Byte-Sized Learning: Using Short-Form Educational Videos to Enhance Students' Speaking Fluency and Oral Vocabulary

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ABSTRACT

Today, many students spend a lot of time scrolling through social media watching Short Form Videos (SFVs). However, despite this, they often find it hard to speak up or share their ideas clearly in class. Even though these students are in senior high school, they still struggle to express themselves and often hesitate when speaking. This classroom-based action research investigated whether Short Form Videos (SFVs) can be utilized to help the 22 Grade 11 students at Malinao National High School improve their speaking abilities. The researchers executed a 10-day intervention following the cyclical model of Kemmis and McTaggart, which use only four teacher-created SFVs to provide a functional "English Frame" while protecting the students from cognitive overload. The study collected quantitative data through pre-test and post-test assessment, which the researcher used to conduct a paired sample t-test analysis, and was further supported by a qualitative analysis of students' audio transcripts. Findings revealed a significant improvement in oral performance where the class means increased from 2.55 to 3.22 ($t=5.29$, $p < 0.001$). The Linguistic analysis demonstrated that there was less "dead air" time while speakers used transitional words like "First" and "After that," yet still showing code-switching from their mother tongue, but now it has better control over speech flow and organization of ideas. The study concludes that short videos give students a familiar baseline to lean on, which helps them stop freezing up or stuttering in class, while turning their everyday social media habits into a useful tool for school. The study suggests that educators should utilize SFVs as purposeful educational resources that help students transition from their media consumption to academic communication.

Keywords: Short-form educational videos (SFVs), Speaking fluency, Oral vocabulary, Classroom-based action research (CBAR)

INTRODUCTION

Digital transformation has redefined the contemporary learning experience, immersing students in fast-paced multimedia content through Short-Form Video (SFV) platforms such as TikTok, Facebook Reels, and YouTube Shorts. Despite high levels of digital engagement, a "silence gap" persists in the academic setting; students often possess receptive language understanding but struggle with productive fluency and spontaneous oral expression. This research explores the potential of SFVs not merely as entertainment, but as "structural anchors" designed to bridge the gap between passive media consumption and active academic discourse.

The educational utility of SFVs is grounded in their ability to deliver highly visual, condensed information that mirrors authentic language use [13]. Existing literature suggests that video segments under six minutes provide an optimal duration for information processing, enabling students to internalize vocabulary and grammar through

natural exposure [1][22]. Furthermore, platforms with interactive features have been shown to facilitate vocabulary acquisition through recursive exposure [14].

However, excessive consumption of short-form content presents risks, including fragmented learning and academic procrastination [4][21]. Critics argue that SFVs often lack the structural depth required for advanced grammatical mastery, leading to a cycle of "passive consumption" where students view content without deep comprehension [10][7]. Consequently, the challenge for educators is to move beyond general observation and determine how these tools can be repurposed as purposeful pedagogical bridges.

In the Philippines, which ranks among the highest in global social media usage [15], this digital-academic tension is particularly acute. Senior High School students frequently experience high speaking anxiety and a lack of "linguistic scaffolding" during classroom discussions. While global research on online education is extensive, there remains a significant lack of action research focusing on the use of teacher-created SFVs within actual classroom conditions to mitigate speaking anxiety.

This study addresses this gap by investigating the effectiveness of SFVs as scheduled, scaffolded educational materials. By integrating "English Frames" with repeated instructional priming, the research provides a practical framework for transforming digital habits into academic competencies. The findings offer evidence-based insights for curriculum developers seeking to integrate traditional pedagogy with emerging digital tools, ensuring that pedagogical depth remains at the heart of the modern classroom.

Research Questions

This classroom-based action research investigated the efficacy of teacher-created Short-Form Videos (SFVs) as a supplementary instructional tool by addressing the following questions:

1. What is the level of the students' speaking fluency and oral vocabulary use before and after the integration of short-form educational videos?
2. Is there an observable improvement in students' speaking fluency and oral vocabulary use after the integration of short-form educational videos?
3. What are the changes in the students' linguistic performance following the integration of SFVs?

