specialists have validated the test materials' content. Before and after the intervention, participants' grammatical knowledge was evaluated using quotation-based grammar examinations.

### Participants

Participants were divided into two groups. Along with regular teaching techniques, the Lingua-Legends group received grammar instruction that included quotes from MLBB heroes and Philippine national heroes. The Traditional group was only given the conventional instruction.

### Procedure

Data on grammatical knowledge was gathered using a 50-item multiple-choice pre-test and post-test that were both content-validated by language specialists from Quirino State University and the Department of Education as appropriate for Grade 12 students. The duration of the trial was three weeks. Throughout the intervention, the lingua-legends group took part in sessions where teacher-made materials containing quotes from MLBB stars and Philippine historical figures were given out, clarified, and discussed, with an emphasis on grammatical elements through guided activities. In the meantime, the traditional group practiced writing a brief criticism of a peer's work and received normal teaching on subject-verb agreement and pronoun usage. Both groups then completed a post-test to gauge their retention and acquisition of grammar.

To evaluate the effect of the lingua-legend strategy, data were arranged and examined using frequency count and percentage, mean, standard deviation, independent samples t-test, Levene's test, Shapiro-Wilk test, and Cohen's d. Confidentiality and informed consent were two ethical norms that were closely adhered to.

Table1. Homogeneity of Variance Result

Group	N	Mean	SD	Levene's Test	p-value	Decision
Makalikasan	26	69.90	4.44	1.117	0.296	Fail to reject Ho
Makadaigdig	22	71.31	4.51			

p-value  $\leq$  0.05 is significant

The table displays the results of the homogeneity of variance test for the two cohorts. The distribution of scores does not appear to have changed, and the variations in scores are similar. This illustrates how uniform the groups are. Any disparities in learning results are likely due to differing teaching tactics rather than group differences because the groups are similar. Because of this, the study's design is trustworthy and equitable for assessing the intervention. The educational technique employed can be linked to improvements in performance.

### Results and Discussions

Table 2. Demographic Profile of the Respondents

Profile	Particulars	Group			
		Lingua Legend Group	Percent	Traditional Group	Percent
Sex	Male	9	36.00	13	68.42
	Female	16	64.00	6	31.58
Age Mean = 16.13	17 years old	7	28.00	14	73.68
	18 years old	18	72.00	5	26.32

Lingua Legend group (N = 25)

Traditional group (N = 19)

The demographics of the participants are broken down in depth in Table 2. Each cohort has a distinct gender orientation, according to an analysis of the data. The Lingua Legend Group is dominated by women, with the remaining members being men. In contrast, the Traditional Group shows the opposite pattern, with women making up a lesser share and men making up the majority. This discrepancy suggests that the Lingua Legend intervention's participant pool was more female-centric, despite the Traditional Group being significantly more male-centric.

Most of the participants in the Lingua Legend Group are eighteen years old, with the remaining members being seventeen. In contrast, the Traditional Group is primarily composed of 17-year-olds, with a lesser proportion of 18-year-olds. Furthermore, the calculated mean age of all responders shows that the larger sample has younger individuals, which influences the average. However, the age groups of 17 and 18 are the focus of the table.

The two groups' demographics differ. Specifically, the Lingua Legend Group is older and predominately female, while the Traditional Group is younger and predominantly male. Age and gender can change learning preferences and cognitive readiness, which impacts how participants learn, so it is important to understand these differences react to teaching strategies.

Additionally, research demonstrates the interaction between teaching styles and student characteristics. However, studies also indicate that learning results are more impacted by well-designed training than by demographics alone. Therefore, despite these variations, the teaching approach remains the most important determinant in grammar learning performance. Despite these demographic variations, the study's most significant finding remains the impact of the training method itself. According to Sortwell et al. (2024), active learning activities have a stronger correlation with successful grammar acquisition than do demographic traits. Therefore, their lower performance (if any) can be attributed more to the pedagogical limitations of conventional methods than to their age or sex, even if the conventional Group was younger and more focused on men.

