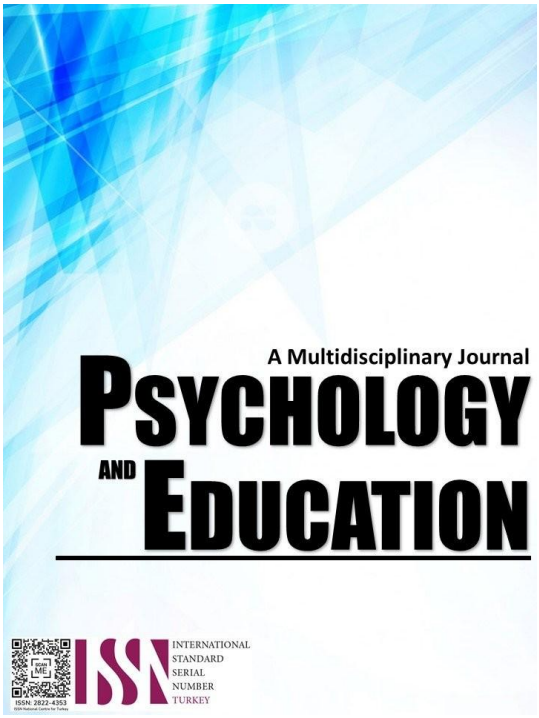
ENHANCING ORAL COMMUNICATION SKILLS THROUGH MICRO-VLOGGING



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Research Article

Enhancing Oral Communication Skills through Micro-Vlogging

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Abstract

The study investigated the effectiveness of micro-vlogging in enhancing the oral communication skills of Grade 4 learners in Surigao City Pilot School, Schools Division Office of Surigao City. It is anchored on Richard Mayer's Cognitive Theory of Multimedia Learning (2001), Bandura's Social Learning Theory, Vygotsky's Socio-Cultural Theory and the Communicative Language Teaching approach. The study examined the influence of micro-vlogging on students' oral communication skills. Utilizing a quasi-experimental research design, the study collected the data through pre-tests and post-tests. Findings reveal the following: learners who engaged in micro-vlogging activities showed significant improvement in oral fluency and better articulation of ideas. Consequently, the study concludes that micro-vlogging is an effective tool for enhancing oral communication skills among young learners. It recommends the integration of short-form video creation in classroom instruction to support learner-centered approaches, and continuous training of teachers in using technology-based strategies to improve communicative competence in the elementary level.

Keywords: *microvlogging, TikTok, oral communication, English language, digital storytelling, elementary education*

Introduction

The digital transformation of the 21st century has significantly reshaped educational practices, particularly in the area of language learning. This study investigates the effectiveness of micro-vlogging—specifically through platforms like TikTok and YouTube—in enhancing the oral communication skills of Grade 4 learners in a formal classroom setting.

Several recent studies have emphasized the educational value of social media in developing English language skills. Ilyas and Putri (2020) found that YouTube use significantly improved EFL students' speaking proficiency. Similarly, Baroroh et al. (2021) and Musdayanti et al. (2022) highlighted how YouTube videos enhanced learners' confidence, motivation, and speaking fluency. TikTok, with its short-form, user-generated content, has also gained attention. Dabamona and Yunus (2022) and Al-Hammouri et al. (2022) reported that TikTok positively influences learners' listening, pronunciation, and speaking abilities by providing engaging and authentic language practice.

Despite these promising findings, there remains a limited body of research focusing on the integration of micro-vlogging within structured basic education settings. Most existing studies focus on general or informal learning environments, overlooking the potential of these tools in formal classrooms.

This study addresses that gap by exploring how micro-vlogging can be systematically implemented to improve oral communication skills among young learners. It also examines both learners' and teachers' perceptions to offer a holistic view of its effectiveness. Ultimately, the study seeks to contribute practical insights into the use of social media as a pedagogical tool, aligning language instruction with digital-age learning preferences.

Research Questions

The research aimed to ascertain the effect of micro-vlogging in enhancing the level of competency on oral communication skills among the intermediate learners of Surigao City Pilot School, District II, School Division of Surigao City, and in Surigao del Norte.

Specifically, the study seeks to answer the following questions;

1. What is the level of competency on oral communication of the Grade 4 pupils as to control and experimental groups based on their pre-test scores as to the following skills:
   1.1 grammar;
   1.2 vocabulary;
   1.3 fluency;
   1.4 pronunciation; and
   1.5 content?
2. How is micro-vlogging utilized in the English class?
3. What is the level of competency on oral communication of the Grade 4 pupils based on the post-test scores of the control and the experimental group?
4. Is there a significant difference in the level of competency on oral communication based on pre-test and pos-test scores of the pupils in the control and experimental group?