Action Hypothesis

Null Hypothesis: There is no significant difference in students' speaking fluency and oral vocabulary use before and after the integration of short-form educational videos during classroom speaking activities.

Innovation, Intervention, and Strategy Used

The "Watch and Do" SFV Strategy was implemented as a structured pedagogical intervention over a four-week period, specifically designed to bridge the gap between students' digital habits and academic speaking requirements. The process was executed in the following phases:

Phase 1: Planning, Needs Analysis, and Media Curation

To ensure the intervention was targeted, the researchers conducted a preliminary observation and a Needs Analysis survey to identify Grade 11 students' specific speaking difficulties and topic preferences. Following Mayer's (2001) Multimedia Learning Principles, four (4) teacher-created SFVs were produced. These videos were capped at 180 seconds to prevent cognitive overload and featured synchronized high-contrast text overlays of "English Frames" (e.g., "In my opinion," "Furthermore"). All materials and speaking instruments were validated by experts prior to implementation.

Phase 2: The Recursive Implementation Cycle (Weeks 2–3)

The core intervention took place over a 10-day period (two school weeks). To ensure the transition from passive recognition to active production, the study utilized a recursive dosage schedule. The four validated SFVs were

distributed in a 2-3-2-3 pattern (Video A for Days 1-2, Video B for Days 3-5, etc.). This repetition strategy, grounded in Spaced Repetition Theory, allowed students to internalize linguistic patterns through multiple exposures.

Phase 3: The Daily "Watch and Do" Protocol

Integrated into the Motivation Phase of the English lessons, each daily session followed a three-step "Watch and Do" cycle:

- Step 1: Priming & Observation: Students viewed the SFV to focus on pronunciation and visual cues.
- Step 2: Active Articulation (Choral Mimicry): During a second viewing, the teacher paused at key frames for unison choral mimicry, allowing students to build oral muscle memory.
- Step 3: Low-Pressure Production: Students immediately transitioned into timed speaking tasks, such as impromptu "speed-chatting," to apply the frames in a non-graded environment, effectively lowering the Affective Filter.

Phase 4: Functional Content Integration and Observation

The intervention was seamlessly woven into the main curriculum discussions (e.g., Philosophy or Literature). The teacher utilized the SFVs as a functional linguistic framework, actively prompting students to apply the day's "English Frames" during academic discussions. During this phase, a co-researcher used a structured checklist to observe and record shifts in students' fluency, vocabulary use, and engagement levels.

Phase 5: Post-Test and Data Synthesis

Following the 10-day implementation, a post-test parallel to the pre-test was administered. Performance was evaluated using the same validated speaking rubric to determine changes in mean scores. Furthermore, the researchers conducted a thematic analysis of oral transcripts to identify shifts in students' linguistic performance. This analysis focused on identifying patterns in discourse marker usage, fluency indicators (hesitation and pauses), and language switching behaviors.

RESEARCH METHODS

Research Design

This study employed a Classroom-Based Action Research (CBAR) design, specifically following the cyclical model of Kemmis and McTaggart, which integrates four stages: planning, action, observation, and reflection {8]. The research utilized a single-cycle, 10-day implementation period to evaluate the effectiveness of teacher-developed Short-Form Educational Videos (SFVs) as instructional scaffolds.

The study adopted a quantitative approach to measure statistically significant changes in speaking proficiency. Effectiveness was determined by comparing results from pre-test and post-test assessments, which consisted of timed, parallel speaking tasks of identical difficulty. During the intervention, SFVs served as the primary linguistic scaffold to support continuous oral production. By analyzing these performance metrics alongside tracked changes in speaking patterns, the design provided evidence-based data to assess the pedagogical utility of SFVs in an authentic classroom setting.

