

**UNIVERSITY OF TARTU
DEPARTMENT OF ENGLISH STUDIES**

**SLA-INFORMED MICROLEARNING DESIGN FOR THE EFL
CLASSROOM: DEVELOPING AND EVALUATING VIDEO-BASED
MATERIALS FOR 8TH-GRADE LEARNERS**

MA thesis

**ANNA MAZEPA
SUPERVISOR: *Lect.* LIINA TAMMEKÄND, PhD**

**TARTU
2026**

ABSTRACT

Today's adolescents learning English as a foreign language (EFL) in Estonia grow up in an environment shaped by short-form media and multitasking, which affects attention and engagement with traditional teaching materials. Microlearning offers one possible response, but existing microlearning literature rarely connects systematically to second language acquisition (SLA) theory. This thesis develops and evaluates nine video-based microlearning worksheets for 8th-grade EFL learners, drawing on the textbook *I Love English 6* and the Estonian basic school national curriculum, and addresses three research questions concerning the theoretical framework and teacher and student perceptions of the materials. The study proposes five design principles linking SLA research to video-based microlearning design and applies them to materials targeting formulaic sequences. Feedback was collected from 21 teachers and two groups of 8th-grade learners. Overall, both teachers and students perceived the materials positively in terms of accessibility, clarity, engagement, and curriculum fit, although several revisions were made following the evaluation process.

Keywords: EFL, microlearning, SLA theories, *I Love English 6*

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LIST OF ABBREVIATIONS

CEFR Common European Framework of Reference for Languages

EFL English as a Foreign Language

ESL English as a Second Language

Q Question

SLA Second Language Acquisition

INTRODUCTION

Today's adolescents learning English as a foreign language (EFL) are growing up in an environment shaped by short-form media and constant multitasking. These habits alter their ability to sustain attention and shape the kinds of content they find engaging. Adolescents' cognitive systems are still developing, and frequent media multitasking has been shown to affect their ability to focus (Steinberg 2008; Ophir et al. 2009). Their working memory is limited, and they reach cognitive overload faster than adults (Miller 1956; Cowan 2001; Sweller 1988). For materials design, this means that how content is structured matters as much as what content is selected.

Second language acquisition research adds a further dimension to this picture. Learners do not acquire language simply by being exposed to it: only attended input becomes intake (Schmidt 1990; VanPatten 1996). Yet traditional classroom materials do not always account for the attentional patterns that adolescent learners bring to the lesson. This raises a practical question for materials design: how can classroom instruction work with these patterns rather than against them?

Microlearning offers one possible response. Although the approach has gained considerable visibility in educational research and practice over the past two decades, the term itself is defined differently across the literature. Early definitions set strict time limits: Torgerson (2016: 8) initially defined microlearning as “a piece of learning content that can be consumed in no more than five minutes.” Other researchers adopt broader ranges. Thalheimer (2017) describes microlearning as “relatively short engagements in learning-related activities — typically ranging from a few seconds up to 20 minutes (or up to an hour in some cases),” while Hug (2005: 3) takes an even wider view, suggesting that microlearning “can last from less than a second up to more than an hour.” More recent approaches prioritise learning outcomes over fixed durations: Torgerson and Iannone (2020: 9) argue that “microlearning

should be long enough to give learners what they need in the moment and continue their work.” For school contexts specifically, Sheneman (2023) stresses that microlearning is integrated into a curriculum rather than offered as just-in-time support.

The present study adopts a working definition of microlearning in formal education as an instructional approach that uses brief, self-contained units, each designed to achieve a specific learning outcome within a short timeframe, and integrated into the curriculum. For classroom application, this study uses a target duration of 6–10 minutes for the complete microlearning unit — that is, pre-viewing preparation, viewing, and post-viewing language work taken together — within a standard 45-minute lesson. The key consideration is therefore not video length alone, but the total time required for the complete learning sequence. Videos used in this study range from short clips of under one minute (used in groups within a single worksheet) to a single longer excerpt of just over six minutes. The surrounding exercises ensure that each unit, including the video, fits within the targeted timeframe.

It is also important to note that the cognitive principles underlying microlearning did not originate with the concept itself. The principles that make brief, focused formats well-suited to learning — limited working memory (Miller 1956; Cowan 2001), the structure of working memory and its sensitivity to multimodal input (Baddeley 2003; Paivio 1986), and the role of cognitive load in learning versus task completion (Sweller 1988) — were established independently of, and in most cases long before, the term “microlearning” entered educational discourse. What microlearning contributes is not new cognitive science, but a coherent instructional response to constraints that the cognitive research had already identified. In this sense, microlearning is not simply a fashionable label for short content: it is grounded in established cognitive research that predates the term itself.

A second observation concerns the relationship between microlearning and second language acquisition (SLA) theory. Existing literature on microlearning does not establish this connection systematically. The most comprehensive works on microlearning design (Corbeil et al. 2021; Kapp and DeFelice 2019) are oriented towards corporate training and instructional design, with no reference to SLA principles. The only book specifically addressing microlearning in the ESL/EFL context (Kohnke 2023) references SLA theories in passing without developing their implications for design. The present study addresses this gap by drawing on Schmidt's (1990) Noticing Hypothesis, VanPatten's (1996) Input Processing model, Long's (1991) Focus on Form, Paivio's (1986) Dual Coding Theory, and Wray's (2002) work on formulaic sequences, and translating these foundations into five design principles for video-based microlearning materials.

The study was conducted in the context of Estonian basic school education. The materials were developed as supplementary resources for 8th-grade EFL learners working with the textbook *I Love English 6* (Kurm and Soolepp 2017a), which does not currently include video-based or microlearning-informed content. By the end of basic school (9th grade), learners in Estonia following the A-võõrkeel syllabus are expected to reach the B1 level (Põhikooli riiklik õppekava 2023). 8th-grade learners are therefore working toward this level, with the materials in this study targeting B1 descriptors such as the ability to “give detailed accounts of experiences, describing feelings and reactions” and to “describe dreams, hopes and ambitions” (Council of Europe 2020: 62). While the materials were initially designed alongside *I Love English 6*, they are more broadly aligned with the national curriculum (Põhikooli riiklik õppekava 2023), which organises foreign-language learning for grades 7–9 around six thematic areas. Two of these — *Mina ja teised* (Self and Others) and *Vaba aeg ja meedia* (Leisure Time and Media) — are directly addressed by the present materials. This alignment ensures that the worksheets may be used in any Estonian

basic-school EFL classroom regardless of the chosen textbook, a point also confirmed by several teacher reviewers (see Section 2.3.2).

The materials were evaluated through teacher and student feedback. Twenty-one teachers participated in the evaluation in two distinct roles: seven piloted the worksheets in their own 8th-grade classes and gave feedback based on classroom experience, while the remaining fourteen reviewed the materials independently and provided professional feedback as expert raters. This distinction is methodologically important: classroom use and expert review yielded partially different observations, and both informed the revisions discussed in Chapter 2. Student feedback was collected from two 8th-grade groups taught by the researcher, with 169 responses gathered across eight worksheets.

The study addresses the following research questions:

1. What theoretical connections can be established between SLA principles and the design of video-based microlearning materials for teenage EFL learners?
2. How do teachers perceive the designed materials in terms of structure, accessibility, and fit with the textbook?
3. How do 8th-grade learners perceive the materials in terms of accessibility, engagement, and difficulty?

In the present study, the term unit refers to a complete microlearning worksheet sequence built around a short video and organised into pre-, while-, and post-viewing stages. The term exercise is used for more controlled forms of practice (e.g., matching, gap-fill, multiple-choice), while activity refers to more open-ended or communicative learner responses (e.g., discussion, speaking, or written production). The term task is retained only when referring to established terminology in SLA and language-teaching research.

The thesis consists of an introduction, two main chapters, a conclusion, a list of references, and supplementary materials. The introduction identifies the research questions

and the rationale for the study. The first chapter develops the theoretical framework: it examines cognitive constraints on attention and working memory (Section 1.1), defines microlearning in the context of formal education (Section 1.2), and establishes connections between SLA principles and video-based microlearning design (Section 1.3). It concludes with five design principles that inform the materials (Section 1.4). The second chapter describes the empirical study: the development of the materials, the methodology used to evaluate them, teacher and student feedback, and the revisions made in response. The conclusion summarises the findings and outlines directions for further development. The teacher and student questionnaires are provided in the supplementary materials, along with the frequency list of target formulaic sequences verified using the Sketch Engine corpus, the teacher feedback responses, and the complete set of worksheets.

1 SLA PRINCIPLES AND VIDEO-BASED MICROLEARNING DESIGN

Chapter 1 sets out the theoretical framework for the study. It moves from cognitive constraints on attention and working memory to SLA research, and uses these foundations to establish five design principles for video-based microlearning materials.

1.1 Cognitive Foundations and the Rationale for Microlearning

When learning a foreign language, especially in a school environment, students must process a large amount of linguistic information. This may include phonological forms, lexical elements, grammatical patterns, idiomatic expressions, and so on. However, the human mind cannot process everything at once. When learners focus on something specific, attention determines how efficiently that information is processed and whether it is later remembered (Chun et al. 2011). Learners cannot effectively notice linguistic patterns or connect form with meaning without selective attention. This is why the design of learning materials matters. Although the term second language acquisition is used throughout this chapter, the principles it describes apply equally to foreign language learning — including EFL settings like the one in this study, where the classroom is the main source of English input (Ellis 1994).

Early models of selective attention—including Broadbent's (1958) Filter Model, Treisman's (1964) Attenuation Model, and Kahneman's (1973) Capacity Model—offer different explanations for why attention must be selective. Broadbent's (1958) Filter Model proposes that the cognitive system works like a bottleneck. Most incoming information is blocked early — only what passes through the filter reaches conscious awareness. Treisman's (1964) Attenuation Model is less strict. Unattended information is not blocked — it is weakened. Only the most salient signals break through. Kahneman's (1973) Capacity Model moves away from the filter idea altogether. Attention here is a limited pool of mental

resources. Different tasks compete for these resources. The more demanding the task, the less remains for everything else. Despite these differences, all models agree that available information exceeds processing capacity (Chun et al. 2011).

When learners cannot attend to something, it simply does not register — and therefore cannot be learned (Schmidt 1990). In a typical classroom, learners must process new sounds and words while also trying to understand meaning. Research has shown that learners focus on message content over grammatical form when processing input, especially when form does not affect meaning (VanPatten 1996, 2004). This finding matters for instructional design. If learners naturally prioritise meaning, materials cannot rely on exposure alone. Tasks must be structured to actively direct attention to relevant linguistic features.

The constraints on attention are closely linked to working memory capacity. Miller (1956) showed that short-term memory can hold only five to nine items at once. To make learning easier, he proposes grouping information into chunks. This process, known as chunking, helps reduce overload and makes it easier to process new material. It is interesting that, over time, what was many becomes one, as learners begin to recognize familiar patterns and group information into larger, more meaningful chunks (Miller 1956: 94). Cowan (2001) later refines this assessment and proposes that the focus of attention typically contains approximately four chunks at once. Importantly, Cowan (2001: 91) argues that only information within this focus of attention could be consciously perceived and purposefully recalled. For second-language learners, many linguistic patterns have not yet become automatised into larger chunks. They quickly reach the limit of their attention span when processing new material. Effective learning materials, therefore, must accommodate the limited focus of attention and reduce the cognitive load when working with new language material.

Working memory is “a limited capacity system, which temporarily maintains and stores information” (Baddeley 2003: 829). Baddeley describes a three-component model of working memory comprising “a control system, the central executive, and two storage systems, the visuospatial sketchpad and the phonological loop” (2003: 830). In second language learning, all three components must work together. The phonological loop holds new sounds and words, the visuospatial sketchpad processes visual information like gestures or text, and the central executive coordinates attention between them. The central executive has limited capacity to manage both stores simultaneously. When one channel is overloaded, the other suffers. Understanding how working memory works is important for designing materials that present information through multiple channels.

Sweller’s Cognitive Load Theory (1988) addresses how cognitive resources are actually used during learning. He argues that problem solving and learning rely on different cognitive processes. A problem solver whose cognitive processing capacity is fully devoted to achieving a goal focuses on this aspect of the problem while neglecting features that are necessary for schema acquisition (Sweller 1988: 262). Schemas are mental structures that allow learners to recognize and apply familiar patterns (Sweller 1988: 259). As a result, effort spent on task completion does not necessarily result in learning, even if the task is completed successfully. Thus, increasing the resources needed for problem solving necessarily leaves fewer resources available for learning (Sweller 1988: 275). This is particularly problematic in language learning, where learners already struggle with unfamiliar language structures. Tasks that require multiple goals at once intensify this problem. For example, translating without guidance on linguistic features focuses learners on task completion. It does not leave enough cognitive resources for learning language patterns. Materials should minimize unnecessary complexity to allow learners to focus on language learning.

While these cognitive constraints affect all learners, they are particularly acute for the target population of this study. These cognitive constraints are most evident in adolescent learners aged 13–15, the typical age of 8th-grade students. The brain systems supporting sustained attention continue maturing throughout middle adolescence: adolescents recruit cognitive control networks less efficiently than adults, making prolonged focus more cognitively demanding (Steinberg 2008: 14-17). Simultaneously, changes in dopamine activity make them especially responsive to novel, varied, and engaging content (Steinberg 2008: 5-6). Frequent media multitasking correlates with attentional challenges (Ophir et al. 2009). At the same time, adolescents' comfort with brief, engaging formats suggests possible approaches for instructional design. These adolescent-specific patterns add to the cognitive constraints that affect all learners. Together, they create specific design requirements for this age group.

These factors—limited attention and working memory, cognitive overload risks, adolescent-specific developmental factors—establish clear requirements for instructional design. Brief, focused formats address these constraints. Microlearning is an instructional approach designed to accommodate these cognitive constraints. It is worth noting that these cognitive principles did not originate with microlearning as a concept. Miller (1956), Baddeley (2003), and Sweller (1988) identified them independently, long before the term “microlearning” entered educational discourse. What microlearning does, then, is take that general observation — that brief, focused formats reduce cognitive load — and develop it into a coherent instructional approach. In this sense, microlearning is not simply a fashionable term for short content: it is grounded in established cognitive research, even if that research predates the label. The following section examines how microlearning is defined in educational research.

1.2 Defining Microlearning

Microlearning is an instructional approach that uses brief, focused learning units to address cognitive constraints. The concept has gained attention in educational research, but researchers define it differently. This section examines how microlearning is defined, focusing on three key aspects: time constraints, structural integrity, and delivery modalities.

Most researchers agree that microlearning involves brevity, focused content, and adaptability. However, they disagree on what makes microlearning distinct. Some researchers (Hug 2005; Thalheimer 2017; Torgerson and Iannone 2020) suggest that time constraints are not the defining characteristic. Other experts, such as Tipton (2017), focus on the flexibility of microlearning and learner autonomy. In contrast, Sheneman (2023) highlights its organised use within formal education, particularly in school settings covering learners from primary through to the end of secondary education. This section synthesizes different views in order to provide a working definition of microlearning relevant to school settings and this study.

1.2.1 Time Constraints

One of the controversial aspects of microlearning is content length. Some researchers set strict time limits, while others take a more flexible approach, depending on the context.

Torgerson (2016: 8) initially defines microlearning as “a piece of learning content that can be consumed in no more than five minutes.” The author bases this view on research showing that most people lose focus on videos longer than four minutes. However, in a later study, Torgerson and Iannone (2020: 9) revise this view, stating that “microlearning should be long enough to give learners what they need in the moment and continue their work.” Thalheimer (2017) also takes a flexible view regarding the duration and defines microlearning as “relatively short engagements in learning-related activities—typically ranging from a few seconds up to 20 minutes (or up to an hour in some cases).” Hug (2005: 3) takes an even broader approach, stating that “microlearning can last from less than a second up to more

than an hour.” Rather than focusing solely on time, he emphasizes the size of the learning unit as the key factor in planning microlearning.

Thus, early definitions of microlearning set strict time limits, but more recent approaches prioritize learning outcomes over duration. While researchers generally agree that microlearning should be shorter than traditional instruction, they avoid setting rigid maximums. In classroom contexts, designers must still consider lesson structure and learning goals when planning microlearning activities. Since a standard school lesson is currently 45 minutes long, it would be impractical to design microlearning activities that exceed this time frame. In school settings, microlearning units typically range from 6 to 10 minutes. The key consideration is not video length alone, but the overall duration of the microlearning unit. This duration varies depending on class level, learner proficiency, and activity complexity.

1.2.2 Structural Integrity

Another controversial aspect of microlearning is content structure. While microlearning is often associated with flexibility and accessibility, it can be confused with “simple chunking”, where long courses are broken down into smaller, unrelated pieces.

Tipton (2017) warns that microlearning should not be confused with merely reducing a course into smaller parts. Effective microlearning is self-contained and provides immediate support when needed. This aspect is especially relevant in the workplace as it allows employees to fill knowledge gaps on the spot. Kapp and DeFelice (2019) reinforce Tipton’s (2017) view. They define microlearning as “an instructional unit that provides a short engagement in an activity intentionally designed to elicit a specific outcome.” Therefore, each unit is focused on a specific learning objective, rather than simply a segment of a longer course. This design allows each microlearning unit to function independently. As a result, learners can immediately apply new knowledge without additional instruction.

The application of microlearning varies significantly between corporate and educational settings. Just-in-time microlearning in its purest form serves its function well in professional training. However, in school it should be adapted to meet program requirements. Sheneman (2023) explains that schools often integrate microlearning into the curriculum through sequential modules. Instead of the usual practice of “looking up information as needed,” this method ensures that learners retain the knowledge they acquire (Sheneman 2023: 129–130). Expanding on this point, Thalheimer (2017) notes that microlearning “may provide any combination of content presentation, review, practice, reflection, behavioral prompting, performance support, goal reminding, persuasive messaging, task assignments, social interaction, diagnosis, coaching, management interaction, or other learning-related methodologies.” This diversity of methods could be especially valuable in schools, where repetition, varied exercises and activities, and teacher feedback are central to the learning process.

Moreover, Hug (2005) categorizes learning into micro, meso, and macro levels. The author describes the micro level as the smallest unit of instruction. In language terms, this corresponds to phrases or sentences. The meso level refers to medium-sized sequences such as lessons. In language terms, this corresponds to communicative situations. The macro level refers to larger structures such as courses or programmes. In language terms, this corresponds to broader socio-cultural communication (Hug 2005: 3). This placement matters, because microlearning is not designed to do everything on its own. Kapp and DeFelice (2019) make this limit specific by mapping microlearning onto Bloom's revised taxonomy of cognitive levels (Anderson and Krathwohl 2001). They argue that microlearning suits the three lower levels: remembering, understanding, and applying. The three higher levels — analysing, evaluating, and creating — require forms of learning that microlearning is not designed to provide, such as classroom instruction and mentoring (Kapp and DeFelice 2019: 53–56).

Microlearning, therefore, “should be part of a larger learning ecosystem” (Kapp and DeFelice 2019: 34), not a substitute for it.

Some researchers, particularly those focused on workplace learning, emphasize the role of microlearning as a just-in-time and on-demand form of training (Tipton 2017; Kapp and DeFelice 2019). However, the evidence base for microlearning warrants a critical perspective. While effective for lower-order skills, microlearning has limitations in supporting higher-order thinking and deeper learning (Lee, Jahnke, and Austin 2021: 909). The format tends to foster quick scanning rather than deep knowledge construction. Learners may lack opportunities to analyze, synthesize, or apply knowledge in new contexts. In formal educational settings such as schools, a more structured approach is therefore essential. Each unit should remain independent, but at the same time fit into the overall program. It is important to maintain a balance between flexibility and structure. This requires short, engaging lessons with a clear sequence. As a result, microlearning in schools is no longer just a separate resource, but part of an organized system that promotes long-term knowledge acquisition.