5. Is there a significant between the pre-test and post-test results of the experimental group after using micro-vlogging in the class?
6. Given the findings of the study, what recommendations can be suggested for enhancing the oral communication skills of intermediate learners?

Literature Review

The increasing importance of technology in education has led to a rise in the integration of digital platforms in education. Numerous studies published have posited that the utilization micro-vlogging and social media can help increase English language learners' English proficiency.

Micro-vlogging as an Educational Tool

In recent years, micro-vlogging has emerged as a compelling educational tool, particularly in the context of language learning and the development of oral communication skills. Defined as the act of creating and sharing short, video-based content on social media platforms such as TikTok, YouTube, and Facebook, micro-vlogging offers learners a unique and interactive space to engage in authentic language use. These platforms, known for their intuitive interfaces and widespread popularity, allow students to produce content that is both personal and educational, fostering an informal yet meaningful learning experience.

Loreto (2022) emphasized that micro-vlogging encourages spontaneous speech and increases learner confidence in expressing ideas orally, making it a suitable strategy for EFL classrooms. Similarly, Arifatin et al. (2023) found that students who engaged in classroom-based vlogging activities demonstrated notable improvements in verbal fluency, pronunciation, and content coherence.

Zhang and Wu (2024) further observed that vlog-based instruction not only enhanced students' speaking performance but also sustained their interest and active participation throughout the learning process. Tan et al. (2022) and Zaitun et al. (2021) reported that short-form video creation, particularly through TikTok, significantly boosted learners' motivation and communicative competence, as it provided them with a low-pressure environment to practice language skills at their own pace. During the COVID-19 pandemic, platforms like TikTok were widely adopted as alternative teaching tools, as noted by Montag et al. (2021) and Hartung et al. (2020), who observed that teachers and students used these media to maintain engagement and continuity in language instruction.

Despite these promising developments, the application of micro-vlogging in formal primary education settings remains underexplored. Most existing studies focus on higher education or informal learning environments, with limited attention to young learners in structured classrooms.

This research addresses that gap by investigating the implementation of micro-vlogging in Grade 4 English classes, aiming to evaluate its impact on learners' oral fluency and to understand the perceptions of both teachers and students. By doing so, the study contributes valuable insights into the potential of micro-vlogging to serve as a learner-centered, technology-driven strategy for improving oral communication at the elementary level.

The Rise of Social Media as Language Learning Tool

Social media refers to a collection of online platforms and technologies that empower users to generate, share, and exchange user-created content while engaging in social networking. These platforms, predominantly internet-based, encompass websites, mobile applications, and various digital communication tools.

Sharma, (2019) identified that social media applications are functional tools for enhancing EFL students' English language skills as well as their learning motivation. (Gupta & Bashir, 2018) stated that social media has four major purposes, they were for entertainment, socialization, informativeness, and academic purposes.

As per (Sarwar et al. 2019), nearly all students, around 95%, possess an internet-connected mobile device, indicating that only a minimal fraction, less than 5%, may lack the ability to utilize mobile technology for educational purposes. Given the widespread use of social media among students, it becomes imperative to investigate its potential for educational applications and integrate media-focused strategies into the creation of educational curricula and technology-driven learning resources.

Social Media, Tools for Enhancing Oral Communication Skills

Social media platforms such as Facebook, YouTube, and TikTok have evolved into significant tools for supporting both formal and informal learning, particularly in enhancing oral communication skills among learners. These platforms, originally designed for entertainment or social networking, now serve as interactive, multimodal environments that encourage students to engage actively in language learning. Their features—ranging from video creation and sharing to community-building tools—allow learners to immerse themselves in authentic communication contexts, thereby improving speaking, listening, and critical thinking skills.

Facebook, with its interactive features such as groups, live videos, and discussion threads, provides learners with collaborative spaces to share content, post videos, and engage in meaningful conversations with peers and instructors Zgheib & Dabbagh, (2020). Its role

extends beyond passive consumption; students are encouraged to create content, receive real-time feedback, and participate in group interactions, all of which help develop their pronunciation, fluency, and confidence in using language Salehudin et al., (2021). Facebook's multimedia format fosters a multimodal approach to communication, allowing students to express themselves using videos, text, and images, further supporting oral language development.