Participants of the Study and Other Sources of Data Information

The study involved twenty-two (22) Grade 11 students from an intact Humanities and Social Sciences (HUMSS) class at Malinao National High School during the 2025–2026 academic year. Purposive sampling was employed to select participants who were officially enrolled in the English curriculum and available for the duration of the 10-day intervention. Inclusion criteria required participants to complete both the pre-test and post-test

assessments to ensure the statistical integrity of the quantitative analysis. Prior experience with short-form video platforms was not required, ensuring the intervention remained inclusive regardless of students' technological backgrounds.

The research team included the student-researcher, the cooperating teacher who assisted in curriculum alignment and classroom management and expert validators. These validators assessed the content validity, clarity, and suitability of the lesson plans, SFVs, and the fluency-focused speaking rubric.

Strict ethical protocols were observed throughout the study. Informed consent and assent were secured from all participants and their legal guardians prior to the intervention. Participants were briefed on the study's objectives, the voluntary nature of their involvement, and their right to withdraw at any time without prejudice to their academic standing. To ensure data privacy, coded identifiers were used in place of names. Audio recordings used for linguistic transcription were stored in a secure, encrypted folder and were permanently deleted following the completion of the qualitative analysis.

Data Collection Methods

The data collection process was carried out through a systematic, four-stage progression designed to ensure both pedagogical relevance and statistical rigor. Initially, a preliminary needs assessment survey was conducted among the twenty-two (22) participants to identify specific oral communication challenges and preferred digital content formats. The insights gained from this assessment informed the development of the teacher-created Short-Form Videos (SFVs), ensuring that the linguistic content was specifically tailored to the students' requirements.

Following the needs assessment, all instructional materials including lesson plans, the SFV repository, and the fluency-focused speaking rubric underwent expert validation to ensure content validity and suitability for Grade 11 learners. Once administrative clearance and informed consent were secured, a pre-test was administered to establish a baseline of the students' speaking abilities through contextualized, timed oral tasks.

The intervention phase was then implemented over a 10-day period. Each session began with the viewing of a 1-to-3-minute SFV that modeled specific "English Frames" and contextual vocabulary, followed by guided oral activities designed to promote continuous speech in a low-anxiety environment. Throughout this phase, observation notes were maintained to document student engagement. Finally, a post-test utilizing a parallel speaking task of identical difficulty was conducted. All oral responses were audio-recorded for linguistic transcription, and the numerical scores were compiled for comparative statistical analysis.

Data Analysis Plan

The study analyzed the collected data to assess how teacher-created Short-Form Educational Videos (SFVs) impacted Grade 11 students' speaking fluency and oral vocabulary use. The analysis focused on measurable performance outcomes to provide a rigorous evaluation of the intervention's effectiveness.

Quantitative statistical analysis was conducted on speaking scores obtained from pre-test and post-test assessments, which utilized a standardized rubric. The researchers employed descriptive statistics to calculate mean scores and standard deviations to measure fluency levels before and after the intervention. To test the null hypothesis, a paired-sample t-test was performed at an alpha significance level of 0.05. This statistical test provided objective proof regarding the significance of the performance disparity between pre-intervention and post-intervention results.

To evaluate the linguistic impact of the SFV intervention, the study utilized objective linguistic analysis of audio transcripts collected during the pre-test and post-test periods. This analysis established changes in speaking skills by measuring specific language criteria, including the frequency of discourse markers and patterns of hesitation.

Objective counts were used to compare students' speaking performance across the two assessment periods. While the Teacher's Observation Notes regarding student attendance, task completion, and engagement were not

explicitly detailed in the results chapter, they served as supplementary evidence. These observations were used to establish the validity of the study and provided essential context regarding the classroom conditions that facilitated performance advancements.