Table 3. Pretest Mean Percent Score in English Grammar of the Respondents

Group	N	Mean Percent Score	SD	t	p-value	Decision
Lingua Legend Group	25	72.24	8.14	1.193	0.240	Fail to reject Ho
Traditional Group	19	69.47	6.87			

p-value  $\leq$  0.05 is significant

Table 3 displays the respondents' baseline proficiency in English grammar before the associated educational interventions were implemented. To ascertain whether the Lingua Legend Group and the Traditional Group differ significantly, the data are examined using an independent samples t-test.

The Traditional Group's mean percent scores and standard deviations were somewhat lower than those of the Lingua Legend Group. A t-test was used to determine the numerical difference's statistical significance, and the results showed a p-value that was higher than the predetermined alpha threshold. As a result, the researcher was unable to reject the null hypothesis (Ho), which states that there is no statistically significant difference in the two groups' pretest scores. This result guarantees the legitimacy and fairness of the study. Any increases in grammatical performance seen in the post-test can be attributed to the teaching strategies employed rather than variations in students' prior knowledge, as there were no evident variances in the pretest results.

Table 4. Posttest Mean Percent Score English Grammar of the Respondents

Group	N	Mean Percent Score	SD	t	p-value	Decision
Lingua Legend Group	25	82.28	6.43	2.967	0.005	Reject Ho
Traditional Group	19	76.58	6.15			

p-value  $\leq$  0.05 is significant

The effectiveness of the intervention is demonstrated by the statistically significant improvement seen in Table 4 for the Lingua Legend Group. The table displays the evaluative statistics regarding the participants' proficiency with English grammar following the usage of both traditional and experimental teaching techniques. The findings are analyzed to see how efficient the Lingua Legend technique is compared to the Traditional method.

The Lingua Legend Group's mean percent score and standard deviation increased after the intervention. The Traditional Group, on the other hand, received a lower standard deviation and mean percent score. An independent samples t-test for the comparison analysis produced a t-value of 2.967 and a p-value of 0.005. The null hypothesis (Ho) is rejected since the p-value is below the significance level of 0.05. This suggests that there is a statistically significant difference between the two groups' post-test results. Empirical evidence that the Lingua Legend teaching approach produced much higher grammatical competency than the conventional education is provided by the rejection of the null hypothesis. Although both groups showed numerical gains over their initial pretest baselines, the higher mean score of the Lingua Legend cohort suggests that the gamified or specialized nature of the intervention was more effective in facilitating linguistic retention and application.

These results confirm Waluyo's (2023) assertion that gamified grammar training can improve student engagement and foster a deeper comprehension of grammatical principles. According to Diaz, A.F., experimental investigations utilizing gamified platforms like Quizizz revealed that students exposed to game-based activities had a considerably superior understanding of verb tenses when compared to traditional teaching techniques. & Estoque-Loñez, H. (2024). Additionally, according to Masyhudianti & Luthfiah (2025), qualitative data suggests that gamification improves motivation, enjoyment, and conceptual understanding in grammar classes, all of which lead to better academic success. Together, these research show that gamified methods to grammar training can have a favorable impact on learning results and engagement.

Table 5. Comparison of Mean Difference of the Posttest and Pretest English Grammar of the Respondents

Group	N	Mean Gain	SD	t	p-value	Decision
Lingua Legend Group	25	10.04	10.17	1.064	0.294	Fail to reject Ho
Traditional Group	19	7.11	7.33			

p-value  $\leq 0.05$  is significant

Table 5 presents a comparative analysis of the mean gains achieved by the Lingua Legend Group and the Traditional Group to determine if the magnitude of improvement differed significantly between the two pedagogical approaches.

The data revealed that while the numerical gain of the Lingua Legend cohort was higher, the statistical significance of this difference was evaluated using an independent samples t-test. The analysis yielded a t-value of 1.064 and a resulting p-value of 0.294. Since the p-value is greater than the alpha level of 0.05, the researcher failed to reject the null hypothesis (Ho). This indicates that although both groups improved, the difference in the amount of progress made by each group was not statistically significant.

Although the Lingua Legend approach resulted in a higher raw mean improvement, the statistical results indicate that this difference was not statistically significant due to group variation.