Similarly, YouTube, as one of the largest global media-sharing platforms, offers learners access to a vast array of authentic video content, from educational tutorials to vlogs. This exposure to real-life language use enhances learners' listening comprehension and speaking abilities Zgheib & Dabbagh,(2020). More importantly, YouTube enables learners to create and upload their own videos, providing them opportunities to practice speaking in front of an audience in a format aligned with micro-vlogging. This practice helps refine pronunciation, fluency, and articulation skills (Escamilla-Fajardo et al., 2021). Furthermore, the ability to review their own videos and receive feedback from viewers fosters reflective learning, enabling students to monitor their progress and make continuous improvements over time.

TikTok, on the other hand, has emerged as a powerful platform for creative expression through short-form videos. With its brief and engaging video format, TikTok compels learners to communicate their ideas succinctly, thereby sharpening their oral communication skills Al-Sawalha et al., (2020). Studies have underscored TikTok's value in language learning, particularly in improving speaking, listening, and pronunciation skills among English language learners Niyomsuk & Polyiem, (2022); Adnan et al., (2021). Participation in trending challenges, collaborative videos , and interactive feedback mechanisms (comments and likes) not only motivates students to practice regularly but also fosters creativity, self-expression, and peer-to-peer interaction Chen & Huang, (2021). The platform's gamified, viral nature encourages consistent participation, providing learners with both enjoyment and meaningful oral practice.

Micro-vlogging, as an emerging form of self-expression, holds substantial potential for developing oral communication skills. By sharing short, personal videos on platforms like Facebook, YouTube, and TikTok, learners can practice speaking in an informal yet effective manner. Unlike traditional forms of education, which may rely heavily on written or verbal assessments, micro-vlogging allows learners to express themselves visually and verbally, providing immediate feedback from their peers and followers. This form of practice is particularly useful in improving fluency, pronunciation, and vocabulary, as students regularly engage in spoken tasks that require them to articulate their thoughts clearly.

Synthesis: These platforms support interactive, creative, and learner-centered approaches that foster speaking, listening, and pronunciation development. Studies confirm their potential to improve engagement and language performance, particularly among young learners. As digital media continues to shape education, integrating micro-vlogging into language instruction offers practical and innovative opportunities. Consequently, this study seeks to fill this void by scrutinizing and recognizing the integration of Micro-vlogging as a micro-learning platform, specifically tailored for the advancement of oral communication skills among intermediate learners.

Methodology

Research Design

This study utilized a quasi-experimental research design, specifically the nonequivalent control group design to determine the effectiveness of micro-vlogging in enhancing the oral communication skills of intermediate learners. This design was appropriate for the study because it allowed the comparison of two groups—experimental and control—that were not randomly assigned but were drawn from existing classes with similar characteristics.

In the course of the study, the experimental group received instruction using micro-vlogging as an intervention. Meanwhile, the control group received instruction through conventional teaching method following the standard classroom approach without the integration of digital media or video creation.

This design provided a structured yet flexible approach to examine the relationship between the use of digital tools in language learning and learners' oral communication outcomes in a real-world classroom setting.

Respondents

The participants of this study were composed of sixty (60) intermediate learners enrolled in the School Year 2024–2025 at Surigao City Pilot School, located in District II, Schools Division of Surigao City, Province of Surigao del Norte.

Specifically, they came from two Grade 4 sections: SPJ–Tuisa and FL–Menor. These sections were purposively selected based on the researcher's direct handling of their English subject, which ensured convenient access, effective coordination, and close monitoring during the implementation of the intervention and data collection.

The study adopted a purposive sampling technique, selecting participants who were available, cooperative, and met the criteria necessary for the experimental procedures. The selected learners were grouped into two: the experimental group consisted of 30 learners from Grade 4 SPJ–Tuisa, while the control group included 30 learners from Grade 4 FL–Menor.

Table 1 below presents the distribution of participants drawn from each section. It shows the total population per section, the number

of learners selected for the study, and the corresponding percentage.

Table 1. *Distribution of Participants*

Section	*Population*	*Sample Size*	*Percentage*
SPJ 4- Tuisa	35	30	86
FL 4 – Menor	39	30	77
TOTAL	74	60	81

As shown in Table 1, the experimental group, SPJ 4–Tuisa, was drawn from a total population of 35 learners, with 30 selected to participate, comprising 86% of the section. The control group, FL 4–Menor, had a total population of 39, from which 30 learners were selected, representing 77% of the section. Overall, the study involved 60 out of 74 learners, which is approximately 81% of the total Grade 4 learners from the two selected sections.