The results were interpreted by connecting statistical evidence and linguistic patterns to Mayer's (2001) Cognitive Theory of Multimedia Learning. This approach allowed the researcher to present performance trends as measurable outcomes while demonstrating how SFVs functioned as intentional educational resources in the Senior High School English curriculum.

RESULTS AND DISCUSSION

Analysis of Student Speaking Proficiency Levels

The comparative data between the pre-test and post-test assessments indicates a positive shift in student performance following the 10-day SFV intervention. Table 1 summarizes these changes across the defined performance levels.

Table 1. Comparison of Pre-Test and Post-Test Performance Levels (N=22)

Performance Level	Score Range	Pre-test(f)	Pre-test (%)	Post-test (f)	Post-test (%)
Excellent	7–8	0	0%	0	0%
Proficient	5–6	1	4.55%	1	4.55%
Developing	3–4	7	31.82%	16	72.73%
Needs Improvement	1–2	14	63.64%	5	22.72%
Total		22	100%	22	100%

The baseline data initially revealed that 95.46% of the class performed below standard, with 63.64% (n=14) requiring significant improvement. The psychological barriers, such as anxiety and "social evaluation fear," create a "silence gap" in the classroom. From the perspective of Vygotsky's Sociocultural Theory, the initial low performance suggests a lack of meaningful social interaction in the learning environment [12][14].

Following the 10-day intervention, post-test results demonstrated a marked migration: the "Needs Improvement" group decreased to 22.72% (n=5), while the "Developing" category surged to 72.73% (n=16). This progress indicates that the SFVs functioned as an effective "linguistic bridge." By providing "comprehensible input" through authentic visual resources, the intervention allowed students to expand their vocabulary and reduce communicative apprehension [9].

While most students reached the Developing stage, the results suggest that language mastery is an iterative process. The students remaining in the "Needs Improvement" tier likely face persistent vocabulary deficits [19]. However, the overall shift confirms that integrating digital multimedia as a "structural anchor" allows students to transition from passive consumption to active, low-stress oral production [16]. Oral proficiency is best achieved when digital content is paired with active engagement, reinforcing the role of SFVs as a catalyst for academic growth [3].

Comparative Analysis of Pre-Test and Post-Test Scores

To determine the statistical significance of the intervention, a paired-sample t-test was conducted. Table 2 presents the comparison of the mean scores, standard deviations, and the resulting significance levels.

Table 2. Paired-Sample T-test Results for Speaking Performance (N=22)

Test Group	Mean	SD	t-value	p-value	Interpretation
Pre-Test	2.55	0.86	5.29	< 0.001	Highly Significant
Post-Test	3.32	1.04			

The statistical analysis reveals a significant improvement in the students' speaking performance following the SFV intervention. The class mean increased from a baseline of 2.55 (SD=0.86) to a post-intervention mean of 3.32 (SD=1.04). The resulting t-value of 5.29 and a p-value of less than 0.001 ($p < 0.05$) necessitate the rejection of the null hypothesis. This indicates that the 0.77-point increase in oral proficiency is statistically significant and not attributable to random chance.

While the mean increase confirms a general upward trend in class performance, the slight rise in standard deviation from 0.86 to 1.04 suggests varied rates of progress among individual learners, a common phenomenon in language acquisition where some students respond more rapidly to multimedia stimuli. The data proves that the 10-day intervention was sufficient to move the class from a state of high communicative uncertainty toward more organized and confident oral production.

These findings strongly align with Mayer's Cognitive Theory of Multimedia Learning, which posits that the dual-channel processing of visual and auditory inputs reduces cognitive load, thereby facilitating smoother language retrieval [11]. Furthermore, the brief highly contextualized nature of SFVs serves to capture learner attention and provide accessible "linguistic blueprints." By utilizing these videos as cognitive anchors, the students were able to bypass initial performance anxiety, proving that SFVs are a potent tool for rapid development in Senior High School English classrooms [2].