1.2.3 Delivery Modalities

The final major point of contention is whether microlearning must be digital or whether it can exist in face-to-face settings as well. While many corporate training programs integrate digital platforms, microlearning itself is not inherently tied to technology.

Tipton (2017) states that “it is not accurate to state that technology must be incorporated” into microlearning. The author emphasizes that microlearning existed long before the development of digital technologies, for example, in the form of printed job aids, flashcards, and instructional guides. Hug (2005:3) supports this perspective, noting that “microlearning can be delivered via any modality, including face-to-face instruction and multimedia.” According to him, it is “a metaphor for a set of learning models.” It can range

from very simple elements, such as individual symbols or short fragments of text, to more complex tasks that require more information (Hug 2005: 5). Similarly, Shank (2018) argues that it is primarily about learning, not about content or technology. Both authors emphasize that microlearning does not necessarily have to refer to the use of technology. Kohnke (2023: 17) argues that microlearning does allow for the use of a variety of digital formats. His list includes, for example, social media, infographics, podcasts, augmented reality, virtual reality, and PDFs. However, Kohnke (2023: 17) warns that the teacher should avoid using too many elements at once. One of the key advantages of microlearning is its ability to prevent cognitive overload by keeping lessons short and focused.

Technology increases the availability of microlearning but does not define it. As the researchers suggest, microlearning can exist in both digital and face-to-face modalities. The choice of one depends on the goals and educational context. The key factor is how well the format supports education without overwhelming the learner. This means that microlearning is structured around the learner's needs rather than being limited to a specific format.

Thus, microlearning in formal education could be defined by brevity, organized learning experiences, and flexibility to various pedagogical approaches. Taking into account and synthesizing the opinions of various researchers, this study establishes the following definition of microlearning in formal education:

Microlearning in formal education is an instructional approach that uses brief, self-contained units, each designed to achieve a specific learning outcome within a short timeframe. These units are integrated into the curriculum and can be delivered through digital or face-to-face formats.

This definition provides a foundation for microlearning design. Brief video formats, particularly when structured as microlearning units, maintain attention better than longer content (Amra and Elma 2025; Torgerson 2016). When properly sequenced in schools,

microlearning can support knowledge retention (Sheneman 2023). However, this evidence base remains limited, and effectiveness depends on instructional design quality rather than format alone. For language instruction, microlearning must be informed by principles of second language acquisition. Section 1.3 examines psycholinguistic foundations of second language acquisition that inform microlearning design.

1.3 Video-Based Microlearning and Second Language Acquisition

The issue of the role of input and attention is widely discussed in second language acquisition research. In his Input Hypothesis, Krashen (1982, 1985) views comprehensible input as a sufficient condition for language acquisition. However, subsequent research challenges this view. Schmidt (1990, 2001) argues that language acquisition does not occur through passive exposure alone. In order for input to become intake, learners must consciously notice linguistic features. VanPatten (1996) points out that learners generally focus on understanding meaning before they start paying attention to linguistic form. If noticing cannot be assumed, instructional activities must guide learners' attention to linguistic features in input. The following section examines how video-based microlearning can address these theoretical challenges in classroom foreign language learning.

Krashen's (1985: 2) Input Hypothesis argues that language is acquired "in only one way—by understanding messages" and that if input is understood and sufficient, "the necessary grammar is automatically provided." According to this concept, acquisition occurs when learners perceive comprehensible language material that includes structures slightly above their current level of language proficiency ($i+1$, where i represents the learner's current level of competence, and $+1$ denotes input that contains structures marginally beyond that level). If learners understand the message, language is acquired automatically, even without focusing on grammar. However, in a typical classroom setting, the assumptions of the Input

Hypothesis face practical limitations. Unlike language immersion, learners' exposure to the target language is limited. Not only the quantity of material but also its presentation is important. Excessively long texts or videos can exceed adolescents' attention spans (see Section 1.1) and reduce engagement. In such settings, learning materials should be concise and understandable. Video-based microlearning addresses both constraints through concentrated, multimodal presentation.

Video-based microlearning can incorporate both authentic and pedagogical video materials. Authentic materials are defined as “a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort” (Morrow 1977: 13). Peterson (2000: 15) distinguishes six types of authentic video traditionally used in foreign language teaching: documentaries and television programmes, news broadcasts, commercials, cartoons, music videos, and feature films. However, in the context of the widespread popularity of mobile applications, short-form videos from platforms such as TikTok and Instagram, where native speakers explain or discuss topics within a limited timeframe, may also be classified as authentic video. In contrast, pedagogical materials are artificially created video materials designed to accomplish specific educational objectives. In instructional contexts, authentic and pedagogical video need not be seen as opposites. The choice between them depends on how effectively each supports learners' understanding and attention to target language features.

Three theoretical perspectives—Schmidt's (1990) Noticing Hypothesis, VanPatten's (1996) Input Processing model, and Long's (1991) Focus on Form—clarify why video-based microlearning requires integrated design rather than video alone. Schmidt (1990: 129) establishes that noticing is “the necessary and sufficient condition for converting input to intake”, concluding that subliminal language learning is impossible. VanPatten (1996: 14) explains why such noticing cannot be assumed: learners “process input for meaning before

they process it for form”. Because attention is limited, forms unnecessary for comprehension may be filtered out.

Long (1991) addresses this challenge from two related angles. First, he argues that rather than following any single teaching method, language instruction should be built around psycholinguistically motivated design features of learning environments—features that “capture important characteristics of a wide range of syllabus types, methods, materials, tasks, and tests” (Long 1991: 41). This matters for the present study because video-based microlearning is not a method but a collection of such features: comprehensible input provision (Krashen 1985), multimodal presentation (Paivio 1986), attention guidance through Focus on Form, brief temporal concentration. Second, Long introduces Focus on Form as one of these psycholinguistically motivated design features.

Long (1991: 45–46) distinguishes between two approaches to linguistic form in the classroom. *Focus on Forms* refers to the traditional practice of teaching isolated linguistic items as syllabus content—one item at a time, in building-block fashion. *Focus on Form*, by contrast, “overtly draws students’ attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning, or communication.” The difference is not whether linguistic form receives attention, but when and how. In Focus on Form, attention to form is embedded in meaningful communication rather than extracted from it. Long’s review of empirical research supports this distinction: “instruction built around a focus on forms is counterproductive,” whereas instruction that “encourages a systematic, non-interfering focus on form produces a faster rate of learning and (probably) higher levels of ultimate SL attainment than instruction with no focus on form” (Long 1991: 47). This makes Focus on Form “a desirable design feature” (Long 1991: 47) of language instruction.

It is important to note that Long (1991) speaks of drawing attention to *linguistic elements* broadly—not grammatical structures specifically. Although his own examples are

grammatical (relative clauses, negation patterns), the underlying principle is not limited to grammar. This distinction has been clarified in subsequent scholarship. Rod Ellis (2016: 4) notes that “‘form’ is often misunderstood as referring solely to grammatical form. In fact, ‘form’ can refer to lexical (both phonological and orthographic), grammatical, and pragmalinguistic features.” Williams and Evans (1998: 139) add that not every form responds equally to focus on form instruction, and that the choice of target features matters. Long's original distinction thus remains foundational, while its scope has expanded considerably since 1991. This makes Focus on Form applicable not only to grammar but also to the lexical targets at the centre of this study, as the following paragraphs explain.

Video addresses the input challenge through multimodality. Paivio's (1986: 53–54) Dual Coding Theory argues that humans process information through two systems—one for language and one for images. In video-based language learning, learners receive linguistic input (spoken language) alongside visual information (facial expressions, gestures, visual context). As a result, comprehension does not rely solely on verbal information. This support makes $i+1$ structures more accessible: the visual context facilitates understanding even when linguistic complexity exceeds learners' current level. The brief format typical of microlearning further strengthens this function by maintaining attention and creating temporal concentration. Short videos allow concentrated exposure to specific constructions within manageable timeframes. This addresses the attention constraints discussed in Section 1.1 while respecting the microlearning principle that units should remain focused and cognitively manageable.

This framework extends to formulaic sequences. Research demonstrates that fluent language use relies on multi-word sequences stored and retrieved as holistic units. Wray (2002: 9) defines formulaic sequences as prefabricated units “stored and retrieved whole from memory at the time of use, rather than being subject to generation or analysis by the language

grammar.” For second language learners, recognizing and internalizing these sequences reduces processing demands. However, learners focused on comprehension may hear sequences without consciously registering them as distinct units. This is consistent with findings from vocabulary research. Laufer (2006) applies the Focus on Form framework to lexical learning and demonstrates that explicit, word-focused instruction produces significantly better retention outcomes than encountering the same words incidentally during a meaning-focused task. This suggests that directing learners’ attention to lexical items as objects of study — rather than relying on exposure during communicative activities alone — is a necessary component of vocabulary instruction. The present study applies this principle by combining meaning-focused video input with explicit lexical tasks designed to direct learners’ attention to target formulaic sequences.

In the context of video-based microlearning, this principle is implemented through carefully designed exercises at each stage of the worksheet. However, multimodal input alone does not guarantee noticing. As VanPatten (1996) demonstrates, learners process video primarily for meaning. Exercises therefore guide attention through Focus on Form principles. Matching exercises pairing expressions with meanings direct conscious attention to target sequences. Gap-fill exercises prompt learners to recall and attend to specific constructions after viewing, while input remains in working memory. Because these exercises occur immediately after viewing, visual and situational context from the video provides semantic scaffolding. Video engages dual coding (Paivio 1986): sequences are encoded both linguistically and through visual-contextual associations, supporting retention and accurate use.

Video-based microlearning thus integrates psycholinguistically motivated design features suited to classroom constraints. Following Long’s (1991) framework, it does not adhere to a single teaching method but combines comprehensible input provision (Krashen

1985), multimodal scaffolding (Paivio 1986), and attention guidance through Focus on Form (Long 1991; Laufer 2006). Formulaic sequences arise naturally from meaningful authentic content, and learners consciously notice multi-word expressions through guided attention at each stage of the worksheet. The following section examines how these theoretical foundations translate into specific design principles for the materials.

1.4 Design Principles for Video-Based Microlearning Units

The previous sections showed why short videos suit adolescent learners and how they support language acquisition. Understanding what a video is about, however, does not mean learners will notice the specific language forms it contains. As established in Section 1.3, when processing input, attention goes to meaning first (VanPatten 1996; Schmidt 1990). The activities and exercises surrounding the video determine whether target expressions are noticed and used. Peterson (2000: 15) divides the lesson into pre-viewing, viewing, and post-viewing stages. The same structure appears in listening instruction, where lessons are typically organised into pre-listening, while-listening, and post-listening stages (Field 2009: 28). Each stage has a different purpose and works best with specific exercise and activity types.

Video-based microlearning materials for EFL learners may target formulaic sequences, an umbrella term covering collocations, fixed expressions, lexical phrases, routine formulae, and multiword units, among many other labels found in the literature (Wray 2002: 9). What these categories share is that they are stored and retrieved as prefabricated units rather than assembled word by word. The three-stage sequence described below is designed with this in mind: each phase serves a distinct role in supporting the noticing and retention of these units. The SLA principles discussed in Section 1.3 make multi-word language a natural target for this kind of instruction.

1.4.1 Pre-viewing Stage

The pre-viewing stage gets learners ready before they watch. According to Ausubel (1968: 58), new information becomes meaningful when it is related to relevant anchoring ideas already present in the learner's cognitive structure. Pre-viewing exercises activate such prior knowledge. Without preparation, learners must understand the topic and the language at the same time, which increases cognitive load (see Section 1.1). A short pre-viewing exercise reduces this problem by providing context. It also directs learners' attention to key expressions before viewing begins. Without it, learners tend to focus on meaning and miss target expressions (Schmidt 1990). A pre-viewing exercise thus creates the conditions under which target language can be noticed rather than filtered out.

A matching exercise is particularly suitable for this stage. Students associate a phrase with its meaning or paraphrase. Harmer (2015: 258) notes that when students read or listen to a text, teachers often ask them to match words with their definitions in order to draw attention to how words are used. The same principle applies to multi-word expressions. Because students choose from suggested options rather than producing language independently, the activity remains focused and manageable. The number of items also matters. Limiting the exercise to four to six expressions keeps the cognitive demands manageable for learners (see Section 1.1). Students must read each expression, consider its meaning, and make a decision. In this way, students connect form to meaning—a step that Schmidt (1990) considers essential for language acquisition. Matching also introduces students to formulaic sequences from the very beginning. This allows students to become familiar with the complete expression and its meaning together, rather than with isolated words. According to Wray (2002: 10), this supports holistic storage and is central to fluent language use.

Harmer (2015: 305) suggests a “common-sense” solution: if three or four words may cause difficulty, it makes sense to explain them beforehand. At the same time, he suggests

that selected words from the text can be used in the lead-in stage to activate learners' background knowledge and help them predict what the text will be about. Stempleski and Tomalin (1990: 6) also argue that pre-teaching should be minimal, and that the main priority is to give learners a specific task that engages them with the content before the language work begins. A matching exercise with four to six items meets both conditions. It introduces a small number of key expressions without overloading learners before the video starts.

To illustrate how the design principles described below operate in practice, this study draws on examples from the British Council's LearnEnglish platform. The British Council is a widely recognised international organisation for educational exchange. Its LearnEnglish platform offers freely accessible and professionally designed language learning materials across a range of proficiency levels. These materials are referenced here because they follow a comparable staged structure — preparation, listening, and follow-up — and are openly accessible for verification. For example, the British Council's LearnEnglish platform regularly uses matching exercises as the preparation stage before listening activities. In an A1-level lesson on the topic "A voicemail message" learners are asked to match words such as *a colleague*, *a brochure*, *products*, *an office*, *the price* with their definitions before they listen (British Council n.d.a). This mirrors the design principle used in the present study. A small set of key expressions is introduced through matching before viewing. When learners encounter them in the video, they can connect sound to meaning rather than being blocked by unfamiliar vocabulary.

1.4.2 While-viewing Stage

The while-viewing stage is often the most demanding part of the lesson. Learners process spoken language and visual information simultaneously in real time. Because working memory has limited capacity (see Section 1.1), learners cannot attend to multiple demands at the same time. While-viewing exercises therefore need to remain simple. The

primary aim at this stage is comprehension. Field (2009: 68) notes that task demands and text difficulty are connected: a simple task can make challenging input more accessible, while a demanding task can make even straightforward language difficult to process. Each question or item should require a quick decision rather than extended analysis, so that attention can return immediately to the video.

Focused comprehension exercises are best suited for this stage. These may include true/false statements, multiple-choice questions, tick-box exercises, or single-word gap-fills that ask learners to listen for specific expressions rather than just follow the general meaning. Unlike the gap-fill exercises used at the post-viewing stage, which require learners to recall and produce whole phrases, while-viewing gap-fills are limited to a small number of missing words—enough to focus attention without interrupting comprehension. At this stage, the goal is not yet to analyse or produce formulaic sequences, but simply to notice them as units in the input—a prerequisite for the deeper processing that follows (Wray 2002: 10).

The British Council LearnEnglish materials follow a similar approach. They use a short audio recording followed by multiple-choice comprehension questions. For example, the worksheet on “An Invitation to a Party” asks students to circle the correct answer: *She is having a party for... a) her family b) her very good friends c) everybody at work; The party is at... a) the swimming pool at her house b) her cousin’s house c) work; To get to the party, drive... a) straight on Forest Road b) right on Forest Road c) left on Forest Road* (British Council n.d.b). Although these materials are not described as microlearning, their structure—a short recording, targeted comprehension exercises, and discussion—closely reflects the principles outlined above. In video-based microlearning, however, while-viewing exercises can be designed not only to check comprehension but also to direct attention to target language within the input.

Unlike audio-based materials, video adds a visual dimension to the input. As discussed in Section 1.3, information processed through both verbal and visual channels is better remembered (Paivio 1986). For example, when learners pay attention to the background, gestures, and facial expressions of speakers while viewing a scene, language is reinforced by the visual context. This means that even a simple task, such as ticking an expression, may be more effective when learners can see the scene rather than just listen to it.

1.4.3 Post-viewing Stage

The post-viewing stage is where language work becomes most productive. By this point, learners have already understood what the video was about. Long (1991: 46) argues that drawing attention to language forms works best when it happens within a meaningful context, not in isolation. The post-viewing stage offers exactly this condition: learners can now examine target expressions closely because the meaning and context are already clear.

This stage combines two instructional formats: gap-fill exercises and production activities. In gap-fill exercises, students complete a sentence by inserting a missing word or phrase, either from a given list or from memory. Roediger and Karpicke (2006: 249–253) showed that repeated retrieval leads to better long-term retention than repeated study. In their experiments, students who were tested shortly after studying a passage remembered significantly more one week later than those who simply restudied the material, even when no feedback was provided. Trying to recall information is therefore not just a way of measuring learning—it is itself an act of learning. When a learner sees *Travelling alone can really help you ___ your confidence* and has to supply *build up*, they are searching their memory and connecting the phrase to its context.

Gap-fill is particularly useful for formulaic sequences. Wray (2002: 10) argues that much of our regular language output is not processed analytically, even though it could be. Instead, holistic processing relies on prefabricated strings stored in memory, and “the strategy

preferred at any given moment depends on the demands of the material and on the communicative situation” (Wray 2002: 14–15). Retrieving a phrase as a whole unit, as gap-fill requires, practises exactly this kind of holistic processing. Moreover, as Wray (2002: 279) observes, “the smaller the unit, the greater the processing required to create fluent output.” Storing and retrieving multi-word expressions as single units reduces this processing load and therefore directly supports fluency.

Production activities ask learners to use target language in their own sentences or short responses and appear last in the sequence. By this stage, target expressions are already familiar: learners have encountered them in the matching exercise, heard them in the video, and retrieved them in the gap-fill activity. The aim of the production activity is therefore not introduction, but consolidation through use.

Harmer (2015: 151) describes scaffolding as breaking tasks down into manageable, “do-able” stages that allow learners to move from one successful step to the next. In the three-stage sequence described here, production activities are preceded by matching, viewing, and gap-fill activities, so that learners reach the final stage with sufficient support. Linking production activities to learners’ personal experience further increases engagement, as familiar expressions are used to express personally meaningful content. In practice, a production activity might look like this:

Write 3–5 sentences about a person who has influenced you. Use at least two of the expressions below. believe in yourself / make a difference / give it your best shot / keep going no matter what

By this point, the expressions are no longer new. Students have already become familiar with them, heard them, and retrieved them. The production activity gives students the opportunity to make them their own.

Classroom instruction tends to favour analytic processing: learners attend to individual words and grammatical rules rather than store expressions as whole units (Wray 2002: 279). The three-stage sequence described in this section is designed to address this tendency: pre-viewing and while-viewing exercises build comprehension and direct attention, while post-viewing gap-fill exercises and production activities encourage the holistic storage and use that classroom instruction alone does not readily promote. Kapp and DeFelice (2019) argue that each microlearning unit should focus on a single outcome. The three-stage structure described above follows this principle: a short video supports a brief worksheet, with each stage playing a distinct role on the way to that outcome.