This strategic selection of participants ensured that the groups were relatively similar in size and instructional background, allowing for a fair comparison of the outcomes between the two instructional approaches—micro-vlogging and conventional teaching—in the development of oral communication skills.

Instrument

In this study, the researcher utilized a researcher-made speaking rubric as the primary instrument to assess learners' oral communication skills. The rubric was adapted from the framework proposed by Frestephanie and Pratiwi (2021), and was carefully designed to evaluate key components of speaking proficiency relevant to the Grade 4 level. The instrument was divided into two main sections.

Section 1 gathered essential learner profile information, including the respondent's name, grade and section, age, gender, and a check box to indicate group classification—experimental or control. This allowed for accurate categorization and tracking of data during both pre-test and post-test administration.

Section 2 comprised the speaking assessment rubric, which featured a five-point Likert-type scale ranging from 1 (Not Competent) to 5 (Highly Competent). The rubric measured five key domains of oral communication: grammar, vocabulary, fluency, pronunciation, and content. The learners' oral performances were rated independently by English teachers before and after the intervention to gauge improvements attributed to the use of micro-vlogging.

Validity. To ensure content and construct validity, the rubric was reviewed and validated by a panel of experts composed of the research adviser, a statistician, and specialists in the field of English language education. The first stage of validation involved initial screening and feedback from the research adviser, followed by a comprehensive review from subject matter experts. The instrument was evaluated for clarity, relevance, alignment with language proficiency standards, and its ability to measure the intended learning outcomes. The researcher incorporated all recommended revisions, resulting in a refined and credible instrument. Final validation was conducted prior to actual implementation to confirm that the tool accurately measured oral communication skills in the context of both traditional and technology-integrated instruction.

Reliability. To test the reliability of the rubric, a pilot test was conducted with a separate group of 30 Grade 4 learners from the same school who were not part of the study. The oral communication tasks from the pilot participants were assessed by three Grade 4 English teachers, using the same criteria applied in the main study. Inter-rater consistency was established, and the reliability coefficient (Cronbach's alpha) exceeded 0.70, indicating acceptable internal consistency of the instrument. This result affirmed the rubric's reliability as a tool for evaluating learners' oral communication performance across different raters and sessions.

Through careful validation and reliability testing, the researcher ensured that the instrument was both psychometrically sound and contextually appropriate for assessing the oral communication skills of Grade 4 learners in an experimental research setting.

Procedure

Data collection for the study involved multiple stages. Initially, the researcher developed two key instructional tools: a lesson compendium for teaching oral communication through micro-vlogging and the validated rubric for assessing learners' speaking performance. The pretest was conducted with both the experimental and control groups. In this task, learners delivered an oral monologue in response to the story "The Turtle Who Wanted to Fly." Their performances were rated based on five key indicators: grammar, vocabulary, fluency, pronunciation, and content, using a five-point scale from 1 (not competent) to 5 (highly competent).

Following the pretest, the implementation phase began. The experimental group received instruction that incorporated micro-vlogging activities, wherein learners created and recorded short videos to demonstrate their oral communication skills. In contrast, the control group was taught using conventional teaching methods such as textbook discussions and oral recitations. Both groups covered the same learning competencies but differed in instructional delivery.

After the instructional period, the posttest was administered. The control group performed their monologue tasks through face-to-face oral delivery, while the experimental group submitted video-recorded performances. The same validated speaking rubric was

used to assess both groups, ensuring consistency and fairness in the evaluation process. Each performance was evaluated by English teachers trained in the use of the rubric.

All collected data, including the learners' recorded performances and test scores, were handled with confidentiality. No identifying information was shared in any public documentation, and all digital materials were securely stored. The entire process followed strict ethical protocols to uphold the rights, privacy, and dignity of all participants while ensuring the credibility and trustworthiness of the research findings.

fter retrieving the students' pretest and posttest scores, the data were analyzed to determine whether there were improvements in the students' speaking skills following the utilization of micro-vlogging between the experimental and control groups.

Data Analysis

The data are collected, analyzed, and interpreted using the following statistical tools:

Mean and Standard Deviation. These tools were used to determine the extent of oral communication skills among the grade 4 pupils both in experimental and control group in terms of grammar, vocabulary, delivery, fluency, pronunciation and content.