These results suggest that both teaching strategies are successful in promoting the development of English grammar proficiency from a pedagogical standpoint. Although the Lingua Legend group maintained a higher overall post-test standing, the lack of a significant difference in mean gains suggests that neither strategy was clearly faster or more productive than the other in terms of the total knowledge acquired throughout the study period. As a result, rather than a notable difference in learning rate, the decision between different approaches may rely more on qualitative variables like student involvement or implementation ease

Table 6. Effect of Lingua Legend Approach in the English Grammar Performance of the Respondents

Group	N	Mean Gain	Mean Difference	t	p-value	Cohen's d
Lingua Legend Group	25	10.04	2.93	1.064	0.294	0.324
Traditional Group	19	7.11				

p-value  $\leq 0.05$  is significant

Cohen's d: small effect size = around 0.2  
 medium effect size = around 0.5  
 large effect size = around 0.8 or higher

Table 6 evaluates the practical significance of the Lingua Legend intervention by analyzing the mean difference and the associated effect size using Cohen's d. This analysis moves beyond basic hypothesis testing to quantify the magnitude of the impact the experimental approach had on the respondents' grammar performance.

According to the data, the Traditional Group's mean gain was lower than that of the Lingua Legend Group. Cohen's d was used to assess the intervention's strength. The score of 0.324 is in the small effect size group according to the conventional interpretation of effect sizes.

The findings show that although the Lingua Legend methodology produced more numerical increases and a better post-test standing, the method's actual impact over the conventional approach is described as minimal. This implies that although the experimental intervention is helpful, there is only a slight difference in the rate of improvement it offers when compared to conventional techniques.

Recent literature confirms that small effect sizes are common in short-term educational interventions. Contemporary meta-analytic findings show that instructional innovations frequently yield gradual improvements, particularly when exposure time is limited as evident in Educational Research Review (2024). Additionally, the study of Bouzar & El Idrissi (2025) on gamified grammar learning emphasizes that benefits often emerge through increased motivation and engagement rather than immediate, large performance gains. Therefore, the small effect size observed in this study aligns with recent research suggesting that gamified approaches function as enhancement strategies that gradually strengthen learning outcomes.

In the context of this study, these findings imply that the Lingua Legend Approach is a viable alternative to traditional grammar instruction. However, the small effect size suggests that its primary advantages may lie in areas not fully captured by the mean scores alone—such as student motivation, engagement, or long-term retention—rather than a radical acceleration in immediate learning gains. Consequently, while the approach is recommended for its positive trend, its implementation should be viewed as a supplemental or enhancing strategy rather than a total replacement for established pedagogical techniques.

### **Conclusions**

The age and gender inclinations of the two groups were initially dissimilar. These variations are important because they may serve as intervening factors, such as age-related cognitive maturity or gender-based learning preferences, that influence how the participants respond to instructional tactics. Despite these variations, both groups' levels of English grammar ability were comparable at the start of the study. This similarity establishes a stable baseline and ensures that any subsequent gains may be attributed to the educational activities rather than earlier academic gains.

Additionally, when it comes to helping students retain language and apply grammatical knowledge, the Lingua Legend teaching method outperforms traditional methods. The rejection of the null hypothesis provides empirical evidence that this gamified approach enhances general grammar ability. Nonetheless, both instructional approaches are effective in raising students' proficiency with English grammar. Although the Lingua Legend group maintained a better final ranking, neither technique was clearly more productive in terms of the total amount of knowledge obtained over the study period. Therefore, the Lingua Legend technique is a helpful augmentation tactic rather than a radical acceleration of learning.

### **Recommendations**

To ensure that the gamified elements of the Lingua Legend technique remain advantageous for learners of all genders and cognitive development stages, educators may adapt its implementation to take demographic differences into consideration. School administrators may also support a range of instructional techniques because participants have similar baseline competency levels. English teachers may use the Lingua Legend approach as a motivational technique to improve grammar proficiency. Regular daily or weekly use is recommended to maximize its benefits.

To find out if its numerical benefits result in long-term learning gains across longer academic periods, future researchers might carry out longitudinal studies. The Lingua Legend methodology should not

be used in place of more traditional teaching techniques, but rather as an additional tool. To further assess student motivation and involvement, qualitative methods like surveys and interviews may be used.

### **Declarations**

**Ethics approval and consent to participate:** Participants gave their informed consent, and confidentiality and voluntary participation were guaranteed.

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**Data availability:** Subject to ethical considerations, de-identified data may be made available upon reasonable request.

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