The three-stage sequence described in this section puts the theoretical foundations of Sections 1.1 to 1.3 into practice. Pre-viewing matching exercises prepare learners and introduce key language. While-viewing comprehension exercises keep learners engaged without overloading them. Post-viewing gap-fill exercises and production activities move from language focus to scaffolded personal use. Together, these exercises and activities take learners through a full cycle—from first encounter with a formulaic sequence to using it in a meaningful context. Together, the theoretical foundations developed in this chapter point to five design principles for video-based microlearning in EFL contexts:

1. **Brevity and self-containment**—each unit is short and complete in itself, focused on a single learning outcome.
2. **Multimodal comprehensible input**—video presents language through both verbal and visual channels, making input easier to understand and supporting dual coding.
3. **Staged sequence**—exercises and activities are organised across three phases that move learners from preparation to consolidation.
4. **Focus on Form through instructional design**—linguistic features are highlighted through exercises and activities that remain meaning-focused throughout. The target

features are primarily formulaic sequences and multi-word units (Wray 2002), rather than discrete grammatical structures.

5. **Scaffolded learner production**—production activities help learners use target language in personally meaningful contexts without cognitive overload.

These principles provide the framework for the design decisions discussed in the following chapter.

2 DESIGN AND EVALUATION OF VIDEO-BASED MICROLEARNING MATERIALS

Chapter 2 presents the empirical part of the study. It begins with an account of how the materials were developed (Section 2.1), then describes the methodology used to evaluate them (Section 2.2), the materials themselves (Section 2.3), the feedback collected from teachers and students (Sections 2.4 and 2.5), and the revisions made in response (Section 2.6). Note on the materials: Two versions of the worksheets are referenced in this chapter. The original (pre-revision) versions, as evaluated by the teachers and students whose feedback is reported in Sections 2.4 and 2.5, are available at <https://tinyurl.com/m7z4wzzy>. The revised versions, incorporating the changes described in Section 2.6, are available at <https://tinyurl.com/3s78xnuw> and are reproduced as PNG images in Appendix 5.

2.1 Development of the Materials

This section describes how the materials were first developed, before any feedback was collected from teachers or students. It covers three aspects of the process: topic selection, video search, and the shift to formulaic sequences as the target learning unit (including the identification of target sequences). The final materials themselves — their levels, target sequences, corpus verification — are described later, in Section 2.3.

2.1.1 Topic Selection and Initial Design Approach

The initial goal was to create supplementary worksheets for the textbook *I Love English 6* (Kurm and Soolepp 2017a) that would be directly linked to it and draw on its vocabulary and exercises. For this purpose, two thematic units from the textbook were selected: Unit 1 (Friends) and Unit 2 (Sports). In practice, however, the textbook provided only limited support for the type of language work planned in this study. The accompanying workbook (Kurm and Soolepp 2017b) was also examined and it follows the same pattern.

Most exercises focus on grammar, particularly verb tenses and the passive voice. The few sport- or friendship-related items recycle vocabulary from the textbook readings or repeat the *do / go / play* classification of sports.

Unit 1 contains a section on colloquial greetings (Kurm and Soolepp 2017a: 7–8), which directly influenced Worksheet 1. The textbook introduces neutral greetings such as *How have you been?* or *How's it going?*, and the worksheet expands on these with informal British variants (*Hiya*, *You alright?*, *How's things?*) that learners are likely to encounter in contemporary English. Apart from this section, the topic of friendship in this module is limited. The main reading text is a literary excerpt from Norriss's *Jessica's Ghost* (Kurm and Soolepp 2017a: 9–12), which describes an awkward first meeting rather than friendship per se. The teaching module also includes vocabulary work, but it differs from the language work provided in this study in three ways.

First, most exercises focus on individual lexical units rather than multi-word units. For example, students are asked to find Estonian equivalents or English synonyms for individual words such as *teenager*, *unwilling*, *lovingly*, or *anxiously* (Kurm and Soolepp 2017a: 12). Second, the multi-word expressions that appear are presented as isolated list items rather than encountered in a communicative context. The clearest example is exercise 10 on page 13, which presents twelve fixed expressions about friendship (*stand up for each other*, *get on really well*, *have been through thick and thin*, and so on) as a translation exercise. There is no audiovisual input and no noticing stage to help learners acquire these expressions as whole units (see Sections 1.3 and 1.4). Third, the unit is built primarily around a literary text — the extract from Norriss's *Jessica's Ghost* — and most of the language work is attached to that text. Friendship as a concept is not directly discussed. The unit treats it indirectly, through a fictional encounter and the vocabulary needed to read it. Several

subtopics that are relevant to adolescent learners are therefore not addressed in the textbook. The materials in this study extend the topic in those directions: personality and identity (Worksheet #2), toxic versus genuine friendship (Worksheet #3), and different kinds of friends (Worksheet #4).

Unit 2 (Sports) follows the same general structure as Unit 1. The unit is built around a thematic vocabulary section and a longer reading text, with personal-discussion questions placed at the end. As with Unit 1, the unit differs from the language work planned in this study in several ways.

First, the vocabulary work in the unit centres on sport-verb collocations such as *do gymnastics*, *go cycling*, *play tennis* (Kurm and Soolepp 2017a: 15). This is lexis for naming activities, not for talking about the experience of sport. By the B1 level, however, learners are expected to *"give detailed accounts of experiences, describing feelings and reactions"* and to *"describe dreams, hopes and ambitions"* (Council of Europe 2020: 62). In the context of sport, this might mean, for example, discussing what sport teaches, what motivates an athlete, what it feels like to be part of a team — a domain that the unit does not cover. The formulaic language used in this study targets exactly this domain. Worksheet #6 introduces sequences for talking about motivation, persistence, and goal-setting (*put the blinders on*, *without a shadow of a doubt*, *cultivate your talent*, *be relentless*). Worksheet #7 covers the personal benefits of sport (*a sense of belonging*, *test your limits*, *life lessons*, *reduce stress*). Worksheet #8 focuses on team experience and the emotional side of being an athlete (*back each other up*, *put in the work*, *let your team down*, *second family*).

Second, the unit does engage with the wider role of sport. The clearest example is the newspaper text “Sporting chance for all” on pages 16–17. The language work attached to it follows the same pattern as in Unit 1. Students find Estonian equivalents (Kurm and Soolepp 2017a: 17), match synonyms, complete sentences from the article (Kurm and Soolepp 2017a:

18). The reasoning about why sport matters comes from the article's quoted experts and statistics, not from the learners themselves.

Third, the cultural setting of the unit is exclusively British — the North Bridge House School, UK statistics on physical activity. Worksheet #6 features an American Olympic athlete and Worksheet #8 features American high school students. Together they open up a school-sports culture that the textbook does not cover.

The focus therefore shifted from the textbook to the national curriculum. The Estonian basic school curriculum groups foreign language topics for grades 7–9 into six thematic areas: *Mina ja teised* (Self and Others), *Kodu ja lähikümbus* (Home and Surroundings), *Kodukoht Eestis* (Estonia as Homeland), *Riigid ja nende kultuur* (Countries and Their Cultures), *Igapäevaelu, õppimine ja töö* (Everyday Life, Learning and Work), and *Vaba aeg ja meedia* (Leisure Time and Media) (Põhikooli riiklik õppekava 2023). Two of these are directly relevant to the present materials. *Mina ja teised* covers relationships, character, and identity, which connects to the topic of friendship. *Vaba aeg ja meedia* covers sport. Both topics are part of what 8th-grade learners study in English, no matter which textbook the school uses. This means that the materials, although designed alongside *I Love English 6*, can also be used in classes that work with other textbooks. Several teacher reviewers confirmed this in their feedback (see Section 2.3.2).

The textbook does not include video-based microlearning of the kind described in Section 1.4. Its exercises are short and focused, but they are not self-contained units built around video input. The materials in this study were designed to extend the textbook's curriculum topics through short video-based units that fit into a 45-minute lesson without replacing the textbook. Each unit was planned from the start as a short video-based microlearning unit, following the principles set out in Section 1.4.

2.1.2 Video Search and Selection

The original plan was to take all videos from TikTok, since the platform is popular with teenagers and produces short, naturally framed clips. TikTok worked well for short, illustrative content. It was the source for Worksheet #1 (greetings) and Worksheet #4 (three short clips on different aspects of friendship). For several other topics, however, TikTok yielded primarily illustrative or fragmentary material, and YouTube was added as a secondary source where longer, more substantive content was required. This is the case for Worksheet #2 (MBTI), Worksheet #6 (an excerpt from a talk by Olympic high jumper Chaunté Lowe), Worksheet #7 (an instructional video on what sport teaches), and Worksheet #8 (interviews with American high school athletes).

Search queries combined topic keywords with register and genre descriptors. For Unit 1, queries included *British greetings*, *casual British greetings*, *MBTI explained short*, *true vs toxic friendship*, *types of friends*, *friends are like stars*. For Unit 2, queries included *athlete motivation short*, *never give up athlete*, *what sport teaches us*, *high school sports interview*, *school sports USA*. For each topic, several videos were viewed and the one that best met the criteria below was selected.

Four criteria guided the selection of videos:

Topic relevance: each video had to align with Unit 1 (Friends) or Unit 2 (Sports).

Length: video length was guided by the duration of the microlearning unit as a whole, rather than by a fixed limit on the video itself. Following the working definition of microlearning adopted in this study (see Section 1.2), each unit — pre-viewing preparation, viewing, and post-viewing language work — was designed to fit into 6–10 minutes of a 45-minute lesson. In practice, this meant videos ranging from short clips of under one minute (used in groups of two or three within a single worksheet) to a single longer excerpt of just over six minutes (Worksheet #6). Longer clips were retained only when an interactive format

(such as EdPuzzle) allowed the viewing to be broken up by comprehension checks at intervals.

Authenticity of speech: clips were selected in which speakers addressed the camera or talked naturally, rather than reading from a prepared script. The exception is Worksheet #7, which uses scripted narration; the rationale for retaining this video is discussed in Section 2.3.1.

Speaker profile and clarity: where possible, videos featured young adults or adolescents close in age to the target learners, with clear pronunciation suitable for B1–B2 listeners.

Pedagogical (instructional) videos were not excluded by default, but authentic videos were preferred whenever they met the criteria above. The reasoning was that authentic speech offers learners exposure to the kind of language used in real conversations.

2.1.3 Shift Toward Formulaic Sequences

The first versions of the worksheets did not yet target formulaic sequences as the main learning outcome. Pre-viewing and post-viewing exercises focused on topic knowledge and personal opinion rather than on noticing specific language. Worksheet #2 used English–Estonian translation of individual words. Worksheet #3 used a fill-in-the-blanks exercise with single words (*people, yes, conversation*). Worksheet #4 used a True/False opinion exercise. Worksheets #6, #7 and #8 had no language-focused pre-viewing opinion exercise at all. Post-viewing exercises similarly focused on general comprehension and personal response. The early design assumed that the videos contained interesting language, but it did not yet specify what kind of language was being targeted.

The initial design drew on a working knowledge of SLA principles — the role of authentic input and the importance of directing learner attention to specific language. The idea that learners benefit from exposure to natural, multi-word expressions was there from the

start. However, the specific concept of formulaic sequences had not yet been identified as the target unit. During piloting, a pattern became clear. Learners engaged with the video content, but they did not consistently notice or retain specific expressions. This observation pointed to the need for a more focused language target. The theoretical analysis in Chapter 1 — drawing on Schmidt (1990), VanPatten (1996), and Wray (2002) — provided the framework for that target: formulaic sequences.

Once the choice was made, each worksheet was rebuilt around a small set of target formulaic sequences. Candidate sequences were identified by re-watching each video and writing down multi-word expressions used in natural context. From these candidates, a final set was chosen for each worksheet based on how well it fitted the learning outcome and whether it was likely to be accessible to B1–B2 learners, given the overall level of the source video. The number of items per worksheet, the selection criteria, and how the sequences were verified are reported in Section 2.3.1. Exercises across all three stages were then redesigned to support noticing, retrieval, and scaffolded use.

The materials produced through the process described above were then piloted and reviewed. The methodology used to evaluate them is described in Section 2.2.

2.2 Methodology

This section describes the methodology used to evaluate the materials developed in Section 2.1. It covers the research design, the participants, the instruments used to collect feedback, the data collection procedure, data analysis, and ethical considerations of the study. Feedback was collected from two groups: teachers who either used the materials in their lessons or reviewed them as professionals, and students who completed the worksheets in class.

The aim of this study was to develop a set of video-based microlearning worksheets for 8th-grade EFL learners and to evaluate them through teacher and student feedback. The

first research question, concerning theoretical connections between SLA and microlearning design, was addressed through the theoretical analysis in Chapter 1. This part of the study addresses the remaining two research questions:

RQ2: How do teachers perceive the designed materials in terms of structure, accessibility, and fit with the textbook?

RQ3: How do 8th-grade learners perceive the materials in terms of accessibility, engagement, and difficulty?

The study does not test the effectiveness of a particular teaching method. Instead, it evaluates teacher and student perceptions of materials designed as video-based microlearning units and informed by the SLA principles described in Chapter 1. It does not measure language learning outcomes.

There were two groups of participants in the study: teachers and students. Overall, 21 teachers took part in the evaluation.

The teachers fell into two groups. Seven used the worksheets in their 8th-grade EFL classes and gave feedback based on their classroom experience. All of them taught with the textbook *I Love English 6* (Kurm and Soolepp 2017a). The other fourteen reviewed the materials on their own and evaluated them as professionals. Not all teachers went through every worksheet — some reviewed all nine, others looked at just a few.

The initial group of participants was recruited through personal contacts among the researcher's professional network. The remaining participants were recruited by sharing the questionnaire in professional English teacher groups on social media.

The student participants were two groups of 8th-grade learners, both taught by the researcher. Each group had around 16 students. Feedback was collected after each worksheet. In total, 169 responses were collected across eight worksheets.

Student feedback was collected only in the researcher's own classes. The teachers who used the worksheets were initially invited to distribute a short student questionnaire as well. In practice, this was difficult to organise. The participating teachers were already contributing their time to complete the questionnaire, and coordinating student feedback across different schools was not feasible within the data collection period. The researcher therefore piloted the materials in her own classes, collecting student responses after each worksheet and drawing on classroom observations as an additional source of evidence. These observations informed revisions alongside the formal feedback described in Section 2.6.

Two questionnaires were used as data collection instruments, both created in Google Forms. The teacher questionnaire consisted of 14 questions. Questions 5 through 8 were designed for teachers who had used the materials in their classroom. These questions covered class size, unit duration, video access, and how students watched the video. Questions 9 through 12 asked everyone to rate the three stages of the worksheet on a scale of 1 to 5, and how well the materials fit the *I Love English 6* textbook (Kurm and Soolepp 2017a). The teachers who had not used the materials in class but only reviewed them were asked to give ratings based on their professional judgement. Question 13 asked which stage worked best, and Question 14 was open-ended.

The student questionnaire consisted of 9 questions using multiple-choice response options. Questions 1–5 asked students to evaluate the video, clarity of instructions, engagement, length, and difficulty level. Questions 6–7 asked students to identify the easiest and most difficult part. Question 8 invited suggestions for improvement. Question 9 was open-ended. The worksheets were designed in Canva. Illustrations were generated using AI image tools.

Data collection was carried out separately for teachers and students. The teacher questionnaire was distributed as a Google Forms link. Teachers in the researcher's school

received the link via Stuudium, the school's internal communication platform. Additional participants were reached by sharing the link in professional English teacher groups on Facebook. Teachers completed the questionnaire after using the worksheets in class or after reviewing them independently. Students filled it in right after finishing each worksheet. This way their answers were based on fresh experience with that specific unit.

For the teacher data, average scores were calculated for each stage of the worksheet. Answers from teachers who used the materials in class were compared with those who only reviewed them. Open-ended comments were grouped by theme. For the student data, response frequencies were counted across all worksheets to get a general picture of how students experienced the units. Informal classroom observations made during piloting were also taken into account when interpreting the results.

Both teachers and students took part voluntarily. All responses were anonymous — students did not need to give their real names, and teacher names are not used in the analysis. As the student questionnaire collected anonymous perceptions rather than evaluating individual academic performance, formal parental consent was not required.

2.3 Description of Materials

This section describes the microlearning units developed for the study. The materials consist of nine worksheet-based units organised into two thematic units: Unit 1 (Friends, Microlearning Pauses 1–5) and Unit 2 (Sports, Microlearning Pauses 6–9). On the student-facing materials, individual worksheets are headed Microlearning Pause and referred to within the worksheet as units — labels chosen to be accessible and engaging for learners. Throughout this thesis, the same materials are referred to as worksheets. Each unit follows a three-stage sequence — pre-viewing, while-viewing, and post-viewing — as outlined in Section 1.4.

2.3.1 Overview of Materials

Table 1 provides an overview of all nine units: the video source, CEFR listening level as measured by TextInspector, the target formulaic sequences selected for each unit.

In line with the first design principle (see Section 1.4), each unit is built around a single learning outcome and a short video. Video length was guided by the duration of the microlearning unit as a whole: each unit was designed to fit into 6–10 minutes of a 45-minute lesson (see Section 2.1.2). This keeps each unit self-contained and focused, consistent with the microlearning definition adopted in this study (Kapp and DeFelice 2019).

Table 1. Overview of Microlearning Units

#	Title	Video source	CEFR Listening	Target formulaic sequences
1	Common British Greetings	TikTok (authentic)	B1+	Hiya • You alright? • How's things? • Morning, sleep well? • All good?
2	Identity	YouTube (authentic)	B2	go with the flow • be there for someone's emotions • offer solutions • last minute changes • lock yourself away
3	True Friendship	YouTube (authentic, 0.85x)	B2	mutually beneficial • mentally drained • backhanded compliment • struggling with something • celebrate with you
4	Different Kinds of Friends	TikTok x3 (authentic)	B1/B1+	be there for someone • have your back • show up when it matters • walked into your life • no matter the distance
5	Friendship Review	—	—	Review of Pauses 1–4
6	The Power of Goals	YouTube (authentic)	B2	without a shadow of a doubt • put the blinders on • fit your skill set • cultivate your talent • be relentless
7	What Sport Teaches Us	YouTube (instructional)	C1+	a sense of belonging • test your limits • achieve your goals • life skills • reduce stress
8	Sports at School	YouTube (authentic)	B2+	making memories • let your team down • back each other up • put in the work • life lessons

9	Sports Review	—	—	Review of Pauses 6–8
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The CEFR listening levels were assessed using TextInspector, which analyses the lexical profiles of spoken transcripts. The majority of videos fall within the B1–B2 range, which is consistent with Krashen’s (1985) $i+1$ principle: input slightly above the learners’ current level supports acquisition without causing cognitive overload. Several units require additional comment.

The Flesch-Kincaid Grade estimates the reading level of a text based on sentence length and word complexity — a lower number means simpler language. The percentage of Academic Words (AWL) shows how much formal or specialist vocabulary a text contains. It's also worth noting that the CEFR level, based solely on vocabulary, does not fully reflect the difficulty of listening to videos. The visual context and pre-viewing exercises in each worksheet further reduce the cognitive load. Video also supports dual coding (Paivio 1986): learners encounter target sequences both through spoken language and through the visual situation in which they appear. This aids comprehension and retention even when the language level is slightly above their current level (see Section 1.3).

Worksheet #3 features a speaker whose natural speech rate was considered potentially challenging for B1 learners. The video was therefore slowed to 0.85x speed, as speech rate significantly affects listening difficulty.