Mann-Whitney U Test. This was used to determine the level of oral communication skills on oral communication skills among the grade 4 pupils both in experimental and control group in terms of grammar, vocabulary, fluency, pronunciation, and content.

Wilcoxon Signed-Rank Test. This statistical tool was used to determine the significant difference in the experimental group after the utilization of Micro-vlogging as a microlearning platform for the development of oral communication skills among Grade 4 pupils.

Ethical Consideration

To ensure the ethical integrity of the study and the reliable collection of data, the researcher undertook a systematic and well-defined set of procedures grounded in ethical research practices. The process commenced with obtaining an endorsement letter from the Dean of the Graduate School, which formally supported the researcher's intent to conduct the study. With this endorsement, a formal request letter was submitted to the Schools Division Superintendent of Surigao City to secure official permission to carry out the research within selected elementary schools under the division's jurisdiction.

Upon receiving approval from the Division Office, the researcher proceeded with the validation of the primary research instrument—a researcher-made speaking rubric. Letters were sent to experts in English language education and assessment, inviting them to evaluate the instrument for its clarity, content validity, and alignment with the research objectives. The rubric was also presented to the research adviser and panel members during proposal presentations. Comments and suggestions from the adviser and experts were carefully reviewed, and the necessary revisions were made to enhance the tool's reliability and appropriateness. These revisions were incorporated into a final version of the rubric, which was then approved for use in the study.

Following the instrument validation, a formal request was submitted to the school principal of Surigao City Pilot School, where the study was to be implemented. Upon the principal's approval, the researcher distributed informed consent forms to the parents or guardians of the selected Grade 4 learners, along with assent forms for the learners themselves. These documents outlined the purpose of the study, the procedures involved, the voluntary nature of participation, and the participants' right to withdraw at any time without penalty. The signed consent and assent forms were collected to ensure that both parents and learners fully understood the study and agreed to participate voluntarily.

An orientation was then conducted with the participating learners to explain the goals of the study, ethical considerations, and the specific procedures they would undergo. Emphasis was placed on the confidentiality of all information, the responsible use of any recorded content, and the role of the researcher as a facilitator of learning. This helped establish a clear understanding among participants and fostered a respectful and collaborative learning environment.

Results and Discussion

This chapter presents, interprets, and analyzes the data obtained from the experiment conducted using both micro-vlogging and conventional teaching methods. The discussion of results is anchored on the research problem presented in Chapter 1, providing a comparative analysis of the effectiveness of these two instructional approaches in the context of the study.

Level of Competency on Oral Communication of the Pupils as to Control and Experimental Group Based on their Pre-test Scores

Table 2 presents the comparative results of the pre-test in Grade 4 learners from both the experimental and control groups, assessing their level competency on oral communication across five components: grammar, vocabulary, fluency, pronunciation, and content.

In the control group, all skill areas fall under the "Below Average" verbal interpretation, with corresponding "Less Competent" qualitative descriptions. The mean score of 1.83 confirms that, overall, the pupils in this control group demonstrated limited proficiency in oral communication before the intervention. Similarly, the experimental group also scored within the "Below Average"

range in all skill areas, with a slightly higher mean of 1.92, yet still under the "Less Competent" category.

Table 2. *Level of Competency on Oral Communication Skills of Pupils in Control and Experimental Group Based on Pre-test Result*

Skills	*Control Group*	*VI*	*QD*	*Experimental Group*	*VI*	*QD*
Grammar	1.87	BA	LC	1.97	BA	LC
Vocabulary	1.83	BA	LC	1.93	BA	LC
Fluency	1.80	BA	LC	1.77	BA	LC
Pronunciation	2.13	BA	LC	2.17	BA	LC
Content	1.53	BA	LC	1.77	BA	LC
Mean	1.83	BA	LC	1.92	BA	LC

Legend: Scale/Parameter: 4.5–5 = Excellent (E) – High Competent (HC); 3.4–4.49 = Good (G) – Competent (C); 2.5–3.49 = Average (A) – Fairly Competent (FC); 1.5–2.49 = Below Average (BA) – Less Competent (LC); 1–1.49 = Poor (P) – Not Competent (NC)

Despite marginal differences in individual skills—such as Grammar (1.97 in the experimental group vs. 1.87 in the control group) and Pronunciation (2.17 vs. 2.13) both groups are characterized by low oral communication competence at the baseline. This finding aligns with the observations of Bialystok (2001), who emphasized that language learners often struggle with oral fluency and grammatical accuracy in the early stages of second language acquisition. Furthermore, the results support the claim of Richards (2008) that developing oral communication is a gradual process that requires exposure to structured and meaningful speaking opportunities.

