

Exploring the Viability of Microlearning English Teaching for Elementary School Students

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Abstract

Microlearning, an innovative learning method, has emerged in the field of digital learning, especially for work-based and corporate training. Microlearning is a form of e-learning delivered in small chunks, focused on delivering skill-based and just-in-time knowledge. Since the use of technology in the classroom has increasingly been the object of study in recent years, the purpose of this study is to investigate whether Microlearning can improve elementary school students' English performance. Several authors point out that students can only pay attention for about 10 to 15 minutes before their minds begin to drift. In addition, there seems to be no research that integrated Microlearning into English teaching for elementary school students in Taiwan. Therefore, this thesis will be significant in trying to integrate 15 min Microlearning in elementary school classes and we integrate Microlearning into English teaching as a new English teaching method. Due to students' short attention span, Microlearning will be a suitable and innovative teaching method that can allow learners to quickly absorb information in a short time and in an easy-to-understand way.

In this current study, a total of 109 third-grade elementary school students were invited to participate in this 10-week intervention. The experiment design includes three tests and questionnaires about students' learning effectiveness and attitudes. From the results of the quantitative and qualitative data in this study, we found that integrating Microlearning in the middle of the course had a greater effect on students' learning effectiveness than other experiment groups, and it can indeed increase and maintain students' long-term memory. In addition, Microlearning is more suitable for low-achieving students than high-achieving students. Moreover, the result of two questionnaires and interviews indicated that teacher and students have a positive attitude toward integrating Microlearning. As a contribution of this study, Microlearning is going to form an innovative teaching method in future teaching.

Key words: Microlearning, learning effectiveness, attention span, English learning elementary students