Worksheet #7 uses scripted narration, which TextInspector classified at C1+. Scripted speech tends to be more formal than natural conversation. This is reflected in the high AWL density of 14.56% and a Flesch-Kincaid Grade of 9.95. The video was kept because the narration is slow and clearly structured. It contains all five target formulaic sequences in context. Simple while-viewing exercises were designed to offset the higher level, consistent with Field’s (2009) principle that task difficulty can compensate for input complexity.

Worksheets #2 and #6 are rated B2, but the actual language in both cases is simpler than that suggests. Worksheet #2 uses informal TikTok narration built around four everyday scenarios — the vocabulary is basic and the context makes meaning easy to follow. Worksheet #6 follows a clear personal narrative told in chronological order, which helps listeners follow the content even when individual words are unfamiliar. Worksheet #8 features six teenage speakers in an interview format. Their speech is informal and fragmented, with many hesitations and unfinished sentences. The Flesch-Kincaid Grade of 313.5 is an unreliable result in this case, as the formula cannot process fragmented speech accurately when sentences are incomplete. The B2+ classification is therefore likely too high for this type of speech. In all three cases, the while-viewing exercises are designed to focus learners on specific moments rather than require full comprehension of the whole video.

Following established practice in formulaic sequences research, target formulaic sequences were selected based on two criteria: frequency of occurrence in authentic input and relevance to B1–B2 learners as reflected in the proficiency level of the source materials (Sawaguchi 2025). Each unit targets five formulaic sequences. This number is consistent with working memory constraints discussed in Section 1.1. Cowan (2001) proposes that the focus of attention holds approximately four chunks of information, making five items a manageable load for a single learning unit.

CEFR levels were assessed at the level of the source videos using TextInspector, as direct lexical profiling of individual formulaic sequences falls outside the scope of available tools. Frequency was verified using the Sketch Engine corpus (English Web 2021, enTenTen21, 52 billion words); frequency values are reported as number of hits per million tokens. The search confirmed that target sequences occur in authentic English use. Where the exact form yielded zero results, a shorter search form was used, as noted in Appendix 3. Low frequency values reflect the spoken, informal register of the sequences: the enTenTen21

corpus is based on written web data and is not representative of conversational speech. Corpus verification was used to confirm authentic occurrence rather than to establish a minimum frequency threshold for inclusion.

Units #5 and #9 are review worksheets and do not include a video component. Worksheet #9 was developed during the revision phase and is therefore not represented in the teacher and student feedback reported in Sections 2.4 and 2.5. Their purpose is to consolidate rather than introduce new language: learners return to target sequences from earlier units through matching and gap-fill exercises. This design reflects the retrieval practice effect identified by Roediger and Karpicke (2006): repeated retrieval of previously encountered material supports long-term retention more effectively than re-exposure alone (see Section 1.4.3).

2.3.2 Exercise and Activity Design Across the Three Stages

In this study, the term *unit* refers to the complete worksheet-based microlearning sequence — a single pre-viewing, viewing, and post-viewing cycle built around one video and one set of target formulaic sequences. Within each unit, individual components are termed *exercises* (matching, gap-fill, multiple choice) or *activities*, where the component is open-ended and involves personal response or discussion. In the present study, the terms exercise and activity are used for the designed worksheet components. The term task is retained when referring to established SLA and language-teaching terminology (e.g., Field 2009; Harmer 2015). Each worksheet implements the three-stage sequence described in Section 1.4. The following subsections illustrate how this sequence was operationalised across the units, with reference to specific examples.

The materials were designed in accordance with the five principles outlined in Section 1.4. Brevity and self-containment (Principle 1) is reflected in the short video format and single learning outcome of each unit. Multimodal input (Principle 2) is provided through

authentic video. The three-stage sequence (Principle 3) structures each worksheet into pre-viewing, while-viewing, and post-viewing phases. Focus on Form (Principle 4) is embedded in exercise design rather than addressed through explicit grammar instruction. Scaffolded production (Principle 5) appears in the final activity of each unit, where learners use target expressions in personally meaningful contexts. Learning outcomes for each worksheet were formulated using measurable action verbs following the revised Bloom's Taxonomy (Anderson and Krathwohl 2001).

The pre-viewing stage introduces target formulaic sequences through a matching exercise before learners watch the video. This serves two functions: it activates prior knowledge and prepares learners to notice key expressions in the video (Schmidt 1990). Ausubel (1968) argues that new material is easier to learn when it connects to what learners already know. In this way, hearing the expressions in the video reinforces rather than introduces them. A typical pre-viewing exercise contains five items, consistent with working memory constraints identified in Section 1.1.

For example, Worksheet #7 (What Sport Teaches Us) presents the following matching exercise before learners watch the video:

Match the phrases with their meanings. There is one extra meaning you will not need.

- | | |
|--------------------------------|--|
| <i>1. a sense of belonging</i> | <i>a) reach something you worked hard for</i> |
| <i>2. test your limits</i> | <i>b) abilities that help you in everyday life</i> |
| <i>3. achieve your goals</i> | <i>c) feel less worried and more relaxed</i> |
| <i>4. life skills</i> | <i>d) feeling connected and part of a group</i> |
| <i>5. reduce stress</i> | <i>e) push yourself beyond what you thought possible</i> |
| | <i>f) develop and grow your natural ability</i> |

An extra element in the exercise increases the difficulty and requires students to more carefully search for and compare meaning. When students later hear these expressions in the

video, previous exposure to the phrases makes it easier for them to notice and connect form to meaning (Schmidt 1990).

While-viewing exercises are designed to guide comprehension without imposing excessive cognitive load. As Field (2009) notes, task demands and text difficulty interact: a simple task can make challenging input more manageable. VanPatten (1996) shows that learners focus on meaning first when they listen, which is why while-viewing exercises target comprehension rather than grammatical form (see Section 1.3). Exercises in this section primarily include multiple-choice questions or short fill-in-the-blank questions (but no more than one such question per video, rather a rare exception, to avoid overloading students). For more complex videos or questions, an instruction has been added recommending careful reading of all questions before viewing and possibly watching the video as well. Where EdPuzzle versions of the videos were available, this was noted in the worksheet instructions to give learners the option to pause and rewind.

Worksheet #8 (Sports at School) illustrates this approach. Learners watch interviews with six American high school students discussing their experience of school sports. The while-viewing questions focus on specific details from each interview:

1. What does the first speaker enjoy most about her sport?

- a) Winning trophies*
- b) Making memories with friends*
- c) Getting famous*

6. What does 'constantly on edge' mean in this context?

- a) Happy and energetic*
- b) Relaxed and comfortable*
- c) Tense, nervous, and very alert*

Question 6 not only tests comprehension of the video but also draws attention to a specific expression from it. Students see the phrase in context and hear it at the same time,

which supports both verbal and visual processing (Paivio 1986). By asking learners to interpret the phrase in context rather than in isolation, the exercise supports meaning-focused noticing. At this stage the goal is not yet to produce or analyse the sequences, but simply to notice them as units in the input — a prerequisite for holistic storage (Wray 2002).

The post-viewing stage comprises two component types: gap-fill and scaffolded production. Gap-fill exercises require learners to retrieve target expressions from memory and insert them into sentence contexts. This practises the holistic retrieval of formulaic sequences (Wray 2002) and supports long-term retention through retrieval practice (Roediger and Karpicke 2006). In the revised materials, gap-fill exercises appear in all worksheets that contain a video component.

The following example is taken from Worksheet #4 (Different Kinds of Friends):

Complete the sentences using the phrases from the box. You may need to change the form of some phrases.

be there for someone • have your back • show up when it matters • walked into your life • no matter the distance

1. *True friendship stays strong _____ — you don't need to meet every day.*
2. *A true friend will always _____ even when life gets busy or difficult.*
3. *Some of the best friends just _____ at the right moment.*
4. *Real friends always _____ — they listen and support you emotionally.*
5. *A good friend always _____ — they protect and defend you.*

The order of the sentences doesn't correspond to the order of the formulaic sequences in the box. This encourages students to read the sentences carefully and try to match the context to the correct sequence rather than guessing. The instruction to change forms where necessary further encourages attention to grammatical properties of the target expressions.

Production activities follow the gap-fill and provide scaffolded opportunities to use target expressions in personally meaningful contexts. Harmer (2015) describes scaffolding as

breaking tasks into manageable steps. In the present materials, this is achieved through sentence starters that prompt learners to draw on their own experience. The following production activity is taken from Worksheet #3 (True Friendship):

Write 3–4 sentences about a friendship that is important to you. Use at least two phrases from today's lesson.

My friend's name is _____. We have known each other for _____. When I am struggling with something, he/she _____. I feel _____ when we spend time together because _____. I know he/she is a real friend because _____.

By this stage, students have already been exposed to the target expressions (pre-viewing, matching exercise), heard them in the video (during viewing), and reinforced them in the gap-fill exercise (post-viewing), supporting the holistic storage of formulaic sequences (Wray 2002). Thus, the production activity does not introduce new expressions but rather reinforces existing ones. In this study, this type of activity also provides examples of sentence beginnings to support the scaffolding described in Section 1.4.3.

2.4 Teacher Questionnaire Results

This section presents the results of the teacher questionnaire. It covers participant overview and classroom implementation, ratings of the three worksheet stages, and recurring themes from open-ended responses.

2.4.1 Participant Overview and Classroom Implementation

21 teachers participated in the survey. Participants came from different parts of Estonia. Some teachers were contacted through personal acquaintances and colleagues from various schools. Others were found through social media, where a link to the survey was posted.

Approximately one-third of the participants (33.3%) used the worksheets in their lessons with their students. The remaining 66.7% independently reviewed the materials and

evaluated them based on their professional judgment. Initially, the plan was to collect feedback only from teachers who used the materials in their lessons. However, during the data collection process, it became clear that the professional evaluation of teachers who reviewed the materials themselves was also very valuable. They were the ones who noticed many structural problems, which later formed the basis for corrections.

Not all teachers reviewed every worksheet. As Figure 1 shows, the first three worksheets were reviewed most often — Greetings (66.7%), Identity (71.4%), and True Friendship (61.9%). Worksheets #5 and #7 were looked at by fewer than a third of participants.

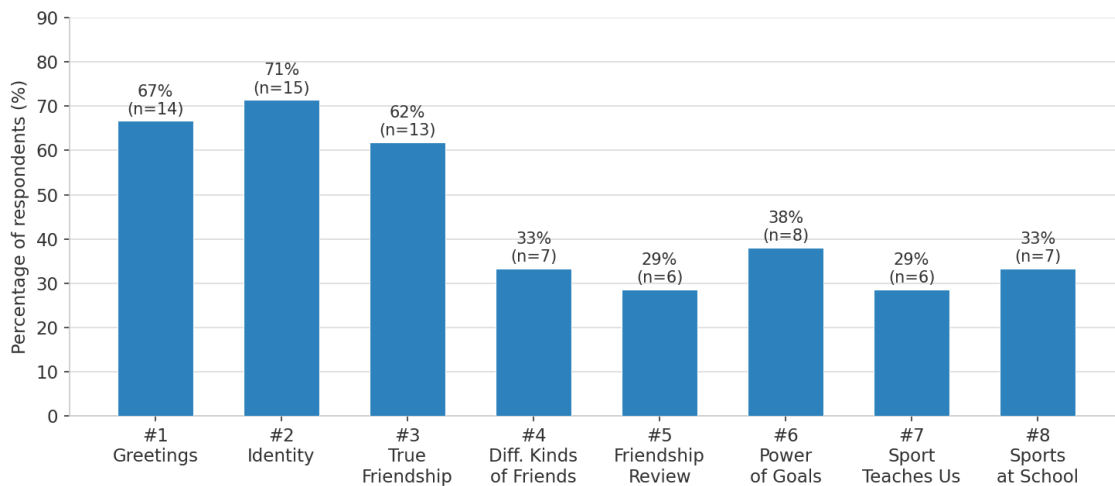


Figure 1. Which worksheets did you use or review?

Questions 5 through 8 were intended only for teachers who used the materials in their lessons. Eight responses were received; one appears to have been completed in error and is excluded. The figures below are based on seven teachers.

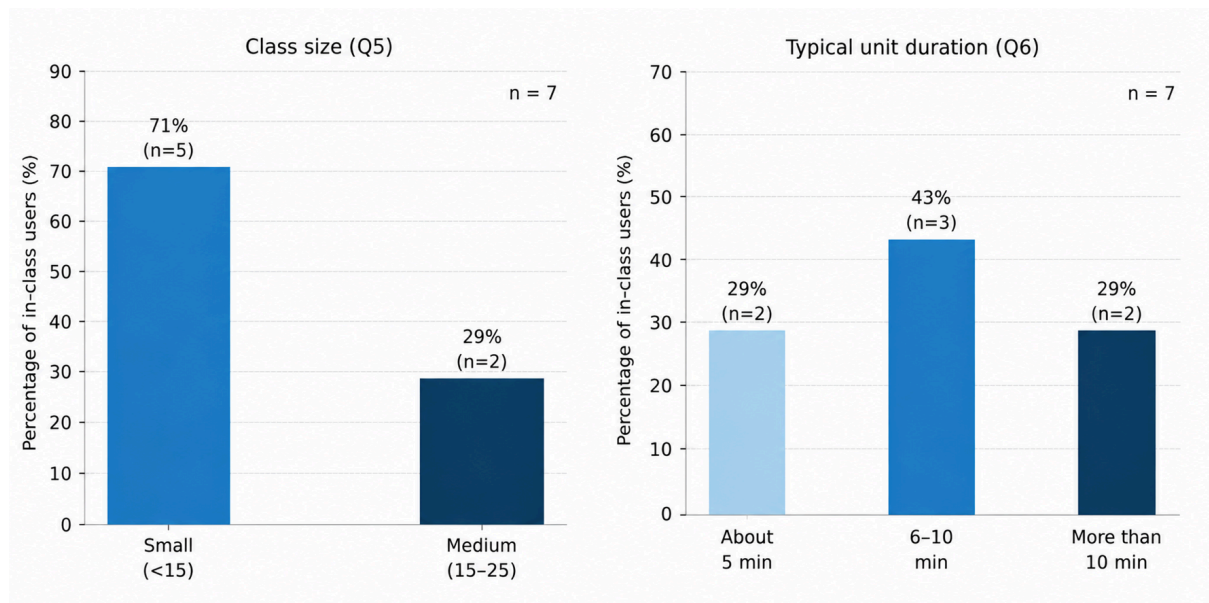


Figure 2. Class size (Q5) and typical unit duration (Q6).

Most teachers had small classes of fewer than 15 students (75%), and two had medium-sized groups of 15 to 25 students. No one worked with a large group, which is typical for language classes in Estonian schools. Half of the teachers completed it in 6–10 minutes, which is within the expected range for microlearning units. Two teachers reported spending about 5 minutes, while the other two took more than 10 minutes. The longer timeframes indicate that some worksheets—especially those containing more complex videos or dense sets of exercises—took longer than originally planned.

Accessing video materials did not pose any significant problems. As shown in Figure 3, 85.7% of teachers reported no problems, and one teacher reported minor difficulties. Figure 3 also shows that in almost all cases, students watched the video together on the board (85.7%). Only one teacher chose the option of having students watch the video individually. Watching the video together as a class has a practical advantage: not all students have phones or headphones, and displaying the video on the board ensures that everyone can follow along. At the same time, QR codes on worksheets make it easy to assign videos as homework, giving students the opportunity to watch at their own pace.

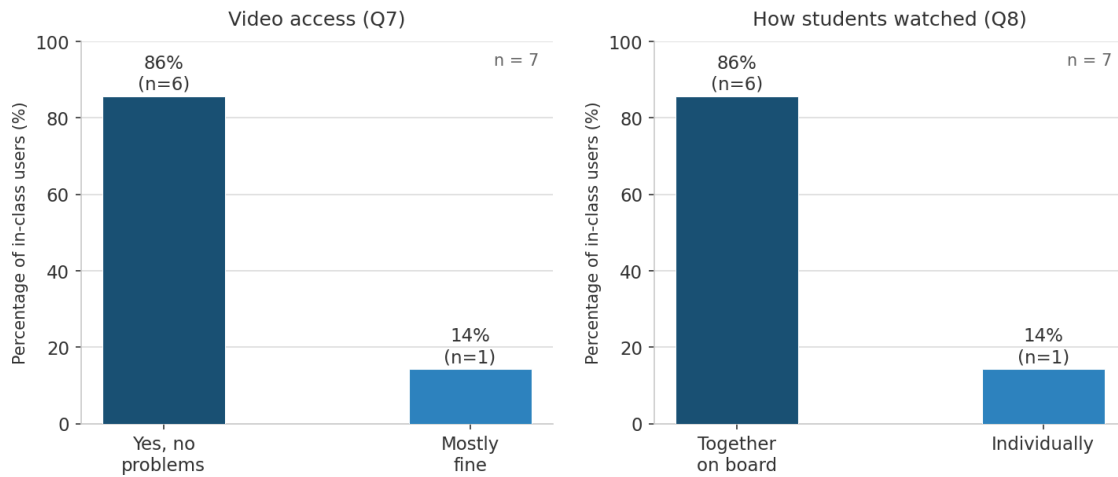


Figure 3. Video access (Q7) and how students watched (Q8).

Overall, classroom implementation ran smoothly, with no significant technical difficulties reported and a consistent pattern of whole-class video viewing across schools.

2.4.2 Ratings of Worksheet Stages

All 21 participants rated the three worksheet stages on a five-point scale. Table 2 shows the average scores for each stage, broken down by participant role. Since teachers who used the materials in class experienced them differently from those who only reviewed them, the two groups are reported separately. This makes it possible to see whether classroom use produced different ratings from independent review. Figure 4 shows the full distribution of ratings for all 21 participants combined.

Table 2. Average teacher ratings by worksheet stage

Stage	Average score (all, n=21)	Average score — used in class (n=7)	Average score — reviewed only (n=14)
Before Watching (Q9)	4.48	4.43	4.51
While Watching (Q10)	4.38	4.71	4.22
After Watching (Q11)	4.29	4.00	4.44
Fit with textbook (Q12)	4.47 (n=19)	4.40	4.50
* Eight responses were recorded for classroom-related questions; one was completed in error. Overall scores updated for n=21.			

The “Before Watching” step received the most consistently positive ratings. As shown in Figure 4, 52.4% of all participants gave it the highest rating of 5, while another 42.9% gave it a 4. Teachers who reviewed the materials and those who used them in class rated this step almost equally. This suggests that the matching exercises were considered well-designed both in theory and in practice.