The uniformity in interpretation and description across both groups suggests that, prior to any instructional intervention, the participants began with comparable levels of oral communication skills. This homogeneity in baseline performance is essential for validating the fairness of any post-test comparison following the instructional treatments.

As supported by Creswell (2014), establishing group equivalency in experimental research designs ensures that observed effects can be attributed to the intervention rather than pre-existing differences.

Implementation of Micro-vlogging in English Class

The micro-vlogging was used in this research as a guide for the evaluation in the level of competency on oral communication skills for Grade 4 pupils. The application of micro-vlogging was put into practice as an innovative strategy to enhance and evaluate the level of oral communication skills among Grade 4 pupils. This approach was grounded in the competencies outlined in the MATATAG curriculum and implemented through a weekly lesson plan compendium aligned with official English lesson exemplars (see Appendix J). Each lesson was carefully designed to include micro-vlog components in the lesson proper. The researcher developed short, engaging video lessons or "micro-vlogs" that introduced, modeled, or reinforced oral communication tasks. These vlogs were integrated into each lesson and followed by corresponding performance tasks, which were evaluated using well-defined rubrics. This systematic approach ensured that the integration of micro-vlogging was purposeful, measurable, and consistent with curriculum standards (Creswell, 2014; Richards, 2008).

Aligned with the communicative language teaching approach, which promotes grammar instruction within authentic language use Larsen-Freeman, (2001), Grammar was embedded into micro-vlogging through direct modeling and contextualized usage. Activities following the vlogs required learners to respond or construct sentences orally, thereby practicing grammar in meaningful contexts. The researcher also emphasized pronunciation, usage, and meaning, supported by visuals or gestures. After viewing the micro-vlogs, pupils engaged in speaking tasks that required them to use the vocabulary in context, fostering active language production. According to Nation (2001), repeated and meaningful exposure to vocabulary is crucial for retention and application. Pupils were also practice to repeat phrases, improve their intonation, and practice sustained speech during the performance task thus fluency was cultivated. During also the performance tasks, students were required to respond, reflect, or narrate their own ideas related to the lesson, ensuring that communication was purposeful and coherent. This practice supports constructivist approaches to language learning, where learners build meaning through interaction with content (Vygotsky, 1978).

In the lesson compendium, each week's lesson included clear content objectives, a corresponding micro-vlog, and a performance task designed to elicit oral responses that reflected the depth and clarity of pupils' understanding. Rubrics were used to assess how well students communicated ideas based on content relevance, organization, and coherence. The integration of content through micro-vlogs made lessons more engaging and contextualized, supporting the MATATAG Curriculum's emphasis on real-world communication, learner-centered instruction, and critical thinking. This approach reflects the principles of content-based instruction (Brinton, Snow, & Wesche, 2003), wherein language learning occurs through meaningful engagement with subject matter content.

Level of Competency on Oral Communication of Pupils as to Control and Experimental Group based on their Post-test Scores

Table 3 presents the comparative results of the post-test in Grade 4 learners from both the experimental and control groups, assessing their oral communication competency across five components: grammar, vocabulary, fluency, pronunciation, and content.

Table 3. *Level of Competency on Oral Communication Skills of Pupils in*

Control and Experimental Group Based on Post-test Result

Skills	*Control Group*	*VI*	*QD*	*Experimental Group*	*VI*	*QD*
Grammar	3.47	G	FC	4.87	E	HC
Vocabulary	3.10	G	FC	4.77	E	HC
Fluency	3.07	G	FC	4.53	E	HC
Pronunciation	3.17	G	FC	4.73	E	HC
Content	3.30	G	FC	4.60	E	HC
Mean	3.22	G	FC	4.70	E	HC

Legend: Scale/Parameter: 4.5–5 = Excellent (E) – High Competent (HC); 3.4–4.49 = Good (G) – Competent (C); 2.5–3.49 = Average (A) – Fairly Competent (FC); 1.5–2.49 = Below Average (BA) – Less Competent (LC); 1–1.49 = Poor (P) – Not Competent (NC)