Analysis of Linguistic Performance

To supplement the quantitative findings, an objective linguistic analysis of audio transcripts was conducted. This analysis focused on identifying "linguistic markers" measurable changes in speech flow, the use of transition words, and the reduction of disfluencies. Table 3 illustrates the structural shift in student oral responses following the 10-day SFV intervention.

Table 3: Emergence of Transitional Markers in Student Oral Responses

Student	Pre-test Response (Baseline)	Post-test Response (After SFV)
3	"Uh… my usual day… I wake up sir... tapos I go to school..."	"**First is** I wake up early... **After that**, I go home... then I arrive in class."
2	"Every day... una sir kay... manigway sa kog baka... tapos muadto..."	"**First kay** manigway... **and then** muadto... and **after that** sir kay muuli..."
1	"Uh… face-to-face classes... kaysa online classes… pero kapoy..."	"**For me** sir... Face to face is more important... **one reason** kay... because..."
4	"English is important... because kay… we can use sa trabaho.	"**In my opinion**... English is important because it give better opportunity..."

The results show a clear "unlearning" of repetitive L1 fillers (e.g., tapos, kay, una). In the post-test, students utilized "English Frames" modeled in the SFVs, such as "First is" and "In my opinion." This structural improvement suggests that the SFVs functioned as a "mental template," reducing cognitive load and allowing for more organized speech production. This qualitative shift confirms the high statistical significance (t=5.29) found in the quantitative data and aligns with Vygotsky's Scaffolding Theory, where the videos provided the "structural hooks" necessary for students to sustain academic oral output [20].

Beyond structural organization, the analysis focused on "speech latency" or "dead air" defined as pauses exceeding three seconds.

Table 4: Reduction of "Dead Air" and Hesitation in Student Oral Responses

Student	Pre-test Response (Baseline)	Post-test Response (After SFV)
5	"Akong usual day sir kay ……. Uhmmmm Mumata tapos mangandam..."	"My usual day sir…. Kay wake up… uhmmm mukaon sa buntag….. adto na dayun..."

7	"...kay muadto pakog bukid kay mutigway og baka uhhmmm……. tapos I go..."	"...because I go to bukid to tigway among baka... After that, I go home..."
12	"...and kuan... there is a teacher teaching us na naa jud sa classroom."	"...one reason is I can interact physically... And also... I don't have money..."
9	"...I see my classmates every day... like……. we talk a lot."	"...in my opinion…. Kay makatuon jud ko... also maka bonding ko..."

Beyond structural organization, the analysis focused on "speech latency" or "dead air" defined as pauses exceeding three seconds. Table 3 illustrates the shift from fragmented speech to more continuous oral production.

The post-intervention transcripts indicate a shift from fragmented speech to more linear oral production. In the pre-test, students frequently exhibited silences of 3 to 7 seconds while searching for vocabulary. In the post-test, these "dead air" periods were largely replaced by shorter fillers or the "formulaic sequences" modeled in the SFVs. For instance, Student 7 replaced a 7-second silence with the logical connector "After that," suggesting an improvement in cognitive processing speed.

The reduction in hesitation suggests that the SFVs provided students with "ready-to-use" phrases, reducing the mental effort required for sentence construction. This aligns with the Fluency Development Lesson (FDL) model, where oral modeling facilitates the transition from "decoding" to "automaticity.". The acquisition of pre-packaged linguistic phrases decreases hesitation phenomena because learners are no longer constructing every sentence from scratch [17]. This increased "automaticity" explains the measurable shift from the "Needs Improvement" tier to the "Developing" level.

Table 6: Persistent Code-Switching as a Strategic "Communication Bridge"

Student	Pre-test Response (Baseline)	Post-test Response (After SFV)
3	"Importante sa akoa ang English sir... kay I want to go abroad."	"For me, English is important... because maka-learn kog new words... also maka-tabang sa akoa..."
6	"Uh… my usual day… kay muadto pakog bukid kay mutigway og baka uhhmmm..."	"First is I wake up early because I go to bukid to tigway among baka... After that, I go home..."
25	"...kulbaa kaayu… and our group... uh… ulaw kaayo."	"...natumba ko sa motor... kanang nakonsensya ko... so I ask sorry to God."
13	"English sir... kay importante siya kay makat on kos new words..."	"English is important because …… maka istorya kog new words sir."