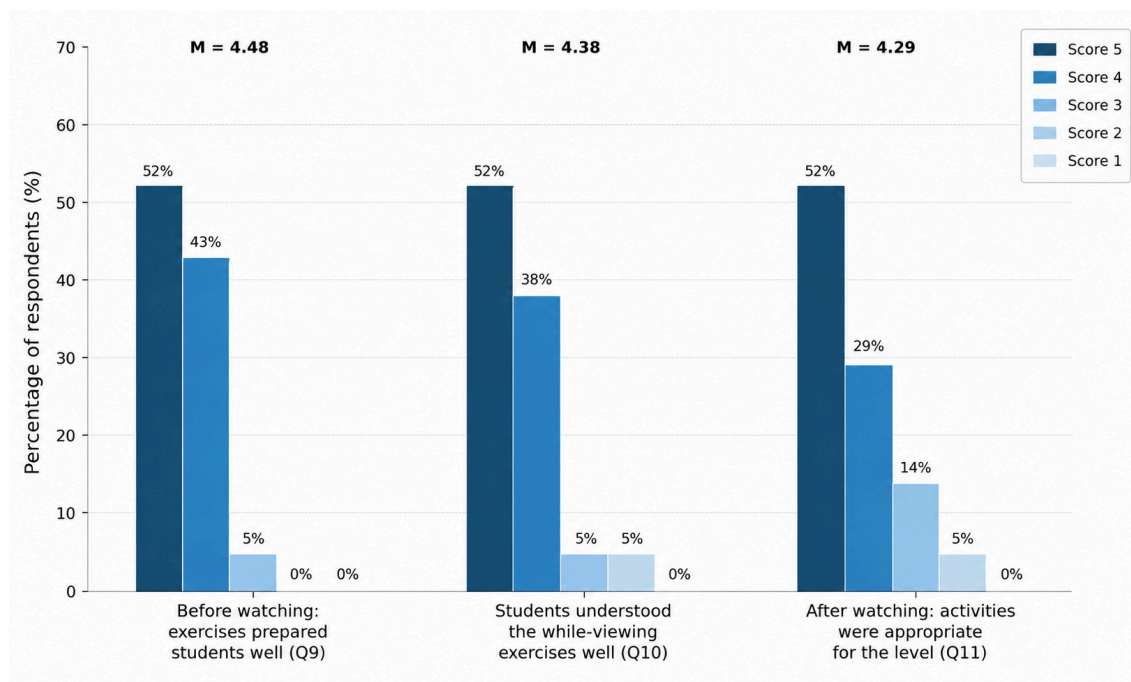


Figure 4. Rating distribution for all participants (n = 21): Before Watching exercise prepared students well / Students understood the While Watching exercise / After Watching exercise was appropriate for the level.

The “While Watching” step also received positive ratings. Most participants gave it a 5 (52.4%) or a 4 (38.1%). Only two gave lower scores. Teachers who actually used the materials in class rated this step noticeably higher (4.71) than those who only looked through them (4.22). This may indicate that the 'While Watching' exercises were more effective in real-world use with students than they appeared on paper.

The “After Watching” stage had the greatest variation in ratings. More than half (52.4%) still rated it a 5, and just under a third (28.6%) rated it a 4. However, four

participants rated it a 3 or lower. This distribution can be explained by the fact that several of the original worksheets did not yet include a post-viewing gap-fill exercise, which some reviewers may have considered insufficient to reinforce the target expressions.

Those familiar with the *I Love English 6* textbook (Kurm and Soolepp 2017a) were asked to rate how well the materials matched it (Question 12). Nineteen teachers answered this question. As Figure 5 shows, 68.4% gave it the highest score of 5, and nobody went below 3. Many teachers also indicated, outside of the survey, that the materials could be used independently of the textbook, as the topics are general and consistent with the foreign language curriculum.

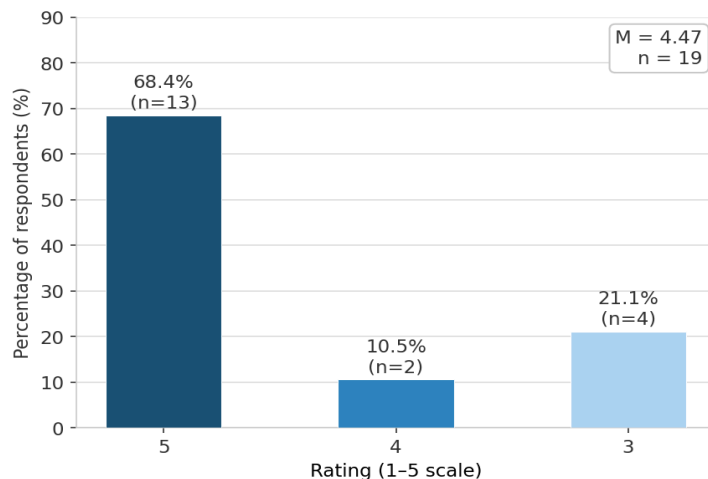


Figure 5. Materials fit *I Love English 6* topics and goals (answer only if you are familiar with *I Love English 6*).

When asked which stage worked best overall, 52.4% of the teachers chose After Watching, as shown in Figure 6. About a quarter picked While Watching (28.6%), and 19.0% chose Before Watching. One teacher said she would have chosen both While and After Watching — for her, the two stages went hand in hand.

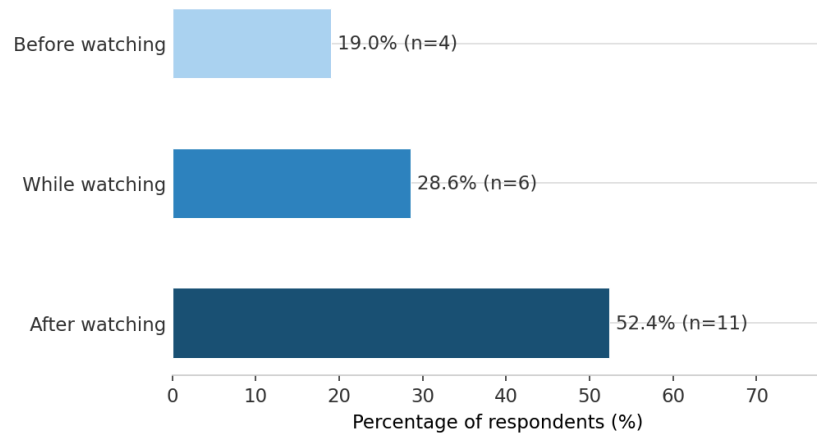


Figure 6. Which stage worked best?

These results suggest that the post-viewing exercises — particularly the gap-fill — were seen as the most valuable part of the worksheet, which is consistent with the retrieval practice effect discussed in Section 1.4.3 (Roediger and Karpicke 2006).

2.4.3 Recurring Themes in Open-Ended Responses

Overall, the materials received positive reviews. Several teachers described them as engaging and well-structured. One reviewer wrote:

The worksheets were rather good, providing a more fluid aspect to an otherwise somewhat staid textbook as well as allowing students to use their phones for classwork, thus lessening the demonized image phones have acquired at school recently.

Another praised how the materials connected familiar school topics to critical thinking and the emotional world of teenagers. One teacher, who had used the worksheets in class, described them as:

These worksheets are excellent examples of microlearning in action. They are very well designed. They are visually clean, logically structured.

A teacher from Tallinn, who got in touch informally after the data collection period had ended, commented that the video element is especially valuable and that well-organised vocabulary exercises can make a real difference to how students develop their lexical range.

Missing pre-viewing and post-viewing exercises. The most common structural concern was that a number of worksheets did not include a matching exercise before the video. Several teachers pointed this out independently of each other. One reviewer noted that without any preparation, the while-viewing questions in Worksheet #6 were very difficult to answer on a single watch. A similar observation was made about other worksheets. Several teachers also noted that some worksheets lacked a gap-fill exercise after the video, which they felt was important for helping students retain the target expressions rather than just encounter them once.

QR codes. Two teachers raised questions about the placement of QR codes. In the original materials, they were located in the upper left corner of the worksheet, before the pre-viewing exercises. The teachers noted that this placement could encourage students to immediately scan it and skip the pre-viewing exercise. One of them also pointed out a practical issue: in a classroom where the teacher displays the worksheet on a projector, QR codes are not always easy to use. Adding a direct link to the video would be more convenient.

Difficulty and level. Views on difficulty were mixed and did not always agree. One teacher found Worksheet #2 too easy for her stronger students, while another thought Worksheets #2 and #6 were too hard for an average class. A third felt the level was more B1+ than B1. This is not surprising — the teachers who filled in the questionnaire work in very different schools with very different students.

While-Viewing exercises. Several teachers expressed specific concerns about the While-Viewing exercises. One teacher felt that having only two answer options made the exercise too easy and did not encourage students to listen carefully. She suggested adding a

third option that sounded plausible but was not entirely correct. Another teacher noted the complex wording and large number of questions for a video with multiple narrators, and felt that students needed additional time to read the questions before the video began. A third reviewer found the instructions for the While-Viewing exercise in Worksheet #2 unclear regarding what students were supposed to do.

On the whole, teachers responded positively to the materials. All three stages received average ratings above 4 out of 5, and the fit with the textbook was rated similarly well ($M = 4.47$, $n = 19$). The After Watching stage received the most varied ratings, which likely reflects the fact that several original worksheets were missing a gap-fill exercise at this stage. The feedback also pointed to a few recurring practical issues — missing pre-viewing exercises, QR code placement, and the density of some While-Viewing questions — which are addressed in the revised versions of the materials described in Section 2.6.

2.5 Student Questionnaire Results

This section presents the results of the student questionnaire. It covers participant overview, general trends, easiest and most difficult parts, and suggestions for improvement.

Students completed a short questionnaire after each worksheet. The questionnaire had the same questions each time but was created separately for each worksheet. In total, 169 responses were collected across eight worksheets from two groups of 8th-grade learners taught by the researcher. Figure 7 summarises overall student reception of the materials. 94% of responses rated the video as easy or OK to understand. 88% rated the instructions as clear or mostly clear. 63% rated the unit as interesting or very interesting.

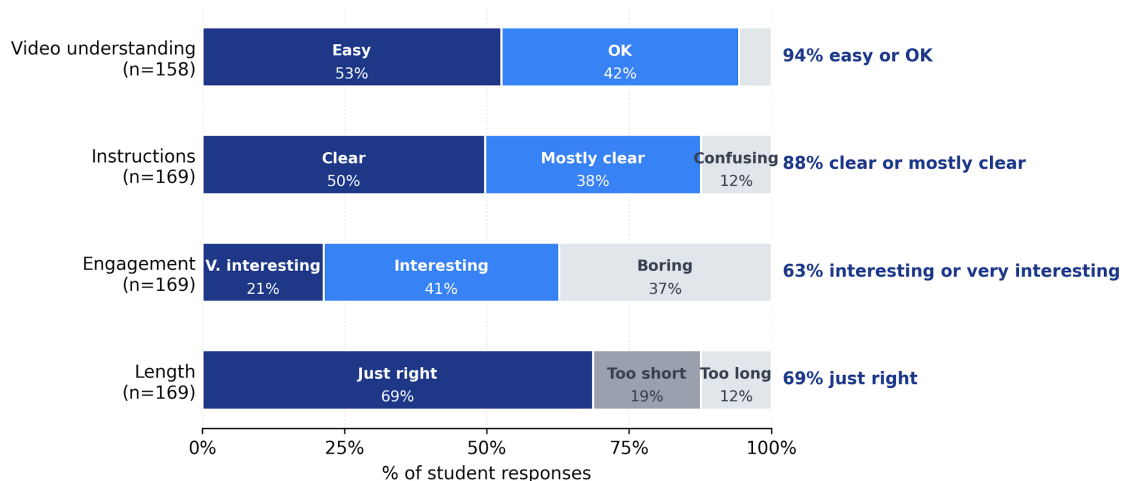


Figure 7. Overall student reception of the materials across video understanding, instructions, engagement, and length.

Overall, students rated the materials positively. Comprehension (94%) and clarity (88%) were rated higher than engagement (63%). The lower engagement rating may reflect that the three-stage structure became predictable as students worked through more worksheets. Feedback also came from only two groups of learners taught by the researcher, which limits how broadly the results apply.

The videos were generally rated as easy or OK to understand across all worksheets — 52.5% of students found the video easy to understand and 41.8% rated it as OK, with only 5.7% reporting difficulty. Difficulty ratings (Q5) varied across worksheets, as shown in Figure 8. Worksheet #1 (Greetings) was rated as relatively easy by many students. The topic of greetings appears in *I Love English 6* (Kurm and Soolepp 2017a), and the worksheet was designed as a natural extension of this material. However, the greetings themselves — informal British expressions like *Hiya* or *You alright?* — were new to students, which was reflected in the After Watching exercise where students noted which expressions surprised them.

Worksheet #3 (True Friendship) received the highest rate of “too easy” responses (35%), with a further 25% rating it “a bit easy” and no students finding it difficult. This pattern reflected the A2+ level of the original video content. This worksheet was replaced with a new B2-level video in the revised version (see Section 2.6). For the remaining worksheets, the majority of students selected “just right,” which was particularly clear for Worksheets #5 (64%), #6 (53%), and #7 (52%). The exercise sequence and visual context of the videos seemed to help students follow even higher-level content.

The sports worksheets (#6–8) were more often rated “just right” in difficulty than the friendship worksheets (#1–5): 50% vs 39%. Two factors likely explain this: students found the sports topics more engaging, and the sports worksheets came later, when students had become familiar with the format. The number of student responses also varied widely across worksheets (from 5 for Worksheet #8 to 36 for Worksheet #6), so individual worksheet percentages should be read with caution.

The overall difficulty pattern makes sense given how the worksheets were designed. Even though the videos are at B1–B2 level, the pre-viewing matching exercise introduces all target expressions before students watch. This means the language in the video already feels familiar. Simple while-viewing questions and visual support from the video further reduce the challenge. Students also got more comfortable with the format as they worked through more worksheets, which likely made later activities feel easier.

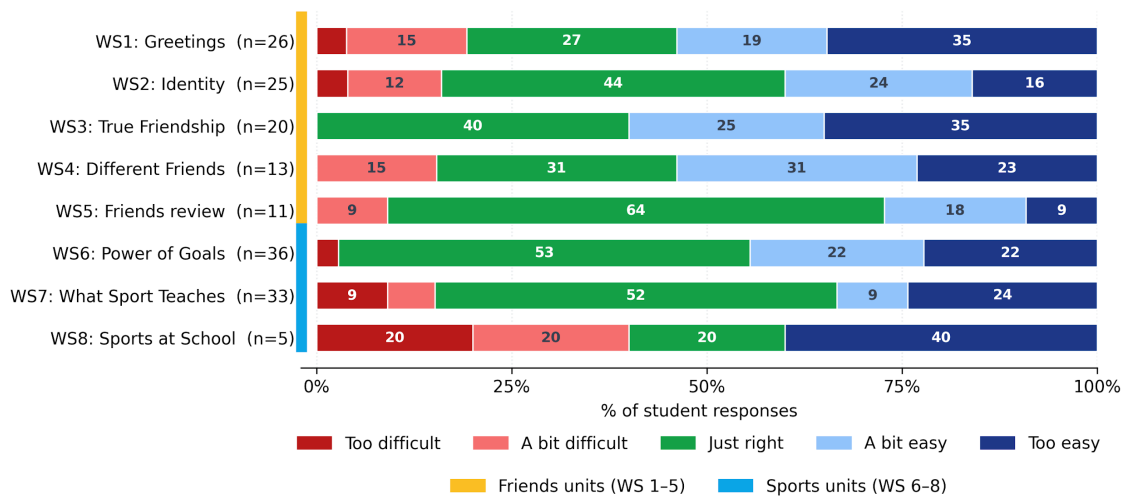


Figure 8. Perceived difficulty level across all eight worksheets.

Most students found the length of the worksheets just right (68.6%), and the instructions clear or mostly clear (87.6%). Engagement was also generally positive: 63% of responses rated the unit as interesting or very interesting, with “very interesting” responses appearing more frequently for the sports-themed worksheets (23% vs 20% for the friendship units). As shown in Figure 9, across all worksheets, students most often identified listening to the video as the easiest part (40.8%), followed by the matching exercise (13.6%). The speaking and writing activities were consistently identified as the most difficult parts (writing: 20.1%, speaking: 5.9%). Taken together, production activities (writing and speaking) were identified as the most difficult by 26% of responses. This is consistent with research showing that production activities are more cognitively demanding than receptive ones (see Section 1.4.3; Sweller 1988). For several worksheets, a large proportion of students selected “nothing was difficult” (48.5% overall).

It is not surprising that writing and speaking were the hardest parts — they come at the end of the worksheet, after listening and matching. They require students to produce language rather than just recognise it. That nearly half of students (48.5%) said nothing was difficult suggests the materials were generally accessible. However, the high number of “too easy”

responses — especially for the friendship worksheets — may reflect that some students were already above B1 level, or that the pre-viewing stage made the content too predictable.

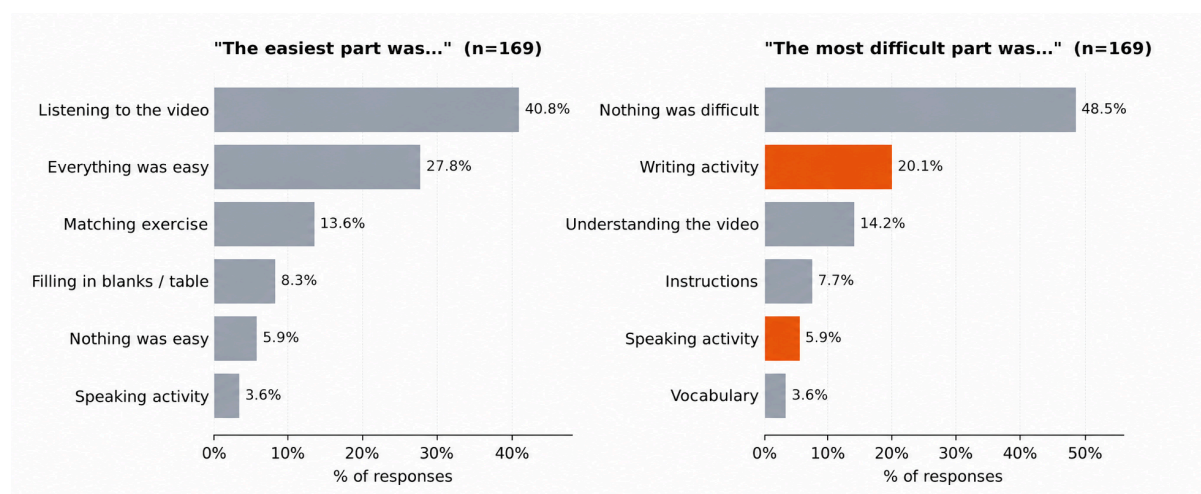


Figure 9. Easiest (Q6) and most difficult (Q7) parts of the worksheets as reported by students (n=169). Production activities (writing and speaking) are shown in orange.

The most common suggestion for improvement across all worksheets was “nothing needs changing.” Where improvements were suggested, the most frequent requests were for clearer instructions and more engaging exercises and activities. Some students also asked for an easier video or added subtitles.

Open comments from students were generally brief. Several added positive emoji or short encouraging remarks. One student commented in Estonian that the material was very good but that she already knew everything — the groups had mixed ability levels, and this showed.

One student, during Pause 6 (The Power of Goals), said out loud that the video was very motivating and exactly what she needed at that moment. This showed that the video themes are relevant to teenagers this age and help connect the material to their personal experiences. It was also noticed that students wanted to immediately scan the QR code as soon as they received the worksheet and go straight to the video, skipping the pre-viewing

exercises. The QR code was at the top of the page, so it was the first thing they saw. This was also pointed out by two teacher reviewers, which led to the decision to move the QR codes next to the While Watching instructions in all revised worksheets.

Student feedback suggested several trends already identified through classroom observation. Worksheets on friendship were perceived as easier than the sports-themed ones. Speaking and writing activities were rated as the most challenging by students. The most common suggestion for improvement from students was a request for clearer instructions. Observations during pilot testing — student reactions and spontaneous comments — provided additional context that could not be captured by questionnaire responses alone. It should be noted that student feedback came from only two groups taught by the same researcher. This means the results may not reflect how students in other classes would respond to the same materials. The similar structure across all worksheets may also explain why ratings were fairly consistent — students got used to the format quickly, which made the units feel predictable over time.