The control group obtained an overall mean score of 3.22, verbally interpreted as "Average" (G) and described as "Fairly Competent" (FC). Among the five oral communication skills, the highest competency was observed in grammar (M = 3.47) interpreted as "Average", while the lowest was in fluency (M = 3.07) interpreted also as "Average". This suggests that although learners in the control group showed a decent grasp of grammatical structures, they struggled the most with expressing ideas smoothly and continuously, which is a key component of fluency. In contrast, the experimental group, which received the intervention (such as micro-vlogging), achieved a significantly higher overall mean of 4.70, with all skills receiving a Verbal Interpretation of "Excellent" (E) and a Qualitative Description of "Highly Competent" (HC). The highest competency was observed in grammar (M = 4.87), indicating a strong understanding and usage of grammatical rules. Meanwhile, the lowest skill, though still rated "Excellent," was fluency (M = 4.53). This indicates that despite being the lowest among the five, fluency still improved remarkably under the experimental condition, possibly due to repeated speaking practice and video-based performance that encouraged spontaneity and confidence.

The consistent high performance of the experimental group across all indicators suggests that the intervention was highly effective in developing students' oral communication competencies. The use of video or micro-vlogging may have provided learners with more authentic, engaging, and self-reflective speaking experiences. This aligns with Mayer's (2001) Cognitive Theory of Multimedia Learning, which posits that learning is enhanced when words and visuals are combined effectively.

These findings are further supported by recent studies (e.g., Alshahrani & Al-Shehri, 2021), which highlight the benefits of digital learning platforms in enhancing speaking skills and learner motivation. The integration of video-based strategies may have reduced anxiety and increased learners' willingness to communicate, leading to higher achievement, especially in grammar and vocabulary.

Significant Difference in the Level of Competency on Oral Communication Based on Pre-test and Pos-test Scores in the Control and Experimental group

Table 4 presents the results of the Mann-Whitney U Test to determine the difference in level of competency on oral communication skills between the experimental and control groups in the the pre-test and post-test result.

As gleaned on the Table, during pre-test, both groups posted an equal median score of 9.00, with a U value of 440 and a p-value of 0.887. This result indicates no statistically significant difference between the two groups prior to the intervention, confirming that learners started with comparable levels of oral communication proficiency.

Table 4. *Significant Difference in the Oral Communication Skills among Experimental and Control Group Based on Pre-test and Post-test*

Test	*Group Comparison*	*n*	*Median*	*U*	*p-value*	*Description*	*Decision*
Pre-test	Control	30	9.00	440	0.887	Accept Ho	Not Significant
	Experimental	30	9.00				
Post-test	Control	30	15.5	20	0.0001	Do not Accept Ho	Significant
	Experimental	30	24				

As gleaned on the Table, during pre-test, both groups posted an equal median score of 9.00, with a U value of 440 and a p-value of 0.887. This result indicates no statistically significant difference between the two groups prior to the intervention, confirming that learners started with comparable levels of oral communication proficiency. This baseline similarity ensured that any improvements observed in the post-test could be attributed to the intervention and not to pre-existing differences.

However, a different pattern emerged in the post-test. The experimental group, which was exposed to micro-vlogging as an instructional tool, achieved a median score of 24.00, while the control group scored a median of 15.5. The corresponding U value of 20 and a highly significant p-value of 0.0001 led to the rejection of the null hypothesis. These results clearly indicate a statistically significant difference between the two groups in favor of the experimental group, demonstrating the positive effect of the micro-vlogging intervention on the learners' oral communication skills.

This outcome aligns with the findings of Chen et al. (2021), who emphasized that video-based instruction fosters learners' confidence and improves their articulation by providing a structured yet creative medium for oral practice. Additionally, Nakamura et al. (2024)

found that video-integrated activities that include interactive components, such as automatic speech recognition (ASR), enhance learners' oral performance by offering immediate feedback and opportunities for reflection and revision. These interactive processes are absent in conventional classroom settings, which may explain the lower gains seen in the control group.

Furthermore, a study by Sekolah Kebangsaan Nenasi & Aziz (2024) reported that animated and video-based learning materials significantly enhance speaking skills among young learners by creating an engaging environment that encourages participation. This resonates with the micro-vlogging experience of the experimental group, where learners were not only exposed to speaking tasks but were also active participants in content creation—a dynamic process that deepens learning, as supported by Nguyen and Hsu (2023), who asserted that learner-generated videos lead to better retention and fluency in language use.

In contrast, the moderate gains in the control group reflect the limitations of traditional methods. As Zhang (2019) and Du & Zhang (2020) noted, conventional instruction often lacks interactive and multimodal features that promote active speaking practice. This results in minimal progress, particularly in developing expressive and spontaneous oral communication.