The qualitative analysis revealed that students strategically used code-switching (Bisaya-English) for "Communicative Persistence." Table 6 shows how students used their native language to fill vocabulary gaps between the English structures learned from the SFVs.

The post-test data shows that code-switching shifted from an obstacle ("stumbling block") to a helpful tool ("strategic bridge"). Crucially, this practice supported rather than hindered language development. In the pre-test, students usually stopped speaking completely when they forgot an English word. In the post-test, however, they showed better "communicative stamina." By temporarily using Bisaya for localized ideas (e.g., "to tigway among baka"), they kept their speech moving until they could connect to the next English frame (e.g., "After that").

This change proves that the SFV intervention improved the students' Strategic Competence. Even without a large English vocabulary, the structural frames from the videos gave students the confidence to speak longer without giving up. This matches the theory of Translanguaging, which states that multilingual learners use all their language skills to communicate effectively [6].

Instead of showing a lack of learning, code-switching is a well-known step toward developing fluency [5]. In short, the SFVs provided the structural skeleton, while the native language provided the ideas creating a practical stepping stone for student expression.

CONCLUSION

This classroom-based action research confirms that teacher-created Short-Form Videos (SFVs) are a potent instructional tool for enhancing the speaking fluency and vocabulary of Grade 11 students. Quantitative analysis revealed a statistically significant improvement ($p < 0.001$) in oral proficiency over a 10-day period, indicating that bite-sized, visually engaging media aligns effectively with the learning preferences of digital-native learners. Qualitatively, the study demonstrated that SFVs provide essential "linguistic anchors" specifically transitional markers and opinion frames that allow students to transition from silence to continuous speech. While a 10-day intervention is insufficient for achieving full academic fluency, it successfully disrupted the "cycle of silence," reduced communicative anxiety, and replaced long hesitations with strategic code-switching. Ultimately, this research suggests that by repurposing students' everyday digital habits into intentional pedagogical scaffolds, educators can effectively bridge the gap between casual media consumption and formal academic performance.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are proposed to enhance oral communication instruction:

For Language Teachers. Instructors should integrate SFVs as a standard supplementary resource to model "English Frames" (e.g., "In my opinion," "After that"). If creating original content is not feasible due to time constraints, teachers can curate existing high-quality videos from popular social media platforms like TikTok, YouTube Shorts, or Instagram Reels. However, educators must carefully vet these resources to ensure they are educational, age-appropriate, and structured to avoid cognitive overload for the learners. By focusing on formulaic sequences within these curated or created videos, teachers can help students reduce cognitive load and decrease their reliance on native-language fillers.

For School Administrators. Administrators should facilitate professional development programs that equip teachers with the digital literacy skills needed to both produce original media and critically curate high-quality educational content from existing social media platforms. Schools should support a culture of "Digital Pedagogy" by providing the necessary technological infrastructure, reliable internet access, and dedicated time for teachers to select or develop multimedia resources that resonate with 21st-century learners while ensuring data privacy and platform safety.

For Future Researchers. Future studies should extend the intervention period (e.g., to an entire semester) to evaluate the long-term sustainability of these linguistic gains and communication confidence over time. Additionally, future investigations should involve a larger, more diverse sample from multiple schools to strengthen the generalizability of the findings. Researchers are also encouraged to include a distinct control group to provide stronger comparative evidence regarding the specific effectiveness of SFVs against traditional speaking instruction. Finally, research is needed to test whether the confidence gained through SFVs translates into success in more rigorous academic tasks, such as formal debates or standardized oral examinations.

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