2.6 Revisions to Materials

The initial versions of the materials were evaluated by 21 teachers. Seven teachers used the worksheets in English classes. Fourteen teachers independently served as expert raters. In the questionnaire, participants rated each step of the worksheet on a five-point scale and provided suggestions for improvement.

In addition to formal questionnaire data, the researcher piloted the materials in her own classes and drew on informal classroom observations. Revisions were therefore informed by two sources: formal feedback from teacher and student questionnaires, and the researcher's own observations during classroom use.

Analysis of the responses revealed several recurring themes, which formed the basis for the modifications described below.

The most significant structural revision concerned the pre-viewing stage. The initial versions of worksheets #2, #4, #6, #7, and #8 did not include matching exercises at this stage. As established in Section 1.4.1, pre-viewing matching exercises serve a dual function: they activate prior knowledge and direct students' attention to target formulaic sequences before viewing. Without this preparation, learners are likely to process the video for meaning alone, filtering out target expressions rather than noticing them as distinct units (Schmidt 1990; VanPatten 1996). The absence of this step meant that students encountered the target expressions in the videos without prior preparation. This may have reduced the likelihood of students noticing them in the videos. Matching exercises were therefore added to all five worksheets in the revised versions.

The second recurring issue was the post-viewing phase. Worksheets #4, #6, #7, and #8 originally lacked gap-fill exercises, which help students retain set phrases and patterns better. Gap-fill exercises require learners to retrieve target expressions from memory, which supports long-term retention more effectively than re-reading or re-exposure alone (Roediger and Karpicke 2006; see Section 1.4.3). They were added to all four worksheets in the revised versions, using target sequences from the pre-viewing matching exercise to ensure consistency across stages.

Several teachers also noted issues with specific worksheets. One reviewer noted that Worksheet #6 lacked a pre-viewing stage and that the while-viewing exercises were difficult to complete in a single viewing. The reviewer also noted that, without pausing, only a few questions could be answered correctly on the first watch. In the revised version, a pre-viewing matching exercise was added. The number of while-viewing questions was also reduced from ten to eight by removing the two most demanding items. The wording of the

answer options was simplified to reduce cognitive load, as learners process both visual input and task demands simultaneously, consistent with Field's (2009) principle that task difficulty should be calibrated to input complexity. An instruction was also added advising learners to read all questions before watching and to view the video twice if necessary. A similar approach was applied to Worksheet #8, where several while-viewing questions were simplified — for example, questions requiring recall of specific practice schedules were replaced with more general comprehension questions.

The most substantial content revision was made to Worksheet #3. The original version featured three short TikTok videos which TextInspector classified at A2+ listening level — significantly below the target B1–B2 range. This meant the input did not meet the $i+1$ condition identified by Krashen (1985) as necessary for acquisition (see Section 1.3). Following theoretical analysis and level verification, a new authentic video was selected. The replacement video was classified at B2 listening level and contains natural conversational speech with clearly identifiable formulaic sequences. The target sequences were revised accordingly, and a new three-stage worksheet was developed for this unit.

One reviewer suggested adding a self-assessment section at the end of each worksheet—a checklist in the form of “Check what you can do now.” This would allow students to reflect on and determine whether the achievement described at the beginning of the worksheet was achieved. Although this suggestion is consistent with the principles of formative assessment, it was not included in the submitted materials. Each worksheet already includes a structured production activity which serves as an indicator of learning. This remains a potential area for further development.

Minor revisions were also made across several worksheets in response to reviewer feedback: instructions were clarified in Worksheets #1 and #2; the ordering of while-viewing and post-viewing exercises was adjusted in Worksheet #1; and the pre-viewing exercise of

Worksheet #2 was changed from an English–Estonian translation exercise to an English matching exercise, in order to align with the formulaic sequence focus of the study. Some teachers also noted that QR codes are not always convenient to open when sharing material in class on a computer. In response, direct links were added to the QR codes in all worksheets, giving teachers a more flexible option for sharing videos. One reviewer noted that placing QR codes at the top of the worksheet may encourage learners to skip the pre-viewing exercise and access the video immediately. In response, QR codes were repositioned across all worksheets to appear alongside the While Watching instruction rather than at the top of the page.

The revisions described above are summarised in Table 3, which provides an overview of the changes made to each worksheet.

Table 3. Summary of Revisions

#	Original version	Revised version
1	No pre-viewing matching exercise; while/after exercises in wrong order	Exercise order corrected; instructions clarified; QR codes repositioned
2	Estonian translation in pre-viewing; no gap-fill; no MBTI explanation	English matching exercise; gap-fill added; MBTI explanation added; discussion activity added
3	Three A2+ TikTok videos; no formulaic sequences	New B2 authentic video (0.85x speed); new three-stage worksheet with 5 target sequences
4	T/F pre-viewing; no gap-fill; while-viewing tick exercises	Matching pre-viewing exercise; gap-fill added; while-viewing revised to comprehension questions
5	No phrases review	Review matching exercise added (8 items from Pauses 1–4)
6	No pre-viewing; no gap-fill; 10 while-viewing questions	Matching pre-viewing exercise; gap-fill added; questions reduced to 8; answer options simplified; reading instruction added

7	No pre-viewing; no gap-fill; no exercise instructions	Matching pre-viewing exercise with extra distractor; gap-fill added; instructions clarified
8	No pre-viewing matching exercise; no gap-fill; post-viewing activity excluded non-sports students	Matching pre-viewing exercise; gap-fill added; while-viewing questions simplified; reflection activity revised
9	N/A	New review worksheet created covering all target sequences from Unit 2

The revised materials address the main weaknesses identified through theoretical analysis and teacher feedback. All units now include a pre-viewing matching exercise, a while-viewing comprehension exercise, a gap-fill retrieval exercise, and a scaffolded production activity, consistent with the five design principles outlined in Section 1.4. Each revision was motivated by a specific theoretical principle: pre-viewing exercises address the noticing requirement (Schmidt 1990); gap-fill exercises support holistic retrieval (Wray 2002); simplified while-viewing exercises respect working memory constraints (Sweller 1988); and video level selection aims to ensure comprehensible input (Krashen 1985). The target formulaic sequences are the same across all three stages within each unit. This means that learners first meet the expressions in the matching exercise, hear them in the video, and then use them in the gap-fill exercises and production activities. This consistency supports the gradual development of familiarity with each expression.

CONCLUSION

This study set out to establish theoretical connections between SLA research and video-based microlearning design, and to develop and evaluate supplementary materials for 8th-grade EFL learners in Estonian basic school education. The study addressed three research questions concerning the theoretical framework, teacher perceptions of the materials, and student perceptions of the materials.

The first research question concerned the theoretical connections between SLA principles and video-based microlearning design for teenage EFL learners. This study proposes five design principles that systematically connect SLA research to microlearning design. The principles cover brevity and self-containment, multimodal comprehensible input, a staged pre-/while-/post-viewing sequence, Focus on Form through instructional design, and scaffolded learner production. They translate the SLA and cognitive research discussed in Chapter 1 — including the Noticing Hypothesis, Input Processing, Focus on Form, and Dual Coding Theory — into practical design guidelines. Although the present materials target formulaic sequences, these principles are not tied to that target. They could also inform microlearning units focused on grammar, pronunciation, or pragmatic features.

The second and third research questions asked how teachers and students perceived the materials. Twenty-one teachers participated overall: seven piloted the worksheets in their own 8th-grade classes, and fourteen reviewed them independently. Both groups responded positively. Teachers rated all three worksheet stages above 4 out of 5 on average, with the post-viewing stage receiving the highest ratings ($M = 4.71$ from teachers who used the materials in class). Fit with *I Love English 6* was rated similarly well ($M = 4.47$, $n = 19$). Several teachers also noted that the materials could be used independently of the textbook, since the topics align with the national curriculum (Põhikooli riiklik õppekava 2023). Student feedback suggested that the materials were generally accessible: 94% of responses rated the

videos as easy or OK to understand, and 88% described the instructions as clear or mostly clear. Production activities — writing and speaking — were consistently rated as the most challenging stage (26% of responses). This is consistent with the theoretical framework: production places higher cognitive demands on working memory than recognition or retrieval (Sweller 1988).

The theoretical analysis conducted alongside teacher and student feedback led to revisions across all units. Each revision was motivated by a specific theoretical principle established in Chapter 1. The most substantial change was made to Worksheet #3. Its original video was classified at A2+, below the target B1–B2 range, so it did not meet Krashen’s (1985) $i+1$ condition. It was replaced with a new authentic B2-level video. Other revisions included adding pre-viewing matching exercises where they had been missing, simplifying while-viewing questions, adding gap-fill retrieval exercises to all units, and developing a new review worksheet for Unit 2.

Beyond their role in this study, the nine developed worksheets can serve as a ready-to-use classroom resource. Each unit is self-contained and can be used alongside the *I Love English 6* textbook or independently, with minimal additional preparation from the teacher. The worksheets are aligned with the Estonian basic school national curriculum and target the B1 level toward which 8th-grade learners are working. They address topics relevant to adolescent learners — identity, friendship, motivation, and the personal meaning of sport — using authentic video input.

The study has several limitations. First, the revised materials were not re-piloted. The theoretical analysis that drove the revisions was retrospective rather than part of an iterative design cycle, so it is not possible to evaluate empirically whether the changes improved the materials in practice. Second, the feedback collected reflects perceived accessibility, engagement, and difficulty rather than learning outcomes. The study therefore does not

provide evidence of acquisition gains. Third, the sample is uneven in two ways. Teacher reviewers did not all cover every worksheet, and student feedback came from only two groups taught by the researcher. Response counts also varied considerably across worksheets, from 5 to 36, so individual worksheet percentages should be read with caution.

Several directions remain open for further development. First, the revised materials could be re-piloted to assess whether the changes improve perceived accessibility and engagement. Second, more systematic classroom data would allow stronger conclusions about acquisition. Pre- and post-tests measuring learners' ability to recognise and produce target formulaic sequences would be especially informative, ideally with a delayed post-test to capture long-term retention effects (Roediger and Karpicke 2006). Third, the design principles developed here could be applied to other language learning targets such as grammar, pronunciation, or pragmatic features. The staged structure and attention-guiding exercises reflect broader SLA principles rather than features specific to multi-word expressions. Fourth, the materials could be adapted for other proficiency levels or age groups. They could also be extended with tiered versions to better support mixed-ability classrooms — a recurring observation in both teacher and student feedback.

In conclusion, this study contributes to the field by establishing explicit connections between SLA research and microlearning design — connections that existing literature has not addressed systematically. It aims to translate cognitive and psycholinguistic principles into practical design guidelines. It suggests ways in which these can inform the development of video-based materials for formal EFL instruction. It also provides evidence that such materials are perceived positively by both teachers and students.

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APPENDICES

Appendix 1. Teacher Feedback Form

This short questionnaire is part of MA thesis research at the University of Tartu. The form collects teacher feedback on video-based microlearning worksheets developed for I Love English 6 (Unit 1 and Unit 2). Responses help evaluate the materials and suggest directions for improvement.

1. Your name or pseudonym (optional, for tracking participation only)

2. City / School location

3. Did you use the worksheets in class with students?

- ☐ Yes
☐ No, I reviewed them independently

4. Which worksheets did you use or review?

- ☐ #1 Greetings
☐ #2 Identity
☐ #3 True Friendship
☐ #4 Different Kinds of Friends
☐ #5 Friendship Review
☐ #6 The Power of Goals
☐ #7 What Sport Teaches Us
☐ #8 Sports at School

5. Class size?

Answer only if you used the worksheets in class. If not, please skip to Q9.

- ☐ Small (<15)
☐ Medium (15–25)
☐ Large (>25)

6. Typical unit duration?

Answer only if you used the worksheets in class. If not, please skip to Q9.

- ☐ Less than 5 min
☐ About 5 min
☐ 6–10 min
☐ More than 10 min

7. Video access?

Answer only if you used the worksheets in class. If not, please skip to Q9.

- ☐ Yes, no problems
☐ Mostly fine
☐ No, there were issues

8. How did students watch?

Answer only if you used the worksheets in class. If not, please skip to Q9.

- ☐ Individually
- ☐ Together on board
- ☐ Mix

9. Before Watching exercises prepared students well.

If a particular stage was not included in the worksheet, please note this in Q14. If you reviewed the materials without using them in class, please evaluate based on your professional judgement.

1 = Strongly disagree 2 3 4 5 = Strongly agree

10. Students understood the While Watching exercises.

If a particular stage was not included in the worksheet, please note this in Q14. If you reviewed the materials without using them in class, please evaluate based on your professional judgement.

1 = Strongly disagree 2 3 4 5 = Strongly agree

11. After Watching activities were appropriate for the level.

If a particular stage was not included in the worksheet, please note this in Q14. If you reviewed the materials without using them in class, please evaluate based on your professional judgement.

1 = Strongly disagree 2 3 4 5 = Strongly agree

12. Materials fit I Love English 6 topics and goals (Answer only if you are familiar with I Love English 6).

1 = Strongly disagree 2 3 4 5 = Strongly agree

13. Which stage worked best?

- ☐ Before
- ☐ While
- ☐ After watching

14. Any suggestions for improvement?

Appendix 2. Student Feedback Form

This form is anonymous and takes less than one minute. Choose the answer that fits your experience. Short and honest answers help improve the worksheets.

1. Your name

2. The video was...

- ☐ Easy to understand
- ☐ OK
- ☐ Difficult to understand
- ☐ Very difficult to understand

3. The worksheet instructions were...

- ☐ Clear
- ☐ Mostly clear
- ☐ A bit confusing
- ☐ Very confusing

4. The activity was...

- ☐ Very interesting
- ☐ Interesting
- ☐ A bit boring
- ☐ Very boring

5. The length of the activity was...

- ☐ Too long
- ☐ Just right
- ☐ Too short

6. The difficulty level was...

- ☐ Too easy
- ☐ A bit easy
- ☐ Just right
- ☐ A bit difficult
- ☐ Too difficult

7. If included, the easiest part was...

- ☐ Listening to the video
- ☐ Matching task
- ☐ Filling in blanks / table
- ☐ Speaking task
- ☐ Everything was easy
- ☐ Nothing was easy

8. The most difficult part was...

- ☐ Understanding the video
- ☐ Vocabulary
- ☐ Writing task
- ☐ Speaking task
- ☐ Instructions
- ☐ Nothing was difficult

9. One thing that could be improved is...

- ☐ Clearer instructions
- ☐ More fun tasks
- ☐ More examples
- ☐ Easier video (easier words / slower speaking)
- ☐ Add subtitles
- ☐ Shorter worksheet
- ☐ Nothing needs changing

10. Anything else you want to add?

Appendix 3. Frequency List of Target Formulaic Sequences

Worksheet	Formulaic sequence	Search form	Number of hits per million tokens (enTenTen21)	Notes
#1 Common British Greetings	Hiya	hiya	n/a*	spoken corpus preferred*
#1 Common British Greetings	You alright?	you alright	n/a*	spoken corpus preferred*
#1 Common British Greetings	All good?	all good	n/a*	spoken corpus preferred*
#1 Common British Greetings	Morning, sleep well?	morning sleep well	n/a*	spoken corpus preferred*
#1 Common British Greetings	How's things?	how's things	n/a*	spoken corpus preferred*
#2 Identity	go with the flow	“go with the flow”	0.5	
#2 Identity	be there for someone's emotions	“be there for someone”	0.01	search truncated
#2 Identity	offer solutions	“offer solutions”	0.44	
#2 Identity	last minute changes	“last minute changes”	0.09	full form searched to preserve target meaning; 'last minute' alone yields different semantic context
#2 Identity	lock yourself away	“lock yourself away”	0.01	
#3 True Friendship	mutually beneficial	“mutually beneficial”	0.9	
#3 True Friendship	mentally drained	“mentally drained”	0.02	
#3 True Friendship	backhanded compliment	“backhanded compliment”	0.04	non-literal meaning
#3 True Friendship	struggling with something	“struggling with”	4.34	search truncated
#3 True Friendship	celebrate with you	“celebrate with”	1.62	search truncated
#4 Different Kinds of Friends	be there for someone	“be there for someone”	0.01	idiomatic support meaning

Worksheet	Formulaic sequence	Search form	Number of hits per million tokens (enTenTen21)	Notes
#4 Different Kinds of Friends	have your back	“have your back”	0.19	fully idiomatic
#4 Different Kinds of Friends	show up when it matters	“show up when”	0.3	full form yields 0 hits
#4 Different Kinds of Friends	walk into your life	“walk into”	6.75	search truncated
#4 Different Kinds of Friends	no matter the distance	“no matter the distance”	0.02	
#6 The Power of Goals	without a shadow of a doubt	“without a shadow of a doubt”	0.07	
#6 The Power of Goals	put the blinders on	“put the blinders on”	0	full form yields 0 hits; idiomatic expression
#6 The Power of Goals	fit your skill set	“skill set”	2.78	search truncated
#6 The Power of Goals	cultivate your talent	“cultivate talent”	0.02	'your' omitted; full form yields 0 hits
#6 The Power of Goals	be relentless	“be relentless”	0.46	
#7 What Sport Teaches Us	a sense of belonging	“sense of belonging”	0.81	
#7 What Sport Teaches Us	test your limits	“test your limits”	0.02	
#7 What Sport Teaches Us	achieve your goals	“achieve your goals”	0.42	
#7 What Sport Teaches Us	life skills	“life skills”	1.22	
#7 What Sport Teaches Us	reduce stress	“reduce stress”	1.02	
#8 Sports at School	making memories	“making memories”	0.11	
#8 Sports at School	let your team down	“let the team down”	0.02	idiomatic let down; searched with 'the' instead of 'your'
#8 Sports at School	back each other up	“back each other up”	0.02	idiomatic back up

Worksheet	Formulaic sequence	Search form	Number of hits per million tokens (enTenTen21)	Notes
#8 Sports at School	put in the work	“put in the work”	0.18	idiomatic
#8 Sports at School	life lessons	“life lessons”	0.59	

** Worksheet #1 contains spoken informal greetings. Frequency data from the written web corpus (enTenTen21) is not representative of spoken usage. Inclusion is justified on pedagogical grounds.*

Appendix 4. Teacher Feedback (Q14: Any suggestions for improvement?)

The table below presents open-ended responses from teacher participants (Q14). Short or uninformative responses have been omitted. Teacher names have been replaced with anonymised labels. The informal feedback from a teacher in Tallinn, received after data collection had closed, is included at the end of the table.