The significant disparity in post-test outcomes between the two groups highlights the pedagogical value of incorporating micro-vlogging into language instruction. It demonstrates that learner-centered, technology-driven strategies can transform oral communication development, moving learners from "not competent" to "highly competent"—an improvement far beyond what is typically achievable through standard classroom methods alone.

Significant Difference Between Pre-test and Post-test Results of the Experimental Group Before and After the use of Micro-vlogging in the Class

Table 5 presents the results of the Wilcoxon Signed-Rank Test, which was used to determine whether a statistically significant difference existed in the oral communication skills of the experimental group before and after the implementation of micro-vlogging as a microlearning platform.

Table 5. *Significant Difference in the Pre-test and Post-test Results of the Experimental Group Before and After the use of Micro-vlogging*

Experimental Group	*n*	*Median*	*W*	*p-value*	*Decision*
Pre-test	30	9	0.001	0.0001	Do not Accept Ho
Post-test	30	24			

The data show a substantial increase in the median score from 9 in the pre-test to 24 in the post-test. The Wilcoxon test yielded a W value of 0.001 and a p-value of 0.0001, which is significantly below the conventional alpha level of 0.05. This led to the rejection of the null hypothesis and confirmed that the improvement in oral communication skills was statistically significant.

This result indicates that the integration of micro-vlogging into instruction had a meaningful and positive effect on the learners' speaking proficiency. The significant improvement aligns with findings by Hsu (2020), who reported that video-based speaking tasks, especially those that are learner-generated, enhance students' fluency, pronunciation, and vocabulary by offering repeated practice and the opportunity for self-assessment.

Chen et al. (2021) further emphasized that multimedia video instruction increases learners' articulation and motivation, particularly when videos are used not just for consumption but also for creation—an approach central to micro-vlogging. By giving learners the agency to produce their own speaking content, they are more actively engaged in their learning process, which leads to improved communicative competence.

Moreover, Nakamura et al. (2024) found that interactive video tasks, especially those integrated with technological tools like automatic speech recognition (ASR), foster self-awareness and reflection, building learners' confidence in spoken communication. This supports the idea that micro-vlogging, with its built-in potential for peer interaction, iterative performance, and digital creativity, offers a dynamic and learner-centered environment that strengthens speaking skills.

The results of this study also align with Nguyen and Hsu (2023), who observed that learner-created videos, such as micro-vlogs, promote deeper learning by enabling students to construct meaning through language production, storytelling, and performance—all of which are crucial in oral communication development.

In conclusion, the data presented in Table 4 reinforce the effectiveness of micro-vlogging as a pedagogical tool in enhancing the oral communication skills of young learners. The substantial improvement in the experimental group's post-test scores demonstrates the transformative power of integrating microlearning strategies and digital content creation into the language classroom. This supports calls from recent literature for more innovative, media-integrated, and student-centered approaches to language instruction in the 21st century.

Conclusion

Based on the results of the study, the following conclusions were drawn:

The control and experimental group were less competent in grammar, vocabulary, fluency, pronunciation and content prior to the intervention.

Micro-vlogging is used in the English class of Grade 4 pupils to enhance the level of oral communication skills in grammar, vocabulary, fluency, pronunciation and content.

The control group were fairly competent while the experimental group were highly competent in the level or oral communication skills.

Traditional strategies raised the level of competency of the control group from less competent to fairly competent however, micro-vlogging increased the level of competencies of the experimental group from less competent to highly competent.

Micro-vlogging has a significant effect on the level of oral communication skills of the Grade 4 pupils.

Micro-vlogging is an effective and innovative microlearning platform for enhancing oral communication skills.

Based on the findings and conclusions of the study, the following recommendations are offered for key stakeholders:

For School Administrators. They are encouraged to enhance digital infrastructure and provide internet access and multimedia devices to support micro-vlogging integration in classrooms.

For Teachers. They are advised to incorporate familiar platforms like TikTok, Facebook, and YouTube into oral communication activities through guided micro-vlogging tasks ensuring clear safety guidelines, private class groups, and parental coordination are established.

For Pupils. They are urged to use social media responsibly for educational purposes by creating and sharing short videos to practice oral communication skills such as storytelling and expressive reading.

Parents and Community. They are enjoined to support learners by allowing the responsible use of devices at home and promoting micro-vlogging as a learning tool.

Future Researchers. They are challenged to explore the long-term impact of micro-vlogging across different grade levels, subjects, and learner profiles

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