Participant	Feedback (Q14)
1	I reviewed Greetings worksheet and I think all three stages work well. I like the idea of using QR codes instead of mere links. The set up was logical and engaging for an adult. If anything to improve, I would work on layout. For example bring the Before task out of the table; move the QR next to the While watching task — all very small things.
2	The topics and tasks are really involving. The level seems to suit rather B1+ students though (e.g. worksheets #6, #8). In some after watching tasks students may find it challenging to stand up — there are always shy or lazy ones. Alternatively, they could raise their hands. Overall, the activities are really involving and thought-provoking. They are well-designed and sure to lead to the wished results if students have enough linguistic expertise.
3	The worksheet was too easy for students with high level of English.
4	We tried the worksheets with 2 sets of year 8 students. Thanks a bunch for such interesting materials!
5	I cannot think of anything. Great job! :)
6	Since I Love English 6 is generally intended for 8th-grade students, I would suggest that the While Watching section could include more answer options — perhaps three instead of two. At the moment, the task appears somewhat too simple, as students only choose between two alternatives. Adding a third option could make the activity slightly more challenging and engaging.
7	Perhaps discussion and students' own input on acquired knowledge would be valuable. Emphasis more on self-analysis and maybe not be restricted to textbook knowledge, as these do not account for students of different skill levels that well.
8	In my experience, this is B1+ vocabulary. The activity is very engaging. In the While Watching task I would use 'Circle the letter that fits you' instead of the table — this way the task would be clearer. The After Watching task could be expanded into a discussion, e.g. discuss in pairs: do you think the test described you correctly. I have doubts about the Bonus task — people typically have a barrier to sharing personal information with a large audience, and teenagers might be more sensitive.
9	In the 'Greetings' handout, the question under 'While watching' would make more sense under 'After watching'. 'While watching' should have the checking of the previous matching task. In the matching task, there is a question mark missing after 'All good'. In the 'Identity' handout, some Estonian translations could be simplified for students of this age. You might also need to explain the word 'latter' to the students.
10	1) The before stage worked best because it draws the most attention. From there on students choose their own pace and the level of concentration varies. 2) Check the worksheets' picture materials' outlines. 3) Check if all the text aligns.
11	These worksheets are excellent examples of microlearning in action. They are very well designed. They are visually clean, logically structured. At the very bottom of the worksheets, you may add a simple self-assessment section like:

	'Check (✓) what you can do now'. This gives students (and the teacher) immediate feedback on whether the activity was successful.
12	Hard to say which stage worked best when merely reviewing — all of them seem good. Topic is interesting and should generate discussion after watching. The only improvement idea is to move the video QR codes next to the While Watching task so the students wouldn't be tempted to skip-jump the pre-watching task.
13	In question 13 I would have liked to choose two options — while and after. It doesn't mean the 'before' stage didn't work, simply for students the while and after come when they are more focussed on the task. The worksheets were rather good, providing a more fluid aspect to an otherwise somewhat staid textbook as well as allowing students to use their phones for classwork, thus lessening the demonised image phones have acquired at school recently.
14	The approach to the regular school topics is just fabulous. It involves critical thinking and appeals to the interests and emotions of the kids at the relevant age. However worksheets #2 and #6 seem to be too complicated for the general level of knowledge. The revision in #5 gives a great chance to sum it up and let the knowledge stay.
15	I really liked the video additions, the chosen videos were appropriate for students' age and interest levels. Specific suggestions: 1. Greetings — Before watching task is very good. The while-watching task instructions could be clearer. 2. Identity — While watching instructions are a bit confusing. After watching task could be expanded into a discussion. 3. True Friendship — Liked the overall content. 4. Different Kinds of Friends — Formatting of pre-watching task could be more consistent. After-watching task instructions need clarification. 5. Friendship Review — Very well designed and appropriate. 6. The Power of Goals — No before-watching task; video is challenging on a single watch without pausing. 7. What Sport Teaches Us — Good overall structure; instructions for while-watching could be more specific. 8. Sports at School — After-watching task assumes all students do sport; consider adding a question for those who don't.
16	QR codes are not always convenient for classroom use. It would be helpful to include a direct link to the video. In addition, Worksheet 6 is missing a 'Before watching' task, although the video is quite long.
17	Overall, the tasks are very engaging and well done. If I could add something, perhaps it would be best to let the students watch the video at least one more time briefly before the 'After Watching' tasks begin.
18	The topics and tasks are really involving. The level seems to suit rather B1+ students. Overall, the activities are really involving and thought-provoking. They are well-designed and sure to lead to the wished results if students have enough linguistic expertise.
19	The worksheets represent a good way to enlarge the materials of the popular textbook I Love English, especially the video part of the sheets. Most modern students watch a lot of videos on the internet, but only professionally organised lexical tasks can truly deepen their vocabulary. The topics are widely discussed and relevant. The exercises are varied and have clear tasks.

Appendix 5. The Nine Revised Video-Based Microlearning Worksheets

I Love English 6 | Unit 1: Friends | Microlearning Pause 1

#1

Common British Greetings



Learning outcome:

by the end of this unit, you will be able to use 5 common British greetings in a short dialogue.

Before watching: match the greetings with their meanings.

- | | |
|-------------------------|------------------------|
| 1. Hiya | A) How's life? |
| 2. You alright? | B) Is everything okay? |
| 3. All good? | C) How did you sleep? |
| 4. Morning, sleep well? | D) Casual "Hi" |
| 5. How's things? | E) Hello (UK style) |



Video link:

<https://surl.li/qaofnu>

While watching: watch the video. Check your answers from the matching exercise above.

After watching:

1. Tick the expressions you've heard before. Circle the one that surprised you.
2. Make your own British greeting dialogue using at least 2 of the expressions.



Bonus activity — "Very British Problems"

Watch the video. Discuss in pairs.

1. What is the joke in this video?
Do you find it funny?
Why or why not?
2. Would people in your country answer the same way?
Why or why not?
3. Imagine you are having the worst day ever.
What would you say instead?



Video link:

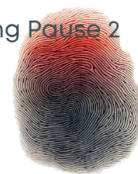
<https://surl.li/xrtkto>

Video link 1: <https://surl.li/qaofnu>

Video link 2: <https://surl.li/xrtkto>

#2

Identity



Learning outcome:

by the end of this unit, you will be able to identify your MBTI type and explain each letter with a simple word.

MBTI is a personality test that helps you understand how you think, feel and make decisions.

Before watching: match the phrases with their meanings.

- | | |
|------------------------------------|---|
| 1. go with the flow | a) suggest ways to fix a problem |
| 2. be there for someone's emotions | b) support someone by listening to how they feel |
| 3. offer solutions | c) spend time alone, away from others |
| 4. last minute changes | d) accept what happens without trying to control it |
| 5. lock yourself away | e) unexpected changes that happen very late |

While watching: fill in one letter in each column according to your own personality.

1. I / E	2. S / N	3. T / F	4. P / J



3. normal version
Video link:
<https://surl.li/xrtkto>



3. slow version
Video link:
<https://surl.li/ekspnh>

After watching:

- Check the meaning of each letter below.

E – Extrovert (social)	<i>Donkey from Shrek – always talking, loves company</i>
I – Introvert (quiet)	<i>Wednesday Addams – lives in her own world, very independent.</i>
S – Sensing (facts)	<i>Sherlock Holmes – notices every detail, very practical</i>
N – Intuitive (ideas)	<i>Albus Dumbledore (Harry Potter) – visionary, sees the bigger picture</i>
T – Thinking (logic)	<i>Batman – logical, no emotions in decisions</i>
F – Feeling (feelings)	<i>Po (Kung Fu Panda) – kind, emotional, values friends and feelings.</i>
P – Perceiving (flexible)	<i>Dory (Finding Nemo) – lives in the moment, always improvises.</i>
J – Judging (planned)	<i>Hermione Granger (Harry Potter) – organized, loves rules and plans.</i>

- Write 3–4 sentences about your personality. Use at least two phrases from today's lesson.
For example: I go with the flow because... / I lock myself away when.../I prefer to offer solutions rather than...

Discuss in pairs: do you think the test described you correctly? Why or why not?

Video link 3 (normal version): <https://surl.li/xrtkto>

Video link 3 (slow version): <https://surl.li/ekspnh>

#3

True Friendship



Learning outcome:

by the end of this unit, you will be able to explain what makes a true or toxic friend using key phrases.

Before watching: match the phrases with their meanings.

- | | |
|------------------------------|---|
| 1. mutually beneficial | a) a compliment that is actually an insult |
| 2. mentally drained | b) finding something difficult or hard to deal with |
| 3. backhanded compliment | c) good for both people in a relationship |
| 4. struggling with something | d) share someone's happiness and success together |
| 5. celebrate with someone | e) feeling exhausted and empty after an experience |

While watching: watch the video and circle the correct answer.

1. According to the speaker, what should a true friendship feel like? 3. A jealous friend gets distant when...

- a) Exciting and dramatic
b) Warm, supportive and mutually beneficial
c) Always perfect with no problems

- a) you are struggling with something
b) things start to go well for you
c) you need their help

2. What does she say about toxic friends?

- a) They are easy to recognize immediately
b) They can be quiet manipulators
c) They always apologize in the end

4. What do real friends do?

- a) Agree with everything you say
b) Celebrate with you and support you
c) Only show up when they need something



Video link:
<https://surl.li/sgxucj>

After watching:

1. Complete the sentences using the phrases from the box.

mutually beneficial • mentally drained • backhanded compliment • struggling with something • celebrate with you

- A good friendship should be _____ — both people give and receive support.
- If you feel _____ after spending time with a friend, that is a warning sign.
- When a friend is _____, a true friend listens and helps.
- Saying "You look good today — I didn't expect that!" is an example of a _____.
- Real friends don't just support you in hard times — they also _____ when things go well.

Video link 4: <https://surl.li/sgxucj>

2. Complete the story about your friend. Use at least two phrases from today's lesson.

My friend's name is _____. We have known each other for _____. When I am struggling with something, he/she

I feel _____ when we spend time together because _____

I know he/she is a real friend because _____

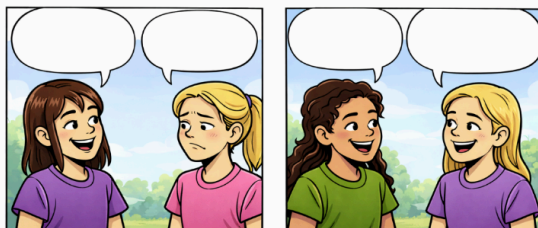
Bonus activity: read the compliments. Write B (backhanded) or R (real).

1. "You look amazing today!" ____
2. "Wow, you're so brave to wear that!" ____
3. "You did really well – I didn't expect that from you." ____
4. "Your presentation was great!" ____
5. "I love how you don't care what people think!" ____

Look at the examples. Which one is a backhanded compliment?



Now write your own dialogue. Use a backhanded compliment in one speech bubble and a real compliment in the other.



Discuss with a partner:

- Have you ever received a backhanded compliment? How did it make you feel?
- Is it always easy to tell the difference between a real and a backhanded compliment? Why or why not?

#4

I Love English 6 | Unit 1: Friends | Microlearning Pause 4

Different Kinds of Friends



Learning outcome:

by the end of this unit, you will be able to compare different ideas about friendship and express your own opinion using key phrases.

Before watching: match the phrases with their meanings.

- | | |
|----------------------------|--|
| 1. be there for someone | a) became part of your life unexpectedly |
| 2. have someone's back | b) listen and support someone emotionally |
| 3. show up when it matters | c) even if you are far apart from each other |
| 4. walked into your life | d) protect and defend someone |
| 5. no matter the distance | e) appear and help at important moments |

While watching: watch videos 5a, 5b and 5c. Answer the questions.

1. What does the speaker in **5a** say friendship is really about?

- a) How long you have known someone
- b) Who proved they care
- c) How often you meet



2. How many types of friends does the speaker in **5b** mention?

- a) Two
- b) Three
- c) Four



3. According to the speaker in **5b**, why do you need different kinds of friends?

- a) Because friends change over time
- b) Because different friends help you in different moments of life
- c) Because you cannot trust one person completely

4. What does the speaker in **5c** compare friends to?

- a) The sun
- b) Stars
- c) The moon



5. What does the speaker in **5c** say about distance and friendship?

- a) True friends always stay in contact
- b) Friendship dies when people move away
- c) True friends stay close even when they don't talk every day

Video link 5a: <https://surl.li/jcarsu>

Video link 5b: <https://surl.li/loynrr>

Video link 5c: <https://surl.li/riafzr>

After watching:

1. **Gap-fill:** complete the sentences using the phrases from the box. You may need to change the form of some phrases.

**show up when it matters • be there for you • walk into your life • have your back •
no matter the distance**

1. True friendship stays strong _____
2. A true friend will always _____ even when life gets busy or difficult.
3. Some of the best friends just _____ at the right moment.
4. Real friends always _____ — they listen and support you emotionally.
5. A good friend always _____ — they protect and defend you.

2. Do you agree or disagree? Write A (agree) or D (disagree).

1. You can only have one true best friend in life. ____
2. A friend who walked into your life recently can be closer than someone you have known for years. ____
3. Real friends stay close no matter the distance. ____
4. No one person can be everything to you ____

3. Write 3–4 sentences about a friendship that is important to you. Use at least two phrases from today's lesson.

For example: My friend.....When I need help, he/she.....Our friendship is special because.....

Bonus activity: rank the four qualities of a true friend from 1 (most important) to 4 (least important).

- ___ Being there for someone emotionally
- ___ Having your back in difficult situations
- ___ Showing up when it matters
- ___ Walking into your life at the right moment

Discuss with a partner: did you rank them the same way? Why or why not?

#5

Friendship - review worksheet



Learning outcome:

by the end of this unit, you will be able to recall key ideas about friendship, greetings, and true/fake friends from Microlearning Pauses 1–4 and use them in short written sentences.

British greetings review: match the greetings with their meanings.

- | | |
|------------------------|------------------|
| 1. Casual "Hi" | a) You alright? |
| 2. Is everything okay? | b) Hiya |
| 3. How's life? | c) How's things? |

Gap-fill: complete the sentences using the phrases from the box.

hiya • conversation • true • fake • caring • quiet • stay • moments • quality • support

In real life, friendships are more about _____ than time.

Some friends say "_____" to everyone they see, but others are more

_____ and prefer a small _____ with one person.

_____ friends are the ones who _____ close even when you don't talk every day.

They show their _____ by helping you in difficult _____ of your life.

But _____ friends only want something from you and don't really _____ you.

Phrases review: match the phrase to its meaning.

- | | |
|----------------------------|---|
| 1. be there for someone | a) feeling exhausted after spending time with someone |
| 2. mutually beneficial | b) good for both people in a relationship |
| 3. go with the flow | c) a compliment that is actually an insult |
| 4. show up when it matters | d) listen and support someone emotionally |
| 5. backhanded compliment | e) became part of your life unexpectedly |
| 6. no matter the distance | f) accept what happens without trying to control it |
| 7. mentally drained | g) appear and help at important moments |
| 8. walked into your life | h) even if you are far apart from each other |

Friendship vocabulary review: choose the correct word.

- A real friend always tries to _____ your feelings, even when they disagree.
(copy / pretend / respect)
- Fake friends usually _____ when you need help the most.
(support / disappear / stay)
- Some people say "hiya" to _____ everyone they pass on the street.
(greet / notice / avoid)

4. The British greeting "You alright?" is a very _____ way to start a conversation.
(formal / angry / common)
5. A thinking type often prefers decisions that are based on _____.
(emotions / logic / habits)
6. A feeling type usually focuses on how other _____ feel.
(rules / people / situations)
7. Real friendship is about people who _____ they care through actions.
(pretend / prove / guess)
8. True friends can stay close even when they are _____ for a long time.
(apart / confused / wrong)
9. You need different friends for different _____ in your life.
(answers / secrets / moments)
10. Strong friendship doesn't need daily _____ to stay strong.
(gifts / money / conversation)

Final writing exercise: *for me, a good friend is someone who...* (Write 1-2 sentences)

Friendship Bingo: tick the boxes that are TRUE for you.

- ☐ I say "hiya" to people
- ☐ I like quiet friends
- ☐ I enjoy funny friends
- ☐ I can stay close even when apart
- ☐ I support friends when they are stressed
- ☐ I prefer short conversations
- ☐ I like learning about people
- ☐ I stay positive

Discuss in pairs: compare your ticks.

What is similar or different?

Would you be good friends based on your "friendship style"?

Why or why not?

Bonus activity: which message do you agree with most?

- ☐ A good friendship should be mutually beneficial.
- ☐ Real friends show up when it matters.
- ☐ True friendship stays strong no matter the distance.

Discuss in pairs: why did you choose this message?

#6

The Power of Goals

Learning outcome:

by the end of this unit, you will be able to identify key ideas from the athlete's story and use target phrases to write about your own goals.



Before watching: match the phrases with their meanings.

- | | |
|--------------------------------|---|
| 1. without a shadow of a doubt | a) develop and grow your natural ability |
| 2. put the blinders on | b) never give up, keep going no matter what |
| 3. fit your skill set | c) completely certain, no doubt at all |
| 4. cultivate your talent | d) match your natural strengths and abilities |
| 5. be relentless | e) focus only on yourself and ignore distractions |

While watching.

Read through all questions before watching. You may watch the video twice, or use the Edpuzzle version to pause and rewind.

You will now watch a short clip from Chaunté Lowe, an Olympic high jumper. Listen to her story and answer the questions.



6a
Edpuzzle
<https://surl.li/cglpqr>



6b
Watch-only video
<https://surl.li/qynsgu>

- If you want to be the best in the world, you have to know _____ that you worked harder than anyone else.
 - without any real reason
 - without a shadow of a doubt
 - without saying anything
- Which statement best reflects the speaker's idea about doing something you truly love?
 - Following your passion always leads to quick success.
 - When your work aligns with your passion, it stops feeling like traditional "work."
 - Passion alone is enough to replace effort and discipline.
- Why should you "put the blinders on," according to the speaker?
 - To work faster
 - To stop comparing yourself to others
 - To avoid making mistakes
- Which of the following is NOT a reason she admired Michael Jordan?
 - He was successful only because of his natural talent
 - He never missed practice
 - He played even when he was sick

Video link 6a Edpuzzle: <https://surl.li/cglpqr>

Video link 6b Watch-only video: <https://surl.li/qynsgu>

5. Complete the sentence:

You can't control what _____, all you can control is what _____.

6. What were TWO reasons school became her "sanctuary"?

- a) It gave her structure, education and hope for a different future
- b) It was a place to make new friends
- c) It was a safe space away from problems at home

7. What "pulled her through" the hardest periods of her life?

- a) Support from her coach and family
- b) Her vision of becoming an Olympian and her talent for jumping
- c) Financial support from sponsors

8. We can live a more fulfilled life if we stop turning small problems into _____.

- a) opportunities for quick success
- b) something too small to take seriously
- c) monumental mountains

After watching:

1. **Gap-fill:** complete the sentences using the phrases from the box. You may need to change the form of some phrases.

without a shadow of a doubt • put the blinders on • fit your skill set • cultivate your talent • be relentless

1. If you want to succeed, you need to _____ and stop comparing yourself to others.
2. She knew _____ that she had worked harder than anyone else.
3. It is important to _____ – practise and develop what you are naturally good at.
4. Sometimes a job or activity just doesn't _____ – and that is okay.
5. Great athletes _____ – they never give up no matter what.

2. Write 3–4 sentences about a goal that is important to you. Use at least two phrases from today's lesson.

For example: My goal is... / I know without a shadow of a doubt that... / To achieve this, I need to... / I will put the blinders on and...

#7

What Sport Teaches Us



Learning outcome:

by the end of this unit, you will name key benefits of sport and use this vocabulary to describe your own experiences.

Before watching: match the phrases with their meanings. There is one extra meaning you will not need.

- | | |
|-------------------------|---|
| 1. a sense of belonging | a) reach something you worked hard for |
| 2. test your limits | b) abilities that help you in everyday life |
| 3. achieve your goals | c) feel less worried and more relaxed |
| 4. life skills | d) feeling connected and part of a group |
| 5. reduce stress | e) push yourself beyond what you thought possible |
| | f) develop and grow your natural ability |

While watching.

You will now watch a short video about what sport teaches us. Circle the correct answer.

- | | | |
|--|---|--|
| 1. What is one main question the video asks at the beginning? | 
7a
Edpuzzle
https://surl.li/zlotyz | 
7b
Watch-only video
https://surl.li/uqppjt |
| a) What is the hardest sport?
b) What exactly is a sport?
c) Who invented sport? | | |
| 2. Sport is always easy and enjoyable. | | |
| a) True
b) False | | |
| 3. Which benefit of sport is mentioned? | | |
| a) Better sleep
b) Making money
c) Stress reduction | 5. The video says sport can teach: (choose ALL that apply) | |
| | a) leadership
b) time management
c) teamwork
d) emotional control
e) communication
f) responsibility | |
| 4. Sport can help people who feel... | | |
| a) isolated
b) famous
c) tired | 6. What is one reason the video gives for why people love sports? Write one reason from the video. | |
| | _____ | |

After watching. Reflection: tick the boxes that are TRUE for you.

- | | |
|--|--|
| ☐ Sport helps me reduce stress | ☐ I like to test my limits |
| ☐ Sport gives me a sense of belonging | ☐ Sport has taught me important life skills |
| ☐ Sport helps me achieve my goals | |

Discuss with a partner: which box did you both tick? Which was different?

Video link 7a Edpuzzle: <https://surl.li/zlotyz>

Video link 7b Watch-only video: <https://surl.li/uqppjt>

1. **Gap-fill:** complete the sentences using the phrases from the box. You may need to change the form of some phrases.

a sense of belonging • test your limits • achieve your goals • life skills • reduce stress

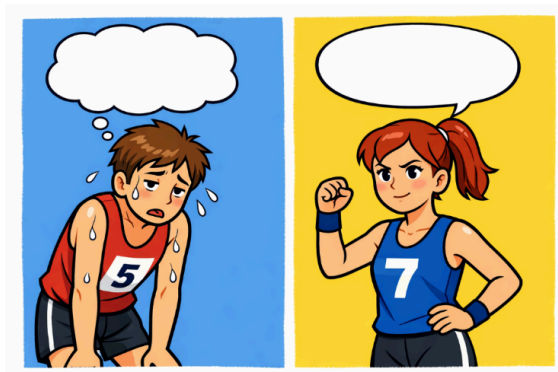
1. Setting targets helps you stay motivated and _____ over time.
2. Physical activity is a great way to _____ and improve your mood.
3. Being part of a team gives you _____ and helps you feel connected.
4. Sport teaches you to _____ — to push yourself further than you thought possible.
5. Sport can help you learn _____ such as teamwork and communication.

2. Write 3–4 sentences about your own sport experience. Use at least two phrases from today's lesson.

For example: Sport gives me a sense of belonging because...When I play sport, I try to test my limits by...Sport has taught me important life skills such as...

Bonus activity.

Imagine two athletes — one who gives up easily and one who tests their limits every day. Write their thoughts in the speech bubbles!



#8

Sports at School



Learning outcome:

by the end of this unit, you will understand how American teens talk about their personal experiences in school sports, compare school sports culture in the USA and Estonia, and use key phrases from the video to describe your own feelings about sports, friendship, and teamwork.

Before watching.

1. Which sports are popular in Estonian schools? Circle them.

- | | |
|-------------------|-----------------------|
| Skiing | Baseball |
| Soccer | Cross country running |
| American Football | Basketball |
| Cheerleading | Volleyball |
| Football | Softball |

Now guess: Which are popular in the USA too? Underline them.

2. Match the phrases with their meanings.

- | | |
|-----------------------|---|
| 1. making memories | a) support and protect one another |
| 2. let your team down | b) creating special experiences you will remember |
| 3. back each other up | c) make a lot of effort and work hard |
| 4. put in the work | d) important things you learn from your experiences |
| 5. life lessons | e) disappoint or fail the people you play with |

While watching.

You will now listen to interviews with six American teenagers talking about their school sports.

Read through all questions before watching. Circle the correct answer. You may watch the video twice.

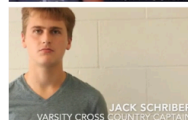
- What does the first speaker enjoy most about her sport?
 - Winning trophies
 - Making memories with friends
 - Getting famous
- What does Alyssa say about talent?
 - Only talented people should play sports
 - You must be born talented
 - You don't need talent — you can improve
- How often does the dance team practice?
 - Twice a week
 - Three times a week
 - Four times a week



8a
Edpuzzle
<https://surl.li/fcccgq>



8b
Watch-only video
<https://surl.li/vmqvcw>



Video link 8a Edpuzzle: <https://surl.li/fcccgq>

Video link 8b Watch-only video: <https://surl.li/vmqvcw>

4. When does Dylan's football team practice?
 - a) Only on weekends
 - b) Monday to Thursday plus Saturday
 - c) Every day of the week
5. Why is making a mistake hard for Alyssa?
 - a) Because she lets her team down
 - b) Because the coach shouts
 - c) Because she loses money
6. What does "constantly on edge" mean in this context?
 - a) Happy and energetic
 - b) Relaxed and comfortable
 - c) Tense, nervous, and very alert
7. Why does the speaker describe cheerleading as dangerous?
 - a) Because it is exhausting but rarely causes injuries
 - b) Because lifts and throws can cause serious injuries
 - c) Because it is not officially recognized as a sport
8. When do you grow most as an athlete?
 - a) When you work alone outside practice
 - b) Only during team practice
 - c) Only during games
9. What does "second family" mean here?
 - a) A real family
 - b) A school club
 - c) A close team that supports you
10. What is the main message of the video?
 - a) Sports build unforgettable friendships
 - b) Sports are only about winning
 - c) Sports are too dangerous

After watching.

1. **Gap-fill:** complete the sentences using the phrases from the box.

making memories • let your team down • back each other up • put in the work • life lessons

1. Sport teaches you important _____ like teamwork and discipline.
2. If you want to improve, you have to _____ outside of practice too.
3. Playing sport with friends means _____ that last a lifetime.
4. Good teammates always _____
5. It is hard to accept that one mistake can _____

2. Write 3–4 sentences about sport or any activity that is important to you. Use at least two phrases from today's lesson.

For example: I enjoy... / When I put in the work... / Making memories with... / This activity has taught me important life lessons because...

#9

Sports Review Worksheet


Learning outcome:

by the end of this unit, you will be able to recall key phrases about sport, goals, and teamwork from Microlearning Pauses 6–8 and use them in short written sentences.

Phrases review: match the phrase to its meaning. There is one extra meaning you will not need.

- | | |
|--------------------------------|---|
| 1. without a shadow of a doubt | a) push yourself beyond what you thought possible |
| 2. put the blinders on | b) completely certain, no doubt at all |
| 3. a sense of belonging | c) important things you learn from your experiences |
| 4. let your team down | d) make a lot of effort and work hard |
| 5. put in the work | e) focus only on yourself and ignore distractions |
| 6. life lessons | f) feeling connected and part of a group |
| 7. test your limits | g) creating special experiences you will remember |
| 8. making memories | h) support and protect one another |
| | i) disappoint or fail the people you play with |

Vocabulary review: choose and write the correct word.

- Sport can help you _____ stress and improve your mood.
(increase / reduce / ignore)
- It is important to _____ your talent through practice and hard work.
(ignore / avoid / cultivate)
- Setting goals helps you stay motivated and _____ them over time.
(forget / achieve / avoid)
- If you want to get better, you need to _____ the blinders on and focus.
(take / put / keep)
- Being part of a team gives you a sense of _____.
(belonging / winning / losing)
- When you make a mistake, the hardest part is knowing you _____ your team down.
(lifted / let / put)
- A good teammate will always _____ your back.
(have / take / give)
- Sport teaches important _____ skills like teamwork and communication.
(life / work / play)

Gap-fill: complete the sentences using the phrases from the box.

put the blinders on • a sense of belonging • life lessons • back each other up • achieve your goals

1. Sport teaches you important _____ like discipline and resilience.
2. Being part of a team gives you _____ and makes you feel connected.
3. Good teammates always _____ — they never let each other down.
4. If you want to succeed, you need to _____ and stop comparing yourself to others.
5. Setting small and large targets helps you stay motivated and _____ over time.

Sports Bingo: tick the boxes that are TRUE for you:

- ☐ I have made great memories through an activity I love
- ☐ I always put in the work to improve
- ☐ I have tested my limits
- ☐ I feel a sense of belonging in a group or team
- ☐ An activity has taught me important life lessons
- ☐ I always back others up when they need help
- ☐ Activities help me reduce stress
- ☐ I have let someone down and learned from it

Discuss in pairs: Compare your ticks. What is similar or different? What is the most important thing sport has taught you?

Final writing exercise: write 3–4 sentences about an activity or sport that is important to you. Use at least two phrases from today's lesson.

without a shadow of a doubt • a sense of belonging • back each other up • put in the work • life lessons

For example: I have learned... / This activity gives me... / I know without a shadow of a doubt that...

Appendix 6. Answer key.

This appendix provides the expected answers for the controlled exercises (matching, multiple-choice, gap-fill, and vocabulary review) in each microlearning worksheet. Open-ended tasks — discussion, personal writing, and reflection activities — are noted as “answers will vary,” since responses depend on the individual student.

Worksheet #1. Common British Greetings

Before watching — match the greetings with their meanings

- 1 — D (Casual “Hi”)
- 2 — E (Hello, UK style)
- 3 — B (Is everything okay?)
- 4 — C (How did you sleep?)
- 5 — A (How’s life?)

After watching

- 1. Open-ended; answers will vary.
- 2. Open-ended dialogue. Sample: “Hiya! You alright?” — “Yeah, all good, thanks! How’s things?” — “Not bad, not bad.”

Bonus — “Very British Problems”

Open-ended discussion. The joke typically relies on the British convention of replying with reserved phrases such as “I’m fine” or “Not bad” regardless of how one actually feels.

Worksheet #2. Identity

Before watching — match the phrases with their meanings

- 1 — d (accept what happens without trying to control it)
- 2 — b (support someone by listening to how they feel)
- 3 — a (suggest ways to fix a problem)
- 4 — e (unexpected changes that happen very late)
- 5 — c (spend time alone, away from others)

While watching — MBTI table

Open-ended; each student selects one letter in each column (I/E, S/N, T/F, P/J) based on the video and personal reflection.

After watching

- 1. MBTI letter associations are provided on the worksheet: Donkey = E, Wednesday Addams = I, Sherlock = S, Dumbledore = N, Batman = T, Po = F, Dory = P, Hermione = J.
- 2. Open-ended; students write 3–4 sentences about their own personality.

Worksheet #3. True Friendship

Before watching — match the phrases

- 1 — c (good for both people in a relationship)
- 2 — e (feeling exhausted and empty after an experience)
- 3 — a (a compliment that is actually an insult)
- 4 — b (finding something difficult or hard to deal with)
- 5 — d (share someone’s happiness and success together)

While watching — circle the correct answer

- 1 — b (Warm, supportive and mutually beneficial)
- 2 — b (They can be quiet manipulators)
- 3 — b (things start to go well for you)
- 4 — b (Celebrate with you and support you)

After watching — gap-fill

- 1. mutually beneficial
 - 2. mentally drained
 - 3. struggling with something
 - 4. backhanded compliment
 - 5. celebrate with you
- Story about a friend: Open-ended.

Bonus — B (backhanded) or R (real)?

- 1 — R
- 2 — B
- 3 — B
- 4 — R
- 5 — B

Worksheet #4. Different Kinds of Friends**Before watching — match the phrases**

- 1 — b (listen and support someone emotionally)
- 2 — d (protect and defend someone)
- 3 — e (appear and help at important moments)
- 4 — a (became part of your life unexpectedly)
- 5 — c (even if you are far apart from each other)

While watching — answer the questions

- 1 (video 5a) — b (Who proved they care)
- 2 (video 5b) — c (Four)
- 3 (video 5b) — b (Because different friends help you in different moments of life)
- 4 (video 5c) — b (Stars)
- 5 (video 5c) — c (True friends stay close even when they don't talk every day)

After watching — gap-fill

- 1. no matter the distance
 - 2. show up when it matters
 - 3. walk into your life
 - 4. are there for you
 - 5. has your back
- Agree/disagree statements, writing, and ranking: Open-ended.

Worksheet #5. Friendship — Review Worksheet**British greetings review**

- 1 — b (Hiya)
- 2 — a (You alright?)
- 3 — c (How's things?)

Gap-fill text

1. quality
2. hiya
3. quiet
4. conversation
5. True
6. stay
7. caring
8. moments
9. fake
10. support

Phrases review

1 — d, 2 — b, 3 — f, 4 — g, 5 — c, 6 — h, 7 — a, 8 — e

Friendship vocabulary review

1. respect
2. disappear
3. greet
4. common
5. logic
6. people
7. prove
8. apart
9. moments
10. conversation

Final writing / Bingo / Bonus: Open-ended.

Worksheet #6. The Power of Goals

Before watching — match the phrases

- 1 — c (completely certain, no doubt at all)
- 2 — e (focus only on yourself and ignore distractions)
- 3 — d (match your natural strengths and abilities)
- 4 — a (develop and grow your natural ability)
- 5 — b (never give up, keep going no matter what)

While watching — Chaunté Lowe

- 1 — b (without a shadow of a doubt)
- 2 — b (When your work aligns with your passion, it stops feeling like traditional “work.”)
- 3 — b (To stop comparing yourself to others)
- 4 — a (He was successful only because of his natural talent) — NOT a reason
5. Fill-in: “You can’t control what other people are doing, all you can control is what you are doing.”
- 6 — a and c (a: structure, education and hope for a different future; c: safe space away from problems at home)
- 7 — b (Her vision of becoming an Olympian and her talent for jumping)
- 8 — c (monumentous mountains)

After watching — gap-fill

1. put the blinders on
2. without a shadow of a doubt
3. cultivate your talent

4. fit your skill set
5. are relentless

Writing about a goal: Open-ended.

Worksheet #7. What Sport Teaches Us

Before watching — match the phrases (one extra)

- 1 — d (feeling connected and part of a group)
 - 2 — e (push yourself beyond what you thought possible)
 - 3 — a (reach something you worked hard for)
 - 4 — b (abilities that help you in everyday life)
 - 5 — c (feel less worried and more relaxed)
- Extra meaning: f (develop and grow your natural ability)

While watching — circle the correct answer

- 1 — b (What exactly is a sport?)
- 2 — b (False)
- 3 — c (Stress reduction)
- 4 — a (isolated)
- 5 — a, c, e (leadership, teamwork, communication)
6. Sample answer: “Sports bring people together,” “Sports help people feel connected to something bigger than themselves,” or “Sports improve physical and mental health.”

After watching

Reflection ticks: Personal; answers will vary.

Gap-fill:

1. achieve your goals
2. reduce stress
3. a sense of belonging
4. test your limits
5. life skills

Writing + bonus speech bubbles: Open-ended.

Worksheet #8. Sports at School

Before watching

1. Sports popular in Estonian schools (suggested circles): Skiing, Soccer, Cross country running, Basketball, Volleyball, Football.

Sports popular in US schools (suggested underlines): Baseball, Soccer, American Football, Basketball, Cheerleading, Volleyball, Softball, Cross country running.

Categorisations may vary by student knowledge.

2. Match the phrases:

- 1 — b (creating special experiences you will remember)
- 2 — e (disappoint or fail the people you play with)
- 3 — a (support and protect one another)
- 4 — c (make a lot of effort and work hard)
- 5 — d (important things you learn from your experiences)

While watching — interviews with six American teenagers

- 1 — b (Making memories with friends)
- 2 — c (You don't need talent — you can improve)
- 3 — c (Four times a week)

- 4 — b (Monday to Thursday plus Saturday)
- 5 — a (Because she lets her team down)
- 6 — c (Tense, nervous, and very alert)
- 7 — b (Because lifts and throws can cause serious injuries)
- 8 — a (When you work alone outside practice)
- 9 — c (A close team that supports you)
- 10 — a (Sports build unforgettable friendships)

After watching — gap-fill

- 1. life lessons
 - 2. put in the work
 - 3. making memories
 - 4. back each other up
 - 5. let your team down
- Writing: Open-ended.

Worksheet #9. Sports — Review Worksheet

Phrases review (one extra)

- 1 — b, 2 — e, 3 — f, 4 — i, 5 — d, 6 — c, 7 — a, 8 — g
 Extra meaning: h (support and protect one another)

Vocabulary review

- 1. reduce
- 2. cultivate
- 3. achieve
- 4. put
- 5. belonging
- 6. let
- 7. have
- 8. life

Gap-fill

- 1. life lessons
 - 2. a sense of belonging
 - 3. back each other up
 - 4. put the blinders on
 - 5. achieve your goals
- Sports Bingo / Final writing: Open-ended.

RESÜMEE

TARTU ÜLIKOOL

ANGLISTIKA OSAKOND

Anna Mazepa

SLA-Informed Microlearning Design for the EFL Classroom: Developing and Evaluating Video-Based Materials for 8th-Grade Learners

SLA-põhine mikroõppe disain inglise keele kui võõrkeele tunnis: videopõhiste õppematerjalide loomine ja hindamine 8. klassi õpilastele

Magistritöö

Aasta: 2026

Lehekülgede arv: 106

Annotatsioon:

Tänapäeva Eesti noored, kes õpivad inglise keelt võõrkeelena, kasvavad üles lühivormilise meedia ja rõõprähklemise kujundatud keskkonnas, mis mõjutab tähelepanu ning huvi traditsiooniliste õppematerjalide vastu. Mikroõpe (micorlearning) pakub sellele probleemile võimaliku lahenduse, kuid olemasolev mikroõpet käsitlev kirjandus seostub harva süstemaatiliselt teise keele omandamise (SLA) teooriatega.

Käesoleva magistritöö eesmärk on luua ja hinnata videopõhiseid mikroõppe materjale 8. klassi inglise keele õpilastele Eesti põhikoolis, tuginedes õpikule I Love English 6 ja Eesti põhikooli riiklikule õppekavale. Uurimus pakub välja viis disainiprintsiipi, mis seovad SLA-uuringud videopõhise mikroõppe materjalide disainiga, ning rakendab neid printsiipe mitmesõnaliste väljendite (formulaic sequences) õpetamisel.

Uurimus vastab kolmele küsimusele: millised teoreetilised seosed saab luua SLA põhimõtete ja videopõhise mikroõppe disaini vahel; kuidas hindavad õpetajad loodud materjale; kuidas hindavad materjale 8. klassi õpilased. Tagasisidet koguti 21 õpetajalt ja kahelt 8. klassi õpilaste rühmalt. Üldiselt hindasid nii õpetajad kui ka õpilased materjale positiivselt ligipääsetavuse, selguse, kaasavuse ja õppekavale vastavuse poolest, kuigi lähtuvalt tagasisidest tehti materjalides mitmeid muudatusi. Uuring näitas, et SLA põhimõtete ja mikroõppe disaini vaheliste süstemaatiliste seoste sõnastamine võimaldab koostada teoreetiliselt põhjendatud videopõhiseid õppematerjale.

Märksõnad: mikroõpe, teise keele omandamine, inglise keel kui võõrkeel, fraseoloogilised üksused, õppematerjalid

LIHTLITSENTS

Lihtlitsents lõputöö reprodutseerimiseks ja lõputöö üldsusele kättesaadavaks tegemiseks

Mina, Anna Mazepa,

1. annan Tartu Ülikoolile tasuta loa (lihtlitsentsi) enda loodud teose

SLA-Informed Microlearning Design for the EFL Classroom: Developing and Evaluating Video-Based Materials for 8th-Grade Learners,

mille juhendaja on Liina Tammekänd, PhD,

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